

February 9, 2022

This meeting is being conducted via teleconference through the Zoom platform due to State of Emergency orders in the State of California and Sacramento County, and by authorization of the Governor's executive orders N-29-20 and AB 361.

Topic: GVCS Board Meeting - 2022.02.09

Time: Feb 9, 2022 04:30 PM Pacific Time (US and Canada)

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Members of the public who wish to comment during the Board meeting may use the "raise hand" tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Members of the public may also email their comments to the Board at bot@gvcharter.org; emailed comments will be summarized by the board chair. Individual comments will be limited to three (3) minutes. The Board will limit the total time for public comment to fifteen minutes. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Disability Accommodations. A person with a disability may contact the central office at (916) 597-1477, or email the board at bot@gvcharter.org at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

Regular Meeting Agenda

1. **Call to Order** – 4:30p.m. (H. Fraser-Hurttt)
2. **Roll Call** – 4:30 p.m.
Board Members: Heather Fraser Hurtt, Chair, Jennifer Huetter, Ekaterina Khmelniker, Stephen Quadro.

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3. **Flag Salute/Quote/Moment of Silence** – 4:33 p.m. *(C. Buckley)*

4. **AB 361, Virtual Meetings, Resolution** – 4:35 p.m. *(H. Fraser-Hurttt)*
The board will reconsider the circumstances of the state of emergency and whether the state of emergency continues to directly impact the ability of the members to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.
Action: Shall the board approve a resolution to continue to hold virtual board meetings for the next 30 days (February 9, 2022 until March 9, 2022) due to the Covid-19 pandemic?

5. **Public Comment** – 4:40 p.m.
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.

6. **Consent Agenda**– 4:55 p.m. *(H. Fraser-Hurttt)*
All items listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless a member of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Executive Director recommends approval of all Consent Agenda items.
Action: Shall the Board approve the following items by consent?
 - 6.1 **Shall the board approve the January 12, 2021, Regular Meeting Minutes?**
 - 6.2 **Shall the board approve the January 12, Special Meeting Minutes?**
 - 6.3 **Shall the board approve the Suicide Awareness and Prevention Policy?**
 - 6.4 **Shall the board approve the Golden Valley Orchard School Safety Plan?**
 - 6.5 **Shall the board approve the Golden Valley River School Safety Plan?**
 - 6.6 **Shall the board approve the Golden Valley Tahoe School Safety Plan?**

7. **Appointment of New Board Members** – 5:00 p.m. *(H. Fraser-Hurttt)*
Action: Shall the Board appoint new members to the Golden Valley Board of Trustees?

8. **Charter School Management Corporation Contract** – 5:05 p.m. *(C. Buckley)*
Action: Shall the Board approve a contract with Charter School Management Corporation (CSMC) for business services to begin in February 2022 and through June 2025?

9. **Faculty Reports** – 5:25 p.m.
Faculty Chair Report, Orchard: The Faculty Chair will present items of interest to the board. *(Z. Phillips)*
Faculty Chair Report, River: The Faculty Chair will present items of interest to the board. *(J. Walthard)*
Faculty Chair Report, Tahoe: The Faculty Chair will present items of interest to the board.

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10. **Strategic Plan Update** – 5:35 p.m. *(J. Huetter)*
Discussion: The Vice Chair, Jennifer Huetter, will provide an update to the Strategic Plan process.
11. **LCAP Supplement and Midyear Update, GVOS** – 5:40 p.m. *(J. Hoover)*
Discussion: The Board will receive a report on the Local Control Accountability Plan Supplement and Mid-year update for Golden Valley Orchard School.
12. **LCAP Supplement and Midyear Update, GVRS** – 5:45 p.m. *(J. Hoover)*
Discussion: The Board will receive a report on the Local Control Accountability Plan Supplement and Mid-year update for Golden Valley River School.
13. **LCAP Supplement and Midyear Update, GVTS** – 5:50 p.m. *(J. Hoover)*
Discussion: The Board will receive a report on the Local Control Accountability Plan Supplement and Mid-year update for Golden Valley Tahoe School.
14. **Environmental Purchasing Policy (EPP)** – 5:55 p.m. *(C. Buckley)*
Discussion: The Executive Director will present a first draft of the Environmental Purchasing Policy.
15. **Covid 19 Safety Plan** – 6:00 p.m. *(H. Fraser-Hurttt)*
Discussion/Action: Shall the board approve a revised Covid19 Safety Plan?
16. **2022/2023 Calendar, Golden Valley Orchard and River** – 6:15 p.m. *(C. Buckley)*
Action: Shall the board approve the 2022/2023 calendar for Golden Valley Orchard and River?
17. **2022/2023 Calendar, Golden Valley Tahoe** – 6:25 p.m. *(C. Buckley)*
Action: Shall the board approve the 2022/2023 calendar for Golden Valley Tahoe?
18. **Lease Extension, Golden Valley Tahoe** – 6:35 p.m. *(C. Buckley)*
Action: Shall the Board approve a lease extension with Friends of Tahoe Truckee Waldorf for Golden Valley Tahoe School?
19. **Reports** – 6:45 p.m.
13.1 Executive Director Report: The Executive Director will present items of interest to the board.
13.2 Board Chair Report: The Board of Trustees Chair will present items of interest to the board.
20. **Closed Session: Conference with Legal Counsel – Anticipated Litigation** – 7:00 p.m. *(H. Fraser-Hurttt)*
Action/Discussion: The board will go into closed session to discuss significant exposure to litigation pursuant to § 54956.9(b): 1 case.
21. **Closed Session: Public Employee Performance Evaluation** – 7:15 p.m. *(H. Fraser-Hurttt)*

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Discussion: The board will go into closed session to discuss the annual review of the principals of Golden Valley Orchard, Golden Valley River, and Golden Valley Tahoe pursuant to § 54957.

22. Recitation of the Motto of the Social Ethic – 8:00 p.m.

The healing social life is found
When in the mirror of each human soul
The whole community finds its reflection,
And when, in the community,
The virtue of each one is living.

23. Adjournment of the meeting – 8:01 p.m.

(H. Fraser-Hurtt)



**RESOLUTION OF THE BOARD OF TRUSTEES OF
GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATION
RENEWAL**

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE GOLDEN VALLEY CHARTER SCHOOLS PROCLAIMING A LOCAL EMERGENCY, RATIFYING THE PROCLAMATION OF A STATE OF EMERGENCY BY GOVERNOR’S EXECUTIVE ORDERS N-29-20 (MARCH 17, 2020) AND AB 361 (SEPTEMBER 16, 2021), AND AUTHORIZING REMOTE TELECONFERENCE MEETINGS OF THE LEGISLATIVE BODIES OF Golden Valley Charter Schools FOR THE PERIOD FEBRUARY 9, 2022 THROUGH MARCH 9, 2022 PURSUANT TO BROWN ACT PROVISIONS.

WHEREAS, the Golden Valley Charter Schools is committed to preserving and nurturing public access and participation in meetings of the Board of Trustees; and

WHEREAS, all meetings of Golden Valley Charter Schools’ legislative bodies are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950 – 54963), so that any member of the public may attend, participate, and watch the District’s legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote teleconferencing participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the District’s boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body meeting in person would present imminent risks to the health and safety of attendees; and



WHEREAS, such conditions now exist in the District, specifically, A STATE OF EMERGENCY HAS BEEN PROCLAIMED – DUE TO THE THREAT OF COVID-19; and

WHEREAS, The Sacramento County Health Officer currently recommends the use of teleconferencing for local legislative bodies, including commissions, committees, boards, and councils to allow for virtual participation in public meetings and is a social distancing measure that may help control the transmission of COVID-19 and its variants. Utilizing teleconferencing options for public meetings is an effective and recommended social distancing measure to facilitate participation in public affairs and is intended to satisfy the requirement of the Brown Act. Please review the [SCPH Teleconferencing Recommendation Document](#) (09/28/2021); and

WHEREAS, the Sacramento County Public Health Officer and Board of Trustees does hereby find that the threat of Covid-19 has caused, and will continue to cause, conditions of peril to the safety of persons within the District that are likely to be beyond the control of services, personnel, equipment, and facilities of the District, and desires to proclaim a local emergency and ratify the proclamation of state of emergency by the Governor of the State of California and The Sacramento County Health Officer; and

WHEREAS, as a consequence of the local emergency, the Board of Trustees does hereby find that the legislative bodies of Golden Valley Charter Schools shall conduct their meetings without compliance with paragraph (3) of subdivision (b) of Government Code section 54953, as authorized by subdivision (e) of section 54953, and that such legislative bodies shall comply with the requirements to provide the public with access to the meetings as prescribed in paragraph (2) of subdivision (e) of section 54953; and

WHEREAS, GOLDEN VALLEY CHARTER SCHOOLS WILL CONDUCT ON OPEN MEETING VIA THE ZOOM TELECONFERENCE PLATFORM. THE AGENDA WILL INCLUDE THE ZOOM LINK AND BE PUBLICLY POSTED AND DISTRIBUTED VIA THE PARENT SQUARE COMMUNICATION PLATFORM. PUBLIC COMMENT WILL BE AGENDIZED AND REMAIN OPEN FOR THE FULL TIME. MEMBERS OF THE PUBLIC MAY COMMENT IN REAL TIME BY USING THE ZOOM RAISED HAND FUNCTION TO BE RECOGNIZED BY THE CHAIR. ALL BOARD MEETINGS ARE BROWN ACT COMPLIANT.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF Golden Valley Charter Schools DOES HEREBY RESOLVE AS FOLLOWS:



Section 1. Recitals. The Recitals set forth above are true and correct and are incorporated into this Resolution by this reference.

Section 2. Proclamation of Local Emergency. The Board hereby proclaims that a local emergency now exists throughout the District, and The Sacramento County Health Officer currently recommends the use of teleconferencing for local legislative bodies, including commissions, committees, boards, and councils to allow for virtual participation in public meetings and is a social distancing measure that may help control the transmission of COVID-19 and its variants.

Section 3. Ratification of Governor’s Proclamation of a State of Emergency. The Board hereby ratifies the Governor of the State of California’s Proclamation of State of Emergency, effective as of its issuance date of March 17, 2020.

Section 4. Remote Teleconference Meetings. The Executive Director and legislative bodies of Golden Valley Charter Schools are hereby authorized and directed to take all actions necessary to carry out the intent and purpose of this Resolution including, conducting open and public meetings in accordance with Government Code section 54953(e) and other applicable provisions of the Brown Act.

