



**HEARTLAND CHARTER SCHOOL**  
955 Stanislaus St. Maricopa, CA 93252  
Phone (661) 525-1178 \* Fax (661) 465-4544

**Regular Scheduled Board Meeting  
Heartland Charter School  
February 27, 2020 – 5:15 pm  
5060 California Avenue #420  
Bakersfield, CA 93309**

**AGENDA**

Item	Description	Action
1.	Call to Order	
2.	Approval of the Agenda	
3.	Public Comments	Information
4.	Principal's Report a. LCAP and Student Achievement b. CTE Pathways	Information
5.	Discussion and Potential Action on January and February Board Meeting Minutes	
6.	Discussion and Potential Action on the Second Interim Report	
7.	Discussion and Potential Action on the Auditor Selection	
8.	Discussion and Potential Action on Enrollment Items	
9.	Discussion and Potential Action on the 2020-2021 School Calendar	
10.	Discussion and Potential Action on the 2020-2021 Funds Depreciation Chart	
11.	Discussion and Potential Action on the Teacher Salary Schedule	
12.	Discussion and Potential Action on the Teacher Employee Contract and Staff Calendar	
13.	Discussion and Potential Action on the 2020-2021 SPED Salary Chart and SPED Positions	
14.	Discussion and Potential Action on the 2020-2021 Stipend Positions	
15.	Discussion and Potential Action on the Superintendent Job Description	
16.	Discussion and Potential Action on the Work Sample Policy	
17.	Discussion and Potential Action on the Homeless Education Policy	
18.	Discussion and Potential Action on the Comprehensive School Safety Plan	
19.	Board of Directors' Requests	Information
20.	Announcement of Next Regular Scheduled Board Meeting	Information
21.	Adjournment	

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Note: Heartland Charter School Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 818-207-3837 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132))



## **LCAP and Student Achievement Update**

We are continuing to gather input from all stakeholders regarding the needs of our school. We have been collecting surveys from stakeholders, as well as holding meetings, including an LCAP community meeting for parents and others on Tuesday, February 25<sup>th</sup> and will hold an ELAC (English Learner Advisory Committee) meeting on March 3<sup>rd</sup>. In these meetings, our goal is review data on student achievement from our Dashboard, as well as other indicators and metrics for monitoring progress, and to consider goals, and the actions, and services that will help achieve those goals. In March, we will come to the board for input on the LCAP as we begin to draft it for the 2020-2023 cycle. We look forward to working with you in the cycle of continuous improvement for our school.



## CTE Pathways

We are so thrilled to share with you about Career Technical Education Pathways, or CTE. CTE is the practice of teaching specific career skills to students. CTE is split into 16 career clusters that apply to different high-demand careers. Heartland has already adopted several of these pathways and is looking to expand. Here are the six that we look forward to incorporating into our events and activities in the coming year:

- Agriculture and Natural Resources
- Information Communication and
- Arts, Media, and Entertainment
- Marketing, Sales, and Services
- Energy, Environment, and Utilities
- Public Services

CTE is focused on skills. This differs from traditional and university-based education, which is based on theory. Our students will have opportunities to connect with local professionals in their industry and area of expertise.

CTE is applicable to almost every educational age range. This is because students can understand fundamentals of any career early on and they can build essential skills well into adulthood. CTE tracks change based on new breakthroughs, best practices, and other advancements. In other words, the CTE tracks are rich, expansive career opportunities that allow students to explore what they love and to boost college and career readiness.

### What Is Career & Technical Education?

CTE focuses on teaching tech-based and career-oriented skills.  
It has 16 different "tracks" students can take.

Health Science	Business	Sales	Finance
IT	STEM	Manufacturing	Logistics
Hospitality	Government	Law	Agriculture
HS	Construction	Training	Arts

Applied Educational Systems www.aeducation.com

## **Agricultural Business Pathway**

In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

### **Sample occupations:**

Agriculture Inspector  
Farm and Ranch Manager  
Sales Representative  
Business Controller  
Agricultural Credit Manager

1. Explain the fundamental economic principles of agribusiness and agricultural production.
2. Evaluate the role and value of agricultural organizations.

## **Forestry and Natural Resources Pathway**

The Forestry and Natural Resources pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

### **Sample occupations:**

Forestry Technician  
Park Ranger  
Fish Hatchery Technician  
Logging Operation Inspector  
Biological Science Technician

3. Investigate wildlife management and habitat.
4. Understand the outdoor recreation industry.

**HEARTLAND CHARTER SCHOOL**

955 Stanislaus St. Maricopa, CA 93252

Phone (661) 525-1178 \* Fax (661) 465-4544

**Special Scheduled Board Meeting – Board Meeting Minutes**

January 30, 2020 – 5:00 pm

5060 California Avenue #420, Bakersfield, CA 93309

**Attendance:**

Tony Miranda, Kim Jones, Nikki Sanchez,

Absent: Nicole Panero, Jennifer Woodward

Also Present: Courtney McCorkle, Kate Rowe

ITEM	ITEM DESCRIPTION
<b>1. CALL TO ORDER</b>	Board president, Tony Miranda, called the meeting to order. <b>Time: 5:04 pm</b>
<b>2. APPROVAL OF THE AGENDA</b>	This item was provided as an opportunity for members, through consensus, to approve, re-sequence or table agenda topics. <b>Action: To approve the agenda.</b> <b>Ms. Woodward Moved, Ms. Sanchez Second, 0 Abstention, Unanimous</b>
<b>3. PUBLIC COMMENTS</b>	Those in the audience desiring to address the Board regarding items not on the agenda may do so at this time. Each speaker will have three (3) minutes to address the Board, make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system. Please understand that the Board does not take action on non-agendized items. <b>No Public Comments</b>
<b>4. DISCUSSION AND POTENTIAL ACTION ON THE SCHOOL ACCOUNTABILITY REPORT CARD</b>	The board reviewed each segment of the School Accountability Report Card (SARC). <b>Action: Approval of the School Accountability Report Card</b> <b>Ms. Sanchez Moved, Ms. Woodward Second, 0 Abstention, Unanimous</b>
<b>5. ADJOURNMENT</b>	<b>Adjournment Time: 5:33 pm General Consent</b>

Prepared by  
Kate RoweJennifer Woodward  
Board Secretary



## HEARTLAND CHARTER SCHOOL

955 Stanislaus St. Maricopa, CA 93252

Phone (661) 525-1178 \* Fax (661) 465-4544

### Regular Scheduled Board Meeting – Board Meeting Minutes

February 4, 2020 – 5:15 pm

5060 California Avenue #420, Bakersfield, CA 93309

#### Attendance:

Tony Miranda, Nicole Panero, Kim Jones, Nikki Sanchez, Jennifer Woodward

Absent: None

Also Present: Courtney McCorkle, Kate Rowe, Bryanna Brossman, Dr. Edward Robillard, Christopher Williams, and Tyler Myers

ITEM	ITEM DESCRIPTION
1. CALL TO ORDER	Board president, Tony Miranda, called the meeting to order. <b>Time: 5:15 pm</b>
2. APPROVAL OF THE AGENDA	This item was provided as an opportunity for members, through consensus, to approve, re-sequence or table agenda topics. <b>Action: To approve the agenda.</b> <b>Ms. Panero Moved, Ms. Sanchez Second, No Abstention, Unanimous</b>
3. PUBLIC COMMENTS	Those in the audience desiring to address the Board regarding items not on the agenda may do so at this time. Each speaker will have three (3) minutes to address the Board, make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system. Please understand that the Board does not take action on non-agendized items. <b>No Public Comments</b>
4. PRINCIPAL'S REPORT	Ms. McCorkle provided an update on school activities: <ul style="list-style-type: none"> <li>• <b>LCAP Update:</b> The board was informed that we have planned various meetings with stakeholders to review and solicit input regarding the school's LCAP and that we will ask for board input in a future board meeting (likely April). The board will be presented with the draft LCAP in May and will approve at the June board meeting.</li> <li>• <b>January Professional Development:</b> The board learned that the January professional development included pre-recorded segments and teams met regionally to view and to work collaboratively as PLCs.</li> <li>• <b>Form 700:</b> The board was presented with Form 700 forms for 2020 to be completed and signed.</li> <li>• <b>SB 126:</b> The board was presented information pertaining to SB 126 as highlighted in the board packet.</li> </ul>
5. DISCUSSION AND POTENTIAL ACTION ON THE DECEMBER BOARD MEETING MINUTES	<b>Action: Approval of Board meeting minutes for Regular Board meeting on December 18, 2019.</b> <b>Ms. Woodward Moved, Ms. Panero Second, No Abstention, Unanimous</b>

6. DISCUSSION AND POTENTIAL ACTION ON THE NOVEMBER-DECEMBER FINANCIALS	<p>Tyler Myers from Charter Impact and Christopher Williams from ICS reviewed the December-January Financials packet with the board.</p> <p><b>Action: Approval of the November-December Financials</b>  <b>Ms. Woodward Moved, Ms. Panero Second, No Abstention, Unanimous</b></p>
7. DISCUSSION AND POTENTIAL ACTION ON THE 2018-2019 AUDIT REPORT	<p>Christopher Williams from ICS reviewed the 2018-2019 Audit Report.</p> <p><b>Action: Approve the 2018-2019 Audit Report</b>  <b>Ms. Sanchez Moved, Ms. Jones Second, No Abstention, Unanimous</b></p>
8. REVIEW OF CREDIT CARD PURCHASES BY THE PRINCIPAL	No Action Required. Information Only.
9. DISCUSSION AND POTENTIAL ACTION ON THE CONFLICT OF INTEREST CODE	<p><b>Action: Approve the Conflict of Interest Code</b>  <b>Ms. Woodward Moved, Ms. Panero Second, No Abstention, Unanimous</b></p>
10. DISCUSSION AND POTENTIAL ACTION ON THE ANTI-HARASSMENT / DISCRIMINATION / INTIMIDATION / BULLYING / RETALIATION POLICY	<p><b>Action: Approve the Anti-Harassment / Discrimination / Intimidation/ Bullying / Retaliation Policy</b>  <b>Ms. Jones Moved, Ms. Woodward Second, No Abstention, Unanimous</b></p>
11. DISCUSSION AND POTENTIAL ACTION ON THE RESIDENCY POLICY	<p><b>Action: Approve the Residency Policy</b>  <b>Ms. Sanchez Moved, Ms. Panero Second, No Abstention, Unanimous</b></p>
12. DISCUSSION AND POTENTIAL ACTION ON THE KINDERGARTEN AND TRANSITIONAL KINDERGARTEN POLICY	<p><b>Action: Approve the Kindergarten and Transitional Kindergarten Policy</b>  <b>Ms. Woodward Moved, Ms. Jones Second, No Abstention, Unanimous</b></p>
13. DISCUSSION AND POTENTIAL ACTION ON THE FOSTER YOUTH POLICY	<p><b>Action: Approve the Foster Youth Policy</b>  <b>Ms. Panero Moved, Ms. Sanchez Second, No Abstention, Unanimous</b></p>
14. DISCUSSION AND POTENTIAL ACTION ON THE TRANSGENDER AND GENDER NONCONFORMING STUDENTS POLICY	<p><b>Action: Approve the Transgender and Gender Nonconforming Policy</b>  <b>Ms. Woodward Moved, Ms. Sanchez Second, 1 Abstention, 4-0 Vote</b></p>
15. DISCUSSION AND POTENTIAL ACTION ON THE INDUCTION POLICY	<p><b>Action: Approve the Induction Policy</b>  <b>Ms. Jones Moved, Ms. Sanchez Second, No Abstention, Unanimous</b></p>
16. DISCUSSION AND POTENTIAL ACTION ON THE SCHOOL CLOSURE POLICY	<p><b>Action: Approve the School Closure Policy</b>  <b>Ms. Woodward Moved, Ms. Panero Second, No Abstention, Unanimous</b></p>
17. DISCUSSION AND POTENTIAL ACTION ON THE EDUCATIONAL MATERIALS AND RESTITUTION POLICY	<p><b>Action: Approve the Educational Materials and Restitution Policy as amended: Procedures section 1. "School shall use inventory systems <i>that</i> clearly identify..."</b>  <b>Ms. Sanchez Moved, Ms. Panero Second, No Abstention, Unanimous</b></p>
18. DISCUSSION AND POTENTIAL ACTION ON THE HEALTHY YOUTH ACT CURRICULUM	<p><b>Action: Approve the Healthy Youth Act Curriculum</b>  <b>Ms. Woodward Moved, Ms. Sanchez Second, 0 Abstention, Unanimous</b></p>

<b>19. DISCUSSION AND POTENTIAL ACTION ON THE MASTER AGREEMENT</b>	<b>Action: Approve the Master Agreement</b> <b>Ms. Jones Moved, Ms. Panero Second, 0 Abstention, Unanimous</b>
<b>20. DISCUSSION AND POTENTIAL ACTION ON THE BOARD MEETING CALENDAR</b>	<b>Action: Approve the Board Meeting Calendar</b> <b>Ms. Jones Moved, Ms. Panero Second, 0 Abstention, Unanimous</b>
<b>21. BOARD OF DIRECTORS' REQUESTS</b>	a) The board requests a month-to-month "due to / due from" and repayment schedule. b) The board requests that the travel stipend be clarified.
<b>22. ANNOUNCEMENT OF NEXT REGULAR SCHEDULED BOARD MEETING</b>	The board's next regularly scheduled meeting will be held on February 27, 2020 at 5:15pm.
<b>23. ADJOURNMENT</b>	<b>Adjournment Time: 7:05 pm General Consent</b>

Prepared by  
Kate Rowe

Jennifer Woodward  
Board Secretary



**HEARTLAND CHARTER SCHOOL**

955 Stanislaus St. Maricopa, CA 93252

Phone (661) 525-1178 \* Fax (661) 465-4544

Special Scheduled Board Meeting – Board Meeting Minutes

February 21, 2020 – 2:00 pm

5060 California Avenue #420, Bakersfield, CA 93309

## Attendance:

Tony Miranda, Kim Jones, Nikki Sanchez, Nicole Panero

Absent: Jennifer Woodward

Also Present: Courtney McCorkle, Kate Rowe, Paul Reynolds

ITEM	ITEM DESCRIPTION
1. CALL TO ORDER	Board president, Tony Miranda, called the meeting to order. <b>Time: 2:05 pm</b>
2. APPROVAL OF THE AGENDA	This item was provided as an opportunity for members, through consensus, to approve, re-sequence or table agenda topics. <b>Action: To approve the agenda.</b> <b>Ms. Jones Moved, Ms. Panero Second, No Abstention, Unanimous</b>
3. PUBLIC COMMENTS	Those in the audience desiring to address the Board regarding items not on the agenda may do so at this time. Each speaker will have three (3) minutes to address the Board, make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system. Please understand that the Board does not take action on non-agendized items. <b>No Public Comments</b>
4. CLOSED SESSION	Action: To adjourn to closed session at 2:06pm to conference with legal counsel pertaining to anticipated litigation. Ms. Panero Moved, Ms. Sanchez Second. No Abstention. Unanimous.  Action: To end closed session at 3:25pm Ms. Jones Moved, Ms. Sanchez Second. No Abstention. Unanimous  Action: To approve contract with legal counsel with added language. Ms. Panero Moved, Ms. Sanchez Second, No Abstention, Unanimous
5. ADJOURNMENT	<b>Adjournment Time: 3:26 pm General Consent</b>

Prepared by  
Kate RoweJennifer Woodward  
Board Secretary



# Heartland Charter School

Monthly Financial Presentation – January 2020

**2<sup>nd</sup> Interim Report**



# HEARTLAND – Highlights

■ Annual Projected Revenue:      ↓      42K

■ Annual Project Expenses:      ↑      176K

■ Annual Projected Surplus:      \$1.32MM

■ SB740 Requirements:

*In Compliance ✓*

Cert.	Instr.
47.8%	88.0%
3,830,240	3,229,315

*Must exceed  
40% / 80%*

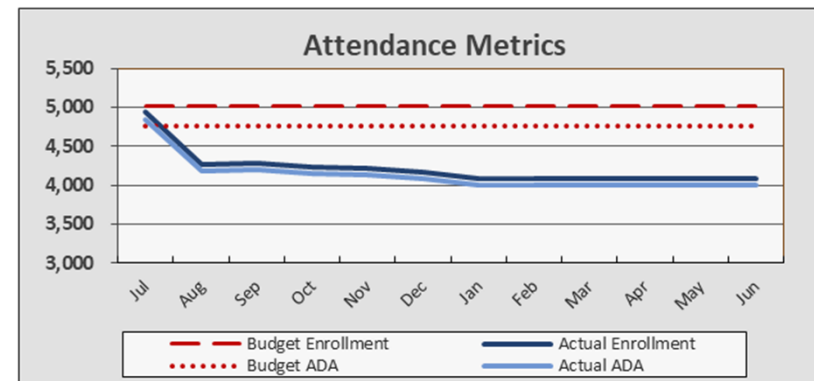
*In Compliance ✓*

Pupil:Teacher Ratio
20.67 :1

*Must be equal to or less than  
25:1*

# HEARTLAND – Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	4,220	4155	5015
ADA	4,136	4072	4764
Attendance Rate	98.0%	98.0%	95.0%
Unduplicated %	37.6%	37.6%	37.8%
Revenue per ADA		\$9,940	\$9,833
Expenses per ADA		\$9,614	\$9,594



- Forecasted Annual Daily Attendance (ADA) – ↓ by 5 since Dec.
- Unduplicated Pupil % - Unchanged

# HEARTLAND - Revenue

- Year-to-date federal revenue due to timing.
- Annual (-) variance due to lower forecasted ADA vs budget.
- -42k decrease between December and January due to ADA adjustment

## Revenue

State Aid-Rev Limit  
Federal Revenue  
Other State Revenue  
Other Local Revenue

## Total Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 12,388,217	\$ 12,480,069	\$ (91,852)
-	169,702	(169,702)
1,225,949	985,067	240,882
-	-	-
<b>\$ 13,614,166</b>	<b>\$ 13,634,838</b>	<b>\$ (20,673)</b>

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 36,876,778	\$ 43,059,576	\$ (6,182,798)
423,470	495,482	(72,012)
3,175,457	3,287,338	(111,881)
-	-	-
<b>\$ 40,475,704</b>	<b>\$ 46,842,396</b>	<b>\$ (6,366,692)</b>

# HEARTLAND - Expenses

- Overall expenses are favorable year-to-date.
- Salary forecast based on payroll through 1/31.
- Staffing adjusted and MOU adjustments reflected in actuals
  - Certificated Salaries increase by 133k and Classified by 30k being the bulk of the 176k increase in forecasted expense from December to January.

## Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 8,222,618	\$ 9,651,915	\$ 1,429,297	\$ 14,363,434	\$ 16,546,140	\$ 2,182,706
Classified Salaries	85,117	23,917	(61,200)	151,629	41,000	(110,629)
Benefits	2,344,580	2,655,882	311,302	4,273,115	4,558,793	285,678
Books and Supplies	1,793,067	2,221,325	428,258	3,177,967	4,272,073	1,094,106
Subagreement Services	6,749,315	5,581,738	(1,167,577)	12,604,966	13,605,808	1,000,841
Operations	41,496	96,524	55,028	100,028	165,470	65,442
Facilities	7,364	14,028	6,664	7,364	24,048	16,683
Professional Services	1,208,219	2,105,670	897,451	3,929,841	5,544,473	1,614,632
Interest	329,059	653,275	324,216	540,120	949,900	409,780
<b>Total Expenses</b>	<b>\$ 20,780,836</b>	<b>\$ 23,004,274</b>	<b>\$ 2,223,438</b>	<b>\$ 39,148,464</b>	<b>\$ 45,707,704</b>	<b>\$ 6,559,240</b>

# HEARTLAND - Fund Balance

- Ending fund balance exceeds State requirements.
- Annual surplus is 3% of total revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (7,166,670)	\$ (9,369,436)	\$ 2,202,766	\$ 1,327,240	\$ 1,134,692	\$ 192,549
Beginning Fund Balance	<u>914,344</u>	<u>914,344</u>		<u>914,344</u>	<u>914,344</u>	
Ending Fund Balance	<u>\$ (6,252,325)</u>	<u>\$ (8,455,091)</u>		<u>\$ 2,241,585</u>	<u>\$ 2,049,036</u>	
As a % of Annual Expenses	-16.0%	-18.5%		5.7%	4.5%	

# HEARTLAND – Multi-Year Forecast

- FY 19-20 through FY21-22 (3 Years) will be reported for 2<sup>nd</sup> Interims.
- Future years projected with positive cash balances and surpluses.

Future Year Assumptions Include:

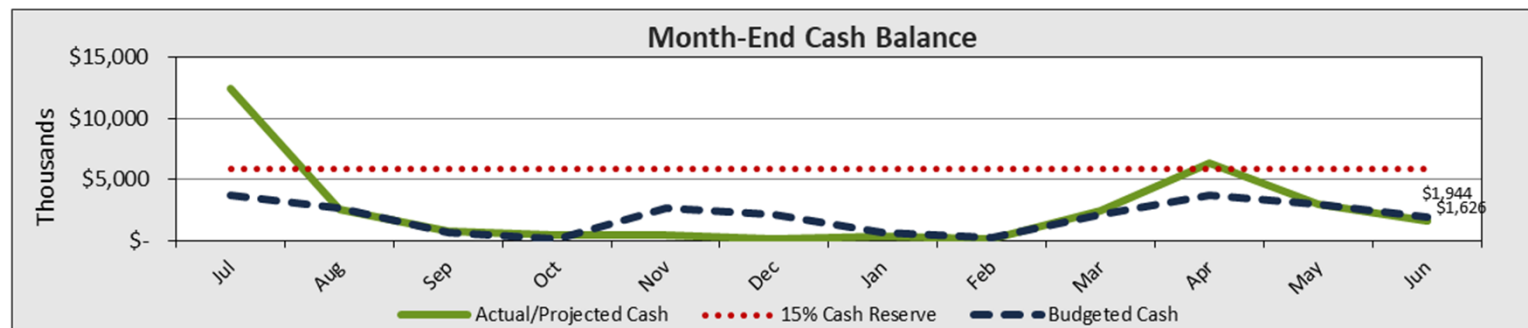
- 2% COLA on overall expense
- 8% Employee Benefit Increase
- Minimum Wage Increases

	Current FY			
	2018-19	2019-20	2020-21	2021-22
Total Revenue	\$ 28,265,421	\$ 40,475,704	\$ 41,341,298	\$ 42,357,776
Total Expenses	27,351,076	39,148,464	41,194,766	42,138,111
<b>Annual Surplus</b>	<b>914,344</b>	<b>1,327,241</b>	<b>146,532</b>	<b>219,665</b>
Beginning Fund Balance	-	914,344	2,241,585	2,388,117
<b>Ending Fund Balance</b>	<b>\$ 914,344</b>	<b>\$ 2,241,585</b>	<b>\$ 2,388,117</b>	<b>\$ 2,607,782</b>
<i>As a % of Annual Expenses</i>	3.3%	5.7%	5.8%	6.2%
<b>Ending Cash Balance</b>	<b>\$ 383,903</b>	<b>\$ 1,626,359</b>	<b>\$ 606,882</b>	<b>\$ 1,733,099</b>



# HEARTLAND - Cash Balance

- Cash balance remains positive at year end
- Cash declines near year end as RAN repayments are made in May, June and July 2020.
- Payback from schools and District Office included in projections



# HEARTLAND – Interschool Balances

Due (To)/ From Inspire Accounts	Jun-19	Jul-19	Oct-19	Dec-19	Jan-20
Inspire LA	\$ 251,092	\$ 250,667	\$ 236,376	\$ (14,973)	\$ (14,973)
Cabrillo Point Academy	(1,284,721)	(1,270,546)	(335,468)	(515,233)	(515,233)
Feather River Charter School	(1,779,408)	(1,765,868)	(1,074,267)	(79,553)	(241)
Blue Ridge Academy	206,182	(662,366)	3,012,767	1,526,261	1,525,315
Winship Community School	50,188	50,188	(413)	(413)	(413)
Yosemite Valley Charter School	38,749	(111,092)	(27,396)	406,970	409,838
Inspire Clarksville Charter School	81,564	86,817	(2,960)	(2,960)	(2,960)
Pacific Coast Academy	(1,757)	10,799	(11,050)	38,895	39,245
Inspire Charter Services	2,456,734	2,656,173	5,215,218	4,168,537	4,789,107
Inspire Foundation	625,200	625,200	625,200	625,200	625,200
Jitterbug	(50,000)	(50,000)	(50,000)	-	-
University	(70,000)	(70,000)	-	-	-
Granite Mountain	-	27,080	-	-	-
Mission Vista Academy	-	23,212	-	14,165	14,165
Monarch River	-	5,803	-	-	-
Cottonwood	-	7,737	-	-	-
<b>Total Due (To)/From Balance</b>	<b>\$ 523,824</b>	<b>\$ (186,197)</b>	<b>\$ 7,588,006</b>	<b>\$ 6,166,895</b>	<b>\$ 6,869,048</b>

# HEARTLAND – Pay Back Plan

- This problem can be solved through multiple scenarios and a meeting is scheduled for this Friday, February 24<sup>th</sup>, 2020 with all the Principals to create an agreed-upon methodology.

# HEARTLAND - Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required
FINANCE	Feb-28	<b>CSFA Charter School Revolving Loan Application</b> - The CA School Finance Authority's Charter School Revolving Loan Fund provides low-interest loans of up to \$250,000 to new charter schools in their first charter term to assist them with meeting the purposes of the school's approved charter. The program is available to any charter school that is not a conversion of an existing public school, and that has not yet completed the full term of its initial charter. Applications are due February 28, 2020.	Heartland with Charter Impact support	Yes	Yes
FINANCE	Feb-28	<b>Every Student Succeeds Act Per-Pupil Expenditure Application</b> -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No
FINANCE	Mar-15	<b>2nd Interim Financial Report</b> - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes
DATA	Mar-20	<b>CALPADS - Fall 2 amendment deadline</b> - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services.	Charter Impact submits with data provided by Heartland	No	No
FINANCE	Mar-20	<b>El Dorado SELPA Pre-Test for Year-End Maintenance of Effort (Special Education)</b> - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No

# HEARTLAND - Appendix

- Monthly Cash Flow / Forecast 19-20
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Due (To)/From All Inspire School Locations
- AP Aging

# Heartland Charter School

## Monthly Cash Flow/Forecast FY19-20

Revised 2/24/20

ADA = 4071.83



### Revenues

#### State Aid - Revenue Limit

8011	LCFF State Aid	-	1,273,496	1,273,496	2,292,292	2,292,292	2,292,292	2,292,292	2,292,292	2,292,292	2,292,292	2,292,292	2,292,292	3,874,412	35,506,364	40,919,713	(5,413,349)
8012	Education Protection Account	-	-	148,341	-	-	-	-	148,341	-	322,572	-	-	195,111	814,365	952,850	(138,485)
8096	In Lieu of Property Taxes	-	45,046	90,089	60,060	60,060	60,060	60,060	60,060	203,532	101,766	101,766	101,766	(388,218)	556,048	1,187,013	(630,964)

#### Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	423,470	423,470	495,482	(72,012)
		-	-	-	-	-	-	-	-	-	-	-	-	423,470	423,470	495,482	(72,012)

#### Other State Revenue

8311	State Special Education	1	72,049	72,049	129,689	129,689	129,689	129,689	129,689	252,624	252,624	252,624	252,624	252,624	0	1,925,973	2,253,490	(327,517)
8550	Mandated Cost	-	-	-	-	-	61,941	-	-	-	-	-	-	-	-	61,941	61,941	(0)
8560	State Lottery	-	-	-	-	-	-	-	156,479	-	-	153,533	-	-	532,856	842,868	971,907	(129,039)
8598	Prior Year Revenue	-	-	187,470	-	-	-	-	60,596	-	-	-	-	-	-	248,066	-	248,066
8599	Other State Revenue	-	-	-	96,609	-	-	-	-	-	-	-	-	-	-	96,609	-	96,609

### Total Revenue

### Expenses

#### Certificated Salaries

1100	Teachers' Salaries	813,731	913,927	910,297	918,098	1,177,958	975,930	986,128	975,930	975,018	975,018	975,018	975,018	975,018	-	11,571,161	13,198,500	1,627,339
1175	Teachers' Extra Duty/Stipends	42,250	73,339	129,269	148,590	137,209	129,840	130,218	129,840	136,503	136,503	136,503	136,503	136,503	-	1,473,229	3,167,640	1,694,411
1200	Pupil Support Salaries	22,339	62,377	63,663	71,770	69,034	69,034	70,034	69,034	70,034	70,034	70,034	70,034	70,034	-	778,421	-	(778,421)
1300	Administrators' Salaries	29,167	42,708	44,308	47,233	77,976	19,580	46,608	19,580	46,608	46,608	46,608	46,608	46,608	-	540,623	180,000	(360,623)

#### Classified Salaries

2100	Instructional Salaries	3,649	7,491	8,597	9,217	7,900	34,961	13,303	34,961	13,303	13,303	13,303	13,303	13,303	-	151,629	41,000	(110,629)
		3,649	7,491	8,597	9,217	7,900	34,961	13,303	34,961	13,303	13,303	13,303	13,303	13,303	-	151,629	41,000	(110,629)

#### Benefits

3101	STRS	150,942	182,034	191,263	129,746	240,471	201,452	204,999	201,452	215,492	215,492	215,492	215,492	215,492	-	2,378,368	2,763,205	384,838
3301	OASDI	212	419	488	480	367	2,047	723	2,047	868	868	868	868	868	-	9,077	2,542	(6,535)
3311	Medicare	12,825	15,561	16,284	16,817	20,433	17,524	17,538	17,524	18,476	18,476	18,476	18,476	18,476	-	209,361	240,514	31,153
3401	Health and Welfare	(27,431)	156,429	125,201	135,256	91,374	171,956	123,331	171,956	118,417	118,417	118,417	118,417	118,417	-	1,368,199	1,144,000	(224,199)
3501	State Unemployment	14,304	10,087	2,946	1,983	3,616	(32)	39,470	3,616	20,286	10,143	5,072	5,072	5,072	-	118,018	102,410	(15,608)
3601	Workers' Compensation	-	20,929	10,464	10,464	10,464	10,464	10,680	10,464	17,839	17,839	17,839	17,839	17,839	-	162,658	232,220	69,562
3901	Other Benefits	-	(0)	-	(0)	-	(0)	-	-	5,487	5,487	5,487	5,487	5,487	-	27,435	73,902	46,467

#### Books and Supplies

4302	School Supplies	181,609	272,906	283,728	345,667	252,447	174,957	207,625	174,957	132,067	228,497	184,260	184,711	128,958	138,760	2,716,192	2,690,521	(25,671)
4305	Software	2,412	7,827	20,424	1,037	14,320	1,090	16,368	1,090	7,798	7,798	7,798	7,798	7,798	-	102,469	1,008,862	906,393
4310	Office Expense	228	2,383	238	3,226	2,418	772	973	772	2,362	2,362	2,362	2,362	2,362	-	22,047	35,275	13,227
4311	Business Meals	-	53	-	130	-	87	-	87	31	31	31	31	31	-	427	1,377	951
4400	Noncapitalized Equipment	-	-	-	-	-	141	-	141	44,588	77,145	62,209	62,362	43,539	46,848	336,832	413,948	77,116

#### Subagreement Services

5102	Special Education	14,466	34,372	65,748	72,059	302,319	76,929	184,591	76,929	126,698	126,698	126,698	126,698	126,698	-	1,383,973	682,922	(701,051)
5106	Other Educational Consultants	176,445	169,632	509,528	725,689	538,600	702,267	696,228	702,267	458,446	793,183	639,623	641,189	447,655	481,679	6,980,164	7,536,010	555,847
5107	Instructional Services	-	159,918	1,005,513	388,477	388,477	388,477	149,581	388,477	352,077	352,077	352,077	352,077	352,077	-	4,240,829	5,386,876	1,146,046

#### Operations and Housekeeping

5201	Auto and Travel	2,659	1,823	2,839	2,101	1,090	3,574	1,115	3,574	1,874	1,874	1,874	1,874	1,874	-	24,571	24,774	203
5300	Dues & Memberships	3,688	2,618	-	-	-	-	-	-	316	316	316	316	316	-	7,887	20,438	12,551
5400	Insurance	87	5,583	2,835	2,835	2,835	2,835	2,835	2,835	8,055	8,055	8,055	8,055	8,055	-	60,120	105,446	45,325
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,526	1,526
5901	Postage and Shipping	-	-	138	-	-	6	-	6	1,461	1,461	1,461	1,461	1,461	-	7,450	13,287	5,837

Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)	
															ADA = 4764.25	
-	1,273,496	1,273,496	2,292,292	2,292,292	2,292,292	2,292,292	2,292,292	4,405,875	4,405,875	4,405,875	4,405,875	3,874,412	35,506,364	40,919,713	(5,413,349)	
-	-	148,341	-	-	-	148,341	-	-	322,572	-	-	195,111	814,365	952,850	(138,485)	
-	45,046	90,089	60,060	60,060	60,060	60,060	60,060	203,532	101,766	101,766	101,766	(388,218)	556,048	1,187,013	(630,964)	
-	1,318,542	1,511,926	2,352,352	2,352,352	2,352,352	2,500,693	2,352,352	4,609,407	4,830,213	4,507,641	4,507,641	3,681,306	36,876,778	43,059,576	(6,182,798)	
-	-	-	-	-	-	-	-	-	-	-	-	423,470	423,470	495,482	(72,012)	
-	-	-	-	-	-	-	-	-	-	-	-	423,470	423,470	495,482	(72,012)	
1	72,049	72,049	129,689	129,689	129,689	129,689	252,624	252,624	252,624	252,624	252,624	0	1,925,973	2,253,490	(327,517)	
-	-	-	-	-	61,941	-	-	-	-	-	-	-	61,941	61,941	(0)	
-	-	-	-	-	-	156,479	-	-	153,533	-	-	532,856	842,868	971,907	(129,039)	
-	-	187,470	-	-	-	60,596	-	-	-	-	-	-	248,066	-	248,066	
-	-	-	96,609	-	-	-	-	-	-	-	-	-	96,609	-	96,609	
1	72,049	259,519	226,298	129,689	191,630	346,763	252,624	252,624	406,157	252,624	252,624	532,856	3,175,457	3,287,338	(111,881)	
1	1,390,591	1,771,445	2,578,650	2,482,041	2,543,982	2,847,456	2,604,976	4,862,031	5,236,370	4,760,265	4,760,265	4,637,632	40,475,704	46,842,396	(6,366,692)	
813,731	913,927	910,297	918,098	1,177,958	975,930	986,128	975,018	975,018	975,018	975,018	975,018	-	11,571,161	13,198,500	1,627,339	
42,250	73,339	129,269	148,590	137,209	129,840	130,218	136,503	136,503	136,503	136,503	136,503	-	1,473,229	3,167,640	1,694,411	
22,339	62,377	63,663	71,770	69,034	69,034	70,034	70,034	70,034	70,034	70,034	70,034	-	778,421	-	(778,421)	
29,167	42,708	44,308	47,233	77,976	19,580	46,608	46,608	46,608	46,608	46,608	46,608	-	540,623	180,000	(360,623)	
907,487	1,092,352	1,147,537	1,185,692	1,462,177	1,194,384	1,232,989	1,228,163	1,228,163	1,228,163	1,228,163	1,228,163	-	14,363,434	16,546,140	2,182,706	
3,649	7,491	8,597	9,217	7,900	34,961	13,303	13,303	13,303	13,303	13,303	13,303	-	151,629	41,000	(110,629)	
3,649	7,491	8,597	9,217	7,900	34,961	13,303	13,303	13,303	13,303	13,303	13,303	-	151,629	41,000	(110,629)	
150,942	182,034	191,263	129,746	240,471	201,452	204,999	215,492	215,492	215,492	215,492	215,492	-	2,378,368	2,763,205	384,838	
212	419	488	480	367	2,047	723	868	868	868	868	868	-	9,077	2,542	(6,535)	
12,825	15,561	16,284	16,817	20,433	17,524	17,538	18,476	18,476	18,476	18,476	18,476	-	209,361	240,514	31,153	
(27,431)	156,429	125,201	135,256	91,374	171,956	123,331	118,417	118,417	118,417	118,417	118,417	-	1,368,199	1,144,000	(224,199)	
14,304	10,087	2,946	1,983	3,616	(32)	39,470	20,286	10,143	5,072	5,072	5,072	-	118,018	102,410	(15,608)	
-	20,929	10,464	10,464	10,464	10,464	10,680	17,839	17,839	17,839	17,839	17,839	-	162,658	232,220	69,562	
-	(0)	-	(0)	-	(0)	-	5,487	5,487	5,487	5,487	5,487	-	27,435	73,902	46,467	
150,852	385,458	346,646	294,746	366,726	403,411	396,741	396,864	386,721	381,650	381,650	381,650	-	4,273,115	4,558,793	285,678	
181,609	272,906	283,728	345,667	252,447	174,957	207,625	132,067	228,497	184,260	184,711	128,958	138,760	2,716,192	2,690,521	(25,671)	
2,412	7,827	20,424	1,037	14,320	1,090	16,368	7,798	7,798	7,798	7,798	7,798	-	102,469	1,008,862	906,393	
228	2,383	238	3,226	2,418	772	973	2,362	2,362	2,362	2,362	2,362	-	22,047	35,275	13,227	
-	53	-	130	-	87	-	31	31	31	31	31	-	427	1,377	951	
-	-	-	-	-	141	-	44,588	77,145	62,209	62,362	43,539	46,848	336,832	413,948	77,116	
184,249	283,169	304,390	350,061	269,185	177,047	224,966	186,847	315,833	256,660	257,264	182,688	185,608	3,177,967	4,272,073	1,094,106	
14,466	34,372	65,748	72,059	302,319	76,929	184,591	126,698	126,698	126,698	126,698	126,698	-	1,383,973	682,922	(701,051)	
176,445	169,632	509,528	725,689	538,600	702,267	696,228	458,446	793,183	639,623	641,189	447,655	481,679	6,980,164	7,536,010	555,847	
-	159,918	1,005,513	388,477	388,477	388,477	149,581	352,077	352,077	352,077	352,077	352,077	-	4,240,829	5,386,876	1,146,046	
190,911	363,922	1,580,789	1,186,225	1,229,396	1,167,673	1,030,400	937,222	1,271,958	1,118,398	1,119,964	926,430	481,679	12,604,966	13,605,808	1,000,841	
2,659	1,823	2,839	2,101	1,090	3,574	1,115	1,874	1,874	1,874	1,874	1,874	-	24,571	24,774	203	
3,688	2,618	-	-	-	-	-	316	316	316	316	316	-	7,887	20,438	12,551	
87	5,583	2,835	2,835	2,835	2,835	2,835	8,055	8,055	8,055	8,055	8,055	-	60,120	105,446	45,325	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,526	1,526	
-	-	-	-	-	-	6	1,461	1,461	1,461	1,461	1,461	-	7,450	13,287	5,837	
6,434	10,024	5,812	4,936	3,925	6,416	3,950	11,706	11,706	11,706	11,706	11,706	-	100,028	165,470	65,442	

# Heartland Charter School

## Monthly Cash Flow/Forecast FY19-20

Revised 2/24/20

ADA = 4071.83



	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	22,964	22,964
5604 Other Leases	-	-	-	1,050	897	4,441	977	-	-	-	-	-	-	7,364	-	(7,364)
	-	-	-	1,050	897	4,441	977	-	-	-	-	-	-	7,364	24,048	16,683
<b>Professional/Consulting Services</b>																
5801 IT	-	-	-	-	-	-	-	593	593	593	593	593	-	2,965	32,022	29,057
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,533	3,533
5803 Legal	54,931	1,440	2,608	-	-	418	22	6,185	6,185	6,185	6,185	6,185	-	90,343	94,869	4,525
5804 Professional Development	1,175	-	-	7,326	(7,326)	-	-	4,265	4,265	4,265	4,265	4,265	-	22,498	39,557	17,059
5805 General Consulting	166,122	(4,731)	-	777	3,145	1,665	2,620	2,770	2,770	2,770	2,770	2,770	-	183,450	74,329	(109,122)
5806 Special Activities/Field Trips	35,237	47,924	54,954	42,015	28,437	6,128	3,772	104,609	180,990	145,950	146,308	102,147	109,911	1,008,382	2,112,462	1,104,080
5807 Bank Charges	-	-	-	183	170	463	327	431	431	431	431	431	-	3,300	3,882	582
5808 Printing	-	-	-	-	-	-	-	676	676	676	676	676	-	3,381	6,085	2,704
5809 Other taxes and fees	-	90	(90)	3,499	-	-	-	640	640	640	640	640	-	6,697	21,989	15,292
5811 Management Fee	-	48,671	306,026	118,232	118,232	118,232	45,524	89,295	89,295	89,295	133,943	133,943	-	1,290,687	1,639,484	348,797
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	-	1,106,303	1,106,303	1,291,787	185,484
5814 SPED Encroachment	-	-	-	-	-	-	-	22,736	22,736	22,736	22,736	22,736	-	211,450	219,918	8,468
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	77	77	77	77	77	-	384	4,556	4,172
	257,465	93,394	363,498	172,033	142,658	126,906	52,265	232,277	308,658	273,618	318,623	274,462	1,313,983	3,929,841	5,544,473	1,614,632
<b>Interest</b>																
7438 Interest Expense	47,008	47,008	47,008	47,008	47,008	47,008	47,008	42,212	42,212	42,212	42,212	42,212	-	540,120	949,900	409,780
	47,008	47,008	47,008	47,008	47,008	47,008	47,008	42,212	42,212	42,212	42,212	42,212	-	540,120	949,900	409,780
<b>Total Expenses</b>	<b>1,748,054</b>	<b>2,282,817</b>	<b>3,804,278</b>	<b>3,250,968</b>	<b>3,529,872</b>	<b>3,162,247</b>	<b>3,002,599</b>	<b>3,048,594</b>	<b>3,578,554</b>	<b>3,325,711</b>	<b>3,372,885</b>	<b>3,060,614</b>	<b>1,981,270</b>	<b>39,148,464</b>	<b>45,707,704</b>	<b>6,559,240</b>
<b>Monthly Surplus (Deficit)</b>	<b>(1,748,054)</b>	<b>(892,226)</b>	<b>(2,032,833)</b>	<b>(672,318)</b>	<b>(1,047,831)</b>	<b>(618,265)</b>	<b>(155,143)</b>	<b>(443,618)</b>	<b>1,283,477</b>	<b>1,910,659</b>	<b>1,387,380</b>	<b>1,699,651</b>	<b>2,656,361</b>	<b>1,327,241</b>	<b>1,134,692</b>	<b>192,549</b>
<b>Cash Flow Adjustments</b>														3%		
Monthly Surplus (Deficit)	(1,748,054)	(892,226)	(2,032,833)	(672,318)	(1,047,831)	(618,265)	(155,143)	(443,618)	1,283,477	1,910,659	1,387,380	1,699,651	2,656,361	1,327,241		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	934,472	-	-	-	-	-	681,301	245,294	-	-	-	-	(4,637,632)	(2,776,566)		
Grants and Contributions Rec.	45	-	-	-	-	-	-	-	-	-	-	-	-	45		
Due To/From Related Parties	710,021	(8,372,016)	121,158	476,655	640,717	780,394	(702,153)	14,165	1,039,245	2,000,000	-	1,685,153	-	(1,606,662)		
Prepaid Expenses	9,558	(23,720)	87	(73,456)	76,774	87	(101,413)	-	-	-	-	-	-	(112,083)		
Accounts Payable	(496,559)	78,198	192,485	(115,154)	223,535	(351,430)	216,588	-	-	-	-	-	1,981,270	1,728,934		
Accrued Expenses	(28,799)	(760,790)	(82,611)	(39,508)	34,177	(95,942)	138,953	-	-	-	-	-	-	(834,520)		
Cash flows from financing activities																
Proceeds from Debt	12,713,465	47,008	47,008	47,008	47,008	47,008	47,008	-	-	-	-	-	-	12,995,516		
Payments on Debt	-	-	-	-	-	-	-	-	-	-	(4,739,724)	(4,739,724)	-	(9,479,448)		
<b>Total Change in Cash</b>	<b>12,094,149</b>	<b>(9,923,547)</b>	<b>(1,754,706)</b>	<b>(376,773)</b>	<b>(25,619)</b>	<b>(238,147)</b>	<b>125,142</b>	<b>(184,159)</b>	<b>2,322,722</b>	<b>3,910,659</b>	<b>(3,352,344)</b>	<b>(1,354,920)</b>				
<b>Cash, Beginning of Month</b>	<b>383,903</b>	<b>12,478,052</b>	<b>2,554,505</b>	<b>799,799</b>	<b>423,026</b>	<b>397,407</b>	<b>159,260</b>	<b>284,402</b>	<b>100,243</b>	<b>2,422,964</b>	<b>6,333,624</b>	<b>2,981,280</b>				
<b>Cash, End of Month</b>	<b>12,478,052</b>	<b>2,554,505</b>	<b>799,799</b>	<b>423,026</b>	<b>397,407</b>	<b>159,260</b>	<b>284,402</b>	<b>100,243</b>	<b>2,422,964</b>	<b>6,333,624</b>	<b>2,981,280</b>	<b>1,626,359</b>				
<b>Cash - WITH RAN Funds</b>	<b>12,478,052</b>	<b>2,554,505</b>	<b>799,799</b>	<b>423,026</b>	<b>1,952,963</b>	<b>1,714,816</b>	<b>1,839,958</b>	<b>1,655,799</b>	<b>3,978,520</b>	<b>7,889,180</b>	<b>4,536,836</b>	<b>3,181,915</b>				
<b>Cash - No DO payment in Nov</b>	12,478,052	2,554,505	799,799	423,026	(2,202,593)	(2,440,740)	(2,315,598)	(2,499,757)	(177,036)	3,733,624	381,280	(973,641)				
<b>Cash - No DO payment in Nov or Jun</b>	12,478,052	2,554,505	799,799	423,026	(2,202,593)	(2,440,740)	(2,315,598)	(2,499,757)	(177,036)	3,733,624	381,280	(2,658,794)				

Cert.	Instr.
47.8%	88.0%
3,830,240	3,229,315

Pupil:Teacher Ratio
20.67 :1

# Heartland Charter School

## Budget vs Actual

For the period ended January 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 2,292,292	\$ 2,299,825	\$ (7,533)	\$ 11,716,160	\$ 11,754,661	\$ (38,501)	\$ 40,919,713
Education Protection Account	148,341	-	148,341	296,682	296,682	-	952,850
In Lieu of Property Taxes	60,060	59,135	925	375,375	428,726	(53,351)	1,187,013
Total State Aid - Revenue Limit	2,500,693	2,358,960	141,733	12,388,217	12,480,069	(91,852)	43,059,576
Federal Revenue							
Special Education - Entitlement	-	27,769	(27,769)	-	169,702	(169,702)	495,482
Total Federal Revenue	-	27,769	(27,769)	-	169,702	(169,702)	495,482
Other State Revenue							
State Special Education	129,689	126,298	3,391	662,855	771,818	(108,964)	2,253,490
Mandated Cost	-	-	-	61,941	61,941	(0)	61,941
State Lottery	156,479	151,308	5,171	156,479	151,308	5,171	971,907
Prior Year Revenue	60,596	-	60,596	248,066	-	248,066	-
Other State Revenue	-	-	-	96,609	-	96,609	-
Total Other State Revenue	346,763	277,605	69,158	1,225,949	985,067	240,882	3,287,338
<b>Total Revenues</b>	<b>\$ 2,847,456</b>	<b>\$ 2,664,334</b>	<b>\$ 183,122</b>	<b>\$ 13,614,166</b>	<b>\$ 13,634,839</b>	<b>\$ (20,673)</b>	<b>\$ 46,842,396</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 986,128	\$ 1,099,875	\$ 113,747	\$ 6,696,069	\$ 7,699,125	\$ 1,003,056	\$ 13,198,500
Teachers' Extra Duty/Stipends	130,218	263,970	133,752	790,716	1,847,790	1,057,074	3,167,640
Pupil Support Salaries	70,034	-	(70,034)	428,251	-	(428,251)	-
Administrators' Salaries	46,608	15,000	(31,608)	307,581	105,000	(202,581)	180,000
Total Certificated Salaries	1,232,989	1,378,845	145,856	8,222,618	9,651,915	1,429,297	16,546,140
Classified Salaries							
Instructional Salaries	13,303	3,417	(9,886)	85,117	23,917	(61,200)	41,000
Total Classified Salaries	13,303	3,417	(9,886)	85,117	23,917	(61,200)	41,000
Benefits							
State Teachers' Retirement System, certificated posi	204,999	230,267	25,268	1,300,907	1,611,870	310,963	2,763,205
OASDI/Medicare/Alternative, certificated positions	723	212	(511)	4,736	1,483	(3,253)	2,542
Medicare/Alternative, certificated positions	17,538	20,043	2,505	116,982	140,300	23,317	240,513
Health and Welfare Benefits, certificated positions	123,331	95,333	(27,997)	776,115	667,333	(108,782)	1,144,000
State Unemployment Insurance, certificated positio	39,470	25,603	(13,868)	72,374	56,326	(16,049)	102,410
Workers' Compensation Insurance, certificated posi	10,680	19,352	8,672	73,465	135,462	61,996	232,220
Other Benefits, certificated positions	-	6,158	6,158	(0)	43,109	43,109	73,902
Total Benefits	396,741	396,968	227	2,344,580	2,655,882	311,302	4,558,793
Books & Supplies							
Books and Reference Materials	-	-	-	-	122,089	122,089	122,089
School Supplies	207,625	356,887	149,262	1,718,939	1,290,763	(428,176)	2,690,522
Software	16,368	84,072	67,704	63,478	588,503	525,025	1,008,862
Office Expense	973	2,940	1,966	10,239	20,577	10,338	35,274
Business Meals	-	115	115	270	803	533	1,377
Noncapitalized Equipment	-	54,909	54,909	141	198,589	198,448	413,948
Total Books & Supplies	224,966	498,922	273,956	1,793,067	2,221,325	428,258	4,272,073
Subagreement Services							
Special Education	184,591	56,910	(127,681)	750,484	398,371	(352,113)	682,922
Other Educational Consultants	696,228	999,623	303,395	3,518,389	3,615,360	96,971	7,536,010
Instructional Services	149,581	306,398	156,817	2,480,442	1,568,006	(912,436)	5,386,876
Total Subagreement Services	1,030,400	1,362,931	332,531	6,749,315	5,581,738	(1,167,577)	8,218,932
Operations & Housekeeping							
Auto and Travel	1,115	2,064	949	15,202	14,451	(750)	24,774
Dues & Memberships	-	1,703	1,703	6,305	11,922	5,617	20,438
Insurance	2,835	8,787	5,952	19,845	61,510	41,665	105,446
Janitorial Services	-	127	127	-	890	890	1,526
Postage and Shipping	-	1,107	1,107	145	7,751	7,606	13,287
Total Operations & Housekeeping	3,950	13,789	9,839	41,496	96,524	55,028	165,470



## Heartland Charter School

### Budget vs Actual

For the period ended January 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Facilities, Repairs & Other Leases							
Rent	-	1,914	1,914	-	13,395	13,395	22,964
Other Leases	977	-	(977)	7,364	-	(7,364)	-
Repairs and Maintenance	-	90	90	-	632	632	1,084
Total Facilities, Repairs & Other Leases	977	2,004	1,027	7,364	14,028	6,664	24,048
Professional/Consulting Services							
IT	-	2,668	2,668	-	18,679	18,679	32,022
Audit & Taxes	-	-	-	-	3,533	3,533	3,533
Legal	22	7,906	7,884	59,419	55,340	(4,079)	94,869
Professional Development	-	3,296	3,296	1,175	23,075	21,900	39,557
General Consulting	2,620	6,194	3,574	169,598	43,358	(126,240)	74,329
Special Activities/Field Trips	3,772	280,210	276,438	218,468	1,013,442	794,975	2,112,462
Bank Charges	327	324	(4)	1,143	2,265	1,121	3,882
Printing	-	507	507	-	3,550	3,550	6,085
Other Taxes and Fees	-	1,832	1,832	3,499	12,827	9,328	21,989
Management Fee	45,524	93,252	47,728	754,917	477,219	(277,697)	1,639,484
District Oversight Fee	-	70,769	70,769	-	374,402	374,402	1,291,787
SPED Encroachment	-	12,325	12,325	-	75,322	75,322	219,918
Public Relations/Recruitment	-	380	380	-	2,658	2,658	4,556
Total Professional/Consulting Services	52,265	479,663	427,398	1,208,219	2,105,670	897,451	5,544,473
Interest							
Interest Expense	47,008	59,325	12,317	329,059	653,275	324,216	949,900
Total Interest	47,008	59,325	12,317	329,059	653,275	324,216	949,900
<b>Total Expenses</b>	<b>\$ 3,002,599</b>	<b>\$ 4,195,864</b>	<b>\$ 1,193,265</b>	<b>\$ 20,780,836</b>	<b>\$ 23,004,274</b>	<b>\$ 2,223,438</b>	<b>\$ 40,320,828</b>
<b>Change in Net Assets</b>	<b>(155,143)</b>	<b>(1,531,530)</b>	<b>1,376,387</b>	<b>(7,166,670)</b>	<b>(9,369,435)</b>	<b>2,202,766</b>	<b>6,521,568</b>
Net Assets, Beginning of Period	(6,097,183)			914,344			
<b>Net Assets, End of Period</b>	<b>\$ (6,252,325)</b>			<b>\$ (6,252,325)</b>			

**Heartland Charter School**  
**Statement of Financial Position**

January 31, 2020

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
<b>Assets</b>				
<b>Current Assets</b>				
Cash & Cash Equivalents	\$ 284,402	\$ 383,903	\$ (99,501)	-26%
Accounts Receivable	-	45	(45)	-100%
Public Funding Receivable	245,294	1,861,066	(1,615,772)	-87%
Due To/From Related Parties	6,869,048	523,824	6,345,224	1211%
Prepaid Expenses	227,090	115,007	112,083	97%
<b>Total Current Assets</b>	<b>7,625,834</b>	<b>2,883,844</b>	<b>4,741,989</b>	<b>164%</b>
 <b>Total Assets</b>	 <b>\$ 7,625,834</b>	 <b>\$ 2,883,844</b>	 <b>\$ 4,741,989</b>	 <b>164%</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	\$ 286,251	\$ 538,588	\$ (252,337)	-47%
Accrued Liabilities	596,393	1,430,912	(834,520)	-58%
Notes Payable, Current Portion	12,995,516	-	12,995,516	0%
<b>Total Current Liabilities</b>	<b>13,878,159</b>	<b>1,969,500</b>	<b>11,908,659</b>	<b>605%</b>
 <b>Total Liabilities</b>	 <b>13,878,159</b>	 <b>1,969,500</b>	 <b>11,908,659</b>	 <b>605%</b>
 <b>Total Net Assets</b>	 <b>(6,252,325)</b>	 <b>914,344</b>	 <b>(7,166,670)</b>	 <b>-784%</b>
 <b>Total Liabilities and Net Assets</b>	 <b>\$ 7,625,834</b>	 <b>\$ 2,883,844</b>	 <b>\$ 4,741,989</b>	 <b>164%</b>

## Heartland Charter School

### Statement of Cash Flows

For the period ended January 31, 2020

	Month Ended 01/31/20	YTD Ended 01/31/20
<b>Cash Flows from Operating Activities</b>		
Change in Net Assets	\$ (155,143)	\$ (7,166,670)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	681,301	1,615,772
Grants, Contributions & Pledges Receivable	-	45
Due from Related Parties	(702,153)	(6,345,224)
Prepaid Expenses	(101,413)	(112,083)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	216,588	(252,337)
Accrued Expenses	138,953	(834,520)
<b>Total Cash Flows from Operating Activities</b>	<b>78,133</b>	<b>(13,095,016)</b>
 <b>Cash Flows from Financing Activities</b>		
Proceeds from (payments on) Long-Term Debt	47,008	12,995,516
<b>Total Cash Flows from Financing Activities</b>	<b>47,008</b>	<b>12,995,516</b>
 Change in Cash & Cash Equivalents	125,142	(99,501)
Cash & Cash Equivalents, Beginning of Period	159,260	383,903
 <b>Cash and Cash Equivalents, End of Period</b>	<b>\$ 284,402</b>	<b>\$ 284,402</b>