Section 5. Effective Date of Resolution. This Resolution shall take effect immediately upon its adoption and shall be effective until the earlier of (i) February 5, 2022, or such time the Board of Trustees adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend the time during which the legislative bodies of Golden Valley Charter Schools may continue to teleconference without compliance with paragraph (3) of subdivision (b) of section 54953.

PASSED AND ADOPTED by the Board of Trustees of Golden Valley Charter Schools, this 9th day of February, 2022, by the following vote:

AYES:
NOES: 0
ABSENT: 0
ABSTAIN: 0

By: _____
Heather Fraser Hurtt, Chair

January 12, 2022

The January 12 regular meeting was conducted via teleconference through the Zoom platform due to State of Emergency orders in the State of California and Sacramento County, and by authorization of the Governor's executive orders N-29-20 and AB 361.

Regular Meeting Minutes

1. **The January 12 regular meeting was called to order by the chair, Heather Fraser-Hurtt, at 4:38 p.m.**
2. **Roll Call –**
Board Members Present: Heather Fraser Hurtt, Chair, Jennifer Huetter, Ekaterina Khmelniker, Brittany Kilby, Stephen Quadro.
Board Members Absent: None.
Guests: Amala Easton, Caleb Buckley, Becky Page, Zachary Phillips, Barbara Linares,
3. **Flag Salute/Quote/Moment of Silence –** The Executive Director, Caleb Buckley, read the Consideration virtue card.
4. **AB 361, Virtual Meetings, Resolution –**
The board will reconsider the circumstances of the state of emergency and whether the state of emergency continues to directly impact the ability of the members to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.

Action: It was moved by Mr. Quadro, seconded by Ms. Kilby, that the board approve a resolution to continue to hold virtual board meetings for the next 30 days (January 12, 2022 until February 12, 2022) due to the Covid-19 pandemic. MOTION CARRIED UNANIMOUSLY
(Ayes: 5, Noes: 0, Abstain: 0)
5. **Public Comment –**
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.

The board chair summarized the letters that the board received:

- Angela Loder sent a letter regarding the 2022/2023 calendar. She requests consideration to change specific dates to increase attendance and funding. Ms. Loder sent a second letter regarding the volunteer policy requiring vaccination and requests unvaccinated volunteers be allowed to test in place of vaccination.
- Eric Toon sent a letter expressing concern for GVCS requiring covid vaccination for students. He supports students staying home when sick.

January 12, 2022

Adam Errington (Orchard) made a public comment regarding the Covid Safety Plan and the vaccination requirement. He would like all volunteers to be tested regardless of vaccination status.

Megan Mardones (Orchard) made a comment regarding a potential Covid 19 vaccination requirement for students. Ms. Mardones also commented on the quarantine requirement for students after exposure.

Jenny Covalt Wroblicky (Orchard) made a comment regarding the mask requirement for parents outdoors while on campus. She believes it is damaging to the community.

Ryan Miller (River) made a comment thanking the board, teachers, students, and staff for their work in taking safety guidelines seriously and keeping everyone safe.

Danielle Barron made a comment regarding the DEI resolution and would like clarity what the social justice curriculum is for students.

Joel Lehr sent a comment through the chat asking if the Diversity committee set policy and if so, how does that impact what is taught in school.

As there were no further comments, the Chair closed public comment at 4:59 p.m.

6. **Consent Agenda–**

Action: It was moved by Mr. Quadro, seconded by Ms. Khmelniker, that the board approve the consent agenda while removing 6.1 and 6.2 for separate votes. MOTION CARRIED UNANIMOUSLY

(Ayes: 5, Noes: 0, Abstain: 0)

6.3 The board approved the Local Control Accountability Plan Federal Addendum for Golden Valley Orchard School.

6.4 The board approved the Local Control Accountability Plan Federal Addendum for Golden Valley River School.

6.5 The board approved the School Accountability Report Card (SARC) for Golden Valley Orchard School.

6.6 The board approved the School Accountability Report Card (SARC) for Golden Valley River School.

6.7 The board approved the School Accountability Report Card (SARC) for Golden Valley Tahoe School.

6.1 The board approved the December 8, 2021, Regular Meeting Minutes.

(Ayes: 3, Noes:0, Abstain: 2, Brittany Kilby, Stephen Quadro)

January 12, 2022

6.2 The board approved the January 5, Special Meeting Minutes.
(Ayes: 4, Noes:0, Abstain: 1, Heather Fraser Hurtt)

7. Appointment of New Board Members –

Action: Shall the Board appoint new members to the Golden Valley Board of Trustees?
There were no new members to appoint. NO ACTION.

8. Diversity, Equity, and Inclusion Resolution –

Discussion/Action: Becky Page presented information on the work of the Diversity, Equity, and Inclusion Committee and the creation of the draft resolution supporting diversity, equity, and inclusion for all.

It was moved by Ms. Huetter, seconded by Mr. Quadro, that the Board approve a resolution supporting Diversity, Equity, and Inclusion for all. MOTION CARRIED UNANIMOUSLY.
(Ayes: 5, Noes: 0, Abstain: 0)

9. Faculty Reports –

Faculty Chair Report, Orchard: The Faculty Chair, Zachary Phillips, presented items of interest to the board.

Faculty Chair Report, River: The Faculty Chair, Jenni Walthard, was absent. There was no report.

Faculty Chair Report, Tahoe: The Faculty Chair, Beth Taylor, presented items of interest to the board.

10. Suicide Awareness and Prevention Policy –

Discussion: The Board discussed a second draft of the Suicide Awareness and Prevention Policy.

11. Covid 19 Safety Plan –

Discussion/Action: It was moved by Ms. Khmelniker, seconded by Ms. Kilby, that the board approve a revised Covid19 Safety Plan. MOTION CARRIED UNANIMOUSLY
(Ayes: 5, Noes: 0, Abstain: 0)

12. Strategic Plan Update –

Discussion: Jennifer Huetter provided an update on the Strategic Plan process. There was an anonymous survey distributed to the community. The committee is looking for additional members and will meet again next month.

13. 2022/2023 Calendar, Golden Valley Orchard and River –

Action: Shall the board approve the 2022/2023 calendar for Golden Valley Orchard and River?
This item was tabled. NO ACTION.

14. 2022/2023 Calendar, Golden Valley Tahoe –

Action: Shall the board approve the 2022/2023 calendar for Golden Valley Tahoe?
This item was tabled. NO ACTION.

January 12, 2022

15. Lease Extension, Golden Valley Tahoe –

Action: Shall the Board approve a lease extension with Friends of Tahoe Truckee Waldorf for Golden Valley Tahoe School?

This item was tabled. NO ACTION.

16. Reports –

13.1 Executive Director Report: The Executive Director presented items of interest to the board.

13.2 Board Chair Report: The Board of Trustees Chair presented items of interest to the board.

17. Closed Session: Conference with Legal Counsel – Anticipated Litigation –

Action/Discussion: The board will go into closed session to discuss significant exposure to litigation pursuant to § 54956.9(b): 1 case.

This item was tabled. There was no closed session. NO ACTION.

18. Closed Session: Public Employee Performance Evaluation –

Discussion: The board will go into closed session to discuss the annual review of the principals of Golden Valley Orchard, Golden Valley River, and Golden Valley Tahoe pursuant to § 54957.

This item was tabled. There was no closed session. NO ACTION.

19. The board recited the Motto of the Social Ethic.

20. The chair, Heather Fraser Hurtt, adjourned the meeting at 6:21 p.m.

Respectfully Submitted by Amala Easton.

Heather Fraser Hurtt, Chair

Date

GOLDEN VALLEY CHARTER SCHOOLS COVID-19 SAFETY PLAN

INTRODUCTION

Golden Valley Charter Schools has worked closely with faculty, staff, parents, and community members to develop a safe, supportive, academically robust and developmentally appropriate reopening plan for the 2020/2021 school year. This plan has been informed by the following:

California Safe Schools for All Hub: <https://schools.covid19.ca.gov/>

California Department of Public Health: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Center for Disease Control: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. This plan may be adjusted based on local conditions and mandates. All Golden Valley Schools (Orchard, River, and Tahoe) will use Sacramento County Public Health recommendations. Please remember that this is a fluid situation and the plan will be revisited at regular board meetings to reflect new guidance.

An attempt has been made to unify the approach among the three schools. Where the sites or programs dictate a difference, it has been highlighted in a unique section for each school.

CONTACTS

Golden Valley Charter Schools conducted a committee process for developing this plan at each site with the school principal as the main organizer. If you have questions, comments, or concerns about this plan unique to your school, please address the school principal. If you have questions regarding the overall return to school and the shared aspects of the plan, please contact the Executive Director, Caleb Buckley, EdD, cbuckley@goldenvalleycharter.org

Name	Title
Caleb Buckley, EdD	Executive Director

Barbara Ames	Principal, River
Becky Page	Principal, Orchard
Barbara Linares	Principal, Tahoe
Devin Lombardi	Director of Special Education
	<i>Last updated 2022.01.10</i>

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- COVID-19 FAQ FOR SCHOOLS**
- HEALTH OFFICER LETTER TO FAMILIES**

CLEANING AND DISINFECTION

Protocols for cleaning and disinfecting the school site have been established. This includes regular cleaning schedules using EPA-approved cleaning products, descriptions of how shared surfaces will be regularly cleaned and disinfected, and how use of shared items will be minimized.

- A daily cleaning schedule has been developed to follow the path of student space usage. The school buildings, while not in use as daily classrooms, will be cleaned daily using the San Juan EPA approved cleaning protocols during the time of COVID-19. We will be using child-safe and ecologically friendly products that meet State and licensing guidelines.
- All high touch surfaces and bathrooms will be cleaned throughout the day. Common areas (sinks, bathrooms, doorknobs, table-tops, shared items, etc.) will be cleaned and sanitized a minimum of twice daily. Daily janitorial services will use stringent cleaning practices during the day while deep disinfection of the full campus will be conducted each evening.
- Students will use all their own supplies, labeled with names and kept organized and separated. If sharing is unavoidable, supplies or equipment will be sanitized thoroughly before use by the next cohort. Sharing food is never allowed on campus.
- **In the event of a positive Covid case has been identified:** The classroom and all spaces where case spent significant time will be deep cleaned and disinfected using enhanced cleaning protocols and using approved disinfecting/cleaning protocols during the time of COVID-19. Disinfection will be done when students are not present.