## Heartland Charter School

### *Due (To)/From All Inspire Charter School Locations*

For the period ended January 31, 2020

	Account Balance
Due (to)/from Inspire LA	\$ (14,973)
Due (to)/from Cabrillo Point Academy	(515,233)
Due (to)/from Feather River Charter School	(241)
Due (to)/from Blue Ridge Academy	1,525,315
Due (to)/from Winship Community School	(413)
Due (to)/from Yosemite Valley Charter School	409,838
Due (to)/from Inspire Clarksville Charter School	(2,960)
Due (to)/from Pacific Coast Academy	39,245
Due (to)/from Inspire Charter Services	4,789,107
Due (to)/from Inspire Foundation	625,200
Due (to)/from Mission Vista Academy	<u>14,165</u>
<b>Total Due (to)/from Balance</b>	<b><u>\$ 6,869,048</u></b>

## Heartland Charter School

### Accounts Payable Aging

January 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
42 Development LLC	2839	1/13/2020	2/12/2020	\$ 108	\$ -	\$ -	\$ -	\$ -	\$ 108
5 Cities Swim School	384	1/22/2020	2/21/2020	150	-	-	-	-	150
7P Riding & Training	1281	1/9/2020	2/8/2020	360	-	-	-	-	360
7P Riding & Training	1293	1/14/2020	2/13/2020	270	-	-	-	-	270
7P Riding & Training	1294	1/14/2020	2/13/2020	360	-	-	-	-	360
7P Riding & Training	1295	1/14/2020	2/13/2020	270	-	-	-	-	270
7P Riding & Training	1296	1/14/2020	2/13/2020	360	-	-	-	-	360
7P Riding & Training	1297	1/14/2020	2/13/2020	450	-	-	-	-	450
7P Riding & Training	1298	1/14/2020	2/13/2020	450	-	-	-	-	450
7P Riding & Training	1299	1/14/2020	2/13/2020	450	-	-	-	-	450
7P Riding & Training	1300	1/14/2020	2/13/2020	45	-	-	-	-	45
7P Riding & Training	1303	1/23/2020	2/22/2020	450	-	-	-	-	450
7P Riding & Training	1304	1/23/2020	2/22/2020	480	-	-	-	-	480
7P Riding & Training	1305	1/23/2020	2/22/2020	940	-	-	-	-	940
7P Riding & Training	1306	1/23/2020	2/22/2020	135	-	-	-	-	135
7P Riding & Training	1307	1/23/2020	2/22/2020	135	-	-	-	-	135
7P Riding & Training	1308	1/23/2020	2/22/2020	135	-	-	-	-	135
7P Riding & Training	1309	1/23/2020	2/7/2020	280	-	-	-	-	280
7P Riding & Training	1310	1/23/2020	2/22/2020	280	-	-	-	-	280
7P Riding & Training	1311	1/23/2020	2/22/2020	455	-	-	-	-	455
7P Riding & Training	1312	1/23/2020	2/22/2020	455	-	-	-	-	455
7P Riding & Training	1313	1/23/2020	2/22/2020	135	-	-	-	-	135
7P Riding & Training	1314	1/23/2020	2/22/2020	135	-	-	-	-	135
A3 Sports & Wellness	2801	1/21/2020	2/20/2020	375	-	-	-	-	375
Academic Performance	29	1/13/2020	2/12/2020	800	-	-	-	-	800
Academics in a Box Inc.	7541	1/15/2020	2/14/2020	168	-	-	-	-	168
Actor's Edge	39	1/17/2020	2/16/2020	630	-	-	-	-	630
Actor's Edge	40	1/17/2020	2/16/2020	630	-	-	-	-	630
AEG Bakersfield	11520	1/15/2020	2/14/2020	950	-	-	-	-	950
Alice Zepeda	34	1/14/2020	2/13/2020	5,280	-	-	-	-	5,280
All About Learning Press, Inc.	901566	12/12/2019	2/10/2020	155	-	-	-	-	155
All About Learning Press, Inc.	901612	12/18/2019	2/16/2020	155	-	-	-	-	155
All About Learning Press, Inc.	901614	12/18/2019	2/16/2020	29	-	-	-	-	29
All About Learning Press, Inc.	901620	12/18/2019	2/16/2020	118	-	-	-	-	118
All About Learning Press, Inc.	901661	1/8/2020	3/8/2020	155	-	-	-	-	155

## Heartland Charter School

### Accounts Payable Aging

January 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
All About Learning Press, Inc.	901674	1/9/2020	3/9/2020	27	-	-	-	-	27
All About Learning Press, Inc.	901693	1/13/2020	3/13/2020	37	-	-	-	-	37
All About Learning Press, Inc.	901694	1/15/2020	3/15/2020	226	-	-	-	-	226
All About Learning Press, Inc.	901758	1/20/2020	3/20/2020	228	-	-	-	-	228
All About Learning Press, Inc.	901762	1/20/2020	3/20/2020	207	-	-	-	-	207
Amanda Esquivel	5	11/26/2019	12/26/2019	-	-	180	-	-	180
Amy Rodriguez	S20202HL	1/17/2020	2/16/2020	192	-	-	-	-	192
Anam Cre' Pottery Studio	240	1/22/2020	2/21/2020	380	-	-	-	-	380
Anam Cre' Pottery Studio	241	1/23/2020	2/22/2020	385	-	-	-	-	385
Arete Color Guard	1048	1/14/2020	2/13/2020	225	-	-	-	-	225
Arrow Youth Sports and Fitness	012020	1/15/2020	2/14/2020	375	-	-	-	-	375
ASU Preparatory Academy	INV01266	1/14/2020	2/13/2020	350	-	-	-	-	350
ASU Preparatory Academy	INV01266SM350	1/20/2020	2/13/2020	350	-	-	-	-	350
Bakersfield Aquatics Club, Inc.	134	1/15/2020	2/14/2020	225	-	-	-	-	225
Bakersfield Aquatics Club, Inc.	135	1/23/2020	2/22/2020	570	-	-	-	-	570
Bakersfield Sound Co.	2039	1/24/2020	2/23/2020	300	-	-	-	-	300
Bakersfield Sound Co.	2040	1/24/2020	2/23/2020	705	-	-	-	-	705
Basketball Universe Academy	210HWM	1/13/2020	2/12/2020	100	-	-	-	-	100
Beautiful Feet Books, Inc.	11458	1/9/2020	3/9/2020	80	-	-	-	-	80
Beautiful Feet Books, Inc.	11468	1/10/2020	3/10/2020	21	-	-	-	-	21
Beautiful Feet Books, Inc.	11469	1/10/2020	3/10/2020	21	-	-	-	-	21
Beautiful Feet Books, Inc.	11483	1/15/2020	3/15/2020	126	-	-	-	-	126
Beyond Martial Arts	CHAYTON-4	1/14/2020	2/13/2020	477	-	-	-	-	477
Beyond Martial Arts	RJ-13	1/14/2020	2/13/2020	139	-	-	-	-	139
Beyond Martial Arts	RJ-14	1/23/2020	2/22/2020	139	-	-	-	-	139
Beyond Martial Arts	THOMAS-5	1/23/2020	2/22/2020	537	-	-	-	-	537
Bitsbox	2431	12/18/2019	2/16/2020	455	-	-	-	-	455
Bitsbox	2488	1/17/2020	3/17/2020	87	-	-	-	-	87
Bitsbox	2497	1/23/2020	3/23/2020	167	-	-	-	-	167
Blackfriar's School of Fence	5	1/22/2020	2/21/2020	335	-	-	-	-	335
Blue Learning	SINV1123	1/16/2020	2/15/2020	100	-	-	-	-	100
Bonfield Farm	20-0113	1/13/2020	2/12/2020	240	-	-	-	-	240
Bonfield Farm	20-0113.2	1/13/2020	2/12/2020	759	-	-	-	-	759
Bonnie L. Green	11	1/20/2020	2/19/2020	140	-	-	-	-	140
BookShark	30982752	1/14/2020	2/13/2020	54	-	-	-	-	54
BookShark	30982974	1/16/2020	2/15/2020	159	-	-	-	-	159
BookShark	30982980	1/16/2020	2/15/2020	54	-	-	-	-	54
BookShark	30982981	1/16/2020	2/15/2020	57	-	-	-	-	57

## Heartland Charter School

### Accounts Payable Aging

January 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
BookShark	30982989	1/16/2020	2/15/2020	54	-	-	-	-	54
BookShark	30982991	1/16/2020	2/15/2020	216	-	-	-	-	216
BookShark	30982993	1/16/2020	2/15/2020	50	-	-	-	-	50
BookShark	30982994	1/16/2020	2/15/2020	124	-	-	-	-	124
BookShark	30982995	1/16/2020	2/15/2020	51	-	-	-	-	51
BookShark	30983014	1/17/2020	2/16/2020	6	-	-	-	-	6
BookShark	30983015	1/17/2020	2/16/2020	22	-	-	-	-	22
BookShark	30983016	1/17/2020	2/16/2020	22	-	-	-	-	22
BookShark	30983017	1/17/2020	2/16/2020	21	-	-	-	-	21
Boulder Creek	BOUL121219	1/23/2020	2/22/2020	13,162	-	-	-	-	13,162
Brave Writer, LLC	52513332	1/20/2020	2/19/2020	229	-	-	-	-	229
Bree Lewis	15	1/18/2020	2/17/2020	390	-	-	-	-	390
Bree Lewis	16	1/18/2020	2/17/2020	620	-	-	-	-	620
Bree Lewis	17	1/18/2020	2/17/2020	460	-	-	-	-	460
Bree Lewis	18	1/18/2020	2/17/2020	281	-	-	-	-	281
BRI Music	608	1/13/2020	2/12/2020	570	-	-	-	-	570
BRI Music	609	1/20/2020	2/19/2020	570	-	-	-	-	570
BRI Music	610	1/23/2020	2/22/2020	1,100	-	-	-	-	1,100
Bright Idea Kids, LLC	1007	1/13/2020	2/12/2020	770	-	-	-	-	770
Caity Geyer, Private Tutor	13	1/16/2020	2/15/2020	120	-	-	-	-	120
Caity Geyer, Private Tutor	14	1/24/2020	2/23/2020	320	-	-	-	-	320
Calliope Music Studios	007	1/13/2020	2/12/2020	480	-	-	-	-	480
Candee Coffee	439076	12/9/2019	1/8/2020	-	360	-	-	-	360
Candee Coffee	439077	12/9/2019	1/8/2020	-	360	-	-	-	360
Candee Coffee	439078	12/9/2019	1/8/2020	-	360	-	-	-	360
Candee Coffee	439081	1/7/2020	2/6/2020	360	-	-	-	-	360
Candee Coffee	439082	1/7/2020	2/6/2020	360	-	-	-	-	360
Candee Coffee	439083	1/7/2020	2/6/2020	300	-	-	-	-	300
Candee Coffee	439084	1/7/2020	2/6/2020	300	-	-	-	-	300
Candee Coffee	439086	1/13/2020	2/12/2020	400	-	-	-	-	400
Carr Elite, LLC	0020DW	1/16/2020	2/15/2020	600	-	-	-	-	600
Center for Athletic Training Success (C.A. 28		1/16/2020	2/15/2020	644	-	-	-	-	644
Central Coast Children's Choir	4835	1/22/2020	2/21/2020	362	-	-	-	-	362
Central Coast Children's Choir	4838	1/22/2020	2/21/2020	425	-	-	-	-	425
Central Coast Children's Choir	4841	1/22/2020	2/21/2020	362	-	-	-	-	362
Central Coast Children's Choir	4842	1/22/2020	2/21/2020	153	-	-	-	-	153
Central Coast Children's Choir	4879	1/22/2020	2/21/2020	120	-	-	-	-	120
Central Coast Children's Choir	4880	1/22/2020	2/21/2020	120	-	-	-	-	120

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Central Coast Jiu-Jitsu Academy	11	1/20/2020	2/19/2020	759	-	-	-	-	759
Central Coast Kenpo Karate	115	1/12/2020	2/11/2020	526	-	-	-	-	526
Central Coast Kenpo Karate	119	1/22/2020	2/21/2020	375	-	-	-	-	375
Charissa Thompson	20	1/10/2020	2/9/2020	1,468	-	-	-	-	1,468
Chloe Crouse	20200124	1/24/2020	2/23/2020	100	-	-	-	-	100
Christine Fogh Music	204	1/18/2020	2/17/2020	300	-	-	-	-	300
Christine Fogh Music	205	1/24/2020	2/23/2020	540	-	-	-	-	540
Classical School of Ballet	201932	11/10/2019	12/10/2019	-	-	105	-	-	105
Classical School of Ballet	201933	11/10/2019	12/10/2019	-	-	88	-	-	88
Classical School of Ballet	201934	12/7/2019	1/6/2020	-	88	-	-	-	88
Classical School of Ballet	201935	12/7/2019	1/6/2020	-	264	-	-	-	264
Classical School of Ballet	201936	12/7/2019	1/6/2020	-	168	-	-	-	168
Classical School of Ballet	201937	12/14/2019	1/13/2020	-	168	-	-	-	168
Classical School of Ballet	201939	12/14/2019	1/13/2020	-	176	-	-	-	176
Classical School of Ballet	201940	12/30/2019	1/29/2020	-	168	-	-	-	168
Classical School of Ballet	201942	1/23/2020	2/22/2020	168	-	-	-	-	168
CORE Dance	335	1/24/2020	1/31/2020	540	-	-	-	-	540
CORE Dance	336	1/24/2020	1/31/2020	195	-	-	-	-	195
CORE Dance	337	1/24/2020	1/31/2020	63	-	-	-	-	63
CORE Dance	338	1/24/2020	1/31/2020	100	-	-	-	-	100
Creative Kids Performing Arts	235	1/16/2020	2/15/2020	250	-	-	-	-	250
Crossroads Learning Network	INV-2362	1/17/2020	1/17/2020	-	2,430	-	-	-	2,430
Curtis Studio of Dance	23	1/9/2020	2/8/2020	1,690	-	-	-	-	1,690
Dancenation	10	1/16/2020	2/15/2020	550	-	-	-	-	550
Dancers Turnout Academy of Dance	AT-01-13-20	1/13/2020	2/12/2020	900	-	-	-	-	900
Dancers Turnout Academy of Dance	BL-01-13-20	1/13/2020	2/12/2020	315	-	-	-	-	315
Dancers Turnout Academy of Dance	BLS-01-13-20	1/13/2020	2/12/2020	540	-	-	-	-	540
Dancers Turnout Academy of Dance	CS-01-13-20	1/13/2020	2/12/2020	500	-	-	-	-	500
Dancers Turnout Academy of Dance	HO-01-13-20	1/13/2020	2/12/2020	195	-	-	-	-	195
Dancers Turnout Academy of Dance	IC-01-13-20	1/13/2020	2/12/2020	195	-	-	-	-	195
Dancers Turnout Academy of Dance	JCC-01-13-20	1/13/2020	2/12/2020	285	-	-	-	-	285
Dancers Turnout Academy of Dance	LS-01-13-20	1/13/2020	2/12/2020	150	-	-	-	-	150
Dancers Turnout Academy of Dance	MS-01-13-20	1/13/2020	2/12/2020	150	-	-	-	-	150
Dancers Turnout Academy of Dance	PL-01-13-20	1/13/2020	2/12/2020	300	-	-	-	-	300
Danielle D'Silva	4	1/24/2020	2/23/2020	720	-	-	-	-	720
Deedra Patrick	3011	1/23/2020	2/22/2020	825	-	-	-	-	825
Door of Hope Learning Center	14	1/12/2020	2/11/2020	770	-	-	-	-	770
Drive2Pass North	023	1/13/2020	2/12/2020	330	-	-	-	-	330



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Drivers Ed Direct	1084	1/21/2020	2/20/2020	39	-	-	-	-	39
Drivers Ed Direct	1091	1/24/2020	2/23/2020	39	-	-	-	-	39
Dynamical Systems	6	1/15/2020	2/14/2020	1,200	-	-	-	-	1,200
Education.com Holdings, Inc.	8392	1/21/2020	2/20/2020	160	-	-	-	-	160
Educational Development Corporation	DIR5415598	1/16/2020	2/15/2020	49	-	-	-	-	49
Educational Development Corporation	DIR5415612	1/17/2020	2/16/2020	145	-	-	-	-	145
eDynamic Learning	20-0049	1/13/2020	2/12/2020	85	-	-	-	-	85
eDynamic Learning	20-0050	1/13/2020	2/12/2020	85	-	-	-	-	85
eDynamic Learning	20-0051	1/13/2020	2/12/2020	85	-	-	-	-	85
eDynamic Learning	20-0053	1/13/2020	2/12/2020	85	-	-	-	-	85
eDynamic Learning	20-0063	1/17/2020	2/16/2020	85	-	-	-	-	85
Elise Baker Educational Consulting	12320	1/23/2020	2/22/2020	7,094	-	-	-	-	7,094
EMB Martial Arts	50	1/17/2020	2/16/2020	945	-	-	-	-	945
Emily Kirby	1000-55	1/15/2020	2/14/2020	100	-	-	-	-	100
Emily Kirby	1000-56	1/15/2020	2/14/2020	100	-	-	-	-	100
Engineering for Kids South Kern	1021	1/13/2020	2/12/2020	6,240	-	-	-	-	6,240
Evan-Moor	INV257680	1/14/2020	2/13/2020	28	-	-	-	-	28
Evan-Moor	INV257681	1/14/2020	2/13/2020	28	-	-	-	-	28
Evan-Moor	INV257682	1/14/2020	2/13/2020	46	-	-	-	-	46
Evan-Moor	INV264729	1/13/2020	2/12/2020	48	-	-	-	-	48
Evan-Moor	INV264802	1/14/2020	2/13/2020	404	-	-	-	-	404
Evan-Moor	INV264827	1/14/2020	2/13/2020	100	-	-	-	-	100
Fawn Martinez	2019-17NMO	1/3/2020	2/2/2020	165	-	-	-	-	165
Fawn Martinez	2019-19	1/23/2020	2/22/2020	120	-	-	-	-	120
Fossemalle Dance Studio	3	1/14/2020	2/13/2020	870	-	-	-	-	870
Full Circle Aikido 2	43	1/20/2020	2/19/2020	240	-	-	-	-	240
Full Circle Aikido 2	44	1/23/2020	2/22/2020	80	-	-	-	-	80
Full Circle Aikido 2	45	1/23/2020	2/22/2020	80	-	-	-	-	80
Gabriella Peacock	14	1/21/2020	2/20/2020	225	-	-	-	-	225
Gary Alan Yettner	303	1/28/2020	2/27/2020	450	-	-	-	-	450
Gary Alan Yettner	304	1/28/2020	2/27/2020	250	-	-	-	-	250
Generation Genius, Inc.	GG0019502	1/15/2020	2/14/2020	120	-	-	-	-	120
Genesis Gymnastics	15-HLC	1/21/2020	2/20/2020	150	-	-	-	-	150
Grace Baptist Church	GRAC120419	12/4/2019	12/4/2019	-	-	4,500	-	-	4,500
Grace Phillips	10	1/23/2020	2/22/2020	960	-	-	-	-	960
Grade Potential Tutoring	11272019-B	1/9/2020	2/8/2020	1,105	-	-	-	-	1,105
GS Family Music LLC	HL-2020-1	1/12/2020	2/11/2020	895	-	-	-	-	895
GS Family Music LLC	HL-2020-1.2	1/24/2020	2/23/2020	3,853	-	-	-	-	3,853

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Gustafson Dance	100	1/13/2020	2/12/2020	470	-	-	-	-	470
Gustafson Dance	101	1/15/2020	2/14/2020	695	-	-	-	-	695
Gustafson Dance	102	1/15/2020	2/14/2020	1,000	-	-	-	-	1,000
Gustafson Dance	103	1/21/2020	2/20/2020	630	-	-	-	-	630
Gustafson Dance	97	12/17/2019	1/16/2020	-	370	-	-	-	370
Gustafson Dance	99	12/18/2019	1/17/2020	-	1,040	-	-	-	1,040
Gypsy Studios	11	1/16/2020	2/15/2020	645	-	-	-	-	645
Hampton Inn & Suites Paso Robles	HAMP012820	1/28/2020	2/27/2020	14	-	-	-	-	14
Han's Taekwondo	2020JAN23	1/23/2020	1/23/2020	-	85	-	-	-	85
Happy Time Cooperative Preschool	Georgia03	1/22/2020	2/21/2020	672	-	-	-	-	672
Harmony Road Music School of Tehachas	010920	1/9/2020	2/8/2020	295	-	-	-	-	295
Heather Jones	PLJan4lessons	10/3/2019	11/2/2019	-	-	-	280	-	280
Heather Rodriguez	January 2020	1/23/2020	2/22/2020	3,105	-	-	-	-	3,105
Heather West	000009	1/23/2020	2/22/2020	1,025	-	-	-	-	1,025
Heidi Toomer	0045	1/13/2020	2/12/2020	1,350	-	-	-	-	1,350
High Desert Driving School	161	1/15/2020	2/14/2020	360	-	-	-	-	360
High Desert Fitness	00009747	1/15/2020	2/14/2020	70	-	-	-	-	70
High Desert Fitness	00009793	1/23/2020	2/22/2020	100	-	-	-	-	100
Home Science Tools	977805	1/14/2020	3/14/2020	242	-	-	-	-	242
Home Science Tools	977911	1/15/2020	3/15/2020	104	-	-	-	-	104
Homeschool Buyers Co-op	1068112	1/13/2020	2/12/2020	130	-	-	-	-	130
Homeschool Buyers Co-op	1068113	1/13/2020	2/12/2020	130	-	-	-	-	130
Homeschool Buyers Co-op	1068558	1/15/2020	2/14/2020	130	-	-	-	-	130
Homeschool Buyers Co-op	1069382	1/19/2020	2/18/2020	85	-	-	-	-	85
Hooked on Phonics	HOP1018	12/10/2019	1/9/2020	-	375	-	-	-	375
Hooked on Phonics	HOP1023	1/7/2020	2/6/2020	43	-	-	-	-	43
Hooked on Phonics	HOP1024	1/7/2020	2/6/2020	43	-	-	-	-	43
Ida M. Kelmis	12MD	1/9/2020	2/8/2020	1,105	-	-	-	-	1,105
Ida M. Kelmis	13KA	1/13/2020	2/12/2020	425	-	-	-	-	425
Ida M. Kelmis	14KA	1/13/2020	2/12/2020	325	-	-	-	-	325
Ida M. Kelmis	15EB	1/22/2020	2/21/2020	260	-	-	-	-	260
Ida M. Kelmis	16EB	1/23/2020	2/22/2020	325	-	-	-	-	325
Ida M. Kelmis	17EB	1/23/2020	2/22/2020	260	-	-	-	-	260
IEAO	6	1/13/2020	2/12/2020	700	-	-	-	-	700
IEAO	7	1/13/2020	2/12/2020	700	-	-	-	-	700
IEAO	8	1/14/2020	2/13/2020	175	-	-	-	-	175
IEAO	9	1/21/2020	2/20/2020	625	-	-	-	-	625
Infinite Movement Academy	2060	1/13/2020	2/12/2020	2,924	-	-	-	-	2,924

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Institute for Excellence in Writing	645868	1/16/2020	2/15/2020	303	-	-	-	-	303
Institute for Excellence in Writing	646670	1/23/2020	2/23/2020	27	-	-	-	-	27
Institute for Excellence in Writing	646677	1/23/2020	2/23/2020	59	-	-	-	-	59
Institute for Excellence in Writing	646683	1/23/2020	2/23/2020	27	-	-	-	-	27
Institute for Excellence in Writing	646838	1/23/2020	2/22/2020	226	-	-	-	-	226
Institute for Excellence in Writing	646847	1/23/2020	2/23/2020	44	-	-	-	-	44
J & M Dance Center-Joy	8551	1/17/2020	2/10/2020	41	-	-	-	-	41
J & M Dance Center-Joy	8552	1/17/2020	2/10/2020	41	-	-	-	-	41
J & M Dance Center-Joy	8554	1/17/2020	2/10/2020	41	-	-	-	-	41
J & M Dance Center-Joy	8555	1/17/2020	2/10/2020	41	-	-	-	-	41
J & M Dance Center-Joy	8556	1/17/2020	2/10/2020	41	-	-	-	-	41
J & M Dance Center-Joy	8557	1/17/2020	2/10/2020	41	-	-	-	-	41
J & M Dance Center-Joy	8558	1/17/2020	2/10/2020	41	-	-	-	-	41
J & M Dance Center-Joy	8559	1/17/2020	2/10/2020	41	-	-	-	-	41
J & M Dance Center-Joy	8560	1/17/2020	2/10/2020	156	-	-	-	-	156
J & M Dance Center-Joy	8561	1/17/2020	2/10/2020	124	-	-	-	-	124
J & M Dance Center-Joy	8564	1/21/2020	2/10/2020	90	-	-	-	-	90
Janet Wood	214	1/14/2020	2/13/2020	250	-	-	-	-	250
Jessica Ann Hall	120	1/18/2020	2/17/2020	1,190	-	-	-	-	1,190
Jill Dixon: Education Consultant & Tutor	01152020	1/15/2020	2/14/2020	1,200	-	-	-	-	1,200
Jill Dixon: Education Consultant & Tutor	01172020	1/17/2020	2/16/2020	1,950	-	-	-	-	1,950
Jill Dixon: Education Consultant & Tutor	01212020	1/21/2020	2/20/2020	480	-	-	-	-	480
Jill Dixon: Education Consultant & Tutor	01232020	1/23/2020	2/22/2020	799	-	-	-	-	799
Jill Dixon: Education Consultant & Tutor	012320201	1/23/2020	2/22/2020	975	-	-	-	-	975
Jill von Ilten	1245	1/13/2020	2/13/2020	330	-	-	-	-	330
Joel T. Swartz	019MCK	1/16/2020	2/15/2020	1,120	-	-	-	-	1,120
Julie Everett	55	1/24/2020	2/23/2020	900	-	-	-	-	900
K and B Tutoring	0004	1/10/2020	2/9/2020	140	-	-	-	-	140
Kara McCoy	365502	1/16/2020	2/15/2020	180	-	-	-	-	180
Kara McCoy	365507	1/18/2020	2/17/2020	180	-	-	-	-	180
Karlee Wesney	59	1/15/2020	2/14/2020	1,200	-	-	-	-	1,200
Karlee Wesney	60	1/23/2020	2/22/2020	1,035	-	-	-	-	1,035
Katherine Marton	37	1/15/2020	2/14/2020	200	-	-	-	-	200
Kati Wilson	16	1/11/2020	2/10/2020	1,280	-	-	-	-	1,280
Kati Wilson	17	1/13/2020	2/12/2020	100	-	-	-	-	100
Katy Smith	0015	1/16/2020	2/15/2020	511	-	-	-	-	511
KCSOS	000742	9/16/2019	10/16/2019	-	-	-	-	55	55
KCSOS	000743	9/17/2019	10/17/2019	-	-	-	-	55	55

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KCSOS	000744	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	000745	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	000746	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	000747	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	000748	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	000749	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	000750	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	000751	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	000752	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	000753	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	000754	9/17/2019	10/17/2019	-	-	-	-	55	55
KCSOS	001640	11/14/2019	12/14/2019	-	-	55	-	-	55
KCSOS	001893	12/10/2019	1/9/2020	-	55	-	-	-	55
Kerstin Treptow	012020	12/9/2019	1/8/2020	-	280	-	-	-	280
Kerstin Treptow	1209	12/9/2019	1/8/2020	-	245	-	-	-	245
Kindermusik with Kathy	1	1/14/2020	2/13/2020	240	-	-	-	-	240
Kitchen Kid, LLC	438521542	1/23/2020	2/22/2020	145	-	-	-	-	145
Kitchen Kid, LLC	438521581	1/23/2020	2/22/2020	145	-	-	-	-	145
Kitchen Kid, LLC	438521583	1/23/2020	2/22/2020	145	-	-	-	-	145
Kitchen Kid, LLC	438521594	1/23/2020	2/22/2020	145	-	-	-	-	145
Kitchen Kid, LLC	438521640	1/23/2020	2/22/2020	145	-	-	-	-	145
Kitchen Kid, LLC	438521661	1/23/2020	2/22/2020	145	-	-	-	-	145
Kitchen Kid, LLC	438522140	1/23/2020	2/22/2020	49	-	-	-	-	49
Kitchen Kid, LLC	438523016	1/23/2020	2/22/2020	263	-	-	-	-	263
Kitchen Kid, LLC	438523018	1/23/2020	2/22/2020	263	-	-	-	-	263
Kitchen Kid, LLC	438523518	1/23/2020	2/22/2020	82	-	-	-	-	82
Kiwi Co., Inc	ST-IFSJPNWI	1/7/2020	2/21/2020	64	-	-	-	-	64
Kiwi Co., Inc	ST-ILTYG7WQ	1/2/2020	2/16/2020	99	-	-	-	-	99
Kiwi Co., Inc	ST-IPGWHEIQ	1/7/2020	2/21/2020	65	-	-	-	-	65
Ko Casey Bywater Martial Arts	8	1/13/2020	2/12/2020	1,220	-	-	-	-	1,220
Kumon of San Luis Obispo	Hilel-16	1/14/2020	2/13/2020	235	-	-	-	-	235
Kumon of San Luis Obispo	Jasper George -04	1/22/2020	2/21/2020	230	-	-	-	-	230
Kumon of San Luis Obispo	Joseph George -04	1/22/2020	2/21/2020	235	-	-	-	-	235
Kumon of Santa Barbara	11 Herboldshimer	12/6/2019	1/5/2020	-	600	-	-	-	600
Kumon of Santa Barbara	Kearin 2	1/23/2020	2/22/2020	300	-	-	-	-	300
Kumon of Santa Barbara	Kearin 3	1/23/2020	2/22/2020	900	-	-	-	-	900
Lakeshore	1338871219	12/18/2019	1/17/2020	-	50	-	-	-	50
Lakeshore	1388351219	12/19/2019	1/18/2020	-	88	-	-	-	88

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Lakeshore	5398871219	12/18/2019	1/17/2020	-	292	-	-	-	292
Law Offices of Jennifer McQuarrie	2517	1/6/2020	1/6/2020	-	22	-	-	-	22
Learning Solutions	CBS_KKLO	1/20/2020	2/19/2020	380	-	-	-	-	380
Learning Solutions	CBS_MCRA	1/20/2020	2/19/2020	383	-	-	-	-	383
Learning Solutions	CBS_WMIN	1/20/2020	2/19/2020	380	-	-	-	-	380
Learning Solutions	CCS_ACRA	1/20/2020	2/19/2020	383	-	-	-	-	383
Learning Solutions	CCS_BWHE	1/20/2020	2/19/2020	400	-	-	-	-	400
Learning Solutions	CCS_CWHE	1/20/2020	2/19/2020	400	-	-	-	-	400
Learning Solutions	CCS_EKLO	1/20/2020	2/19/2020	380	-	-	-	-	380
Learning Solutions	MLMIL_TUT819	1/22/2020	2/21/2020	70	-	-	-	-	70
Learning Solutions	Tut1019_VMCC	1/18/2020	2/17/2020	120	-	-	-	-	120
Learning Without Tears	INV53911	1/14/2020	2/13/2020	29	-	-	-	-	29
Learning Without Tears	INV54069	1/16/2020	2/15/2020	12	-	-	-	-	12
Learning Without Tears	INV54168	1/17/2020	2/16/2020	12	-	-	-	-	12
Learning Without Tears	INV54171	1/17/2020	2/16/2020	70	-	-	-	-	70
Learning Without Tears	INV54253	1/20/2020	2/19/2020	28	-	-	-	-	28
LEGO Education	1190413896	12/13/2019	2/11/2020	573	-	-	-	-	573
Leslie Neville	1014	1/24/2020	2/23/2020	630	-	-	-	-	630
Leslie Neville	1015	1/24/2020	2/23/2020	240	-	-	-	-	240
Leslie Neville	1016	1/24/2020	2/23/2020	240	-	-	-	-	240
LilACreativeCommunity	61	1/14/2020	2/13/2020	80	-	-	-	-	80
LilACreativeCommunity	62	1/17/2020	2/16/2020	80	-	-	-	-	80
LilACreativeCommunity	63	1/20/2020	2/19/2020	1,260	-	-	-	-	1,260
Lisa Sturm	2	1/14/2020	2/13/2020	150	-	-	-	-	150
Liselle Music	45	1/14/2020	2/13/2020	325	-	-	-	-	325
Lotus Educational Services, Inc.	1403	12/23/2020	1/22/2020	-	5,346	-	-	-	5,346
Mad Dog Math	4148	1/23/2020	2/22/2020	86	-	-	-	-	86
Main Street Dance Company	8.7228	9/1/2019	9/6/2019	-	-	-	-	510	510
Main Street Dance Company	8.7249	1/24/2020	2/6/2020	570	-	-	-	-	570
Main Street Dance Company	8.7306	1/24/2020	2/6/2020	330	-	-	-	-	330
Main Street Dance Company	8.7789	1/24/2020	2/6/2020	155	-	-	-	-	155
Main Street Dance Company	8.8341	1/7/2020	2/6/2020	300	-	-	-	-	300
Main Street Dance Company	8.8342	1/1/2020	1/6/2020	-	270	-	-	-	270
Main Street Dance Company	8.8350	1/24/2020	2/6/2020	495	-	-	-	-	495
Main Street Dance Company	8.8353	1/24/2020	2/6/2020	60	-	-	-	-	60
Maryam Shafaghi	SHAF012320	1/23/2020	1/23/2020	-	226	-	-	-	226
Math-U-See Inc.	0589928-IN	12/12/2019	2/10/2020	217	-	-	-	-	217
Math-U-See Inc.	0590239-IN	12/17/2019	2/15/2020	217	-	-	-	-	217

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Math-U-See Inc.	0590335-IN	12/19/2019	2/17/2020	56	-	-	-	-	56
Math-U-See Inc.	0590336-IN	12/19/2019	2/17/2020	166	-	-	-	-	166
Math-U-See Inc.	0591928-IN	1/9/2020	3/9/2020	33	-	-	-	-	33
Math-U-See Inc.	0591933-IN	1/9/2020	3/9/2020	193	-	-	-	-	193
Math-U-See Inc.	0592037-IN	1/9/2020	3/9/2020	56	-	-	-	-	56
Math-U-See Inc.	0592041-IN	1/9/2020	3/9/2020	166	-	-	-	-	166
Math-U-See Inc.	0592047-IN	1/9/2020	3/9/2020	193	-	-	-	-	193
Math-U-See Inc.	0592060-IN	1/9/2020	3/9/2020	251	-	-	-	-	251
Math-U-See Inc.	0592713-IN	1/14/2020	3/14/2020	47	-	-	-	-	47
Math-U-See Inc.	0592768-IN	1/15/2020	3/15/2020	193	-	-	-	-	193
Math-U-See Inc.	0592911-IN	1/15/2020	3/15/2020	55	-	-	-	-	55
Math-U-See Inc.	0592913-IN	1/22/2020	3/22/2020	84	-	-	-	-	84
Math-U-See Inc.	0593244-IN	1/17/2020	3/17/2020	22	-	-	-	-	22
Math-U-See Inc.	0593245-IN	1/17/2020	3/17/2020	135	-	-	-	-	135
Math-U-See Inc.	0593250-IN	1/17/2020	3/17/2020	173	-	-	-	-	173
Math-U-See Inc.	0593286-IN	1/17/2020	3/17/2020	116	-	-	-	-	116
Math-U-See Inc.	0593450-IN	1/20/2020	3/20/2020	94	-	-	-	-	94
Math-U-See Inc.	0593730-IN	1/22/2020	3/22/2020	122	-	-	-	-	122
Math-U-See Inc.	0593928-IN	1/23/2020	3/23/2020	68	-	-	-	-	68
Math-U-See Inc.	0594026-IN	1/23/2020	3/23/2020	56	-	-	-	-	56
Math-U-See Inc.	0594055-IN	1/23/2020	3/23/2020	68	-	-	-	-	68
Maxim Healthcare Services, Inc.	7094200436	1/27/2020	2/26/2020	430	-	-	-	-	430
Maxim Healthcare Services, Inc.	7111360436	1/29/2020	2/28/2020	430	-	-	-	-	430
Medieval Times Dinner & Tournament	21451649	1/23/2020	2/22/2020	86	-	-	-	-	86
Medieval Times Dinner & Tournament	SINV41455	10/2/2019	11/1/2019	-	-	-	-	115	115
MEL Science Ltd	GG202001213	1/21/2020	2/20/2020	298	-	-	-	-	298
MEL Science Ltd	JC2020011413	1/14/2020	2/13/2020	298	-	-	-	-	298
MEL Science Ltd	LB202001202	1/20/2020	2/19/2020	298	-	-	-	-	298
MEL Science Ltd	LS2020011412	1/14/2020	2/13/2020	298	-	-	-	-	298
MEL Science Ltd	MM202001201	1/20/2020	2/19/2020	298	-	-	-	-	298
MEL Science Ltd	PW202001221	1/22/2020	2/21/2020	298	-	-	-	-	298
Melissa J Diwa Enterprises	KW4	1/16/2020	2/15/2020	150	-	-	-	-	150
Melissa J Diwa Enterprises	RW4	1/16/2020	2/15/2020	150	-	-	-	-	150
Mindi Schiefelbein-J & M Dance Center 113		1/15/2020	2/14/2020	248	-	-	-	-	248
Mindi Schiefelbein-J & M Dance Center 114		1/17/2020	2/16/2020	168	-	-	-	-	168
Miss Hayley's Piano & Math Lessons-Kic58		1/11/2020	2/10/2020	1,150	-	-	-	-	1,150
Miss Hayley's Piano & Math Lessons-Kic59		1/17/2020	2/16/2020	1,008	-	-	-	-	1,008
Miss Hayley's Piano & Math Lessons-Kic60		1/21/2020	2/20/2020	900	-	-	-	-	900

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Montecito Academy	1136	1/14/2020	2/13/2020	2,200	-	-	-	-	2,200
Montecito Academy	1138	1/14/2020	2/13/2020	1,100	-	-	-	-	1,100
Montecito Academy	1139	1/14/2020	2/13/2020	2,200	-	-	-	-	2,200
Montecito Academy	1141	1/14/2020	2/13/2020	2,200	-	-	-	-	2,200
Montecito Academy	1147	1/21/2020	2/20/2020	1,250	-	-	-	-	1,250
Montecito Covenant Church	MONT012820	1/28/2020	1/28/2020	-	963	-	-	-	963
Moving Beyond the Page	209738	1/17/2020	2/16/2020	286	-	-	-	-	286
Moving Beyond the Page	209837	1/21/2020	2/20/2020	26	-	-	-	-	26
Moving Beyond the Page	209842	1/22/2020	2/21/2020	250	-	-	-	-	250
Moving Beyond the Page	209885	1/23/2020	2/22/2020	7	-	-	-	-	7
Moving Beyond the Page	209886	1/23/2020	2/22/2020	7	-	-	-	-	7
Moving Beyond the Page	209905	1/23/2020	2/22/2020	7	-	-	-	-	7
Music Motive	1117	1/19/2020	2/18/2020	8,105	-	-	-	-	8,105
Mystery Science Inc.	58945	10/9/2019	11/8/2019	-	-	-	49	-	49
Nancy Bagshaw Speech Language Pathc	14487	12/20/2019	1/19/2020	-	218	-	-	-	218
Nancy Bagshaw Speech Language Pathc	14505	1/10/2020	2/9/2020	2,200	-	-	-	-	2,200
Nancy Bagshaw Speech Language Pathc	14515	1/10/2020	2/9/2020	225	-	-	-	-	225
Nancy Bagshaw Speech Language Pathc	14518	1/10/2020	2/9/2020	230	-	-	-	-	230
Nathan Krier	INV0001	1/18/2020	3/31/2020	1,140	-	-	-	-	1,140
Nick Rail Music	1142020	1/14/2020	2/13/2020	106	-	-	-	-	106
Nick Rail Music	1152020	1/15/2020	2/14/2020	227	-	-	-	-	227
Novascone's ATA Martial Arts	3	1/13/2020	2/12/2020	357	-	-	-	-	357
Oak Meadow Inc.	98768	1/15/2020	2/14/2020	580	-	-	-	-	580
Oak Meadow Inc.	98804	1/17/2020	2/16/2020	125	-	-	-	-	125
Oak Meadow Inc.	98825	1/21/2020	2/20/2020	625	-	-	-	-	625
Oak Meadow Inc.	98903	1/24/2020	2/23/2020	292	-	-	-	-	292
Office Depot	376595178001	9/11/2019	9/11/2019	-	-	-	-	(29)	(29)
Oriana Stevens	19-6	1/17/2020	2/16/2020	90	-	-	-	-	90
Oriana Stevens	19-7	1/14/2020	2/13/2020	300	-	-	-	-	300
Other Side of the Alphabet	01232020	1/23/2020	2/22/2020	208	-	-	-	-	208
Outschool, Inc.	11079	1/13/2020	2/12/2020	60	-	-	-	-	60
Outschool, Inc.	11080	1/13/2020	2/12/2020	120	-	-	-	-	120
Outschool, Inc.	11081	1/13/2020	2/12/2020	48	-	-	-	-	48
Outschool, Inc.	11082	1/13/2020	2/12/2020	777	-	-	-	-	777
Outside Now	20200131	1/17/2020	2/16/2020	8,790	-	-	-	-	8,790
Pacific Flips	044	1/23/2020	2/22/2020	3,463	-	-	-	-	3,463
Pacific Flips	42	1/11/2020	2/10/2020	2,208	-	-	-	-	2,208
Perfect 10 Gymnastics	48B	1/17/2020	2/16/2020	8,019	-	-	-	-	8,019

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Performance Athletics	039	1/13/2020	2/12/2020	75	-	-	-	-	75
Performance Athletics	040	1/17/2020	2/16/2020	178	-	-	-	-	178
Poppy Hill Preschool Academy	C005	1/16/2020	2/15/2020	688	-	-	-	-	688
Rainbow Resource Center	2730607	1/16/2020	3/16/2020	63	-	-	-	-	63
Rainbow Resource Center	2778313	1/2/2020	3/2/2020	48	-	-	-	-	48
Rainbow Resource Center	2778334	1/2/2020	3/2/2020	481	-	-	-	-	481
Rainbow Resource Center	2778473	1/2/2020	3/2/2020	518	-	-	-	-	518
Rainbow Resource Center	2778542	1/2/2020	3/2/2020	65	-	-	-	-	65
Rainbow Resource Center	2781771	1/2/2020	3/2/2020	127	-	-	-	-	127
Rainbow Resource Center	2782229	12/23/2019	2/21/2020	48	-	-	-	-	48
Rainbow Resource Center	2783787	12/23/2019	2/21/2020	47	-	-	-	-	47
Rainbow Resource Center	2814183	12/18/2019	2/16/2020	25	-	-	-	-	25
Rainbow Resource Center	2819450	12/12/2019	2/10/2020	72	-	-	-	-	72
Rainbow Resource Center	2819453	12/12/2019	2/10/2020	65	-	-	-	-	65
Rainbow Resource Center	2819493	12/12/2019	2/10/2020	36	-	-	-	-	36
Rainbow Resource Center	2819495	12/12/2019	2/10/2020	463	-	-	-	-	463
Rainbow Resource Center	2819498	12/12/2019	2/10/2020	170	-	-	-	-	170
Rainbow Resource Center	2819963	12/12/2019	2/10/2020	36	-	-	-	-	36
Rainbow Resource Center	2819966	12/12/2019	2/10/2020	36	-	-	-	-	36
Rainbow Resource Center	2820571	12/13/2019	2/11/2020	76	-	-	-	-	76
Rainbow Resource Center	2820573	12/13/2019	2/11/2020	63	-	-	-	-	63
Rainbow Resource Center	2820574	12/13/2019	2/11/2020	18	-	-	-	-	18
Rainbow Resource Center	2820575	12/13/2019	2/11/2020	72	-	-	-	-	72
Rainbow Resource Center	2820576	12/13/2019	2/11/2020	407	-	-	-	-	407
Rainbow Resource Center	2821492	12/16/2019	2/14/2020	66	-	-	-	-	66
Rainbow Resource Center	2821494	12/16/2019	2/14/2020	102	-	-	-	-	102
Rainbow Resource Center	2821516	12/16/2019	2/14/2020	223	-	-	-	-	223
Rainbow Resource Center	2821517	12/16/2019	2/14/2020	24	-	-	-	-	24
Rainbow Resource Center	2821521	12/16/2019	2/14/2020	146	-	-	-	-	146
Rainbow Resource Center	2821522	12/16/2019	2/14/2020	99	-	-	-	-	99
Rainbow Resource Center	2821540	12/16/2019	2/14/2020	31	-	-	-	-	31
Rainbow Resource Center	2822703	12/17/2019	2/15/2020	341	-	-	-	-	341
Rainbow Resource Center	2822705	12/17/2019	2/15/2020	121	-	-	-	-	121
Rainbow Resource Center	2824324	12/18/2019	2/16/2020	37	-	-	-	-	37
Rainbow Resource Center	2824325	12/18/2019	2/16/2020	65	-	-	-	-	65
Rainbow Resource Center	2824326	12/18/2019	2/16/2020	51	-	-	-	-	51
Rainbow Resource Center	2824438	12/18/2019	2/16/2020	96	-	-	-	-	96
Rainbow Resource Center	2824439	12/18/2019	2/16/2020	121	-	-	-	-	121



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Rainbow Resource Center	2824441	12/18/2019	2/16/2020	34	-	-	-	-	34
Rainbow Resource Center	2824442	12/18/2019	2/16/2020	16	-	-	-	-	16
Rainbow Resource Center	2824444	12/18/2019	2/16/2020	244	-	-	-	-	244
Rainbow Resource Center	2825527	12/19/2019	2/17/2020	199	-	-	-	-	199
Rainbow Resource Center	2825853	12/19/2019	2/17/2020	29	-	-	-	-	29
Rainbow Resource Center	2826035	12/19/2019	2/17/2020	218	-	-	-	-	218
Rainbow Resource Center	2826036	12/19/2019	2/17/2020	115	-	-	-	-	115
Rainbow Resource Center	2826037	12/19/2019	2/17/2020	233	-	-	-	-	233
Rainbow Resource Center	2826041	12/19/2019	2/17/2020	434	-	-	-	-	434
Rainbow Resource Center	2826515	12/20/2019	2/18/2020	225	-	-	-	-	225
Rainbow Resource Center	2826583	12/20/2019	2/18/2020	16	-	-	-	-	16
Rainbow Resource Center	2829825	1/3/2020	3/3/2020	108	-	-	-	-	108
Rainbow Resource Center	2829826	1/3/2020	3/3/2020	18	-	-	-	-	18
Rainbow Resource Center	2829828	1/3/2020	3/3/2020	19	-	-	-	-	19
Rainbow Resource Center	2829829	1/3/2020	3/3/2020	19	-	-	-	-	19
Rainbow Resource Center	2830082	1/3/2020	3/3/2020	175	-	-	-	-	175
Rainbow Resource Center	2830084	1/3/2020	3/3/2020	186	-	-	-	-	186
Rainbow Resource Center	2830088	1/3/2020	3/3/2020	212	-	-	-	-	212
Rainbow Resource Center	2831553	1/6/2020	3/6/2020	18	-	-	-	-	18
Rainbow Resource Center	2832061	1/7/2020	3/8/2020	65	-	-	-	-	65
Rainbow Resource Center	2833354	1/8/2020	3/8/2020	88	-	-	-	-	88
Rainbow Resource Center	2833529	1/9/2020	3/9/2020	123	-	-	-	-	123
Rainbow Resource Center	2833766	1/9/2020	3/9/2020	210	-	-	-	-	210
Rainbow Resource Center	2834180	1/9/2020	3/9/2020	101	-	-	-	-	101
Rainbow Resource Center	2835048	1/13/2020	3/13/2020	40	-	-	-	-	40
Rainbow Resource Center	2835424	1/13/2020	3/13/2020	221	-	-	-	-	221
Rainbow Resource Center	2835426	1/13/2020	3/13/2020	45	-	-	-	-	45
Rainbow Resource Center	2835431	1/13/2020	3/13/2020	21	-	-	-	-	21
Rainbow Resource Center	2835432	1/13/2020	3/13/2020	25	-	-	-	-	25
Rainbow Resource Center	2835748	1/14/2020	3/14/2020	90	-	-	-	-	90
Rainbow Resource Center	2835798	1/14/2020	3/14/2020	65	-	-	-	-	65
Rainbow Resource Center	2835851	1/14/2020	3/14/2020	14	-	-	-	-	14
Rainbow Resource Center	2835922	1/14/2020	3/14/2020	39	-	-	-	-	39
Rainbow Resource Center	2835923	1/14/2020	3/14/2020	112	-	-	-	-	112
Rainbow Resource Center	2836020	1/14/2020	3/14/2020	39	-	-	-	-	39
Rainbow Resource Center	2836021	1/14/2020	3/14/2020	60	-	-	-	-	60
Rainbow Resource Center	2836026	1/14/2020	3/14/2020	298	-	-	-	-	298
Rainbow Resource Center	2836031	1/14/2020	3/14/2020	333	-	-	-	-	333

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Rainbow Resource Center	2837242	1/15/2020	3/15/2020	177	-	-	-	-	177
Rainbow Resource Center	2837243	1/15/2020	3/15/2020	65	-	-	-	-	65
Rainbow Resource Center	2837245	1/15/2020	3/15/2020	23	-	-	-	-	23
Rainbow Resource Center	2837261	1/15/2020	3/15/2020	37	-	-	-	-	37
Rainbow Resource Center	2837264	1/15/2020	3/15/2020	55	-	-	-	-	55
Rainbow Resource Center	2837267	1/15/2020	3/15/2020	79	-	-	-	-	79
Rainbow Resource Center	2837405	1/15/2020	3/15/2020	81	-	-	-	-	81
Rainbow Resource Center	2837626	1/16/2020	3/16/2020	76	-	-	-	-	76
Rainbow Resource Center	2837629	1/16/2020	3/16/2020	44	-	-	-	-	44
Rainbow Resource Center	2837647	1/16/2020	3/16/2020	254	-	-	-	-	254
Rainbow Resource Center	2837699	1/16/2020	3/16/2020	78	-	-	-	-	78
Rainbow Resource Center	2837701	1/16/2020	3/16/2020	88	-	-	-	-	88
Rainbow Resource Center	2837703	1/16/2020	3/16/2020	67	-	-	-	-	67
Rainbow Resource Center	2837908	1/16/2020	3/16/2020	210	-	-	-	-	210
Rainbow Resource Center	2837911	1/16/2020	3/16/2020	88	-	-	-	-	88
Rainbow Resource Center	2837924	1/16/2020	3/16/2020	137	-	-	-	-	137
Rainbow Resource Center	2837927	1/16/2020	3/16/2020	158	-	-	-	-	158
Rainbow Resource Center	2837969	1/16/2020	3/16/2020	65	-	-	-	-	65
Rainbow Resource Center	2837973	1/16/2020	3/16/2020	54	-	-	-	-	54
Rainbow Resource Center	2837975	1/16/2020	3/16/2020	63	-	-	-	-	63
Rainbow Resource Center	2837988	1/16/2020	3/16/2020	331	-	-	-	-	331
Rainbow Resource Center	2838072	1/16/2020	3/16/2020	109	-	-	-	-	109
Rainbow Resource Center	2838101	1/16/2020	3/16/2020	382	-	-	-	-	382
Rainbow Resource Center	2838338	1/17/2020	3/17/2020	141	-	-	-	-	141
Rainbow Resource Center	2838341	1/17/2020	3/17/2020	220	-	-	-	-	220
Rainbow Resource Center	2838622	1/17/2020	3/17/2020	193	-	-	-	-	193
Rainbow Resource Center	2838639	1/17/2020	3/17/2020	315	-	-	-	-	315
Rainbow Resource Center	2838691	1/17/2020	3/17/2020	120	-	-	-	-	120
Rainbow Resource Center	2838710	1/17/2020	3/17/2020	675	-	-	-	-	675
Rainbow Resource Center	2838741	1/17/2020	3/17/2020	120	-	-	-	-	120
Rainbow Resource Center	2838808	1/17/2020	3/17/2020	114	-	-	-	-	114
Rainbow Resource Center	2838812	1/27/2020	3/27/2020	283	-	-	-	-	283
Rainbow Resource Center	2838817	1/17/2020	3/17/2020	195	-	-	-	-	195
Rainbow Resource Center	2838837	1/17/2020	3/17/2020	272	-	-	-	-	272
Rainbow Resource Center	2838839	1/17/2020	3/17/2020	158	-	-	-	-	158
Rainbow Resource Center	2838954	1/20/2020	3/20/2020	119	-	-	-	-	119
Rainbow Resource Center	2839282	1/20/2020	3/20/2020	65	-	-	-	-	65
Rainbow Resource Center	2839351	1/20/2020	3/20/2020	51	-	-	-	-	51

## Heartland Charter School

### Accounts Payable Aging

January 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	2839423	1/20/2020	3/20/2020	52	-	-	-	-	52
Rainbow Resource Center	2840626	1/22/2020	3/22/2020	27	-	-	-	-	27
Rainbow Resource Center	2841561	1/23/2020	3/23/2020	65	-	-	-	-	65
Rainbow Resource Center	2841671	1/23/2020	3/23/2020	159	-	-	-	-	159
Rainbow Resource Center	2842029	1/24/2020	3/24/2020	140	-	-	-	-	140
Rainbow Resource Center	2842030	1/24/2020	3/24/2020	25	-	-	-	-	25
Rainbow Resource Center	2842131	1/24/2020	3/24/2020	16	-	-	-	-	16
Rainbow Resource Center	2842132	1/24/2020	3/24/2020	38	-	-	-	-	38
Rainbow Resource Center	2842133	1/24/2020	3/24/2020	158	-	-	-	-	158
Rainbow Resource Center	2842260	1/24/2020	3/24/2020	73	-	-	-	-	73
Rainbow Resource Center	2842292	1/24/2020	3/24/2020	224	-	-	-	-	224
Rainbow Resource Center	2842504	1/24/2020	3/24/2020	184	-	-	-	-	184
Rainbow Resource Center	2842535	1/24/2020	3/24/2020	29	-	-	-	-	29
Regina Csibi Tennis	1BCates	1/20/2020	1/20/2020	-	140	-	-	-	140
Regina Csibi Tennis	8OM	1/22/2020	1/22/2020	-	1,090	-	-	-	1,090
Robert Melendez	1080	1/18/2020	2/17/2020	385	-	-	-	-	385
Robert Melendez	1081	1/18/2020	2/17/2020	260	-	-	-	-	260
Robert Melendez	1085	1/23/2020	2/22/2020	261	-	-	-	-	261
Robert Melendez	1086	1/23/2020	2/22/2020	170	-	-	-	-	170
Robert Melendez	1087	1/23/2020	2/22/2020	272	-	-	-	-	272
Robert Melendez	1088	1/23/2020	2/22/2020	496	-	-	-	-	496
Robert Melendez	1089	1/23/2020	2/22/2020	496	-	-	-	-	496
Robert Melendez	1090	1/23/2020	2/22/2020	260	-	-	-	-	260
Robert Melendez	1093	1/23/2020	2/22/2020	260	-	-	-	-	260
Ron's Music Studio	ISP12020	1/21/2020	2/20/2020	75	-	-	-	-	75
Santa Barbara Dance Arts	32	1/9/2020	2/8/2020	1,058	-	-	-	-	1,058
Santa Barbara Dance Arts	33	1/24/2020	2/23/2020	1,441	-	-	-	-	1,441
Santa Barbara Festival Ballet	120	1/22/2020	2/21/2020	200	-	-	-	-	200
Santa Barbara Festival Ballet	220	1/23/2020	2/22/2020	750	-	-	-	-	750
Santa Barbara Gymnastics Club LLC	00070	1/20/2020	2/19/2020	65	-	-	-	-	65
Santa Barbara Gymnastics Club LLC	0071	1/20/2020	2/19/2020	867	-	-	-	-	867
Santa Barbara Museum of Natural History	18	1/17/2020	2/16/2020	65	-	-	-	-	65
Santos Boxing USA	201912HCS	1/17/2020	2/16/2020	60	-	-	-	-	60
Santos Boxing USA	HCS 012020	1/14/2020	2/13/2020	120	-	-	-	-	120
Savage Elite Gymnastics	1162020	1/15/2020	2/14/2020	1,642	-	-	-	-	1,642
Shafter Driving School	367	11/25/2019	12/25/2019	-	-	269	-	-	269
Shane Cammell	191240	1/14/2020	2/13/2020	35	-	-	-	-	35
Sierra Elliott	03	1/16/2020	2/15/2020	800	-	-	-	-	800