COHORTING AND SOCIAL DISTANCING

While indoors, students will remain with their own class throughout the day reducing the number of contacts.

Gatherings will follow current guidance from California Department of Public Health. Anticipated gatherings for the Fall Semester include the opening day Rose Ceremony, the outdoor dragon play/Courage Day, and the Eagle Chase jog-a-thon. These events will be outdoors, follow guidelines, and will not be open to the general public. Principals will work with teachers to determine which parent groups will be invited. Volunteers at these events will be selected from the parent body after they have been cleared as volunteers (fingerprints, TB test, Covid vaccine, etc.)

Until further notice, the school will not schedule any large community gatherings including festivals.

Parent Meetings that are scheduled at the school can be held outdoors or indoors with masks or by zoom.

Class cohorts will eat outside to the greatest extent possible. If indoors, students will be socially distanced to the greatest extent possible.

CLASS PLAYS –

Class Plays will be performed outdoors and indoors. The class teacher will decide whether a play is performed during the year.

For Indoor Performances

- For student performance, up to four classes in the audience or as space allows
- Only immediate family (same household) may attend the “parent performance”
 - Family groups will sit in pods spaced 6 feet apart
 - Maximum Occupancy – 85 at River
 - Maximum Occupancy – 76 at Orchard
 - Tahoe – no indoor performance space
- Performers will wear masks
- All audience members over 2 will wear masks

For Outdoor Performances

- Performers may perform unmasked

- Audience members must wear masks as long as the masked visitor rule stands

Sports will follow current Sacramento County Public Health guidance.

INDEPENDENT STUDY

GVCS will not offer distance learning in the format it was presented during the 2020-21 school year. Instead, parents may request to participate in independent study. The guidelines for this request have just been published and the new policy will be amended by the board to reflect these changes. Any student may request up to 15 days by filling out a request form in the school office or through registration at the central office. More information will be available soon.

ENTRANCE, EGRESS, AND MOVEMENT WITHIN THE SCHOOL

The movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Parents and visitors are not permitted on campus during drop off and pick up.

Golden Valley Orchard School

Drop off is from 8:00 - 8:15

Pick up: Kindergarten, 11:45 am at designated area; LBAK at 3:15 pm
Grades 1-2 at 2:40 pm – Parking Lot on Central Ave.
Grades 3-8 3:10 pm – Parking Lot on Central Ave.

Grades 1- 8: Thursday Minimum Day pick up at 12:45 pm

Golden Valley River School

Drop off is from 8:00 - 8:15

Pick up: Kindergarten, 11:45 am
Grades 1-2, at 2:40 pm
Grades 3-8, 3:10 pm
Meadow Brook Home Study 1:45 pm

Grades 1- 8: Thursday Minimum Day pick up at 12:45 pm

Golden Valley Tahoe School

Drop off is from 8:15 – 8:30 am

Pick up: Kindergarten, 2:30 pm
Grades 1-6, 3:05 pm

Grades K-6: Friday Minimum Day pick up at 12:45 pm

FACE COVERINGS

- Golden Valley Charter Schools (“GVCS”) follows all California Department of Public Health (“CDPH”) requirements for face coverings and the COVID-19 and Safe Schools for All Hub-
- Golden Valley Charter Schools requires face coverings for all students, kindergarten through 8th grade while on campus (regardless of vaccination status) unless they are exempt. GVCS has developed mask exemption protocol and a corresponding form to be used when requesting an exemption.
- All adults (faculty, staff, and parents) on campus are required to wear face coverings regardless of vaccination status while indoors. All child visitors over age two are required to wear face coverings. [See CDC](#) for acceptable face coverings.
- Masks are required indoors and outdoors by all visitors and community members.

Visitor (defined) - A visitor is any person who is on campus other than a student, staff, or volunteer. Examples include: being on campus to complete a task or business such as dropping off or picking up their children; dropping off or picking up paperwork; attending a parent teacher conference; attending an event such as a class play; etc.

Volunteer (defined) – A volunteer is an extension of employees of the school to deliver the program to the students. Volunteers are on campus for a specific purpose, known to the class teacher or principal, and signed in at the office. They will also wear a badge or name tag provided by the school.

STUDENTS

- All students must wear face coverings while indoors on campus.
- Students who arrive without a mask will be provided a disposable mask.
- Face coverings must fit properly and fully cover the nose and mouth.
- GVCS must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. GVCS will offer an alternative educational opportunity for these students who are excluded from campus because they will not wear a face covering.

STAFF

- All staff must use face coverings at all times while indoors on campus.
- Face coverings must fit properly and fully cover the nose and mouth.
- GVCS will teach and reinforce use of face coverings.
 - GVCS will not tolerate mistreatment of employees, students, or community members being targeted for their decision to wear a mask, even when it is not required.

VISITORS

- All visitors over the age of 2 must wear face coverings while indoors, outdoors, and in accordance with CDPH guidelines
- Face coverings must fit properly and fully cover the nose and mouth

GVCS reserves the right to update this policy as further guidance becomes available and to modify this policy as needed in the absence of further guidance.

COVID-19 Student Mask Exemption Protocol

The Golden Valley Charter Schools (“GVCS” or the “Charter School”) Board approves the following protocols to provide to Charter School staff when implementing mask requirements at school and reviewing exemption requests:

Mask Requirement

Per "[COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)" (August 2, 2021) *Students in all grade levels K-12 are required to wear face coverings indoors at all times, while at school, unless exempted.*

Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it. - p. 18

In order to protect the health and safety of the entire community and in compliance with California Department of Public Health (“CDPH”), GVCS requires all students, kindergarten through 8th grade, to wear face masks at all times indoors when attending in-person school, while mandated by State and/or Local Public Health Agencies. GVCS reserves the right to update these protocols as further guidance becomes available and to modify this policy as needed in the absence of further guidance.

Persons Exempt from the Mask Requirement

Per “[CDPH Memo: Guidance for the Use of Face Coverings](#)” (November 16, 2020) the following persons are exempt from wearing face coverings at all times when outside the home:

- *Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance. Such conditions are rare.*
- *Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.*

GVCS recognizes that in rare cases, some students may have a medical or mental health condition or disability as outlined above. Those students will be provided reasonable accommodations.

Process to Request a Mask Exemption

Students who wish to pursue a face mask exemption must adhere to the following protocol. Each step must be completed entirely before proceeding to the next. This process must be completed and approved by GVCS Administration prior to the first day of physical attendance.

- STEP 1: Parent/Guardian meeting with Principal¹
 - Parent/Guardian *requests a meeting* with the Principal.
 - Parent/Guardian *shares the concerns* and issues that may prevent the student from wearing a face mask.

Per CDC guidelines, “When deciding if children and people with certain disabilities should wear a mask, determine if they can:

- (1) Wear a mask correctly
- (2) Avoid frequent touching of the mask and their face
- (3) Limit sucking, drooling, or having excess saliva on the mask
- (4) Remove the mask without assistance”

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#evidence-effectiveness>

- Parent/Guardian *provides medical documentation*, with the attached form (GVCS Mask Exemption Form), documenting the specific mental health or medical issue(s) that prevent a face mask from being worn and the accommodations or modifications that may be indicated.
 - Medical documentation must indicate and document the specific issues that prevent the student from wearing a face mask.
 - An alternative face covering of a face shield with a drape will be allowed.
 - Medical documentation should include suggested accommodations or modifications, including alternative face coverings, trial periods, breaks, education, support, and/or training.
 - Medical documentation must be signed by a local, currently practicing and licensed medical doctor.
- Parent/Guardian works with the Principal and Administration and Staff in good faith to remedy the concerns and mitigate risk assessment, including an alternative face covering (i.e. a face shield with an attached neck drape), and/or trial periods, education, support, and training.
- STEP 2: Implementation of Exemptions
 - The exemption will be documented with the attached form. All modifications or accommodations will be noted on the exemption. It will be reviewed, verified, and signed off by the Charter School health team: the Principal, the Teacher of Record, and the Executive Director.

¹ If the student is a student with an individual education program (“IEP”) or Section 504 Plan, this meeting will occur within an IEP/504 meeting.

- Administration will communicate with student families regarding this process.
- All faculty and staff that interact with the student or student's cohort will be notified of the exemption and accommodation while maintaining student privacy.
- Additional mitigation strategies and to optimize safety may be put into place in cohorts where there is a student with a mask exemption. This may include regular or increased COVID screening or testing, increased social distancing, clear plastic barriers, reducing time in shared environments, decreased number of students in the cohort, and/or outdoor or highly ventilated indoor spaces.

Those who receive an exemption may be more susceptible to COVID-19 spread and quarantine, as that student will not have the same level of protection as those who wear a face mask.

This protocol may continue to be updated per CDPH and Local Public Health Agency guidelines and requirements.

Mask Exemptions will be reviewed each school year by administration.

Development of this plan was informed by:

Memo: California Department of Education - 2/11/21
COVID-19: Students with Disabilities and Face Coverings:
<https://www.cde.ca.gov/sp/se/lr/om021121.asp>

CDC: Guidance for Wearing Masks - 2/18/21:
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#evidence-effectiveness>

CDPH: Guidance for the Use of Face Coverings - 11/16/20:
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>

CDPH: Blueprint for a Safer Economy - 2/23/21 - See "Risk Criteria"
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID19CountyMonitoringOverview.aspx>

CDPH: COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year - January 14, 2021
https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Consolidated_Schools_Guidance.pdf

Sacramento County Public Health Order -2/11/21 "ORDER OF THE HEALTH OFFICER OF THE COUNTY OF SACRAMENTO DIRECTING ALL INDIVIDUALS LIVING IN THE COUNTY TO CONTINUE TO STAY AT HOME OR AT THEIR PLACE OF RESIDENCE AND CLOSING OR MODIFYING CERTAIN OPERATIONS"; p. 3, #7
https://www.saccounty.net/COVID-19/Documents/20210208_Sacramento_County_Order.pdf

CDPH - Face Shield: FAQ (November 2020)
https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/faceshield_handout.pdf

FIELD TRIPS

All field trips must meet the safety criteria of Golden Valley Charter Schools (“GVCS”), California Department of Education (“CDE”), and California Department of Public Health (“CDPH”). Field trips are approved on a case-by-case basis by the school administrator.

SCREENINGS FOR STUDENTS AND STAFF

Parents and/or caregivers are required to monitor their children for signs of infectious illness and COVID-19 every day using the *COVID-19 SCREENING TOOL FOR CHILDREN* (see *appendix*). Faculty and staff are required to self-monitor for signs and symptoms of COVID-19 using the *COVID-19 SCREENING TOOL FOR ADULTS* (see *appendix*).