## Heartland Charter School

### Accounts Payable Aging

January 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Singapore Math Inc	351024	1/8/2020	2/7/2020	59	-	-	-	-	59
Singapore Math Inc	351025	1/8/2020	2/7/2020	115	-	-	-	-	115
Singapore Math Inc	351052	1/9/2020	2/8/2020	104	-	-	-	-	104
Singapore Math Inc	351109	1/14/2020	2/13/2020	106	-	-	-	-	106
Singapore Math Inc	351110	1/14/2020	2/13/2020	63	-	-	-	-	63
Singapore Math Inc	351111	1/14/2020	2/13/2020	85	-	-	-	-	85
Singapore Math Inc	351184	1/17/2020	2/16/2020	68	-	-	-	-	68
Singapore Math Inc	351209	1/21/2020	2/20/2020	58	-	-	-	-	58
Singapore Math Inc	351210	1/21/2020	2/20/2020	63	-	-	-	-	63
Singapore Math Inc	351211	1/21/2020	2/20/2020	81	-	-	-	-	81
SLO Movement Arts Center	01-2020	1/10/2020	2/9/2020	2,700	-	-	-	-	2,700
Solvang Conservatory	1	1/17/2020	2/16/2020	600	-	-	-	-	600
Stephanie Casillas	41	1/24/2020	2/23/2020	360	-	-	-	-	360
Studies Weekly	286935	12/11/2019	1/10/2020	-	65	-	-	-	65
Studies Weekly	287070	12/11/2019	1/10/2020	-	65	-	-	-	65
Studies Weekly	288165	1/23/2020	2/22/2020	32	-	-	-	-	32
Studies Weekly	288167	1/23/2020	2/22/2020	32	-	-	-	-	32
Studies Weekly	288339	1/2/2020	2/1/2020	32	-	-	-	-	32
Studies Weekly	288340	1/23/2020	2/22/2020	65	-	-	-	-	65
Studies Weekly	288346	1/2/2020	2/1/2020	32	-	-	-	-	32
Studies Weekly	288463	1/2/2020	2/1/2020	65	-	-	-	-	65
Studies Weekly	288467	1/2/2020	2/1/2020	32	-	-	-	-	32
Studies Weekly	288469	1/2/2020	2/1/2020	33	-	-	-	-	33
Studies Weekly	288494	1/2/2020	2/1/2020	32	-	-	-	-	32
Studies Weekly	288495	1/23/2020	2/22/2020	32	-	-	-	-	32
Studies Weekly	288574	1/23/2020	2/22/2020	32	-	-	-	-	32
Studies Weekly	288576	1/23/2020	2/22/2020	32	-	-	-	-	32
Studies Weekly	290122	1/13/2020	2/12/2020	32	-	-	-	-	32
Studies Weekly	290195	1/13/2020	2/12/2020	32	-	-	-	-	32
Studies Weekly	292171	12/16/2019	1/15/2020	-	33	-	-	-	33
Studies Weekly	292261	12/18/2019	1/17/2020	-	32	-	-	-	32
Studies Weekly	292262	12/18/2019	1/17/2020	-	32	-	-	-	32
Studies Weekly	292264	12/18/2019	1/17/2020	-	32	-	-	-	32
Studies Weekly	292265	12/18/2019	1/17/2020	-	32	-	-	-	32
Studies Weekly	292879	1/8/2020	2/7/2020	65	-	-	-	-	65
Studio Stitch Creative Club	021	1/10/2020	2/10/2020	246	-	-	-	-	246
Studio Stitch Creative Club	024	1/10/2020	2/10/2020	108	-	-	-	-	108
Study.com, LLC	7231	1/13/2020	2/12/2020	480	-	-	-	-	480

## Heartland Charter School

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Teacher Synergy, LLC	109087516	1/21/2020	2/11/2020	38	-	-	-	-	38
Teacher Synergy, LLC	109087764	1/21/2020	2/11/2020	52	-	-	-	-	52
Teacher Synergy, LLC	109127353	1/21/2020	2/11/2020	30	-	-	-	-	30
Teacher Synergy, LLC	109130521	1/21/2020	2/11/2020	18	-	-	-	-	18
Teacher Synergy, LLC	109157030	1/21/2020	2/11/2020	18	-	-	-	-	18
Teacher Synergy, LLC	109281126	1/22/2020	2/12/2020	24	-	-	-	-	24
Teacher Synergy, LLC	109396868	1/23/2020	2/13/2020	129	-	-	-	-	129
Teacher Synergy, LLC	109397187	1/23/2020	2/13/2020	61	-	-	-	-	61
Teacher Synergy, LLC	109504425	1/24/2020	2/14/2020	5	-	-	-	-	5
Tehachapi Barracuda Swim Team	2019	1/19/2020	2/18/2020	1,820	-	-	-	-	1,820
The Adderley School	6	1/9/2020	2/8/2020	1,750	-	-	-	-	1,750
The Cottage Academy	20	1/21/2020	2/20/2020	4,787	-	-	-	-	4,787
The Cottage Academy	21	1/17/2020	2/16/2020	1,110	-	-	-	-	1,110
The Critical Thinking Co.	136003A	1/8/2020	2/7/2020	50	-	-	-	-	50
The Critical Thinking Co.	136199A	1/14/2020	2/13/2020	82	-	-	-	-	82
The Critical Thinking Co.	136247A	1/15/2020	2/14/2020	58	-	-	-	-	58
The Dance Craze	67	1/14/2020	2/13/2020	595	-	-	-	-	595
The Dance Craze	68	1/23/2020	2/22/2020	385	-	-	-	-	385
The Dance Network	000473	1/22/2020	2/13/2020	235	-	-	-	-	235
The Dance Network	000489	1/23/2020	2/22/2020	235	-	-	-	-	235
The First Tee Central Coast	AAWinter2020	1/15/2020	2/14/2020	125	-	-	-	-	125
The First Tee Central Coast	EMWinter2020	1/15/2020	2/14/2020	125	-	-	-	-	125
Thinkwell Corporation	204192	1/13/2020	2/12/2020	125	-	-	-	-	125
Thinkwell Corporation	204193	1/13/2020	2/12/2020	150	-	-	-	-	150
Thinkwell Corporation	204201	1/22/2020	2/21/2020	361	-	-	-	-	361
Timberdoodle.com	305778A	12/16/2019	2/14/2020	50	-	-	-	-	50
Timberdoodle.com	310747	12/13/2019	2/11/2020	107	-	-	-	-	107
Timberdoodle.com	310748	12/13/2019	2/11/2020	165	-	-	-	-	165
Timberdoodle.com	310873	12/17/2019	2/15/2020	206	-	-	-	-	206
Timberdoodle.com	311067	12/30/2019	2/28/2020	210	-	-	-	-	210
Timberdoodle.com	311300	1/8/2020	3/8/2020	152	-	-	-	-	152
Timberdoodle.com	311318	1/8/2020	3/8/2020	79	-	-	-	-	79
Timberdoodle.com	311337	1/9/2020	3/9/2020	278	-	-	-	-	278
Tisdale Restaurant Group LLC	34	1/13/2020	2/12/2020	520	-	-	-	-	520
Tisdale Restaurant Group LLC	35	1/13/2020	2/12/2020	520	-	-	-	-	520
Tisdale Restaurant Group LLC	36	1/13/2020	2/12/2020	240	-	-	-	-	240
Tisdale Restaurant Group LLC	37	1/13/2020	2/12/2020	230	-	-	-	-	230
Tisdale Restaurant Group LLC	38	1/13/2020	2/12/2020	230	-	-	-	-	230

## Heartland Charter School

### Accounts Payable Aging

January 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Tisdale Restaurant Group LLC	39	1/13/2020	2/12/2020	230	-	-	-	-	230
Tompeet Frederiksen	01/02-2020	1/13/2020	2/12/2020	280	-	-	-	-	280
Tosh Montee	15	1/18/2020	2/17/2020	1,615	-	-	-	-	1,615
Tri-Ling Kids	2020.2	1/21/2020	2/20/2020	10,365	-	-	-	-	10,365
Trigger Memory Co.	2328	1/13/2020	2/12/2020	76	-	-	-	-	76
USSD-Carpinteria	2020-05GobT	1/10/2020	2/9/2020	1,392	-	-	-	-	1,392
USSD-Carpinteria	2020Mar_WhitA	1/23/2020	2/22/2020	600	-	-	-	-	600
Way of the Orient Martial Arts Academ	4	1/15/2020	2/14/2020	250	-	-	-	-	250
Whitney Skipper	02	1/12/2020	2/11/2020	250	-	-	-	-	250
Whitney Skipper	02HS	1/12/2020	2/11/2020	250	-	-	-	-	250
Wieser Educational	91583	12/18/2019	1/17/2020	-	101	-	-	-	101
Wieser Educational	91740	1/22/2020	2/21/2020	592	-	-	-	-	592
Williamsburg Learning	1860	1/21/2020	2/20/2020	825	-	-	-	-	825
Wonder Crate	I060	1/22/2020	2/21/2020	130	-	-	-	-	130
Wonder Crate	I062	1/22/2020	2/21/2020	130	-	-	-	-	130
Young Singers Club	12505	1/7/2020	2/6/2020	265	-	-	-	-	265
Youth Sports of America, Inc.	4	1/14/2020	2/13/2020	880	-	-	-	-	880
Zack Clark	011320	1/13/2020	2/12/2020	400	-	-	-	-	400
Zack Clark	011420	1/14/2020	2/13/2020	200	-	-	-	-	200
Total Outstanding Payables in January				<u>\$ 262,726</u>	<u>\$ 16,688</u>	<u>\$ 5,197</u>	<u>\$ 329</u>	<u>\$ 1,311</u>	<u>\$ 286,251</u>



## 2020-2021 Enrollment Items

### Items to Review:

- ☐ **YET Window (Start Date – End Date):** June 1-June 30, 2020
- ☐ **2019-2020 Closing Enrollment Date:** Already closed for Heartland
- ☐ **Counties of Service for 2020-2021 (List all counties the school will serve):** Kern, Tulare, San Luis Obispo, Santa Barbara
- ☐ **Enrollment Growth Projections (Percentage and Number of New Students):**  
approximately 500 students, less than 5% growth
- ☐ **Open Enrollment Window (Start Date – End Date):** April 1-30, 2020
- ☐ **Enrollment, Admissions, Lottery, & Waiting List Procedure:** See board approved lottery policy attached
- ☐ **Calendar & Start Dates:** see instructional calendar in this board packet



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## Public Random Drawing / Lottery Policy

Heartland Charter School is committed providing the Heartland Charter School (“School”) community, including staff, parents, guardians, and current or prospective students with information on the School’s enrollment and public random drawing/lottery policies and procedures in the event that applications for enrollment exceed the School’s capacity.

The purpose of the Heartland Charter School Governing Board approving this Promotion, Acceleration and Retention Policy is to accomplish the following:

1. Outline the Enrollment Procedures
2. Outline the Lottery Procedures
3. Establish a Waitlist
4. Outline Complaint Procedures

- 1. Enrollment:** The School is a non-classroom based charter school that operates solely as an independent study program. Admission to the School shall be open to any student who resides within the boundaries of Kern County or an adjacent county. The School will accept all students who wish to attend, so long as there is capacity to serve them.

If the number of pupils who wish to attend the School exceeds the School’s capacity for a specific grade level, enrollment in the impacted grade level will be determined by a Lottery conducted in accordance with the procedures set forth in this Policy and applicable law. The School expects to admit all applicants seeking to enroll in grades 9-12, provided an application is completed and submitted no later than the announced deadline for applications. Admission preferences will only be extended consistent with this Policy, the School’s charter, and applicable law.

Admission preferences will not be based on any protected characteristics, including, but not limited to, disability, race, gender, national origin, and religion. In addition, enrollment preferences will not limit enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, or foster youth.

- 2. Lottery Procedures:** In the event that there are more students who wish to attend the School than there are places available, the School will conduct a Lottery in the Spring semester prior to the academic year for which enrollment is sought.

All pupils, except those who are guaranteed admission as provided in this Policy and the School’s charter, who wish to enroll in the School must participate in the Lottery subject to the following:



- Students who reside within the boundaries of Maricopa Unified School District will have their names placed in the Lottery twice.
- Students who reside outside the boundaries of Maricopa Unified School District will have their names placed in the Lottery once.

The following students are exempt from the Lottery and are guaranteed enrollment in the School: (1) currently enrolled students; and (2) siblings of currently enrolled or admitted students. “Sibling” is defined as a pupil who has at least one biological or adoptive parent in common with the admitted pupil, or who has been legally adopted by or placed under the legal guardianship of at least one biological or adoptive parent of the admitted pupil. Step-siblings are only considered siblings if they reside at the same address as the sibling who is admitted into the School.

Public notice of the enrollment application deadline and participation in the Lottery will be posted on the School’s website and the notice will provide the date, time, and location of the Lottery. The Lottery will be conducted by grade-level and operated by the Board President. The Lottery will be open to the public and families are encouraged, but not required, to attend. The School will utilize pulling a number out of a hat system or a comparable system to run the admissions Lottery.

The Lottery will announce the name of each pupil who is granted admission. Once the enrollment cap has been reached, the Lottery will continue to draw names of students who will then be placed on the waitlist in the order drawn.

If a student is extended an offer of admission due to one of the preferences noted in this Policy or the School’s charter, the School may request supporting documentation as part of the enrollment process. The School will conduct a verification of such documentation prior to finalizing the student’s enrollment and may disqualify an applicant submitting materially false information.

After the Lottery process, and once an offer of placement has been accepted by the family, additional information may be requested as part of the registration process. Following acceptance through the Lottery, students who are offered admission at the School at the time of the Lottery will have seven calendar days to complete the registration process.

Enrollment offers are valid only for the academic year for which the Lottery is conducted. There is no option to defer an offer for the enrollment.

- 3. Waitlist:** If a slot becomes available because an accepted student declines enrollment, a student leaves the School after the start of the academic year, or as spots become available through April 1, the School may notify families on the waitlist in the order they appear on the waitlist.

Thereafter, no students will be admitted for the current year. Students on the waitlist shall have two school days to accept the enrollment slot (via telephone or email to the School) and proceed with the registration process. Applicants must complete a registration packet with all required documentation and by the deadline given by the School to confirm enrollment.

Students who are not offered seats for the academic school year for which the Lottery was held will remain on the waitlist until April 1<sup>st</sup> unless the parent or guardian requests that the student be removed from the waitlist earlier. The waitlist shall not carry over from one year to the next. Students who have not been admitted will be required to submit a new enrollment application for the next school year and are required to participate in the Lottery if space is limited.

**4. Complaint Procedures:** California Education Code section 47605(d)(4) prohibits the School from doing the following:

- Discouraging a pupil from enrolling or seeking to enroll in the School for any reason.
- Requesting a pupil's records or require the parent, guardian, or the pupil to submit the pupil's records to the School before enrollment.
- Encourage a pupil currently attending the School to disenroll from the School or transfer to another school for any reason (except for suspension or expulsion).

A person who suspects that the School has violated any of the prohibitions listed above may file a complaint with Maricopa Unified School District. The complaint form may be found on the School's website or can be provided upon request.



# Heartland Charter School Instructional Calendar

## 2020-2021 School Calendar

July '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '20						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10 - Inst Days (IDs)

21 - IDs

October '20						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22 - IDs

November '20						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

14 - IDs

December '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11 - IDs

January '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 sem 5 IDs; 2 sem 14 IDs

February '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18 IDs

March '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

20 IDs

April '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 IDs

May '21						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 IDs

June '21						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4 IDs



School Closed/Holidays



Teacher in-Service Day (no school for students)

**School Closed/Holidays:**

09/07/20: Labor Day  
11/11/20: Veterans Day  
11/26/20: Thanksgiving Day  
12/24/20: Christmas Eve  
12/25/20: Christmas Day  
12/31/20: New Years Eve  
01/01/21: New Years Day  
01/18/21: Martin Luther King Jr. Day  
02/15/21: Presidents' Day  
02/22/21: Second Monday off in February  
04/04/21: Easter Day  
04/14/21: P2 we would like as many instructional days as possible before P2  
05/31/21: Memorial Day

**Key Dates & Metrix**

1st Day of School Tuesday, August 18  
Last Day of 1st Semester Friday, January 8, 2021  
83 instructional days 1st semester  
1st Day Second Semester Monday, January 11  
142 Instruction Days through April 14 (P2)  
Last day of school Friday, June 4  
95 instruction days 2nd semester  
178 instruction days



## Instructional Funds Depreciation Chart for 2020-2021

Enrollment Date Range	TK-8			HS		
	Total Fund Amount	Funds upon Enrollment	Funds Drop Dec 1.	Total Fund Amount	Funds upon Enrollment	Funds Drop Dec 1.
7/1-10/9	\$2,600.00	\$1,500.00	\$1,100.00	\$2,800.00	\$1,700.00	\$1,100.00
10/10-11/1	\$1,500.00	\$400.00	\$1,100.00	\$1,700.00	\$600.00	\$1,100.00
11/2-1/29	\$1,100.00	\$1,100.00	\$0.00	\$1,100.00	\$1,100.00	\$0.00
1/30-3/31	\$500.00	\$500.00	\$0.00	\$700.00	\$700.00	\$0.00

**Inspire Charter Schools**  
**July 1 2020 - June 2021 HST Teacher Table**

**C-Basis - 10 Month Calendar\***

<b>PAY SCALE GROUP</b>	<b>PAY SCALE LEVEL</b>									
<b>Points*</b>	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$58,240**	\$58,240**	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240
B ( + 14 points)	\$58,240**	\$58,240**	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$60,500
C ( + 28 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$59,860	\$63,000
D ( + 42 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$59,100	\$62,400	\$65,500
E ( + 56 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,300	\$62,400	\$64,600	\$68,000
F ( + 70 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$60,450	\$63,650	\$66,975	\$70,500
G ( + 84 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$59,475	\$62,600	\$65,875	\$69,350	\$73,000
H ( + 98 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,400	\$62,400	\$64,750	\$68,150	\$71,750	\$75,500

**Additional Pay Scale Levels**

	11	12	13	14
(continued) H ( + 98 points)	\$78,000	\$80,500	\$83,000	\$85,500

H15	H20	H25	H30
\$88,000	\$90,500	\$93,000	\$95,000

NBC or Doctorate Differential is \$3,000.

\*Annualized salary includes 197 work days. The 197 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

\*\* Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

\*\*\*Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school Board.

**Inspire Charter Schools**  
**January 1, 2021- December 31, 2021 Preparation Salary**  
**Teacher Table**  
**B-Basis - 10 Month Calendar\***

<b>PAY SCALE GROUP</b>	<b>PAY SCALE LEVEL</b>									
<b>Points*</b>	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$58,240*	\$58,240**	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250
B ( + 14 points)	\$58,240**	\$58,240**	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$63,750
C ( + 28 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$63,110	\$66,250
D ( + 42 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$62,350	\$65,500	\$68,750
E ( + 56 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$61,550	\$65,625	\$67,850	\$71,250
F ( + 70 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$60,650	\$63,700	\$66,900	\$70,225	\$73,750
G ( + 84 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$59,750	\$62,725	\$65,850	\$69,125	\$72,600	\$76,250
H ( + 98 points)	\$58,250	\$58,250	\$58,250	\$58,750	\$61,650	\$64,750	\$68,000	\$71,400	\$75,000	\$78,750

**Additional Pay Scale Levels**

	11	12	13	14
(continued) H ( + 98 points)	\$81,250	\$83,750	\$86,250	\$88,750

H15	H20	H25	H30
\$91,250	\$93,750	\$96,250	\$98,250

NBC or Doctorate Differential is 7.5% .

\*Annualized salary includes 207 work days. The 207 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

\*\* Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

\*\*\*Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school Board.



# Heartland Charter School Staff Calendar

## 2020-2021 School Calendar

July '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5 Days

August '20						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 Days

September '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21 IDs

October '20						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22 Days

November '20						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

14 Days

December '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11 Days

January '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1sem 5 D; 2sem 14 D

February '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18

March '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

20 Days

April '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 Days

May '21						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 Days

June '21						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9 Days





School Closed/Holidays



Teacher in-Service Day (no school for students)



End Semester 1 & P2



First and Last Day of School / Start of Spring Semester (1/11)



Five Flex Days \*\*\*

*\*\*\*HSTs will need to have all Master Agreements for their rosters completed on or after July 1, 2020 and must be completed during the month of July. Families may not submit orders or have orders approved until they have a completed Master Agreement for 2020-2021 (signed by all parties and archived). HSTs will coordinate with their RC to determine which five days in the month of July they will work to ensure MAs are completed and pending orders are reviewed for approval.*

### School Closed/Holidays:

09/07/20: Labor Day  
 11/11/20: Veterans Day  
 11/26/20: Thanksgiving Day  
 12/24/20: Christmas Eve  
 12/25/20: Christmas Day  
 12/31/20: New Years Eve  
 01/01/21: New Years Day  
 01/18/21: Martin Luther King Jr. Day  
 02/15/21: Presidents' Day  
 02/22/21: Second Monday off in February  
 04/04/21: Easter Day  
 04/14/21: P2 we would like as many instructional days as possible before P2  
 05/31/21: Memorial Day

### Key Dates & Metrix

1st Day of School Tuesday, August 18  
 Last Day of 1st Semester Friday, January 8, 2021  
 83 instructional days 1st semester  
 1st Day Second Semester Monday, January 11  
 142 Instruction Days through April 14 (P2)  
 Last day of school Friday, June 4  
 95 instruction days 2nd semester  
 178 instruction days  
 195 work days for teachers

**Inspire Charter Schools**

**January 1, 2021 - December 31, 2021 Preparation Salary Teacher Table**

**Special Education Teacher / Nurse / \*Speech and Language Pathologist 10 Month Calendar\*\***

<b>PAY SCALE GROUP</b>	<b>PAY SCALE LEVEL</b>									
<b>Points*</b>	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$58,240	\$58,240	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950
B ( + 14 points)	\$558,240	\$58,860	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,945
C ( + 28 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,247	\$68,670
D ( + 42 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$64,419	\$67,853	\$71,395
E ( + 56 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$63,547	\$67,989	\$70,414	\$74,120
F ( + 70 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$62,566	\$65,891	\$69,379	\$73,003	\$76,845
G ( + 84 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$61,585	\$64,828	\$68,234	\$71,804	\$75,592	\$79,570
H ( + 98 points)	\$59,950	\$59,950	\$59,950	\$60,495	\$63,656	\$67,035	\$70,578	\$74,284	\$78,208	\$82,295

**Additional Pay Scale Levels**

	11	12	13	14
(continued) H ( + 98 points)	\$85,020	\$87,745	\$90,470	\$93,195

H15	H20	H25	H30
\$95,920	\$98,645	\$101,370	\$103,550

NBC or Doctorate Differential is 7.5% .

\*Annualized salary includes 207 work days. The 207 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

\*\* Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

\*\*\*Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school Board.



## Heartland Charter School Job Description

<b>Job Title:</b>	Director of Special Education
<b>Reports to:</b>	Director
<b>Supervisor:</b>	Principal / Superintendent
<b>FSLA Status:</b>	Exempt
<b>Contract Type:</b>	A Basis
<b>Revision Date:</b>	February 2020

### Summary of Position:

The Director of Special Education will provide leadership and management in administering, monitoring, coordinating and evaluating Special Education programs and services in the least restrictive environment in accordance with Federal and State laws and guidelines.

### Duties and Responsibilities:

- Directs and coordinates special education programs in an Independent Study Program (ISP) setting to teach students with disabilities: Formulates policies and procedures for new or revised programs or activities, such as screening, placement, education, and training of students.
- Evaluates special education programs to ensure that objectives for student education are met.
- Interprets laws, rules, and regulations to students, parents, and staff.
- Recruits, selects, and evaluates staff
- Prepares budget and solicits funds to provide financial support for programs.
- Prepares reports for federal, state, and local regulatory agencies through SELPA and CASEMIS reporting.
- May contract with agencies for needed services, such as residential care and related services.
- May administer achievement tests to measure student level of performance.
- Development of infrastructure and all processes for all aspects of the sped program
- Creation of Special Education Live manual
- Coordinating, developing relationships and creating options for related service providers



- Assists in supervising student achievement programs for special needs students and works with building principals in analyzing results and provides programs address needs, and provides student achievement and data at the department, school, classroom, and student levels to meet and/ or exceed LEA standards.
- Develops, maintains and administers budget related to Special Services including state and federal programs as deemed necessary by CEO.
- Attend SELPA meetings
- Assists in the accreditation process to ensure the LEA meets Department of Education regulations and SELPA LEA regulations
- Communicates on a regular basis through a variety of methods and by scheduling regular meetings and conducting in-service for LEA administrators and Special Education staff members.
- Facilitates the implementation of mediation and/or dispute resolution efforts for Special Education as requested.
- Serves as a liaison and member of various specialty program to provide communication and coordination for improved services to students with special needs at the centers.
- Directs, approves, and coordinates specialized programs incorporated in Special Education that require contract and/or supervision and monitoring.
- Assists in supervising and approving the staff development programs for District personnel, with regards to special education services.
- Participates as an active member of the administrative team.
- Participate as administrator in IEP meetings
- Performs such other duties as assigned by Director/Principal/Superintendent
- Complete ISAs for all related services
- Coordinate all related services with providers
- Complete CASEMIS reporting with clerk
- Check for all IEP compliance errors
- Train staff on special education policies and procedures



**Qualifications:**

- Meet State certification requirements.
- Minimum of master's degree
- At least five years teaching experience and training in a K-12 school district.
- Minimum 2 years Charter School Independent Study Program Setting
- Excellent communication skills
- Exhibit excellent interpersonal relations skills.
- Passion for the local homeschool community
- Exhibit excellent interpersonal skills
- Promotes a positive atmosphere
- Possess superior organizational skills
- Demonstrates ability to work with diverse audiences
- Demonstrates ability to work effectively as a team member, work independently, and be self-motivated

**Salary:**

DOE and qualifications



## Heartland Charter School Job Description

<b>Job Title:</b>	Assistant Director of Special Education
<b>Reports to:</b>	Director
<b>FSLA Status:</b>	Exempt
<b>Contract Type:</b>	A Basis
<b>Revision Date:</b>	February 2020

### Summary of Position:

The Assistant Director of Special Education will provide leadership and management in administering, monitoring, coordinating and evaluating Special Education programs and services in the least restrictive environment in accordance with Federal and State laws and guidelines.

### Duties and Responsibilities:

- Provide leadership in developing, implementing, evaluating and revising District programs and services as assigned by the Director of Special Education.
- Assist the Director of Special Education in the development and management of budget for the programs assigned to the Assistant Director.
- Provide leadership in the implementation of due process procedures for special education students, their parents, staff and the program.
- Supervise and evaluate classified and certificated staff as assigned by the Director of Special Education.
- Provide supervision, consult and information regarding laws, policies and procedures to program specialists.
- Supervise the curriculum development activities for all certificated staff and programs assigned to the Assistant Director.
- Develop and implement in-service training for staff and parents.
- Plan agendas and facilitate job-alike meetings for those groups assigned to the Assistant Director.
- Review, monitor and approve requests for test materials, curriculum, equipment and related special education expense.
- Evaluate the effectiveness of the programs assigned to the Assistant Director.
- Work cooperatively with other public and private agencies that provide services to special education students.



- Participate in the recruitment selection and assignment of Special Education personnel and provide procedural support.
- Work closely with parents and community groups in an ongoing effort to improve communications and understanding of policies, legal requirements and activities of Special Education programs.
- Perform additional duties as assigned by the Director of Special Education as an adjunct to regular stated duties.
- Coordinate interim placements with Special Education Department.

**Qualifications:**

- Meet State certification requirements.
- Minimum of master's degree
- At least five years teaching experience and training in a K-12 school district.
- Minimum 2 years Charter School Independent Study Program Setting
- Excellent communication skills
- Exhibit excellent interpersonal relations skills.
- Passion for the local homeschool community
- Promotes a positive atmosphere
- Possess superior organizational skills
- Demonstrates ability to work with diverse audiences
- Demonstrates ability to work effectively as a team member, work independently, and be self-motivated

**Salary:**

DOE and qualifications



## Heartland Charter School Job Description

<b>Job Title:</b>	Speech and Language Pathologist
<b>Reports to:</b>	Director of Special Education
<b>FSLA Status:</b>	Exempt
<b>Contract Type:</b>	A Basis
<b>Revision Date:</b>	February 2020

### Summary of Position:

Under the direction of the Director of Student Services and Support, the employee will provide General Education Speech and Language Response to Intervention (RtI) to students enrolled in Inspire Independent Study programs. The Speech and Language serves as a member of the Inspire Support Team and will collaborate as well as consult with the team members and the Inspire Assessment team members. Employee will also assist in development of MTSS with the Independent Study School educational model and develop and implement a speech and language RtI program. As an employee of Inspire Charter Schools the Speech and Language will follow the responsibilities and procedures as delineated in the ICS Personnel Handbook.

### Duties and Responsibilities:

- Develop and train staff on a Universal speech screening;
- Interpret screening and progress results to families;
- Select scientifically based intervention;
- Provide Speech and Language RtI;
- Develop and implement a progress monitoring systems and the analysis of student outcomes;
- Serve as a member of Student Study teams, utilizing expertise in language, its disorders, and treatment;
- Consult with teachers to meet the needs of students in initial RtI tiers with a specific focus on the relevant language underpinnings of learning and literacy;
- Collaborate with school mental health providers (school psychologists, social workers, and counselors), reading specialists, occupational therapists, physical therapists, learning disabilities specialists, and other specialized instructional support personnel (related/pupil services personnel) if necessary in the implementation of RtI models;
- Help families understand developmental appropriate milestones with language;
- Help families understand the language basis of literacy and learning as well as specific language issues pertinent to an individual child;
- Determine "cut-points" to trigger referral to special education for speech and language disabilities;





- Attend initial IEP meetings as needed; provide consultation.
- Attend core staff meetings;
- Consult with school administrators, Support team members, and parents regarding speech and language issues, etc.;
- Refer students and families to community agencies as needed;
- Provide reports and recommendations to Inspire staff and families as needed for Support Team.
- Provide presentations and professional development to Inspire staff;
- Communicate with parents through a variety of means;
- Maintain regular communication with directors;
- Participate in staff meetings;
- Maintain a safe environment for students;
- Respond appropriately to feedback given by parents and students;
- Exercise discretion in discussing students with non-parental adults, including staffmembers;
- Provide screening evaluations at as part of Child Find duties.

**Experience and Education:**

Master's Degree in Speech and Language/ CCC Preferred

Valid California certification

Two years of experience in U.S.

**Other Qualifications:**

Possess a CA Driver License Resident of California

**General Qualifications:**Ability to:

- Establish and maintain cooperative working relationships;
- Interpret and apply legal mandates, policies and regulations pertaining general education and special education and safe school operations;
- Maintain confidentiality;
- Understand and carry out oral and written instructions;
- Communicate effectively in oral and written form;
- Work with students (transitional kindergarten thru 12th grades.);
- Interpersonal skills using tact, patience and courtesy;
- Operation of a computer and assigned software.
- Possess superior organizational skills
- Demonstrates ability to work with diverse audiences
- Demonstrates ability to work effectively as a team member, work independently, and be self-motivated

**Salary:**

DOE and qualifications



## Heartland Charter School Job Description

<b>Job Title:</b>	Mental Health School Psychologist
<b>Reports to:</b>	Director of Special Education
<b>FSLA Status:</b>	Exempt
<b>Contract Type:</b>	A Basis
<b>Revision Date:</b>	February 2020

### Summary of Position:

Under the Director of Assessment, Accountability, and Mental Health, the Mental Health School Psychologist collaborates with the Mental Health Coordinator and the Mental Health Therapists/Social Worker to assist and identify students with mental health needs, and complete ERMHS evaluations and reports. The Mental Health School Psychologist also provides consultation, supports, and intervention to ensure that all students, and specifically those eligible for special education and related services, have the necessary social and emotional skills to access their curriculum and the instructional program of the school.

### Essential Duties and Responsibilities:

- I. Supporting Educationally Related Mental Health (ERMHS) Processes
  - a. Review ERMHS Assessment Plans (AP)
  - b. Complete ERMHS evaluations and reports
  - c. Review ERMHS reports when needed
  - d. Attend IEP meetings as appropriate
  - e. Assist with recommendations for ERMHS eligibility, services provisions, and goals
  - f. Analyze and report on student data as it relates to ERMHS and/or social/emotional development
  - g. Analyze and interpret laws and regulations governing the provision of special education as it relates to mental health
- II. Special Education and General Education Support and Collaboration
  - a. Provide support and consultation to students, parents, and staff regarding mental health, at-risk suicide, and/or social/emotional concerns



- b. Assist in addressing crisis response and complete threat assessments
- c. Assist in the development and promotion of positive school climate and the implementation of school-wide programs and initiatives

### III. Professional Development

- a. Assist in development, coordinating, and delivering virtual professional development and support all Inspire departments on ERMHS and Social/Emotional development

### IV. Other duties as assigned

#### **Experience and Education:**

- Master's Degree and/or LMFT/LCSW
- Five (5) years of experience in special education
- Valid Pupil Personnel Services credential

#### **Other Qualifications:**

- Possess a CA Driver License
- Ability to travel overnight
- Resident of California

#### **General Qualifications:**

- Ability and comfort in working in a fast-paced, entrepreneurial environment, with a demonstrated ability and desire to flexibly shift responsibilities over time as the role and department evolve
- Excellent analytical and data-based decision making skills
- Strong customer service orientation in approach to working with teachers, school administrators, and families.
- Excellent written and oral communication skills
- Experience working with homeschool family concerns regarding student learning, behavior, social/emotional, and mental health
- Experience working in virtual educational settings is preferred

#### **Salary:**

DOE and qualifications



## Heartland Charter School Job Description

<b>Job Title:</b>	SPED Nurse
<b>Reports to:</b>	Director of Special Education
<b>FSLA Status:</b>	Exempt
<b>Contract Type:</b>	A Basis
<b>Revision Date:</b>	February 2020

### Summary of Position:

Under the direction of the Special Education Director of Heartland, employee will provide Special Education Health and Develop Assessments and also assist the IEP team in the development and oversight of Health Plans to students enrolled in Inspire Charter Schools programs. The School Nurse serves as a member of the Inspire Assessment Team and will collaborate as well as consult with team members.

### Duties and Responsibilities:

- Perform vision and hearing assessments, health and develop for initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans);
- Attend IEP meetings when appropriate, to make reports or provide consultation.
- Consult with school administrators, special education, regular education teachers, special education teachers and parents.
- Provide consultation regarding students on 504 plans as needed
- Conduct health screenings during scheduled school wide screenings.
  - Check immunizations
  - Interview parents regarding health issues/concerns
  - Review of available health records
  - Document unusual health concerns
  - Develop medical protocols or health plan for any child with an IEP, if needed
  - Provide training to staff on medical protocols or health plan
- Advise other special education Inspire personnel, if necessary
- Provide reports and recommendations to Inspire staff and parents.
- Provide presentations and professional development to Inspire staff members;
- Communicate with parents through a variety of means;
- Maintain regular communication with directors;
- Attend core staff meetings;
- Appear and conduct themselves professionally
- Maintain a safe environment for students;
- Respond appropriately to feedback given by parents and students;
- Exercise discretion in discussing students with non-parental adults, including staff members.

**Experience and Education**

- BSN and Valid California Nurse Credential
- Two years of experience in U.S.

**Other Qualifications**

- Possess a CA Driver License due to needs of position
- Current First Aid/CPR certification
- Potential for overnight travel
- Resident of California

**General Qualifications**Ability to:

- Establish and maintain cooperative working relationships;
- Interpret and apply legal mandates, policies and regulations pertaining special education and safe school operations;
- Maintain confidentiality;
- Understand and carry out oral and written instructions;
- Communicate effectively in oral and written form;
- Work with students (TK-12th grades);
- Interpersonal skills using tact, patience and courtesy;
- Operation of a computer and assigned software.

**Salary**

DOE and qualifications



## **Heartland Charter School Job Description Superintendent**

Direct Report:	School Board
Region:	Heartland Charter School
Supervises:	Teachers & Classified Staff
FSLA Status:	Exempt

### **Summary of Position:**

The Superintendent is responsible for the effective operation of the school; general administration of all instructional, business or other operations of the school, and for advising and making recommendations to the School Board on such items/areas. He/she is also responsible for the support and growth of the charter school including both teaching and support staff as well as students and families. The 12 month position requires the Superintendent work in both his/her home office and out in the field as needed and, as with other high level leadership roles, may also be called upon under special circumstances to be available during weekends/breaks/holidays. This position will require travel both within and outside of the region. The Superintendent will uphold and promote the school's mission and vision at all times.

The salary is based upon experience, qualifications, and school size. The Superintendent is not required to carry a caseload of students.

### **Duties and Responsibilities:**

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the school's educational program and assure effective communication between the Board and school staff as needed
- Actively engage in the preparation of Board agendas and prepare and submit recommendations to the Board to all matters requiring board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered



- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties
- Primarily responsible for hiring new Assistant Director(s), Regional Coordinators, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assist as needed during the hiring/onboarding process
- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school
- Oversight of Work Sample review and collection
- Oversight of Attendance Log review and collection
- Monitor Student Compliance and academic progress
- Review the Regional Tracker and ensure Parent Resource Site is kept accurate and up to date
- Collaborate on the Weekly Update
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Complete student transfers
- Monitor and report teacher and student numbers, as needed
- Seek approval for staffing needs
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats



- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- Approve school employee salaries
- Approve stipends, overtime, and time off requests
- Execute staff contracts
- Complete Form 700
- Execute contracts
- Ensure SPED services are provided appropriately
- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators
- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as assigned

**Qualifications:**

- Masters Degree
- Administrative Credential – Obtained or Pathway (desired)
- Resides within the service area of the school
- Proven track record of compliance
- Minimum 1 year of leadership experience
- Demonstrated excellent interpersonal communication skills
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences
- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated
- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when distance/virtual trainings are a factor





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## Work Sample Policy

Heartland Charter School offers independent study to meet the needs of pupils enrolled in the charter school; and as such, teachers much collect work samples from students to ensure that all students meet the State student academic achievement standards. This policy ensures that student work samples contain the information necessary to ensure the student's learning success.

The purpose of the Heartland Charter School Governing Board approving this Work Sample Policy is to accomplish the following:

1. Provide an overview for the Work Sample Policy
  2. Explain the requirements of an Acceptable Work Sample
  3. Identify criteria for Non-Compliant Work Samples
- 1. Overview:** As an independent study program, Heartland Charter School is required to collect work samples from each of its students as a condition of apportionment. Work samples allow the student's supervising teacher to determine the time value of the completed student work. Work samples are turned in to the student's supervising teacher in accordance with the student's Master Agreement.
- 2. Procedures:** Work samples must contain the following information:
1. Student's First Name and Last Name (nicknames are okay if they are on the Master Agreement or are similar to the student's first name)
  2. Date that the work was completed, including the year. The work sample must be the student's original work. If anything gets changed on the original work sample, the student must handwrite their initials next to such changes. All initialed changes mean that the student made the changes, not the parent/guardian/caretaker or teacher.

The supervising teacher must verify the work sample by including the following:

1. Homeschool teacher's name
2. Student's full name
3. Course name (must match the Master Agreement)
4. Date the teacher reviewed the material
5. Date the student completed the sample
6. HST grade

### **3. Acceptable Work Sample Criteria:**

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

#### **4. Non-Compliant Work Samples Include:**

- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work



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## Homeless Education Policy

Heartland Charter School is committed to ensuring that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

The purpose of the Heartland Charter School Governing Board approving this Homeless Education Policy is to accomplish the following:

1. Define Homeless Children and Youth
2. Identify the Homeless Liaison's Responsibilities
3. Explain the Requirements for Enrollment of Homeless Children and Youth
4. Identify Enrollment Disputes and the Dispute Resolution Process
5. Outline Transportation Options
6. Define Comparable Education Services for Homeless Children and Youth
7. Describe Coursework and Graduation Requirements

### 1. Definitions:

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
  - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
  - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
  - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
  - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.

- *Unaccompanied youth* includes a youth not in the physical custody of a parent or guardian.
- *The Charter School is the school of origin* when the student attended the Charter School when permanently housed or was last ~~admitted~~ ~~enrolled~~ when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.

In determining the best interest of the child or youth, the School shall:

- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or ~~enrollment~~ ~~admission~~ decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

**2. Homeless Liaison Responsibilities:** The Charter School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth ~~enroll~~ ~~are~~ ~~admitted~~ in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;

- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that **enrollment admission** disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are **enrolled admitted to in** school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

**3. Enrollment Admission:** All homeless students are required to follow the school's process for **enrolling admitting** students, including filling out and submitting the school's enrollment packet on time. As with all students, **enrollment admission** depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. **As used in this policy, admission means attending classes and participating fully in school activities.**

If the homeless student seeking **admission to-enroll** is unable to produce records normally required for admission **enrollment**, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-**enrollment** admission. Provided that the **enrollment** admission process has been followed in all other respects, a homeless student will be **enrolled** admitted in the School despite the missing paperwork. Upon **enrollment** admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it the school of origin) shall allow the formerly homeless student to continue that student's education in the School through

graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

4. **Enrollment Admission Disputes and the Dispute Resolution Process:** If a dispute arises over **enrollment** admission in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which **enrollment** admission is sought, pending resolution of the dispute. ~~“Enrolled” means attending classes and participating fully in school activities.~~

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately **enrolled admitted** in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about **enrollment admission** and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding **enrollment admission**, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or **enrollment admission** decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating **enrollment admission** in the Charter School within ten working days of receipt of the materials.

5. **Transportation:** The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

**6. Comparable Education Services:** Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- Programs in career and technical education

**7. Coursework and Graduation Requirements:** The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework completed.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

A homeless student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A homeless student who transfers between schools any time after the completion of the pupil's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Inform the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Inform the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student.

To determine whether a homeless student is in the third or fourth year of high school, either the number of credits the pupil has earned to the date of transfer or the length of the student's school admission may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a homeless student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for homeless children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer homeless, if the student otherwise qualifies for the exemption.

A homeless student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a homeless student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the student and the person holding the right to make educational decisions for the student how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If a homeless student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a homeless student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student and the student qualifies for the exemption.

If a homeless student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless student while the student is admitted in the School or if a homeless student who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a homeless student to transfer schools in order to qualify the pupil for an exemption.



A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

\*This policy was adapted from the Charter School Development Center- Homeless Youth Policy.



**Heartland Charter School**  
**Comprehensive School Safety Plan**  
**SB 187 & SB 334 Compliance Document**  
**2020-2021**

1740 Huntington Dr. #205  
Duarte, CA 91010

*This document is to be maintained for public inspection during business hours*

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# Comprehensive School Safety Plan

Heartland Charter School
Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237
Part 1: District Commitment to School Safety

Heartland Charter School is committed to ensuring that all enrolled students and all employees are safe and secure. Heartland Charter School believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school. Heartland Charter School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis and proposed changes will be submitted to the Board for approval.

# Comprehensive School Safety Plan

Heartland Charter School
Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237
Part 2: Legislative Requirements

The California Education Code (sections 35294-35294.9) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187/SB 334 to contain the following elements:

Plans for Charter Schools must “identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, *including but not limited to*” the following:

- A. Employee Fingerprint/Background Check – Ed Code 44237
- B. Child Abuse Reporting Procedures - Penal Code 11165.5 & .6
- C. Emergency/Disaster Plans – Ed Code 32287; CCR Title 8, Sec 3220; ADA
- D. Suspension/Expulsion policies and procedures – Ed Code 48915
- E. Procedures to notify teachers of dangerous pupils – Ed Code 49079
- F. Discrimination and Harassment Policy (include hate crime reporting procedures and policies)\*
- G. Schoolwide Dress Code (if it exists - including prohibition of gang-related apparel)
- H. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site (pick-up, drop-off, maps, etc.)
- I. A safe and orderly environment conducive to learning at the school

The Comprehensive School Safety Plan will be reviewed and updated by March 1<sup>st</sup> every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

# Comprehensive School Safety Plan

Heartland Charter School
Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237
Part 3: Maintaining a Safe and Orderly Environment

It is a priority of the administration and staff at Heartland Charter School that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school network promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Heartland Charter School remains in compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

# Comprehensive School Safety Plan

Heartland Charter School
Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237
Part 4: Criminal Background Check

## CRIMINAL BACKGROUND CHECK

Heartland Charter School recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. Heartland Charter School will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that “each employee of the school furnish the school with a criminal record summary”.

All employees must have Live Scan fingerprint results on file with Heartland Charter School. Proof of Live Scan fingerprinting is a requirement of employment and the results must be provided to Heartland Charter School prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve care of students, handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by Heartland Charter School may be taken into consideration in evaluating one’s suitability for employment, promotion, reassignment, or retention as an Employee.

Heartland Charter School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Heartland Charter School may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, Heartland Charter School will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with Heartland Charter School’s lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with Heartland Charter School.



# Comprehensive School Safety Plan

Heartland Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

Child abuse reporting law (Penal Code Section 11166) requires that a Heartland Charter School employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Heartland Charter School, protecting children from child abuse is a major priority. Each year the administration sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to follow when abuse is suspected.

Employees of Heartland Charter School are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to the Senior Director or to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All staff is aware of the location of a Child Abuse Information Folder that is kept on file and updated regularly. It includes informational literature, guidelines for recognizing abuse and specific directions for reporting it.

The determination as to who should be contacted will depend greatly upon the situation at hand. The local law enforcement agency will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk.

# Comprehensive School Safety Plan

Heartland Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties which might be imposed on these individuals. Heartland Charter School board policies are continually updated to reflect appropriate legislation. Excerpts from the California Penal Code and Heartland Charter School Board Policy are presented below.

From California Penal Code Section 11166

...any child care custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

Heartland Charter School  
– Child Abuse Prevention Programs

Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the Governing Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.

The Board agrees with the Legislature that:

1. Child abuse and neglect is a severe and increasing problem in California.
2. School districts and preschools are able to provide an environment for training of children, parents, and all school district staff.
3. Primary prevention programs in the school districts are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting healthy family environments.

# Comprehensive School Safety Plan

Heartland Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

## Heartland Charter School – Child Abuse Prevention Programs (Continued)

The Senior Director shall explore funding and assistance available for the establishment of programs directed toward preventing the occurrence of child abuse, including physical abuse, sexual assault, and child neglect, and reducing the general vulnerability of children, including coordination with and training for parents and school staff.

Parents shall be given notice of, and may refuse to have their children participate in, prevention training program.

## Heartland Charter School – Child Abuse and Neglect

### Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

### Definitions

1. “Child Abuse,” as defined by law, pursuant to Penal Code 273 and 11165, and for purposes of this regulation includes the following:
  - a. Physical abuse resulting in a non-accidental physical injury.
  - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
  - c. Sexual abuse including both sexual assault and sexual exploitation.
  - d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
  - e. Severe corporal punishment.

# Comprehensive School Safety Plan

Heartland Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

Heartland Charter School

– Child Abuse and Neglect (Continued)

2. “Mandated Reporters” are those people defined by law as “child care custodian,” “medical practitioners” and non-medical practitioners” and include virtually all school employees. The following school personnel are required to report:  
  
Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a child care institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.
3. “Child Protective Agencies” are those law enforcements and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
4. “Reasonable Suspicion” means that it is objectively reasonable for a person to entertain such 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. (California Penal Code 11166)

## Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

# Comprehensive School Safety Plan

Heartland Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

## Heartland Charter School – Child Abuse and Neglect (Continued)

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either from the school district or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Superintendent.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the Senior Director may assist in the completion and filing of these forms.

### Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

# Comprehensive School Safety Plan

Heartland Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

Heartland Charter School

– Child Abuse and Neglect (Continued)

2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

## Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Senior Director shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension).

# Comprehensive School Safety Plan

Heartland Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

Heartland Charter School

– Child Abuse and Neglect (Continued)

## When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with district policies, regulations and/or collective bargaining agreements. The Senior Director or designee should consult with legal counsel in implementing either suspension or dismissal.

# Comprehensive School Safety Plan

Heartland Charter School
Section C: Emergency/Disaster Plans - Ed Code 32287; CCR Title 8, Sec 3220 ADA
Part 1: General Information - Disaster

Heartland Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents

The Heartland Charter School has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at this school.

This Emergency Action Plan is being developed to provide information to the staff at Heartland Charter School to ensure pertinent information is available in the case of an incident that warrants a response. It is written in accordance with California Code of Regulations, Title 8, Section 3220 which outlines the components required for a plan. There are also components of the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS), including the Incident Command System incorporated in this plan. The purpose for the inclusion is that while Heartland Charter School may not have students on site, it will serve as an Emergency Operations Center if a multi-site incident occurs and support is needed for school or local community. At that time, the role of Heartland Charter School would be to serve as a resource and clearinghouse for information.

The plan is developed with a multi-hazard perspective to make it applicable to the widest range of emergencies and disasters, both natural and human caused. However, Administrators retain the flexibility to modify procedures and/or organization structure as necessary to accomplish the emergency response and recovery missions in the context of a particular hazard scenario.

The individual(s) responsible for implementation of this plan or to contact for any clarification is:

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Plan Approval:

\_\_\_\_\_  
Name of Responsible Party

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



RECORD OF DISTRIBUTION

Plan #	Office/Department	Representative	Signature

## **EMERGENCY TELEPHONE NUMBERS**

### **FACILITY EMERGENCY NUMBERS**

- |    |                                                      |               |
|----|------------------------------------------------------|---------------|
| 1) | Emergency Operations Center<br>(Managing Director's) | Insert Number |
| 2) | Alternate Location<br>(Office cell phone #)          | Insert Number |

### **LOCAL AGENCIES/OTHERS**

- 1) Local Police
- 2) Local Fire
- 3) American Red Cross
- 4) Electric Utility Company
- 5) Local Gas Company
- 6) Local Water Company

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number first for immediate aid.

## INTRUSION AND/OR FIRE ALARMS

If an intrusion or fire alarm goes off the company responsible for monitoring the system is (name of company), (phone number).

## **PLAN IMPLEMENTATION**

A key component to this plan is the Incident Command System (ICS). The five basic functions of: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration must remain consistent, but the formation of the teams within those sections can be flexible to meet each school's needs.

To properly complete the EOP, the school needs to: (1) Assign roles for Management staff and Section Chiefs (2) form the site emergency teams, (3) provide the appropriate training for all staff (4) conduct exercises to test the plan, and (5) update the plans as needed.

Employees shall be offered training on the specifics of this plan when it is initially developed and when new employees are hired. Employees should be retrained when the plan changes due to a change in the layout or design of the facility, when new equipment, hazardous materials, or processes are introduced that affect evacuation routes, or when new types of hazards are introduced that require special actions. It would also be helpful to provide annual awareness training as a reminder. General training for employees should address the following:

- Individual roles and responsibilities.
- Threats, hazards, and protective actions.
- Notification, warning, and communications procedures.
- Emergency response procedures.
- Evacuation, shelter, and accountability procedures.
- Location and use of common emergency equipment.
- Emergency shutdown procedures.

Additional training may also need to be provided (i.e. first-aid procedures, portable fire extinguisher use, etc.) depending on the responsibilities allocated employees in the plan.

Once the emergency action plan has been reviewed with employees and everyone has had the proper training, it is a good idea to hold practice drills as often as necessary to keep employees prepared. Include outside resources such as fire and police departments when possible. After each drill, gather management and employees to evaluate the effectiveness of the drill. Identify the strengths and weaknesses of your plan and work to improve it.

## ABOUT EMERGENCY MANAGEMENT SYSTEMS

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: The Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

**Incident Command System (ICS)** Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

**Standardized Emergency Management System (SEMS)** Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use SEMS. In fact, the **STATE** reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

**National Incident Management System (NIMS)** After the national tragedy on September 11, 2001, it became clear that the country needed an emergency response system to address incidents that affected the entire nation. The national government looked at the system used in California and used it as a model to develop a national response system called NIMS. It is a FEMA approved emergency response system and will become the national model. National compliance was expected by 2006 but is still in progress. **FEDERAL** funding for emergency response/recovery grants is tied to the use of NIMS.

## SCHOOL RESPONSE

In 1994 the State of California legislators passed the Petris Bill. This bill **requires** schools (who are considered to be special districts) to use the SEMS model in planning for, and responding to, school emergencies and disasters. HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5, which mandated the development and implementation of NIMS, now requires schools to integrate that system into their plans as well.

## **WHAT SPECIFIC LAWS\* APPLY TO SCHOOLS**

### **THE FIELD ACT**

(Garrison Act and Riley Act)

Sets building code standards for construction and remodeling of public schools and assigns the responsibility for assuring building code compliance to the Division of the State Architect.

### **THE KATZ ACT**

Requires schools to establish an earthquake emergency system:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

## **PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS**

California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed
- or,*
- A federal disaster declaration has been made

**NOTE: During a declared disaster, school employees are required, by law, to serve as disaster service workers and cannot leave their school site until formally released.**

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

\*This is not a legal opinion, confirmation is required determine if your organization is exempt from any regulations targeting schools. The assumption is that the laws apply to all public schools.

## **POST-DISASTER SHELTERS**

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared.

## **THE PETRIS BILL**

California Government Code Section 8607

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996.

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

## HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5

February 28, 2003

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS).

HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

**NIMS training requirements:** All school employees (as designated Disaster Services Workers) are to complete ICS100, ICS200 and IS700.)

### USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW

Within SEMS and NIMS, an emergency response organization, known as the Incident Command System, consists of five Sections:

**Management:** responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four members, the EOC Director/Incident Commander (IC), the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer (LO). In short: they are *the leaders*.

**Planning/Intelligence:** responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management Section. Planning/Intelligence are often referred to as *the thinkers*.

**Operations:** responsible for response preparedness of the Assembly/Shelter, Communications, Crisis Intervention, Light Search and Rescue, First Aid, Student Release/Staff Accounting, and Maintenance/Fire/Site Security Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with the Management Section. These folks represent *the doers*.

**Logistics:** prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are *the getters*.

**Finance/Administration:** in charge of creating policies and procedures for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster, they activate contracts with vendors, keep time records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They also gather all paperwork and documentation at the end of the incident for inclusion in the After Action Report (AAR). They are called *the payers*.

## THE EMERGENCY OPERATIONS CENTER

During an emergency, the Management Section gathers together in an area/room to set-up a “command center” also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs.

### A Word About Unified Command

The control of and response to emergencies is the sole responsibility of the site teams *until* first responders arrive. Once they arrive, incident command transitions to ***“Unified Command.”*** This transition is immediately facilitated by an on-site briefing of first responders by the Management Staff and Section Chiefs. Following the initial briefing, the site’s Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities. Other employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

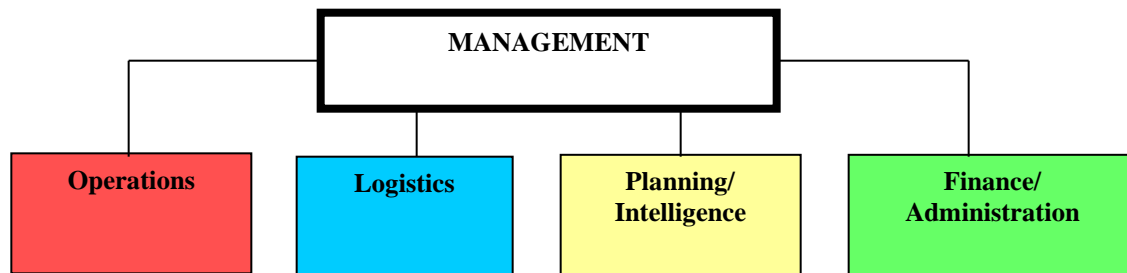
In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the organization’s Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *unless* the EOC Director/Incident Commander has deemed it is too dangerous or unsafe for them to do so. *Remember*, first responders are professionals. Work with them and take your cues from them.