Students who have symptoms of any infectious illness or symptoms consistent with COVID-19 may not attend school in-person. All faculty and staff will refer to the *STUDENT SYMPTOM DECISION TREE* (see *appendix*) to determine when to send students home.

Students or staff who become ill while on campus must be isolated from others and sent home as soon as possible.

HEALTHY HYGIENE PRACTICES

Golden Valley Charter Schools will promote healthy hygiene practices that incorporates handwashing and hand sanitizing into routines. Students and staff should wash their hands:

- when entering school/class
- before and after eating
- after coughing or sneezing
- after using the restroom
- periodically throughout the day

IDENTIFICATION AND TRACING CONTACTS

Golden Valley Charter Schools will initiate contact tracing when there is a confirmed case of COVID-19. Each school site has a designated staff person to support contact tracing. The designated contact tracer has completed the [Johns Hopkins COVID-19 online contact tracing course](#). If positive cases in the school community are identified, contract tracing staff will work with the county health department to identify contacts and determine appropriate course of action, such as quarantine, cohort closure, and notifications. Golden Valley Charter Schools will use the *COVID-19 REPORTING AND CONTACT TRACING FORM FOR SCHOOLS* (see appendix).

Students shall have assigned seating. Schools should maintain accurate classroom seating charts, including approximate average distance between seats, and make them accessible to designated contact tracing staff.

Orchard Contact Tracer: Becky Page
Email: bpage@goldenvalleycharter.org
Phone: 916-987-1490

Becky Page has completed the [Johns Hopkins COVID-19 online contact tracing course](#)

Contact tracing will be conducted utilizing the *COVID-19 REPORTING AND CONTACT TRACING FORM FOR SCHOOLS* (see appendix).

All GVOS confirmed cases of COVID-19 are reported to Sacramento County Public Health, 916-661-7331.

River Contact Tracer: Barbara Ames
Email: bames@goldenvalleycharter.org
Phone: 916-987-6141

Barbara Ames has completed the [Johns Hopkins COVID-19 online contact tracing course](#)

Contact tracing will be conducted utilizing the *COVID-19 REPORTING AND CONTACT TRACING FORM FOR SCHOOLS* (see appendix).

All GVRS confirmed cases of COVID-19 are reported to Sacramento County Public Health, 916-661-7331.

Tahoe Contact Tracer: Barbara Linares
Email: blinares@goldenvalleycharter.org
Phone: 530-717-3019

Designated contract tracer will complete the [Johns Hopkins COVID-19 online contact tracing course](#)

Contact tracing will be conducted utilizing the *COVID-19 REPORTING AND CONTACT TRACING FORM FOR SCHOOLS* (see appendix).

All GVTS confirmed cases of COVID-19 are reported to Placer County Public Health, 530-889-7198.

AFTERCARE

Golden Valley Charter Schools will offer childcare according to revised guidance by CDPH and SCPH (Eagle's Nest, After Care, Before Care).

In the Eagles Nest Program, students are mostly outdoors. Students in the program will be mixed with students from other classes and will be allowed to eat and drink. When indoors, students will need to wear masks. Students at school fall under school guidelines when in aftercare and do not fall under "Child Care Center" guidelines which are made for a different setting. The majority of our children in aftercare are waiting for an older sibling to be dismissed and are in school while students are still in classes that are in session.

BELL SCHEDULE

Golden Valley Charter Schools will maintain the minimum instructional minutes required by the California Department of Education. Instruction will take place in person.. The Bell Schedule will reflect typical school day such as the 2019-2020 school year.

SPECIAL EDUCATION

Golden Valley Charter Schools will continue to implement education support and IEP accommodations while following all health and safety guidelines. All assessments will take place in person. IEP accommodations and services are implemented during the school day following public health guidance. Contracted and in-house service providers will conduct observations in the classrooms following current guidelines.

STAFF TRAINING AND FAMILY EDUCATION

Each school Safety Officer, in coordination with GVCS Human Resources, is responsible for training staff and families on the application and enforcement of the school reopening plan. Training will include expectations for student, staff, and parent behavior as it relates to physical distancing and face covering use while on and off campus.

The Safety Officer is responsible for responding to COVID-19 concerns.

Orchard Safety Officer: Becky Page
Email: bp@goldenvalleycharter.org
Phone: 916-987-1490

GVCS Human Resources: Marnie Whitworth
Email: mwhitworth@goldenvalleycharter.org
Phone: 916-597-1035

River Safety Officer: Barbara Ames
Email: bames@goldenvalleycharter.org
Phone: 916-987-6141

GVCS Human Resources: Marnie Whitworth
Email: mwhitworth@goldenvalleycharter.org
Phone: 916-597-1035

Tahoe Safety Officer: Barbara Linares
Email: blinares@goldenvalleycharter.org
Phone: 530-717-3019

GVCS Human Resources: Marnie Whitworth
Email: mwhitworth@goldenvalleycharter.org
Phone: 916-597-1035

TESTING OF STAFF AND STUDENTS

On August 11, 2021 the CDPH mandated all school employees show proof of full and complete vaccination for Covid19 or submit to weekly surveillance testing for Covid19.

(<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Order-of-the-State-Public-Health-Officer-Vaccine-Verification-for-Workers-in-Schools.aspx>)

To promote safer in-person learning environments, the California Department of Public Health (CDPH), in partnership with the California COVID-19 Testing Task Force, is providing free rapid COVID-19 tests for teachers, staff and students at participating schools. Along with other safety practices such as masking, distancing, and improved ventilation, routine testing of students and staff can help school communities reduce the spread of COVID-19. Golden Valley Charter Schools is using this program for weekly screening of unvaccinated staff, students under modified and full quarantine, staff that have been exposed to a positive COVID case, and individuals that experience possible COVID symptoms.

The program provides the following resources and tools:

- Abbott BinaxNow antigen test cards that provide results in 15-30 minutes
- Molecular tests (e.g., PCR) to confirm positive results
- Robust training for school personnel to perform on-site testing
- Use of the online platform, [Primary.Health](#) to register students for testing
 - Parent must give consent each time their student is tested
 - Parent may be present for testing or give consent on the phone
- **Surveillance Testing:** Golden Valley Charter Schools will utilize a surveillance testing program for all employees who are not fully vaccinated. Unvaccinated teachers and school site staff are tested for COVID- 19 weekly. Surveillance testing can help detect asymptomatic infections and reduce the likelihood of outbreaks.
 - **Human Resources** is responsible for implementing and monitoring the testing schedule. Faculty and staff refusal to complete testing will be referred to Human Resources.
- **Symptomatic testing:** Individuals with symptoms of COVID19, either at home or at school, are required to stay home and isolate in case they are infectious. The individual may return to school in the case of a negative test for SARS-CoV-2 **and** 24 hours after fever is resolved and symptoms are improving.
- **Response testing:** When a case has been identified in a given stable group, symptomatic individuals or asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2 will be tested. In the event the individual does not get tested, they may return to school after 14 days from last contact and no symptoms for 10 days.

We recognize that a negative test does not rule out COVID-19 infection. Unless the individual has gone to a medical provider and that provider has been able to provide an alternative diagnosis such as flu or RSV, Public Health recommends that the symptomatic individual be isolated for 10 days even with a

negative test result.

Orchard Safety Officer: Becky Page
Email: bpage@goldenvalleycharter.org
Phone: 916-987-1490

[Sacramento County Testing Information](#)

This testing is for all school staff in Sacramento County. Please see Sacramento County's [COVID-19 Testing webpage](#) for an updated list of all sites.

River Safety Officer: Barbara Ames
Email: bames@goldenvalleycharter.org
Phone: 916-987-6141

[Sacramento County Testing Information](#)

This testing is for all school staff in Sacramento County. Please see Sacramento County's [COVID-19 Testing webpage](#) for an updated list of all sites.

Tahoe Safety Officer: TBD
Email: **TBD**
Phone: 530-717-3019

[Nevada County Testing Information](#)
[Placer County Testing Information](#)

Community Testing Locations:

Placer County COVID Testing Site
10990 Donner Pass Road in Truckee
<https://www.lhi.care/covidtesting>

Free of cost. Asymptomatic or symptomatic. Must register online.

TTUSD Staff and Student COVID Testing Site

Rideout Community Center at 740 Timberland Lane, Tahoe City
[COVID-19 Updates & Resources / COVID-19 Testing-Public & Asymptomatic Staff \(ttusd.org\)](#) Only for symptomatic or exposed staff and students

Tahoe Forest Respiratory Illness Clinics

Tahoe Forest Hospital in Truckee and Incline Village (soon to be a Tahoe City site)

Call COVID hotline (530) 582-3450 to have an RN triage symptoms and assist in scheduling appointments for medical evaluation and testing. This is a medical appointment by a provider (MD, NP, or PA). Billed to insurance. Symptomatic patients only.

VISITORS

In order to maintain safety precautions, Golden Valley Charter Schools discourages visitors at all schools.

A visitor is any person who is on campus other than a student, staff, or volunteer. Examples include: being on campus to complete a task or business such as dropping off or picking up their children; dropping off or picking up paperwork; attending a parent teacher conference; attending an event such as a class play; etc.

PARENT VOLUNTEERS

Volunteers are an extension of employees of the school to deliver the program to the students. Volunteers are on campus for a specific purpose, known to the class teacher or principal, and signed in at the office. They will also wear a badge or name tag provided by the school.

Volunteers with proof of vaccination for COVID –19 and meeting all other requirements will be allowed on campus upon prearrangement. The number of parent volunteers will be limited. Volunteers with administrator's approval can support classes.

Typical roles for parent volunteers during the school day are to help with handwork, accompany classes on walks off campus, and support reading groups. Current policy requires all volunteers to be fingerprinted with a Dept. of Justice background check and proof of a clear TB test. Drivers on fieldtrips also need to submit paperwork such as insurance, ID, registration, etc. A Covid immunization card will be a temporary additional requirement for volunteering. Volunteers should be prepared to wear a mask indoors and follow all current CDPH guidelines.

ADDRESSING POTENTIAL EXPOSURE AND/OR COVID-19 POSITIVE STUDENTS, TEACHERS, AND STAFF AT SCHOOL AND IN THE WORKPLACE

This guidance includes several scenarios for school settings (teachers, staff, and students on campus) and for office settings (district offices or schools with staff, but no students on campus). It also includes templates for communicating with staff and/or parents about the variety of scenarios that may impact school sites. In the event that your school or district office is experiencing a scenario that is not covered in this document, contact Sacramento County Public Health for guidance on your specific situation.