### **The Dual Role of the School Office**

- The School must organize to respond to incidents that occur at their location
  - Ensure that the School has a functional Emergency Action Plan
  - Ensure that School staff are trained and well prepared
- The School office must also organize to provide support when the incident happens at school sites within the organization
  - Provide leadership
  - Provide assistance with response and recovery, when needed
  - Ensure that school staff are trained and well prepared
  - Ensure that each school has a functional Emergency Operations Plan

### **INCIDENT COMMAND SYSTEM AND DIVISION OF LABOR**



#### **Divisions of Labor**

Each one of the five functions have certain roles and responsibilities during a disaster or school emergency. The Management Section oversees response activities in consultation with the Chiefs of the Operations, Logistics, Planning/Intelligence, and Administration/Finance Sections. Each of these sections in turn, has a team or teams tasked with implementing very specific components of the emergency response plan.

INSERT SITE MAP

(include life and fire safety elements, i.e. fire extinguishers, first aid kits, emergency supplies, etc.)

## INSERT STAFF ROSTER

The following Standard Operating Procedures have been developed to address a multitude of incidents that could occur at a school office or student location. This is a living document that should be updated and modified as additional information is acquired. A hazard assessment should be conducted to identify specific areas of concern for your location in order to maximize the number of response situations included in this plan.

## EVACUATION PROCEDURES

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near campus are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The building Emergency Preparedness Committee should identify evacuation areas on site and alternative off-sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be re-routed away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, work site supervisors must bring with them the location roster and emergency supplies.

### **During an evacuation, the following procedures must be followed:**

- ✓ Move staff to the designated Evacuation Area.
- ✓ Take roll by completing Staff Accountability Form
- ✓ Runners collect Staff Accountability Report from classroom or work areas.
- ✓ If employee has an assignment on Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- ✓ Report to Incident Commander (IC) for briefing and assignment.

## LOCKDOWN/REVERSE EVACUATION PROCEDURES

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown. Other emergencies may occur prior to the work day, during break or lunch periods, or after the work day. When staff may be outside the school building or work site, a reverse evacuation should be initiated.

All employees must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.

In the event of a lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- ✓ If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- ✓ If inside, stay inside.
- ✓ Lock door(s) to buildings and or work areas.
- ✓ If possible, quickly close all windows and then move away from the windows.
- ✓ Use caution when allowing late reporting staff to enter into a classroom.
- ✓ Have staff hide, if appropriate.
- ✓ Take roll using Staff Accountability Form.

Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander to evacuate your work area at a later time.

- ✓ Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- ✓ **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- ✓ Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.

## PROCEDURES FOR CONDUCTING A “SIZE-UP”

A “**SIZE-UP**” is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a “**size-up**” are:

### 1. Gather Facts:

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?
- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g. children, elderly, disabled)?
- Are hazardous materials involved at or near the situation?
- Are other types of hazards likely to be involved?

### 2. Assess and Communicate the Damage:

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?

### 3. Consider Probabilities:

- What is likely to happen?
- What is the worst-case scenario?

### 4. Assess Your Own Situation:

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

### 5. Establish Priorities:

- Are lives at risk? Remember, life safety is the first priority!
- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

### 6. Make Decisions:

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

### 7. Develop an INCIDENT ACTION PLAN:

- Develop a plan that will help you accomplish your priorities.

- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

#### 8. Take Action:

- Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC, or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).

#### 9. Evaluate Progress:

- At reasonable intervals, evaluate progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation

### BOMB THREAT

#### TELEPHONE BOMB THREAT

- During the call, complete the bomb threat checklist found on the next page.
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat.
- Have someone else call **911** (first 9 is to obtain outside line) and notify the School office.
- Without using portable radios or cell phones, organize a meeting with the school's Emergency Management Team (EMT). Radio and cell phone usage can resume once you are 300 feet away from school premises as a bomb could be hidden outside.
- If necessary, implement the ICS with only those positions deemed necessary.
- Assign a recorder to document events as they take place.
- Any search of the site should be done under the direction of law enforcement.
- The decision to evacuate the location is the responsibility of the Senior Director or his/her designee.
- If an evacuation is ordered, do not touch anything while leaving the building. Report any suspicious items to the Incident Commander.
- Follow off-site evacuation procedures.
- If the caller identifies a location where the device has been placed, avoid evacuating through the identified area.
- EMT members responsible for off-site evacuation and student accounting should begin making preparations for an orderly transition of the students/staff to the evacuation site.
- If an announcement is made over the school PA to evacuate, remind teachers and site supervisors to bring their class or work area rosters and emergency supplies.
- When the off-site evacuation location is reached, account for all students and staff. Report missing students/staff to the Incident Commander. The Incident Commander will report missing students/staff to the law enforcement agency assisting with the evacuation.
- Re-entry onto the school campus can only take place at the direction of Incident Commander.

#### E-MAIL BOMB THREAT

- Save the e-mail message.
- Print a copy of the message and give to the Senior Director, law enforcement, and the Technology Department.

- Follow applicable procedures from above.



## BOMB THREAT REPORT FORM:

School: \_\_\_\_\_

This form will help you obtain the necessary information from the caller. Keep this information near the phone.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM \_\_\_\_\_ PM \_\_\_\_\_

Exact words of the person placing call:

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### QUESTIONS TO ASK:

- 1.) When is the bomb going to explode? \_\_\_\_\_
- 2.) Where is the bomb right now? \_\_\_\_\_
- 3.) What kind of bomb is it? \_\_\_\_\_
- 4.) What does it look like? \_\_\_\_\_
- 5.) Why did you place the bomb? \_\_\_\_\_
- 6.) What will prevent you from doing this? \_\_\_\_\_
- 7.) What is your name? (He/she may inadvertently give it) \_\_\_\_\_

### TRY TO DETERMINE THE FOLLOWING: (Circle all that apply)

Caller Description: Male Female Adult Juvenile Middle Aged Old

Voice: Loud Soft High-pitch Deep Raspy Pleasant Intoxicated

Accent: Local Non-Local Foreign Region Other: \_\_\_\_\_

Speech: Fast Slow Distinct Distorted Stutter Nasal Slurred Lisp

Language: Excellent Good Fair Poor Foul Other: \_\_\_\_\_

Manner: Calm Angry Rational Irrational Coherent Incoherent Deliberate Emotional  
Righteous Laughing Intoxicated

Background Noises: Office Machines Factory Machines Trains Animals Music Quiet Voices  
Airplanes Street Traffic Party Atmosphere Other: \_\_\_\_\_

### NOTIFY THE FOLLOWING PERSON(S): \_\_\_\_\_

Do not panic and do not discuss the information you have received except with the above-named persons.

Person receiving the Bomb Threat: \_\_\_\_\_ at telephone  
number \_\_\_\_\_.

Caller ID returned the following number:

\_\_\_\_\_.

Police contacted by: \_\_\_\_\_

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

Search was made for the bomb: Y N

Evacuation was conducted: Y N

## FIRE/EXPLOSION

Apart from arson, major causes of fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

### FIRE DRILL PROCEDURES

- NO advance notice of fire drills should be given to building occupants.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- Fire drills should be conducted at different hours of the day.
- An appropriate number of staff members should know how to reset the fire alarm.
- Immediately after the alarm has sounded for the drill, call the Fire Department non-emergency number to advise that this is only a drill.
- Keep documentation for each drill and record notable events for future consideration/improvement.

### POSTING OF EVACUATION ROUTES

- A map, showing the primary and secondary evacuation routes shall be posted inside each room. The evacuation map shall have the office location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the direction of the exit from the room.
- The map shall be labeled “**EVACUATION PLAN**” in bold letters and prominently posted in hallways, offices, bathrooms, cafeterias, lounges.

### FIRE/EXPLOSION CHECKLIST

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call **911** to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special-needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC) and establishes a Command Post staging area.
- Supervisors are to complete the Staff Accountability Report.
- Data collected from the **Staff Accountability Form** will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

## EARTHQUAKE

An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

### IF INDOORS

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck.
- Move away from windows and objects that could fall.
- Stay under desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all staff using Staff Accountability Report.

### IF OUTDOORS

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to assembly area and begin accounting for all staff.

### IN VEHICLE:

- Stop vehicle in a safe location away from power lines, overpasses or buildings.
- Stay in vehicle and establish radio contact with School office.

### GENERAL GUIDELINES (AFTER THE QUAKE):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from **911** if a major disaster has occurred affecting a large local area. **As we have been warned, we may be on our own for several hours or days.**
- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the PIO.
- In communication with the school sites, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff.

## SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

**IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING**

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

## WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE SCHOOL OFFICE

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- Call **911**. Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in secure room for law enforcement questioning. **DO NOT** allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Senior Director. Can a message be placed on the website?
- Provide a liaison representative for family members for any injured staff members.
- Provide Crisis Response Team to provide counseling and to help deal with any psychological factors.

## IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.

- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise head.
- Listen for directions from law enforcement.
- Provide your name to work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
  - ✓ Is suspect still on site and do you know current location?
  - ✓ Where was the specific location of occurrence?
  - ✓ Are there wounded staff members? How many?
  - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
  - ✓ Describe sound and number of shots fired.

#### SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and finished, release the area to school officials when finished.

## DEATH AND/OR SUICIDE

Death at a workplace is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death are outlined below.

### DEATH OCCURS AT SCHOOL

- Call **911**. Identify your address and briefly outline the emergency and location on campus.
- Notify the school administration.
- Activate the Incident Command System if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Managing Director's office.
- Isolate other staff from scene.
- If there is a death, do not move body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- Consider impact on staff. Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the Senior Director must notify Cal-OSHA within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the School still must make certain it calls Cal-OSHA.
- Monitor staff emotional responses. Following a death there may be:
  - ✓ Self-referrals
  - ✓ Parent referrals
  - ✓ Reports and concerns expressed by relatives or good friends
  - ✓ Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

## HOSTAGE SITUATIONS

In any hostage situation, the primary concern must be the safety of staff.

Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

### IF THE OFFICE IS TAKEN HOSTAGE

- Do not use words such as “hostage,” “captives,” or “negotiate.”
- Stay calm.
- No heroics, challenges or confrontation.
- Obey all commands.
- When safe, call **911**. Identify your work site and give the exact location in the building of the incident. Stay on the phone until law enforcement arrives to assume control of the situation.
- If possible, assign another staff member to notify the Site administrator.
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation.
- The work site emergency team shall activate the Incident Command System and make needed assignments including staging a Command Post (CP) and appointing an Incident Commander (IC).
- If possible, the emergency team should provide law enforcement with a liaison from the work site. The liaison can assist in providing name of IC, location of CP and obtaining maps, keys, radio and phone numbers, etc.
- Keep all radios, television sets, and computers turned off to minimize any possibility that suspect can hear or see “NEWS REPORTS.”
- Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, including those of other staff members involved in the situation. If you do not know first names, refer to the hostages(s) as men, and women.
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours, and the average barricade incident lasts approximately three (3) hours. **TIME IS ON YOUR SIDE.**
- Anticipate a point of law enforcement entry, rescue and how suspects will be apprehended.

### WHEN THE HOSTAGE LOCATION IS OTHER THAN AN OFFICE

- Immediately call **911**. Identify your address and the situation, providing the exact location of the incident. **STAY ON THE LINE UNTIL LAW ENFORCEMENT ARRIVES.**
- While on the phone with the **911** dispatcher report the following if known:
  - ✓ Number of suspect(s)
  - ✓ Names(s) of suspect(s) (if known)
  - ✓ Description of suspect(s):
    - Male or Female
    - Race
    - Weight (Light; Lean; Heavy; Obese) stay away from using lbs.
    - Height (short; medium; tall) avoid using feet/inches
    - Hair
    - Eyes

- Approximate age
- Description of clothing
- Anything special or unusual, like:
  - Scars
  - Tattoos
  - Burn marks
  - Birthmarks
  - Pierced body parts
  - Jewelry
- ✓ Exact location of suspect (building, room) and include North, South, East or West in your directions.
- ✓ Approximate number of staff in hostage area.
- ✓ Are weapons or explosive devices involved?
- ✓ Have any shots been fired? If yes, describe sound and number of shots fired.
- ✓ Are there reports of any injuries or emergency medical needs (medication)? Describe exact location and condition of victim(s).
- ✓ Are there any demands the suspect has made?
- ✓ Is there any other background information, past problems with suspect, demeanor, possible motive, or vendettas against staff or particular staff member?

If the hostage situation is on one side of the building, law enforcement will likely want to enter from the other side. Inform law enforcement exactly where the “Hostage Situation” is located and advise law enforcement what you consider to be the best “other side” entrance for law enforcement response.

- If possible, assign another staff member to notify the Site Administrator.

#### WHILE WAITING FOR LAW ENFORCEMENT

- If you can safely communicate to other offices by phone, implement lockdown procedures. For this situation, **DO NOT** set off any alarms as the bell may cause staff to panic and rush into a dangerous area.
- **DO NOT EVACUATE** until instructed or escorted by law enforcement.
- Complete Staff Accountability Report.

#### ONCE LAW ENFORCEMENT ARRIVES

- Law enforcement will need assistance in identifying witnesses. Gather witnesses in a secure location but do not let them talk with one another (to protect the investigation).

#### THE SITE EMERGENCY TEAM SHOULD MAKE PLANS TO

- Establish their Command Posts and assignment of necessary personnel.
- Record all events.
- Account for all staff.
- Prepare for a possible off-site evacuation route and location.
- Establish a media staging area.
- Alert Crisis Response Team for possible counseling of staff.

#### HOSTILE VISITOR

A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target



of his/her hostility. It is the responsibility of staff to protect staff, attempt to defuse the situation, and, if necessary, notify law enforcement.

#### UNDERSTANDING NONVERBAL MESSAGES

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms
- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting

#### SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance from you.

Avoid doing any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry

Consider doing the following:

- Be courteous and confident
- Do not touch the individual
- Protect yourself at all times
- Find another staff member to join you or keep the meeting in an open area
- Listen to the visitor, giving him/her the opportunity to vent
- Do not disregard the person's opinion or blame the person.

#### ATTEMPT TO USE PHRASES SUCH AS:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

#### WHAT TO DO:

- As soon as possible, call **911** and stay on the line. State your address, and exact location of hostile visitor. Identify building by letter (A, B, C, D, etc.) or number and use directions (North, South, East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.
- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.

- Use staff members to keep staff away from the location of the hostile visitor.

## CHEMICAL RELEASE/ HAZARDOUS MATERIAL SPILL

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

### HOW SHOULD THE SCHOOL OFFICE PREPARE?

- The Emergency Management Teams should discuss and review plans to “Shelter in Place” or to “Evacuate the Area” using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Safety Data Sheet (SDS).
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the SDS.

### HOW SHOULD THE SCHOOL OR DISTRICT RESPOND?

- If a hazardous spill or chemical release occurs within any area of the School office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.
- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator.
- Activate necessary portions of Incident Command System (ICS) and appoint Incident Commander. Expand ICS as needed and make necessary assignments appropriate to incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to “Shelter-In-Place” or to “Evacuate” the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at movement of trees or flag.
- If “Sheltering-In-Place” and, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephone lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching alternative evacuation area, take head count and report missing or ill staff to Incident Commander and/or law enforcement.

## MEDICAL EMERGENCY

Occasionally a medical emergency will occur, and personnel must be prepared to respond quickly, effectively, and efficiently.

### SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

- Insist that all accidents be reported, even if no visible harm or injury occurred.
- Follow established procedures for issuing medication.

## WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.
- Call **911** and be prepared to provide:
  - ✓ Your address, building letter (A, B, C, D, etc.), room or floor number
  - ✓ Describe illness or type of injury
  - ✓ How the illness or type of injury occurred
  - ✓ Age of ill or injured staff member
  - ✓ Quickest way for ambulance to enter location on site
- Notify the Senior Director.
- Assign a staff member to meet and direct rescue services to location of injured party.
- Notify staff member's family of situation, including type of injury/illness, medical care being given and location where staff has been transported.
- When appropriate, advise other staff of situation.
- Follow-up with staff member's family.

## GAS ODOR/LEAK

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.

The primary responsibility of the worksite staff is to determine how to safely house or evacuate staff and to protect property. The following agencies should be contacted:

- Fire Department (Call **911**)
- Site Administrator. Have a phone number for a point of contact if a leak is detected after business hours. (see emergency contact list)
- Local Gas Company

## GAS ODOR OR LEAK INSIDE A BUILDING

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct staff evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to Command Post.
- Assign a liaison to interact with Fire Department, Gas Company or law enforcement.

## IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

- It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building.

## SHELTER-IN-PLACE PROCEDURES

### Why You Might Need to Shelter-In-Place

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities, TV or radio on how to protect staff. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local authorities.

### Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to “shelter-in-place”, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where staff are sheltering-in-place.
- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building’s mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference room without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider precutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

## **EXTENDED POWER LOSS**

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
  - Fire sprinkler system
  - Standpipes
  - Potable water lines
  - Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

### Upon Restoration of heat and power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

## GUIDELINES FOR SPEAKING TO THE MEDIA

When speaking to the media about emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location



**\*\*SAMPLE PRESS RELEASE\*\***

Event: EARTHQUAKE

Date: MARCH 1, xxx

Release #: 001

Time: 8:00 A.M.

TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO SCHOOL OFFICES IN  
GENERIC COUNTY

**FOR IMMEDIATE RELEASE**

**EXAMPLE**.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the NAME OF SCHOOL located at 1234 Anywhere Blvd. in Our Town, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the location have been damaged and an overpass on Hwy. 101 leading to the location has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked NOT to go to the location as this will hamper rescue efforts.

School Districts throughout the county are instructed to call in to the County Office of Education at **-(XXX) XXX-XXXX** - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by calling the Op Area Public Information Hotline at **XXX-XXXX**.

Further details will be provided when available.

Next Scheduled Release: As needed

###

# Comprehensive School Safety Plan

Heartland Charter School
Section C: Disaster Procedures
Part 2: Biological/Chemical Weapons Assault

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Senior Director.

The Senior Director should notify law enforcement authorities immediately.

As necessary alert all site employees of the situation by intercom.

If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Senior Director, Senior Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Senior Director, Senior Director's designee or officers of emergency response agencies.

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 2: Biological/Chemical Weapons Assault

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Senior Director, Senior Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Senior Director, Senior Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Senior Director, Senior Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Senior Director, Senior Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Senior Director and staff must follow all instructions given by officers of emergency response agencies. Heartland Charter School EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 3: Bomb Threat Procedures

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 911.

## 1. Receiving the Call

Make every attempt to keep the caller on the phone as long as possible to gain information. Try if possible, to determine the gender and age of caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.

## 2. Notification Procedures

School Location communicate the above information to the following in this order:

- School Senior Director/Administrator
- Assistant Senior Directors or Deans
- Regional Coordinators
- Director of Student Activities

The Senior Director/Administrator will notify local law enforcement and Heartland Charter School District office.

District Office will communicate the above information to the Executive Director's Office. The Executive Director's office will notify local law enforcement.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

## 3. Action Plan Procedures

If required to develop an action plan, the Senior Director/administrator may consult with the following: Senior Directors and other administrators utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in a secure location.

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 3: Bomb Threat Procedures

The Senior Director will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the location.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

Reoccupation of an evacuated building will be authorized by the Senior Director only after consulting with law enforcement authorities.

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 4: Chemical or Hazardous Material Incident

If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking “Shelter in Place”).

Notify **911** of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area which may be more hazardous.

Follow all instructions given by the Fire Department when they arrive at the facility.

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 5: Earthquake Procedures

## Indoors

**DUCK, COVER, AND HOLD.**

Get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

## Outdoors

Move away from building, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

## In School Bus

Stop vehicle in safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish radio contact with Transportation and/or District E.O.C.

## General

Be prepared for immediate aftershocks and ground motion

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations.

Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.

Assist injured with First Aid treatment

Do not evacuate buildings or vehicles unless you have a hazard-related reason to do so.

Conduct a headcount to account for all personnel and students

Establish communications with your supervisor, Senior Director or District EOC and follow emergency checklist and procedures.

Assist any police or fire units that respond to your location.

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 6: Explosion, Aircraft Crash or Similar Incident

If possible, Duck and Cover under a desk or table.

Notify **911** of the explosion or crash

Assist any injured requiring first aid treatment

If necessary because of fire, building damage etc., evacuate building

Assist any persons who would have physical problems evacuating the building.

Go to an outdoor evacuation/assembly area which is hazard free and not affected by the explosion or crash.

Keep fire lanes, streets and walkways open for emergency responders.

Stay in assembly area and account for all personnel and students.

Do not return to buildings until authorized by fire department or Senior Director

Information is provided to students at times of state testing, ingress and egress, safety



# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 7: Fire Procedures

Call **911** to report a fire, stay one line and give specific information (name, address of school or facility).

Utilize manual pull station to activate building alarm system and evacuate building when you hear an alarm.

In the event of a small fire, notify **911** and then use the nearest fire extinguisher to control the fire if you have been trained in their use.

Do not attempt to fight large fires, call **911** and evacuate building.

Assist students in building evacuation and proceed to outdoor school evacuation area or areas.

When evacuating buildings walk, do not run.

Do not use elevators for building evacuation or in an emergency.

If heavy smoke is present, crawl or stay near floor for breathable air.

Assist any individuals who would have physical problems evacuating the building.

Stay in the designated assembly area and account for all personnel and students.

Do not block fire lanes or areas used by the fire department

Do not re-enter building until authorized by fire department or the Senior Director.

If the fire is off site, wait for instructions from the Senior Director or District SENIOR DIRECTOR'S DESIGNEE.

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 8: Flood Procedures

If a flood warning is received by a District school or location, notify Heartland Charter School Senior Director immediately.

If a major flood warning is received at Heartland Charter School Office, Heartland Charter School EOC should be activated.

Based upon the specific threat, Heartland Charter School EOC in conjunction with the Operational Area EOC and SEMS system will develop an action plan to protect personnel, students and facilities.

Evacuation of specific schools, facilities or areas will be directed by Heartland Charter School EOC in coordination with SEMS.

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 9: Lockdown/Civil Unrest Procedures

Any threatening disturbance should be reported immediately to the Senior Director/Administrator.

If the disturbance is affecting normal school or facility operations, the Senior Director/Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom, Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside classroom, regardless of lunch or recess until you are told by the Senior Director or Senior Director's designee that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Senior Director or Senior Director's designee.

If situation is violent and may include the use of firearms, the Senior Director or Senior Director's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Senior Director and staff must follow all instructions given by responding law enforcement.

If the event is major, the Senior Director will activate Heartland Charter School EOC to develop an Action Plan to deal with the situation as well as the following:

- A. Telephone inquiries and rumor control
- B. Media relations and public information
- C. Employee/Student crisis counseling
- D. Facility damage assessment/control

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 10: Severe Windstorm Procedures

If a severe wind warning is received at District location, notify Heartland Charter School Senior Director immediately.

If a severe wind warning is received at Heartland Charter School Office, Heartland Charter School EOC should be activated.

Based upon the specific threat, Heartland Charter School EOC in conjunction with the Operational Area EOC or City EOC will develop an action plan to protect personnel, students and facilities.

In general, if severe winds are affecting a school or facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.

Close all windows and blinds and avoid auditoriums, gymnasiums and other building locations that have large roof areas or spans.

Avoid all areas that have large concentrations of electrical equipment or power cables.

Evacuation of specific schools, facilities or areas will be directed by Heartland Charter School EOC in coordination with SEMS.

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 11: Suspicious Mail/Packages

All incoming mail and packages should be handled with caution.

Below are Indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Mail that ...

- ... is unexpected or from an unfamiliar source
- ... has excessive postage
- ... is addressed to someone who no longer works in Heartland Charter School
- ... is addressed to a current employee but with the wrong title
- ... contains several misspelled words on the envelope
- ... marked with restrictive endorsements such as “Personal” or “Confidential”
- ... has no return address or an address that cannot be verified
- ... mail that is from a foreign country
- ... shows a city or state in the postmark that doesn’t match the return address
- ... is lopsided, oddly shaped, or has an unusual weight, given its size
- ... has protruding wires, strange odors or stains
- ... has powdery substance on the outside
- ... has an unusual amount of tape on it
- ... is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school’s chances of becoming the victim of attack by mail.

# Comprehensive School Safety Plan

Heartland Charter School
Section 3: Disaster Procedures
Part 11: Suspicious Mail/Packages

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call **911**.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police (**911**) or the U.S. Postal Inspection Service (626-405-1200).
- Supervisor should notify Heartland Charter School's Office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

NOTE: Contacting the U.S. Postal Service is less likely to create a media event than the local police but their response may be slower.

# Comprehensive School Safety Plan

Heartland Charter School
Section D: Suspension/Expulsions Policies and Procedures - Ed Code 48915
Part 1: Definitions/Due Process/Rules and Procedures of School Discipline/Process and Procedures

Heartland Charter School

– Suspension and Expulsion/Due Process/Rules and Procedures of School Discipline

Note on Education Code: This requirement refers to EC 35291.5. This section reads:

35291.5. (a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups: (1) Parents. (2) Teachers. (3) School administrators. (4) School security personnel, if any. (5) For junior high schools and high schools, pupils enrolled in the school... (b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a)...(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

Heartland Charter School includes rules and guidelines in the: Student/Parent Handbook. Given to all families upon enrollment.

## Board Policy for Suspensions and Expulsions

### Philosophy of Student Discipline

Our focus for all students is to be respectful and supportive of each other.

# Comprehensive School Safety Plan

Heartland Charter School
Section D: Suspension/Expulsions policies and procedures - Ed Code 48915
Part 1: Definitions/Due Process/Rules and Procedures of School Discipline/Process and Procedures

## Process and Procedures

### Level I - Immediate Redirection and Verbal Reprimand

Minor issues that are resolved by the supervising adult; behavior is seen as a learning opportunity and is expected to be corrected with no additional interventions; office referral is only needed if the student fails to correct behavior (mostly classroom managed behavior)

### Level II - Learning Opportunity~Office Referral, Parent contact, Counselor

Common misbehaviors needing redirection; again seen as a learning opportunity to be handled between the student and supervising adult; in some cases office referral and parent notification is required (mostly managed with teacher)

### Level III – Immediate Administrative referral; Parent Contact/Written Documentation, suspensions, Law Enforcement

Severe misbehaviors with potentially strong consequences including school suspensions and legal involvement; supervising adult is not expected to engage in any learning, but rather immediately refer student to the office and insure the safety of staff and students (managed by director)

### Administrative Referral

In some cases, student behaviors do not get corrected, or are so severe that they do not allow for a safe and purposeful learning environment. By referring a student to an administrator, the teacher is seeking additional resources to assist in the correction of the behavior. At this point, parents and school administration join the teacher in attempts to meet the behavioral needs of the student.

The following process will be used for all office referrals:

- Student is referred to Administration by supervising adult
- Student completes reflection questions related to incident
- Referral form is returned to the teacher for comments
- Parental contact is made by the student or staff member to explain incident and schedule detention
- Referral form is returned to the Senior Director or designee
- Student conference with the Senior Director is scheduled



# Comprehensive School Safety Plan

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- Follow-up phone call from Administration is made when necessary
- Harassment Complaints- Students are occasionally the victim of bullying or harassing behaviors. While common in the school setting, such behaviors are not acceptable and will not be tolerated at any function of our school community.

The following process is designed to assist students who believe they are the victim of such behaviors:

- Student informs teacher or staff person of situation
- Student reports to the office to complete a confidential “Harassment Complaint Form”
- Administrator investigates allegations

Typical consequences for a bully/harasser are as follows:

*Warning-* conference with Senior Director or designee discussing allegations, perceived intentions and future consequences; student is informed that such behavior, as well as any retaliation, will not be tolerated.

*Parental Conference-* Sharing the dangers of bully/harassing behaviors for both parties.

*Suspension-* To insure the safety of staff and students, various forms of suspension may be used in efforts to correct student behavior.

*Expulsion-* If bullying/harassment continues or if any given incident is so severe that a safe learning environment cannot exist, the Senior Director will recommend the expulsion of the offending student.

- Heartland Charter School is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

The purpose of the Heartland Charter School Governing Board approving this Suspension and Expulsion Policy is to accomplish the following:

1. Establish the Responsibility of the Charter School
2. Identify the Grounds for Suspension and Expulsion of Students
3. Identify Enumerated Offenses
4. Outline Suspension Procedures
5. Outline the Authority to Expel
6. Outline Expulsion Procedures
7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
8. Identify the Record of Hearing
9. Identify the Presentation of Evidence
10. Outline the Written Notice to Expel
11. Outline the Maintenance of Disciplinary Records
12. Identify a Student's Right to Appeal
13. Outline Expelled Students/Alternative Education
14. Outline Rehabilitation Plans
15. Outline the Readmission Process

- 1. Responsibility of the Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

# Comprehensive School Safety Plan

Heartland Charter School
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A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

2. **Grounds for Suspension and Expulsion of Students:** A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.
3. **Enumerated Offenses:**
  - Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
    - Caused, attempted to cause, or threatened to cause physical injury to another person.
    - Willfully used force of violence upon the person of another, except self-defense.
    - 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.
    - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

# Comprehensive School Safety Plan

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- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited, to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- 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.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

# Comprehensive School Safety Plan

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- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
  - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i.Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii.Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii.Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv.Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i.A message, text, sound, or image.
    - ii.A post on a social network Internet Web site including, but not limited to:
      - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

# Comprehensive School Safety Plan

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- b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
  - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

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- Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
  - Caused, attempted to cause, or threatened to cause physical injury to another person.
  - Willfully used force of violence upon the person of another, except self-defense.
  - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - Committed or attempted to commit robbery or extortion.
  - Caused or attempted to cause damage to school property or private property.
  - Stole or attempted to steal school property or private property.
  - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
  - Committed an obscene act or engaged in habitual profanity or vulgarity.
  - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.



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- 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.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
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# Comprehensive School Safety Plan

Heartland Charter School
Section D: Suspension/Expulsions policies and procedures - Ed Code 48915
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Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i.Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii.Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii.Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv.Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i.A message, text, sound, or image.
  - ii.A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

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- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
    - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
  - Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
    - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

# Comprehensive School Safety Plan

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

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

**4. Suspension Procedure:** Suspensions shall be initiated according to the following procedures:

Conference: Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists.

An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

# Comprehensive School Safety Plan

Heartland Charter School
Section D: Suspension/Expulsions policies and procedures - Ed Code 48915
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Notice to Parents/Guardians: At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

- Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.
- 2. **Authority to Expel:** A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.
- 6. **Expulsion Procedures:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Student has committed an expellable offense.

# Comprehensive School Safety Plan

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

7. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:**  
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

# Comprehensive School Safety Plan

Heartland Charter School
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The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
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# Comprehensive School Safety Plan

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If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

# Comprehensive School Safety Plan

Heartland Charter School
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8. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
9. **Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

# Comprehensive School Safety Plan

Heartland Charter School
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- 10. Written Notice to Expel:** The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

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

- 11. Disciplinary Records:** The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

- 12. Right to Appeal:** Per AB 1360, a student being expelled or suspended will be provided “oral or written notice of the charges against the student,” “an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story,” and/or the opportunity for “a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.” Moreover, for any non-voluntary removal, the student’s parent or guardian will be given written notice of intent to remove the student no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

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

14. **Rehabilitation Plans:** Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.
15. **Readmission:** The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

# Comprehensive School Safety Plan

Heartland Charter School
Section E: Procedures to Notify Teachers of Dangerous Pupils - Ed Code 49079
Part 1: Notifying Teachers of Dangerous Pupils

When the Senior Director at Heartland Charter School is aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child. Information based upon written District records or records received from a law enforcement agency are contained in the file.

When such a student is assigned to a teacher, the Senior Director shall provide the teacher with written notification. The teacher is asked to review the student's separate and confidential file in the office. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further.

Excerpts from the California Education Code and the California Penal Code are presented below.

From California Education Code Section 49079

- (a) A school district shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of Section 243 of the Penal Code, to another person. Heartland Charter School shall provide the information to the teacher based on any written records that Heartland Charter School maintains or receives from a law enforcement agency regarding a student described in this section.
- (b) No school district shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that Heartland Charter School has made a good faith effort to notify the teacher.
- (c) The information provided shall be from the previous three (3) school years.
- (d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

# Comprehensive School Safety Plan

Heartland Charter School
Section E: Procedures to notify teachers of dangerous pupils - Ed Code 49079
Part 1: Notifying Teachers of Dangerous Pupils

From California Penal Code Section 243(e) – Paragraphs 5 and 6

- (5) ... “Injury” means any physical injury which requires professional medical treatment.
- (6) ... “Custodial Officer” means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

## Heartland Charter School – Employee Security

### Notice Regarding Student Crimes and Offenses

The Senior Director or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. (California Education Code 49079).

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Senior Director or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Senior Director or designee shall consult with the Senior Director of the school which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1).

The Senior Director or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Senior Director or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Senior Director or designee, and review the student’s file in the school office. This notification shall not name or otherwise identify the student.

The Senior Director or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student’s teachers, special education teachers, coaches and counselors.

# Comprehensive School Safety Plan

Heartland Charter School
Section E: Procedures to notify teachers of dangerous pupils - Ed Code 49079
Part 1: Notifying Teachers of Dangerous Pupils

From Heartland Charter School Employee Security (Continued)

The teacher shall initial the student's file when reviewing it in the school office. Once Heartland Charter School has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of Heartland Charter School's liability.

# Comprehensive School Safety Plan

Heartland Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 1: General Information

The administration, teachers and staff at Heartland Charter School actively strive to eliminate acts of discrimination and sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of the Heartland Charter School and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of discrimination and sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment.

Heartland Charter School is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category.



# Comprehensive School Safety Plan

Heartland Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 2: Sexual Harassment – All Personnel

## Heartland Charter School – Sexual Harassment

The Governing Board prohibits sexual harassment in the working environment of district employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that he/she or another individual at Heartland Charter School is being sexually harassed should immediately contact his/her supervisor, Senior Director, other district administrator, or the Senior Director or designee in order to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Senior Director or designee, who shall ensure that the complaint is appropriately investigated.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

## Heartland Charter School - 4119.11, 4219.11, 4319.11 – Sexual Harassment

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: Leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: Making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations

- Physical conduct: Touching, assault, impeding or blocking movements

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication in terms or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment, or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.
9. Any act of retaliation against an individual who reports a violation of Heartland Charter School's sexual harassment policy or who participates in the investigation of a sexual harassment.

Each Senior Director and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes and/or discussing Heartland Charter School's sexual harassment policy with his/her students and/or employees and assuring them that they are not

required to endure sexually insulting, degrading, or exploitive treatment or any other form of sexual harassment.

# Comprehensive School Safety Plan

Heartland Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 2: Sexual Harassment – All Personnel

## Notifications

A copy of Heartland Charter School’s policy on Harassment in Employment shall:

1. Be available, accessible, and displayed in a prominent location in the School’s digital manual.
2. Be provided to all staff members at the beginning of the first semester of the school year, or whenever a new employee is hired.
3. Appear in any school or district publication that sets forth the school or district’s comprehensive rules, regulations, procedures, and standards of conduct.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment with examples.
4. The district’s complaint process available to the employee.
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.
6. Direction on how to contact the Fair Employment and Housing Department and Commission.

# Comprehensive School Safety Plan

Heartland Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 3: Sexual Harassment – Students

Heartland Charter School  
– Sexual Harassment:

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from Heartland Charter School.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from Heartland Charter School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the Senior Director or designee or to another district administrator.

Any student who feels that he/she is being harassed should immediately contact the Senior Director or designee or another district administrator in order to obtain a copy of AR 1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Heartland Charter School  
Sexual Harassment (5145.7)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.

# Comprehensive School Safety Plan

Heartland Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 3: Sexual Harassment – Students

3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in Heartland Charter School and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

# Comprehensive School Safety Plan

Heartland Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 3: Sexual Harassment – Students

## Notifications

A copy of Heartland Charter School’s sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
2. Be available, accessible, and displayed in a prominent location in the School’s digital manual.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session.
4. Appear in any school or district publication that sets forth the school or district’s comprehensive rules, regulations, procedures, and standards of conduct.

## Enforcement

The Senior Director or designee shall take appropriate actions to reinforce Heartland Charter School’s sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff in service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

# Comprehensive School Safety Plan

Heartland Charter School
Section G: School Dress Code, if it exists. CA Ed Code: Sections 32280-32289
Part 1: Non-classroom based program does not have a dress code.



# Comprehensive School Safety Plan

Heartland Charter School
Section H: Safe Ingress and Egress
Part 1: General Information

## Heartland Charter School – Safe Ingress and Egress

Heartland Charter School takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from our buildings, corridors within buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the local city government to ensure that the school's immediate community is safe.

Through the joint efforts of Heartland Charter School office, site administrators, faculty, Safety Committee, PTSA, and other organizations, including consultants, Heartland Charter School has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. Heartland Charter School encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

# Comprehensive School Safety Plan

Heartland Charter School
Section H: Safe Ingress and Egress
Part 2: Safe Ingress and Egress

Heartland Charter School – Safe Ingress and Egress

The following is a template to be completed by each local location.

There are X entrances and X exits at [Enter Information].

	Open	Close	Open	Close
Front of Location	6:30 am			6:00 pm

All adults are to enter from the front of the location. All visitors to the location must wear a badge to identify themselves as visitors.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.

# Comprehensive School Safety Plan

Heartland Charter School
Section I: Bullying and Intimidation
Part 1: Anti-Intimidation Policy

## Heartland Charter School – Bullying and Intimidation

The Heartland Charter School’s Board believes that all students have a right to a safe and healthy school environment. To that end, Heartland Charter School, schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Heartland Charter School will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation on any District campus, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off campus.

The consequences of these actions may include a broad range of disciplinary measures as appropriate; however, every effort will also be taken to provide or locate appropriate assistance for both the victim and the offender.

From Heartland Charter School Administrative Regulation 5131 - Conduct

Bullying occurs when one or more students threaten, harass, or intimidate another student through words, or actions including continual direct physical contact such as hitting or shoving intentionally.

These incidents will be acted upon when they occur on the school grounds at any time, en route to and from school or a school-sponsored activity, during the lunch period whether on or off campus.

A “school-related” or “school-sponsored” activity is an activity that is approved by the Senior Director or his/her designee and supervised by assigned school personnel.

For the purpose of this administrative regulation, bullying is, but is not limited to, making unsolicited and unwelcome written, verbal, physical and/or threatening visual gestures or contact.

Written – intimidating/threatening letters, notes, or messages

Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets

Visual – threatening gestures

Physical – hitting, slapping and/or pinching

# Comprehensive School Safety Plan

Heartland Charter School
Section I: Bullying and Intimidation
Part 1: Anti-Intimidation Policy

## Heartland Charter School – Bullying and Intimidation

### From Heartland Charter School - Conduct

Making reprisals, threats or reprisal, engaging in coercive behavior to negatively control, influence or affect the health and well-being of a student.

#### Initial Response and Reporting Expectations

The District expects all employees, if they observe or become aware of an act of intimidation, to take immediate, appropriate steps to intervene.

If, in the opinion of the employee, the matter has not been resolved, then the situation shall be reported to an administrator for further investigation.

Heartland Charter School encourages students, parents and other community members who observe or become aware of a serious act of intimidation to report this act to a school administrator for further investigation.

#### Investigation and Response

Any incident, which may constitute an act of intimidation and is reported to the Senior Director, shall be thoroughly investigated by the site administrator or designee. Consequences shall be commensurate with the results of the investigation. This may include, but is not limited to, counseling, parent conference, detention, involuntary transfer, a formal suspension and/or expulsion of the offender. The parent or guardian shall be contacted and may be asked to attend a conference with school officials.

If the parent or guardian does not attend the conference, the site administrator shall send a letter informing the parent of the actions under consideration and notifying parent of all data pertinent to the action.

Depending on the severity of the incident, the administrator shall take appropriate steps to insure campus safety. This may include any or all of the following: Implement an immediate safety plan; isolate and supervise involved students; provide staff support for involved students as necessary; report incident to law enforcement if appropriate; notify the parents/guardians of both the offender and the victim and develop supervision plan with parents.

If the act of intimidation is deemed to warrant a suspension, expulsion, or involuntary transfer to another school, then the matter will be processed in accordance with the board policies and [Enter Applicable Administrative Regulation] pertaining to the suspension/expulsion due process.

# Comprehensive School Safety Plan

Heartland Charter School
Section I: Bullying and Intimidation
Part 1: Anti-Intimidation Policy

## Heartland Charter School – Bullying and Intimidation

### Assessment and Intervention

An administrative contact will be made with the victim and offender prior to resuming regular schedule of classes. If deemed necessary, the administrator or designee may convene a multidisciplinary team to further assess and determine the need for ongoing support for the victim of the offender.

Depending upon the severity of the intimidation, an investigation may include a review of school records, identification of parent/family issues, and interview with students, parents, and school staff. A multidisciplinary team consisting of school staff, counselor/psychologist, parent, student, and other agency personnel as appropriate, shall develop a behavior support plan.

The support plan may include any or all of the following: a case manager (special education staff), counseling services (site, and/or community resources), parenting skills classes, and other additional support services as deemed appropriate. The case manager will maintain a record of the services provided.

Each site will identify community resources to be used before, during and after incidents of intimidation.

### School Follow-up

The case manager has a responsibility to follow up and evaluate the behavior support plan. The case manager will compile a report to the site administrator on the process, resources used, and the follow up procedure involving the victim and the offender.

A copy of the behavior plan and follow-up report will then be forwarded to the Coordinator of Pupil Services.

### Retaliation Prohibited

Retaliation against a student who reports or witnesses bullying is strictly prohibited and is ground for discipline.

### Mandated Notification

At the beginning of the school year, each student shall receive an age-appropriate summary of the board policy prohibiting intimidation.

# Comprehensive School Safety Plan

Heartland Charter School
Section I: Bullying and Intimidation
Part 1: Anti-Intimidation Policy

Heartland Charter School Heartland Charter School – Bullying and Intimidation

An age-appropriate summary of the anti-intimidation board policy shall be part of new student orientation programs and included in student handbooks or informational packets.

A summary of the anti-intimidation board policy shall be included as part of Heartland Charter School’s annual notification of parents.

Each staff member shall be notified of Heartland Charter School’s anti-intimidation board policy.

The District’s anti-intimidation board policy shall be included in each school’s comprehensive school safety plan.

# Comprehensive School Safety Plan

Heartland Charter School
Section J: Mental Health Guidelines
Part 1: Mental Health Guidelines

## Mental Health Guidelines

The Governing Board of recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which works to create a safe and nurturing culture that minimizes suicidal ideation in students.

Recognizing that it is the duty of to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the physical, behavioral and emotional health of students greatly impacts school attendance and educational success, this policy shall be paired with other practices that support the emotional and behavioral wellness of students.

In an attempt to reduce suicidal behavior and its impact on students and families, the Senior Director or designee shall develop strategies for suicide prevention, intervention, and post-intervention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff and any other individuals in regular contact with students.

The Senior or designee shall develop and implement preventive strategies and intervention procedures that include prevention, staff development, developmentally - appropriate programs, intervention, assessment and referral, and parent/ student notification.

# Comprehensive School Safety Plan

Heartland Charter School
Section J: Mental Health Guidelines
Part 2: Suicide Prevention, Intervention and Postvention Protocol

## - Suicide Prevention, Intervention and Postvention Protocol

The Governing Board of recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

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The Senior or designee shall develop and implement preventive strategies and intervention procedures that include the following:



# Comprehensive School Safety Plan

Heartland Charter School
Section J: Mental Health Guidelines
Part 2: Suicide Prevention, Intervention and Postvention Protocol

## - Policy Implementation

~~A district level suicide prevention coordinator shall be designated by the Executive. This may be an existing staff person. The district suicide prevention coordinator~~ **The Mental Health Team will be responsible for planning and coordinating implementation of these regulations for the school .**

~~The district suicide prevention coordinator shall designate a school program suicide prevention coordinator to act as a point of contact in each school/program for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.~~ **The Mental Health Team will act as a point of contact for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.**

## Staff Professional Development:

All staff will receive annual professional development to include, but not limited to: risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

~~The professional development will include additional information regarding groups of students at elevated risk for suicide. These groups include, but are not limited to the following: those living with mental and/or substance use disorders, those who have suffered traumatic experiences, those who engage in self harm or have attempted suicide, those in out of home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.~~ **The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities.**

## Youth Suicide Prevention Programming:

Developmentally-appropriate, student-centered suicide prevention education may be incorporated into classroom curricula. The content of these age-appropriate materials may include, but is not limited to: the district's suicide prevention, intervention, and referral procedures, the importance of safe and healthy choices

# Comprehensive School Safety Plan

Heartland Charter School
Section J: Mental Health Guidelines
Part 2: Suicide Prevention, Intervention and Postvention Protocol

and coping strategies, how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

## Publication and Distribution:

The administrative regulations will be distributed annually and included in all student and teacher handbooks and on the school website.

## Employee Qualifications and Scope of Services

Employees of must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

## Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals including, but not limited to the following: school counselors, school psychologists, ~~social workers and nurses~~ employed by .

## Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, the suicide prevention policy shall be prominently displayed in the parent handbook.

All parents/guardians/caregivers should have access to suicide prevention training that includes, but is not limited to the following: suicide risk factors, warning signs, and protective factors, How to talk with a student about thoughts of suicide, how to respond appropriately to the student who has suicidal thoughts.

# Comprehensive School Safety Plan

Heartland Charter School
Section J: Mental Health Guidelines
Part 2: Suicide Prevention, Intervention and Postvention Protocol

## Intervention, Assessment, Referral

### Staff

~~When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the school suicide prevention coordinator will be notified immediately. The student will be seen by the school suicide prevention coordinator as soon as possible. If the school suicide prevention coordinator is not available, the district suicide prevention coordinator will be contacted. If there is no mental health professional available, a school administrator will fill this role until a mental health professional can be brought in. The student will be seen by a school-employed mental health professional (school counselors, psychologists, social workers, or nurses) within the same school day to assess risk levels and facilitate referral if needed.~~

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the parent, teacher, Student Support Team, and possibly the student will be contacted by a Mental Health Team within the same school day to assess risk and/or facilitate referral.

1. School staff will recommend that the student is continuously supervised to ensure their safety.
2. The Mental Health Team and/or Student Support Team(s) will be informed and alerted of the situation as soon as reasonably possible through one or more of the following:
  - Email the Mental Health Team at: [mentalhealthteam@inspireschools.org](mailto:mentalhealthteam@inspireschools.org)
  - Complete the Mental Health Team's At-Risk Survey: [Student Mental Health Risk Report](#)
  - Complete the Student Support Team's Crisis Survey: [Student in Crisis](#)
3. The Mental Health Team and Student Support Team will contact the reporting school staff, as well as the student's parent or guardian, and will provide community-based resources and recommendations. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department.

**Designated members of the Mental Health Team should conduct a suicide risk assessment.** The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional.

**Caregiver notification is a vital part of suicide prevention.** The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information

# Comprehensive School Safety Plan

Heartland Charter School
Section J: Mental Health Guidelines
Part 2: Suicide Prevention, Intervention and Postvention Protocol

has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means are (i.e. guns, poisons, medications, and sharp objects) are removed or made inaccessible.

**Refer to community services if warranted.** Referral options to 24 hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

## Risk Level I (Low):

Definition: Does not pose imminent danger to self; insufficient evidence for suicide potential.

Indicators: Passing thoughts of suicide; no plan; no previous attempts; no access to weapons or means; no recent losses; support system is in place; no alcohol/substance abuse; some depressed mood/affect; evidence of thoughts found in notebook, internet postings, drawings; sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged)

## Risk Level II (Moderate)

Definition: May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.

Indicators: Thoughts of suicide; plan with some specifics; unsure of intent; previous attempts and/or hospitalization; difficulty naming future plans; past history of substance use, with possible current intoxication; self-injurious behavior; recent trauma (e.g., loss, victimization)

## Risk Level III (High):

Definition: Poses imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

Indicators: Current thoughts of suicide; plan with specifics, indicating when, where and how; access to weapons or means in hand; finalizing arrangements (e.g., giving away prized possessions, good bye messages in writing, text, on social networking sites); isolated and withdrawn; current sense of hopelessness; previous attempts; no support system; currently abusing alcohol/substances; mental health history; precipitating events, such as loss of loved one, traumatic event or bullying.

# Comprehensive School Safety Plan

Heartland Charter School
Section J: Mental Health Guidelines
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## **Risk Level Interventions and Follow-Up**

DO NOT LEAVE THE STUDENT UNSUPERVISED

### **RL I Action (Low):**

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Contact parent/guardian/caregiver and give resources when appropriate.
3. Implement Interventions I.E., Student no harm promise and Plan, identify support systems on and off campus.
4. Document student and parent contact and place in confidential file.
5. Contact CPS if suspected abuse.
6. Complete confidential Suicide assessment risk form.
7. Consider whether student may have a disability and/or may need referral for additional services.

### **RL II Action (Moderate):**

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
3. If parent transports students to mental health facility have parent sign Parent Notification Form.
4. Document student and parent contact and place in confidential file.
5. Complete follow-up with student and parent when student returns.
6. Contact CPS if suspected abuse.
7. Complete confidential Suicide assessment risk form.
8. Consider whether student may have a disability and/or may need referral for additional services.

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## RL III Action (High):

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.

2. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.

3. Contact law enforcement. Law enforcement will determine if the parent will transport student to mental health evaluation center or police may arrange for transportation to the mental health evaluation center.

3. Complete mental health evaluator form.

4. If parent transports students to mental health facility have parent sign Parent Notification Form.

5. Complete confidential Suicide assessment risk form.

6. If police arrange for transport, notify site administrator.

7. Document student and parent contact.

8. Consider whether student may have a disability and/or may need referral for additional services.

9. Contact CPS if suspect abuse.

10. Follow procedures for re-entry to School After a Suicide Attempt.

As appropriate, consider an assessment for special education or a 504 Accommodation plan for a student whose behavioral and emotional needs affect their ability to benefit from their educational program.

# Comprehensive School Safety Plan

Heartland Charter School
Section J: Mental Health Guidelines
Part 2: Suicide Prevention, Intervention and Postvention Protocol

## Document all actions

The ~~suicide prevention coordinator~~ **Mental Health Team** shall maintain records and documentation of actions taken at the school for each case.

Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These documents should be kept in a confidential file separate and apart from the student's cumulative records.

If the student transfers to a school within or outside the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition.

## Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis:

Treat every threat with seriousness and approach with a calm manner; make the student a priority.

Listen actively and non-judgmental to the student. Let the student express his or her feelings.

Acknowledge the feelings and do not argue with the student.

Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress.

Explain calmly and get the student to a trained professional, school psychologist, school counselor, or designated staff to further support the student.

Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

# Comprehensive School Safety Plan

Heartland Charter School
Section J: Mental Health Guidelines
Part 2: Suicide Prevention, Intervention and Postvention Protocol

## Students

Each school site and program within shall identify, disseminate and prominently display a process for students to safely notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

## Parental Notification and Involvement

Each school within shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

After a referral is made for a student, school staff shall verify with the Parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student prior to returning to school.

If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide prevention coordinator, administrator or other mental health professional will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with outside mental health or medical treatment team.

## Action Plan for In-School Suicide Attempts

Each school site and program within shall follow the following action plan to immediately address in school suicide attempts. If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed:



# Comprehensive School Safety Plan

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Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.

Move all other students out of the immediate area.

Immediately contact the administrator and suicide prevention coordinator.

Call 911 and give them as much information about the situation as possible.

If needed, provide medical first aid until a medical professional is available.

Parents/guardians/caregivers should be contacted as soon as possible.

Do not send the student away or leave them alone, even if they need to go to the restroom.

Listen and prompt the student to talk.

Review options and resources of people who can help.

Be comfortable with moments of silence as you and the student will need time to process the situation.

Provide comfort to the student.

Promise privacy and help, and be respectful, but do not promise confidentiality.

Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

Follow procedures for re-entry to School After a Suicide Attempt.

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Heartland Charter School
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Part 2: Suicide Prevention, Intervention and Postvention Protocol

## Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of property, it is crucial to protect the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

Contact the parents/guardians/caregivers and offer support to the family.

Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct.

Designate a staff member to handle media requests.

Provide care and determine appropriate support to affected students.

Follow procedures for re-entry to School After a Suicide Attempt.

## Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider in order to attend school.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with the outside mental health or medical treatment team.

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Section J: Mental Health Guidelines
Part 2: Suicide Prevention, Intervention and Postvention Protocol

If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator or designee should hold a re-entry meeting with key support staff, parent/guardian/caregiver and student to facilitate a successful transition back into school.

The re-entry meeting should include a review of the authorization for return and documentation provided by the outside mental health or medical treatment team.

The documentation provided should be considered in the development of a student safety plan for re-entry.

The school team should confer with student and parents/guardians/caregivers about any specific requests on how to handle the re-entry.

Inform the student's teachers about possible days of absences.

Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student).

Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood as part of the student safety plan.

Work with parents/guardians/caregivers to involve the student in an aftercare plan.

## POSTVENTION

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital to be prepared ahead of time in the event of such a tragedy. The following are general procedures for the school administrator/director in the event of a completed suicide:

### Gather pertinent information

Confirm cause of death is the result of suicide, if this information is available.

Identify staff member to be the point of contact with the family of the deceased.

Information about the cause of death should not be disclosed to the school community until the family has been consulted and has consented to disclosure.

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## **Assemble district crisis response team**

District crisis response team to determine initial response procedures and obtain consultation regarding number of personnel needed for initial response. It is helpful to have the following information available for consultation:

- Demographic information
- Siblings (If any within)
- School Profile
- Known friends/groups
- Identification of additional high risk students

### **Staff notification**

Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

Assess the extent and degree of psychological trauma and impact to the school community

Establish a plan to notify staff of death, once consent is obtained by the family of the deceased.

Notification of staff is recommended as soon as possible (In person if possible).

To dispel rumors, share accurate information and all known facts about the death.

Emphasize that no one event is to blame for suicide. Suicide is complex and cannot be simplified by blaming individuals, drugs, music and/or school.

Allow staff to express their own reactions and grief; identify anyone who may need additional support and provide resources.

### **Student notification and support**

Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

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Notification of students should be done in small group settings, such as in the classroom. Do not notify students using a public announcement system.

To the extent possible, students should be notified in the same time period to minimize rumors.

When possible, the news should be delivered by staff with whom the students are most familiar and comfortable.

Provide staff with a scripted notification of death for students and

Prepare staff for potential reactions and questions. Review student support plan making sure to clarify procedures and locations for crisis counseling.

Define triage procedures for students and staff who may need additional support in coping with the death.

Identify a lead crisis response staff member to assist with coordination of crisis counseling and support services.

Identify locations on campus to provide crisis counseling to students, staff and parents, as needed.

Identify a mental health professional (School psychologist or school counselor) to check in with students previously identified to be at risk for suicide.

Request substitute teachers, as needed.

Maintain sign-in sheets and documentation on individual's services for follow up, as needed.

Provide students, staff or parents/guardians/caretakers with after-hours resource numbers such as the 24/7 Suicide Prevention Crisis Line.

Refer students or staff who require a higher level of care for additional services such as a community mental health provider, or their health care provider. Indicators of students and staff in need of additional support and/or referral may include the following:

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Persons with close connections to the deceased.

Persons who have experienced a loss over the past six months to a year, a traumatic event, have witnessed acts of violence, or have a history of suicide (Self or family member).

Persons who appear emotionally over-controlled (e.g., a student who was very close to the deceased but who is exhibiting no emotional reaction to the loss) or those who are angry when majority are expressing sadness.

Persons unable to control crying

Persons with multiple traumatic experiences may have strong reactions that require additional assistance.

## Document

School administration shall maintain records and documentation of actions taken at the school site.

## Monitor and manage

School administration with support from the district crisis team should monitor and manage the situation as it develops to determine follow up actions and continued support plans.

Communicate with the larger school community about the suicide death;

Consider funeral arrangements for family and school community;

Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered. Memorials or dedications to a student who has died by suicide should not glamorize or romanticize either the student or the death.

Identify and monitor social media platforms students are using to respond to the suicide. Encourage parents to monitor internet postings regarding the death, including the deceased personal profile pages.

# Comprehensive School Safety Plan

Heartland Charter School
Section K: Crime Assessment
Part 1: Crime Assessment

In compliance with SB 187 and SB 334, will compile statistics pertaining to school crime committed at our locations and at school-related functions. The school will complete a *California Safe Schools Assessment – School Crime Reporting Form* for each incident that occurs. Copies of these forms shall be inserted in the Appendix this plan. The school will also insert an annual breakdown of incidents, by month. Information obtained will assist the school and in developing programs to reduce the incidence of crime on campus.