A positive covid case in the community will be reported to the local public health department. The most current letter and notice instructions will be distributed based upon the local public health recommendations.

MODIFIED QUARANTINE

Modified quarantine is a new exemption to full quarantine that allows **students** who would otherwise be in full quarantine to attend class if their exposure was mask-on-mask in a school setting. To participate in modified quarantine, **students** must:

- Be asymptomatic;
- Continue to appropriately mask, as required;
- Undergo at least twice weekly testing during the 10-day quarantine; AND
 - GVCS will accept test results from the following sources
 - GVCS Testing Program
 - Family physician
 - Official Covid-19 testing facility
- Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.
- Students under modified quarantine may continue to participate in GVCS before and after school care following the same safety plan.

Item 9a in the CDPH guidance is also applicable to students in modified quarantine, meaning a student in modified quarantine can test out of quarantine altogether and return to extracurricular activities after Day 7 if they test negative on a sample collected after Day 5.

Students unwilling or unable to meet all of these conditions must complete full quarantine.

QUARANTINE RECOMMENDATIONS SCPH quarantine recommendations may vary based on the extent to which school personnel are able to conduct detailed contact tracing (identify close contacts, describe extent of mask usage, etc.). In the absence of detailed contract tracing information, expect quarantine recommendations to be broader and include a larger number of potential contacts.

Close contacts in the outdoor setting should be treated the same as indoor close contacts with regard to quarantine recommendations.

RESOURCES

COVID-19 GENERAL INFORMATION

[Exposure Risk \(CDC\)](#)

[Glossary of Key Terms \(CDC\)](#)

[Symptoms \(CDC\)](#)

[Screening K-12 Students for Symptoms of COVID-19 \(CDC\)](#)

SACRAMENTO COUNTY INFORMATION AND RESOURCES

[COVID-19 Dashboards \(SCPH\)](#)

[COVID-19 Community Testing Sites in Sacramento County](#)

[Sacramento County COVID-19 Website](#)

[Sacramento County COVID-19 Schools Page](#)

[Sacramento County Public Health Orders](#)

[School Year Planning: A Guide to Address the Challenges of COVID-19 \(SCOE\)](#)

ISOLATION AND QUARANTINE

[Home Isolation for People with COVID-19 \(SCPH\)](#)

[Home Quarantine Guidance for Close Contacts to COVID-19 \(SCPH\)](#)

[Quarantine vs. Isolation \(CDC\)](#)

[Sacramento County Public Health General Quarantine Orders](#)

[Sacramento County Public Health General Isolation Orders](#)

CONTACT TRACING

[Johns Hopkins Online Contact Tracer Training](#)

QUESTIONS?

Sacramento County Public Health

(916) 661-7331

COVID19@saccounty.net

APPENDIX

COVID-19 SCREENING TOOL FOR ADULTS

Before coming to campus each day, adults should screen themselves for symptoms of illness by answering the following questions.

- Do you have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Do you have a loss of smell or taste?
- Do you have a cough?
- Do you have muscle aches?
- Do you have a sore throat?
- Do you have congestion or a runny nose?
- Do you have shortness of breath?
- Do you have chills?
- Do you have a headache?
- Have you experienced any new gastrointestinal symptoms such as nausea, vomiting, diarrhea, or loss of appetite in the last few days?
- Have you, or anyone you have been in close contact with, been diagnosed with COVID-19 or placed in quarantine for possible exposure to COVID-19 within the last two weeks?
- Have you been asked to isolate or quarantine by a medical professional or a local public health official in the last two weeks?

COVID-19 SCREENING TOOL FOR CHILDREN

Before coming to campus each day, children should be screened for symptoms of illness by answering the following questions.

- Does the child have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Does the child have a sore throat?
- Does the child have a new uncontrolled cough that causes difficulty breathing (for children with chronic allergic/asthmatic cough, a change in their cough from baseline)?
- Does the child have diarrhea or vomiting?
- Does the child have new onset of severe headache, especially with a fever?

COVID-19 Symptom & Quarantine INTERIM Decision Forest for K-12 Schools

The Decision Forest is based on guidance from the California Department of Public Health and local recommendations from Sacramento County Public Health. It is updated regularly to align with evolving guidance. Schools should ensure they are using the latest version and discard all previous versions. The Decision Forest provides general guidance for common scenarios, but cannot account for every possible situation. Schools requiring technical assistance can contact the SCPH Schools Team for guidance at SCPHschools@saccounty.net.

TREE #1: STUDENT OR STAFF WITH SYMPTOMS

Please Note: If an individual was positive for COVID-19 on or after January 1, 2022, after completion of their isolation period, they are exempt from further COVID-19 testing, quarantine, or isolation until at least January 31, 2022.

Student or staff has any of the following **NEW** symptoms:

- Fever or chills
- New loss of taste or smell
- Cough
- Sore throat
- Shortness of breath or difficulty breathing
- Congestion or runny nose
- Fatigue
- Nausea or vomiting
- Muscle or body aches
- Diarrhea
- Headache

Exclude from school.

EITHER

Test* for COVID-19.

Receive an **alternative named diagnosis** from a health care provider.

POSITIVE

NEGATIVE

ISOLATION:
Individual must **isolate** at home. Isolation can end **after** Day 5 after symptom onset if:
at least 24 hours have passed since fever and symptoms have improved significantly
AND
individual tests negative (preferably antigen) with specimen collected on or after Day 5.
If unable to test, choose not to test, or positive test on or after Day 5 and symptoms are not present or are resolving, isolation can end **after** Day 10.

May return to school if at least 24 hours have passed since fever and symptoms have improved significantly.

If no test or alternative diagnosis, **exclude** for 10 days from symptom onset. May return on Day 11 if at least 24 hours have passed since fever and symptoms have improved significantly.

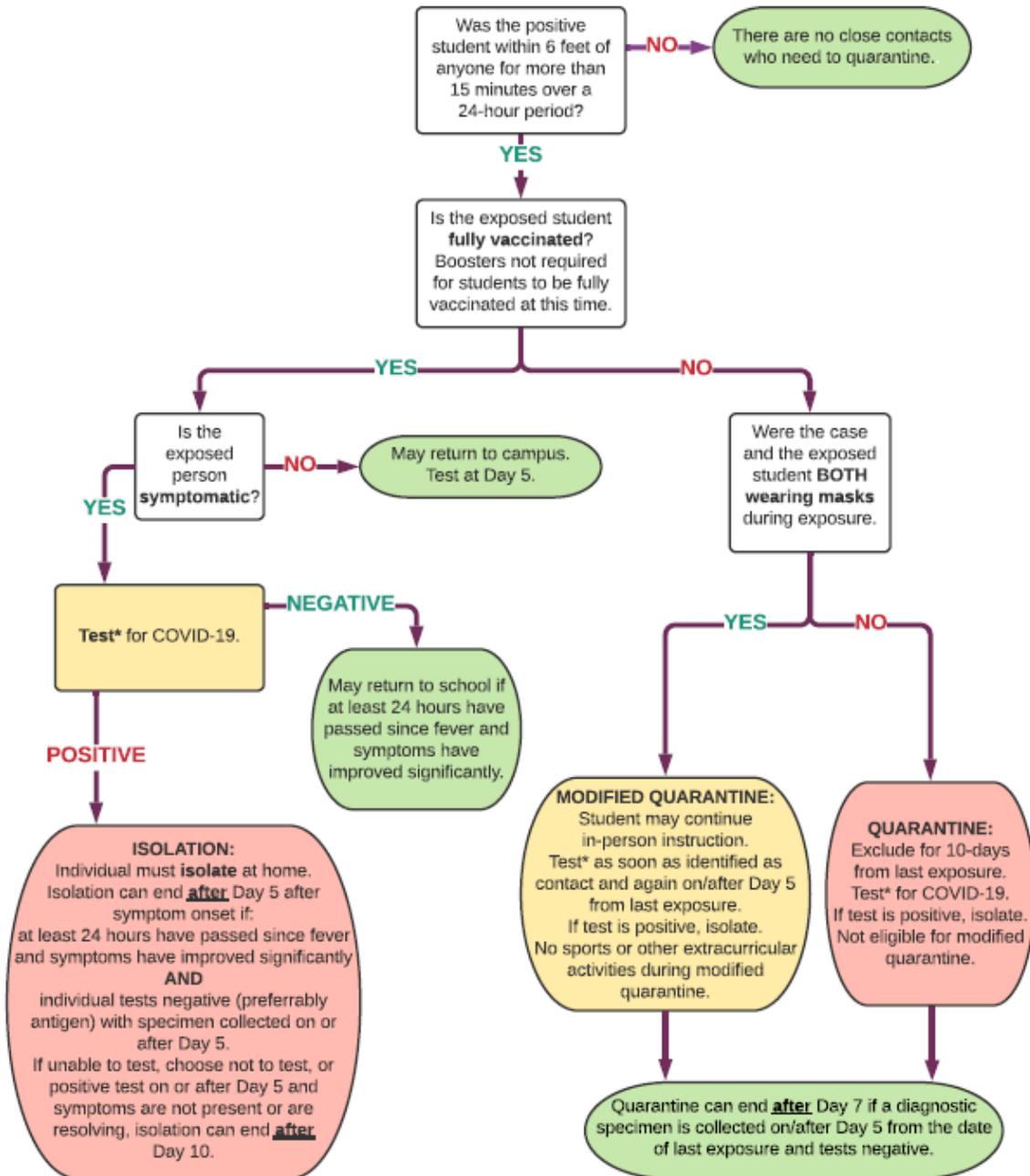
CONTACT TRACING:
Identify all close contacts (>15 minutes within 6 feet of COVID-19 positive individual in 24 hour period) starting 48 hours before case symptom onset (or positive test if asymptomatic), follow quarantine guidance on appropriate tree, and report to SCPH.

CONTINUE TO TREE #2 FOR STUDENTS OR TREE # 4 FOR STAFF

* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.

** School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.
January 7, 2022

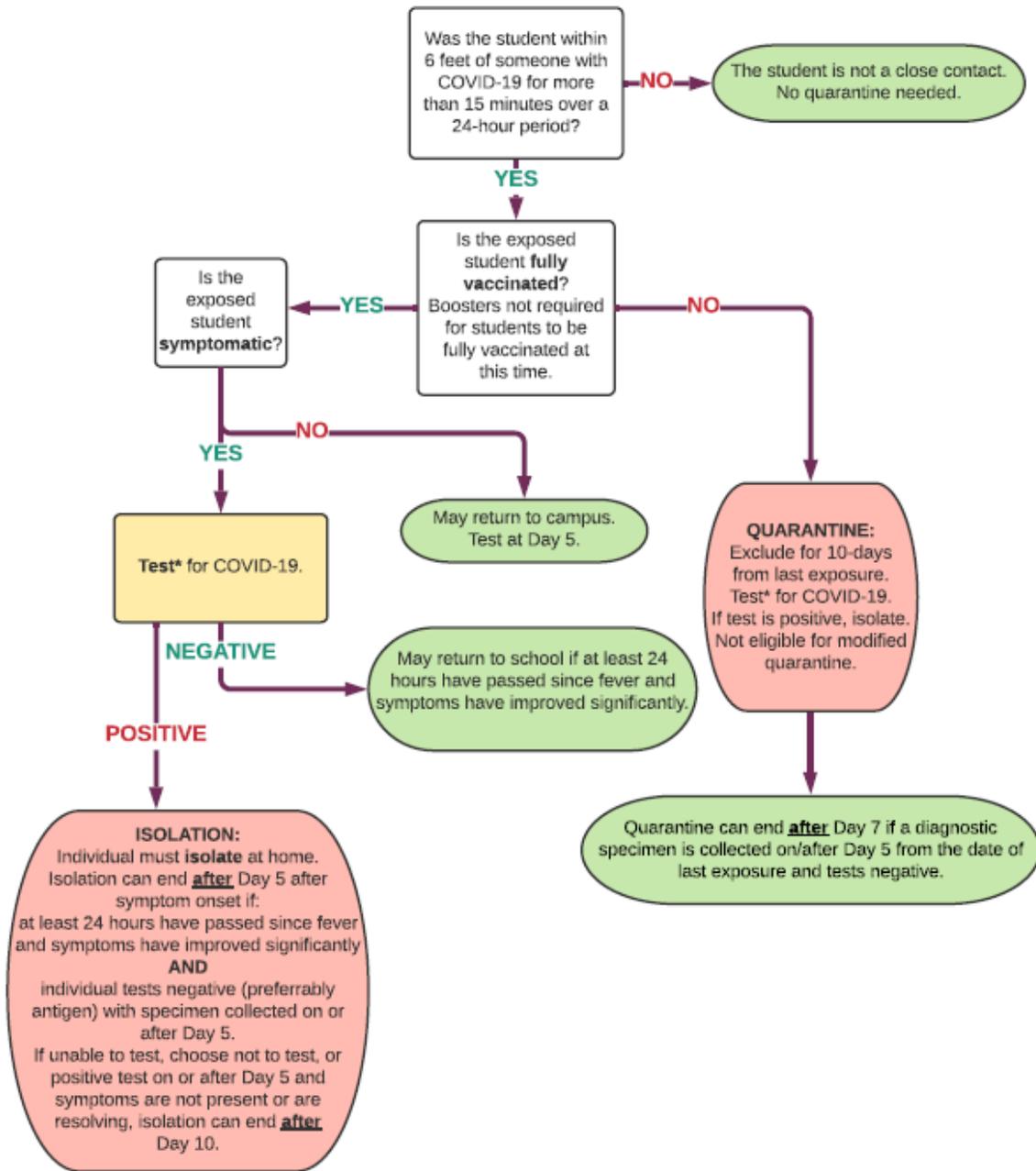
TREE #2: STUDENT EXPOSURE AT SCHOOL



* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.

** School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.
January 7, 2022

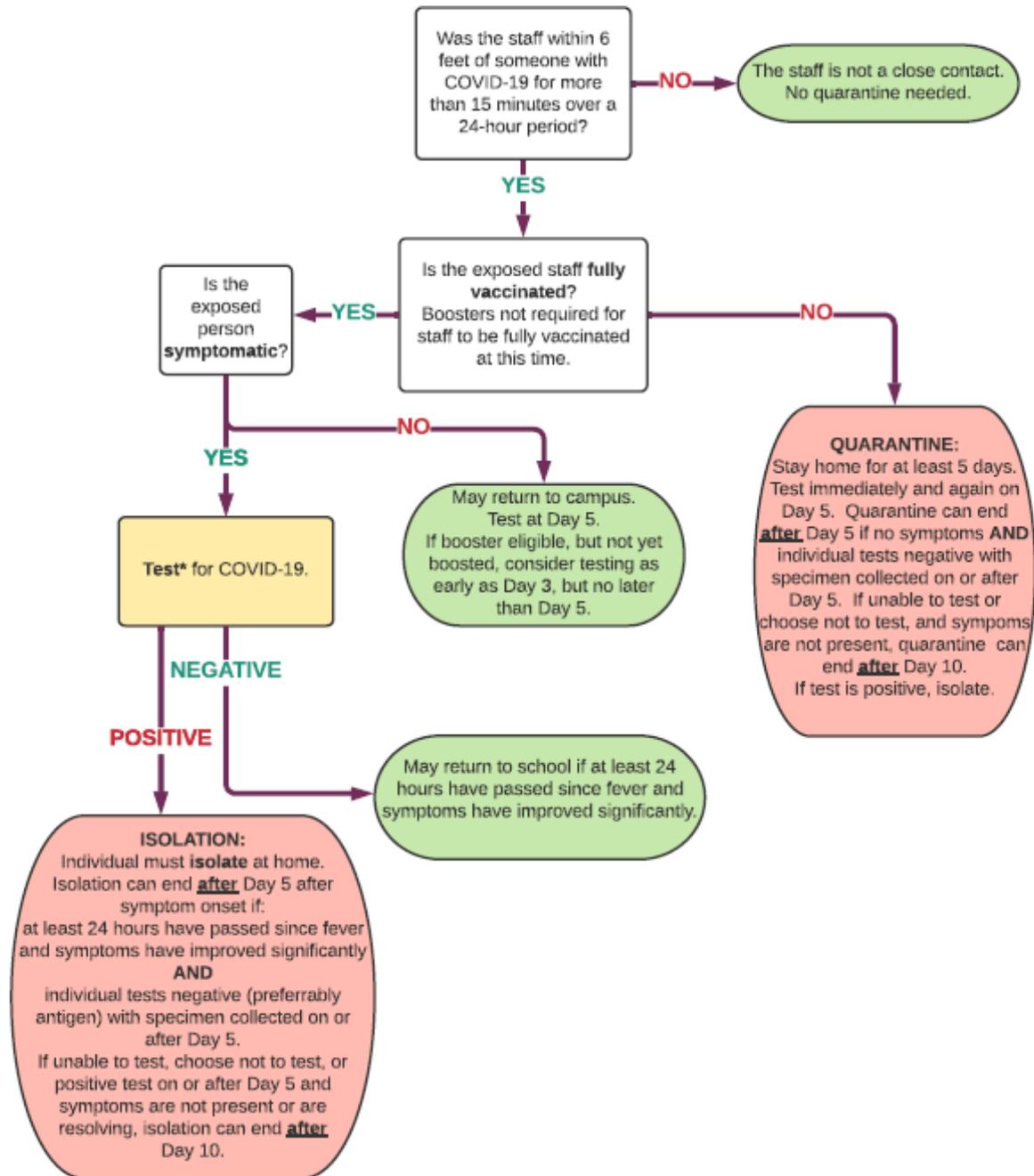
TREE #3: STUDENT EXPOSURE OUTSIDE OF SCHOOL



* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.

** School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.

TREE #4: STAFF EXPOSURE ON OR OFF CAMPUS

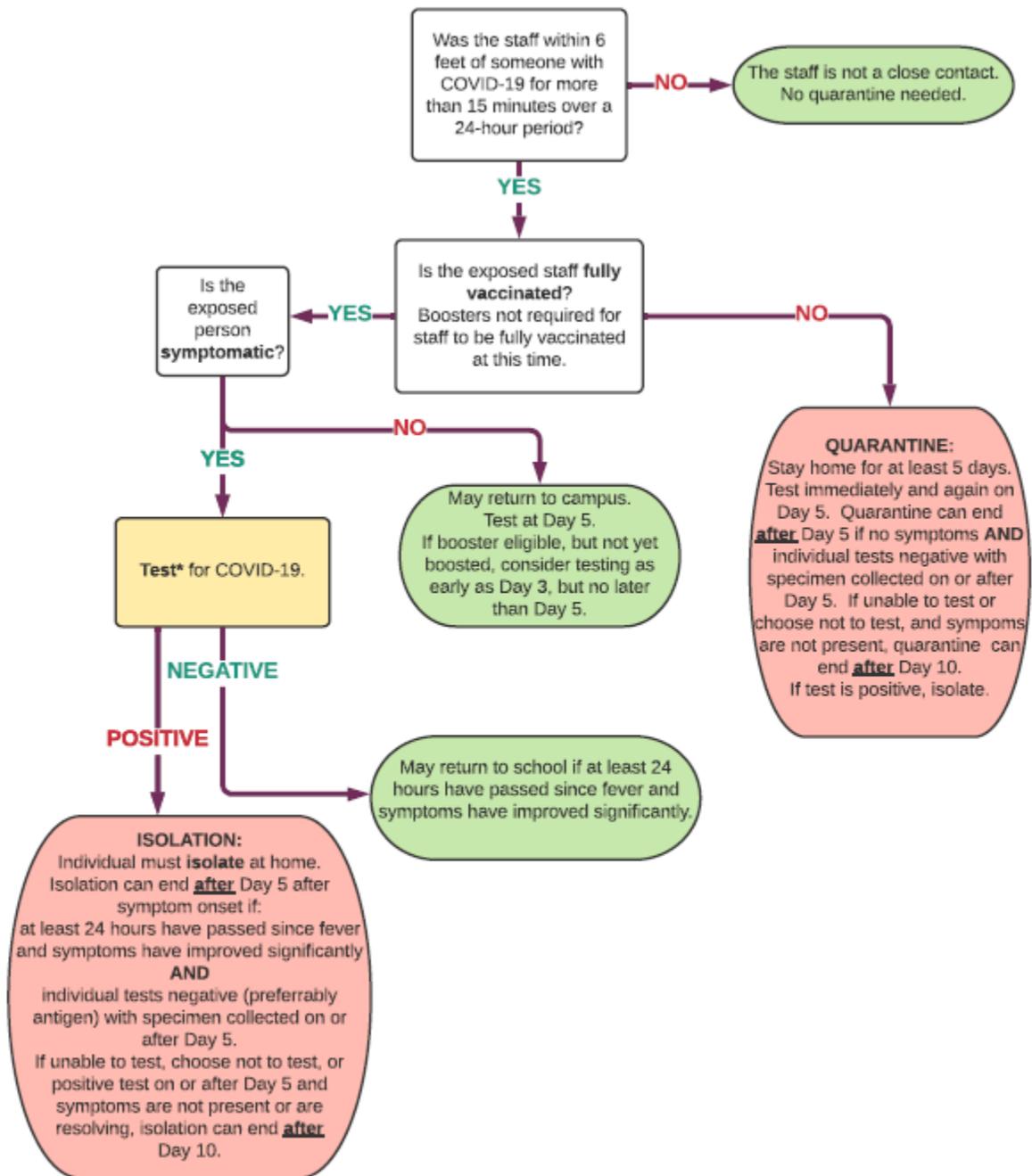


* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.

** School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.

January 7, 2022

TREE #4: STAFF EXPOSURE ON OR OFF CAMPUS

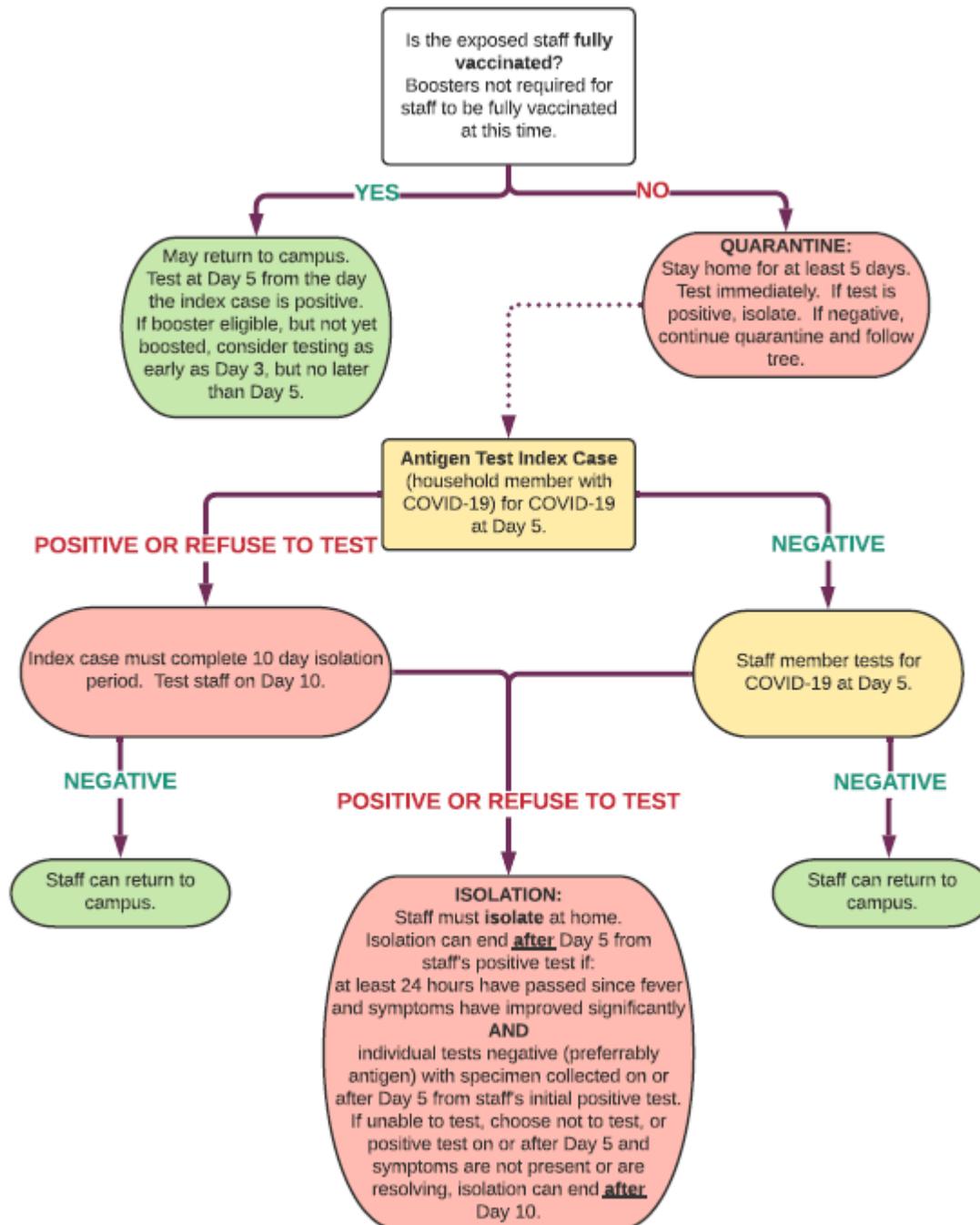


* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.

** School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.

January 7, 2022

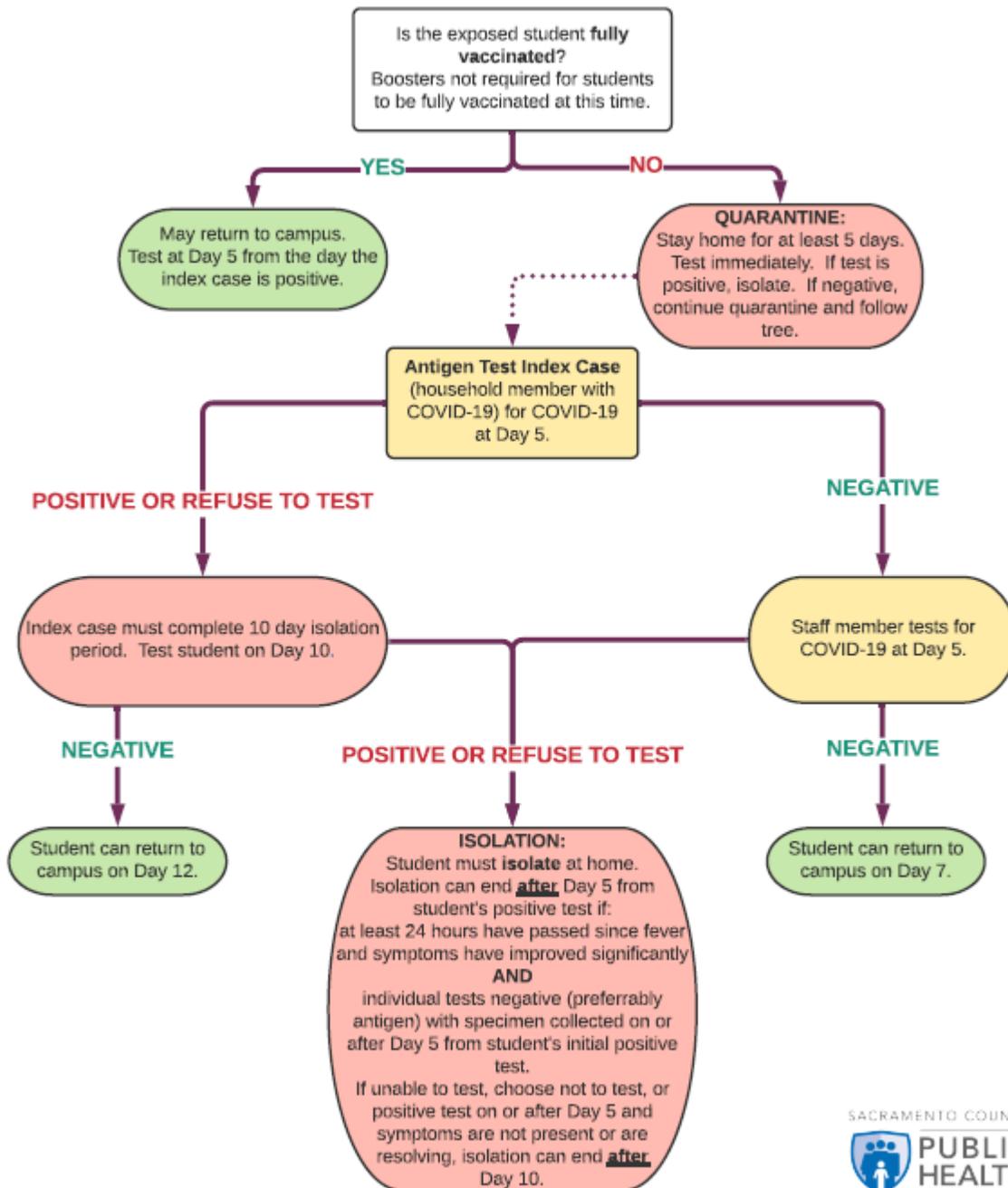
TREE #5: STAFF LIVES WITH SOMEONE WHO TESTS + FOR COVID-19



* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.

** School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.
January 7, 2022

TREE #6: STUDENT LIVES WITH SOMEONE WHO TESTS + FOR COVID-19



* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.

** School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.

COMMUNICATIONS TEMPLATES FOR K-12 SCHOOLS

SACRAMENTO COUNTY PUBLIC HEALTH

The following pages include sample letters for communicating with families and/or staff regarding COVID-19 cases or exposures at school. Note that every scenario is unique and these templates are provided only as guides for some common scenarios. Schools and school districts should tailor their communications for their specific situations.

SAMPLE LETTER

STUDENT OR STAFF EXPOSURE OUTSIDE OF SCHOOL

To be utilized when a student or staff member lives with a person or has been in close contact with a person who has tested positive for COVID-19.

Date

Dear [School/Classroom] Parents/Guardians and Staff,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's class [lives with/has been in close contact with] a person who has tested positive for COVID-19.

In accordance with California Department of Public Health (CDPH) guidance, the class will continue to operate. The individual and their immediate household members have been advised of all relevant isolation and/or quarantine guidance.

Please continue to follow all health and safety protocols, monitor your child's health, **keep your child home if they are feeling sick**, wash your hands frequently, practice physical distancing, and continue to wear your face covering.

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher]

[School Name]

SAMPLE LETTER

COVID-19 POSITIVE PERSON AT SCHOOL – NOT A CONTACT

To be utilized to inform families that someone at school tested positive for COVID-19, but that their student was not identified as a close contact.

Date

Dear [School/Classroom] Parents/Guardians,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's class at [School Name] has tested positive for COVID-19.

Your child was not a close contact with the person who tested positive for COVID-19.

Please continue to follow all health and safety protocols, monitor your child's health, **keep your child home if they are feeling sick**, wash your hands frequently, practice physical distancing, and continue to wear your face covering.

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher]

[School Name]

SAMPLE LETTER

MODIFIED QUARANTINE (ALL PARTIES MASKED)

To be utilized to inform families when their student was a close contact of a student or staff member who tests positive for COVID-19. Students only.

Date

Dear [School/Classroom] Parents/Guardians,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's class at [School Name] has tested positive for COVID-19.

Your child was identified as a close contact of the person who tested positive for COVID-19. Since your child and the person they were in contact with were both wearing masks, your child is eligible to participate in **modified quarantine**. Under modified quarantine, your child:

- must quarantine (stay home) until [Date] with the exception of coming to school;
- may not participate in extracurricular activities, including sports; **AND**
- must complete COVID-19 testing twice per week.

If your child is unable or unwilling to complete the testing requirements of modified quarantine, they will be subject to full quarantine and will need to stay home until [Date].

Quarantine periods can be shortened with a negative COVID-19 test. If your child tests negative for COVID-19 on a sample collected on or after [Date], they may return to school without restrictions on our after [Date].

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher]

[School Name]

SAMPLE LETTER

QUARANTINE (STUDENT; ALL PARTIES NOT MASKED)

To be utilized to inform families when their student was a close contact of a student or staff member who tests positive for COVID-19.

Date

Dear [School/Classroom] Parents/Guardians,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's class at [School Name] has tested positive for COVID-19.

Your child was identified as a close contact of the person who tested positive for COVID-19. Since your child and the person they were in contact with were **not** both wearing masks, your child is required to quarantine (stay home) until [Date]. They may not leave home except to seek medical care during this period.

Quarantine periods can be shortened with a negative COVID-19 test. If your child tests negative for COVID-19 on a sample collected on or after [Date], they may return to school without restrictions on our after [Date].

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher]

[School Name]

SAMPLE LETTER

QUARANTINE (STAFF)

To be utilized to inform staff when they are identified as a close contact of a student or staff member who tests positive for COVID-19.

Date

Dear [Staff],

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member at [School Name] has tested positive for COVID-19.

You were identified as a close contact of the person who tested positive for COVID-19. You are required to quarantine (stay home) until [Date]. You may not leave home except to seek medical care during this period.

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher] [School Name]

GVCS COVID-19 REPORTING & CONTACT TRACING FORM

Schools (including daycare, childcare, and K-12) should:

- Report cases of confirmed COVID-19 in students or staff to Sacramento County Public Health by using this reporting form OR by submitting a line list (if there are multiple cases and it is easier for the school)
- Follow Sacramento County Public Health guidance after identification of a student or staff with confirmed COVID-19
- PLACER COUNTY PUBLIC HEALTH

School Site/Location: _____

School Point of Contact & Phone Number: _____

POSITIVE PATIENT INFORMATION

Student/Staff Name: (Last, First)		Date of Birth:	Sex:
			<input type="checkbox"/> Male <input type="checkbox"/> Female
Home Address:		City, Zip Code:	Phone #:
Race:		Ethnicity:	Teacher(s) and/or Room Location:
<input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Asian/Pacific Islander		<input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	<input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic
Date of Illness Onset:	Date of Last Attendance:	COVID-19 + Test Date:	COVID-19 Symptoms: (if yes, please list)
			<input type="checkbox"/> Yes <input type="checkbox"/> No

COMPLETE LIST OF CLOSE CONTACTS OF PATIENT

For COVID-19, a [close contact](#) is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting **from 2 days before** illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated. Symptoms can include: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting and diarrhea.

Contact Name	Location	Phone #	Relation to Positive Case	Duration of Contact More Than 15 min AND Distance Between Contact Less Than 6 ft.?	COVID-19 Symptoms Y/N (If yes, list)	COVID-19 Test Y/N (if yes, date)	COVID-19 Test Results Date, Pos/Neg	Date Notified by School Contact Tracer Team
SAMPLE: Mrs. Franklin	Room 1	555-555-5555	Teacher	Y	N	Y 9/22/20	Neg 9/24/20	
SAMPLE: Jimmy Lee	Room 1	555-555-5555	Student	Y	Y Fever 101	Y 9/22/20	Pos 9/24/20	

Please send/fax report to:

Sacramento County Public Health

COVID19@saccounty.net or Secure Fax: (916) 854-9709

COVID-19 Prevention Program (CPP) for Golden Valley Charter Schools (OSHA)

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date: August 5, 2021

Authority and Responsibility

Caleb Buckley, EdD, Executive Director, has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by participation in weekly meetings to discuss safety issues and reporting concerns to the site principal. If resolution is not received at the school site, human resources will be notified by the site principal.

Employee screening

We screen our employees by:

- Following all CDPH guidelines regarding self-monitoring
- Requiring all staff to self-monitor using the *COVID19 SCREENING TOOL FOR ADULTS*
 - Located in the [Orchard Covid Prevention Plan](#)
 - Located in the [River Covid Prevention Plan](#)
 - Located in the [Tahoe Covid Prevention Plan](#)
-
- The school site Safety Officer will oversee Covid-19 Surveillance Testing of all staff members

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented and corrected in a timely manner based on the severity of the hazards, as follows:

- Site principals will document and correct all reports of unsafe/unhealthy conditions.

Control of COVID-19 Hazards

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Any concerns with this mandate or compliance issues should be brought to the attention of the principal. The office will have paper masks and PPE as needed.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.

Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

- **Mandatory face coverings**

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- River and Orchard
 - HVAC system disinfected with EPA approved agent for COVID 19
 - Outside air exchange rates are set to maximum levels
 - Upgraded high-efficiency air filters installed
 - Constant airflow programmed
 - Building air flush programmed before and after school hours

Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Ensuring adequate supplies and adequate time for it to be done properly.
- Informing the employees and authorized employee representatives of the frequency and scope of cleaning and disinfection.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Full disinfecting of all work areas the employee entered.

Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by **using appropriate wipes.**

Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Evaluated handwashing facilities.
- Encourage and allow time for employee handwashing.
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e., methyl alcohol).
- Encourage employees to wash their hands for at least 20 seconds each time.
- Post signage on proper handwashing techniques in all bathrooms.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

Investigating and Responding to COVID-19 Cases

Employees who had potential COVID-19 exposure in our workplace will be:

- Notified by the Site Safety Officer.
- Provided no-cost Covid19 testing during working hours.
- Provided with information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- That employees can report symptoms and hazards without fear of reprisal.
- Employees should report COVID-19 symptoms and possible hazards to the Site Safety Officer/school principal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing: please see the list of testing sites in the community.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. **Educators receive free Covid-19 testing.**
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of facecoverings.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by **direct communication from HR.**
- Providing employees at the time of exclusion with information on available benefits.
- Quarantine if you have been in [close contact](#) (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period) with someone who has COVID-19, unless you have been [fully vaccinated](#). People who are fully vaccinated do NOT need to quarantine after contact with someone who had COVID-19 unless they have [symptoms](#). However, fully vaccinated people should get tested 3-5 days after their exposure, even they don't have symptoms and wear a mask indoors in public for 14 days following exposure or until their test result is negative.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
 - Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
 - Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
 - Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
 - Keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.
 - Return-to-Work Criteria COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
 - COVID-19 symptoms have improved.
 - COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
 - A negative COVID-19 test will not be required for an employee to return to work.
 - If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.
 -
-

Executive Director

8/4/2021

January 12, 2022

This meeting is being conducted via teleconference through the Zoom platform due to State of Emergency orders in the State of California and Sacramento County, and by authorization of the Governor's executive orders N-29-20 and AB 361.

Special Meeting Minutes

1. **The January 12 special meeting was called to order by the chair, Heather Fraser-Hurtt, at 4:04 p.m.**
2. **Roll Call –**
Board Members Present: Heather Fraser Hurtt, Chair, Jennifer Huetter, Ekaterina Khmelniker, Stephen Quadro.
Board Members Absent: Brittany Kilby.
Guests: Caleb Buckley, Amala Easton, Jennifer Hoover.
3. **Public Comment –**
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. ***For special meetings, public comments must be related to an agenda item.*** These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.

The Chair opened public comment at 4:06 p.m. The public comment period was closed at 4:21 p.m.

There were no public comments.
4. **Cal-Recycle Grants, Resolution –**
Action: It was moved by Ms. Huetter, seconded by Ms. Khmelniker, that the board approve a resolution allowing Golden Valley Charter Schools (GVCS) to apply for and receive all available Cal-Recycling Grants which GVCS is eligible for. MOTION CARRIED UNANIMOUSLY
(Ayes: 4, Noes: 0, Abstain: 0)
5. **The board recited the Motto of the Social Ethic –**
6. **The special meeting was adjourned by Chair Heather Fraser-Hurtt at 4:26 p.m.**

Respectfully submitted by Amala Easton.

Heather Fraser Hurtt, Chair

Date



SUICIDE AWARENESS AND PREVENTION POLICY
(BOT DRAFT 2022.02.09)

Golden Valley Charter Schools (GVCS) recognizes that suicide is a leading cause of death among youth, and that an even greater amount of youth consider suicide (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention through collaboration between home and 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. We also must work to create safe and nurturing campuses that minimize suicidal ideation in students.

Recognizing that it is the duty of GVCS 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 providing adequate supports for students, staff, and families affected by suicidal ideation, suicide attempts, and loss.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or Designee shall develop strategies for suicide prevention, intervention, and postvention, 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.

The Executive Director or Designee will develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

Golden Valley Charter Schools’ Suicide Awareness and Prevention Policy shall involve school-employed mental health professionals, administrators, other school staff members, parents/guardians/caregivers, students, and appropriate community organizations in planning, implementing, and evaluating the school’s strategies for suicide prevention and intervention.

The Executive Director will ensure policies regarding suicide prevention are properly adopted, implemented, and updated. Each Golden Valley school (GVOS, GVRS, and GVTS) will have a Suicide Prevention Point of Contact (SPPOC). The Suicide Prevention Point of Contact will



be the school principal. The SPPOC will coordinate and implement suicide prevention activities for their school. The SPPOC may designate the school psychologist to carry out these activities. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, GVCS along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

B. Suicide Prevention Training and Education

GVCS will provide training in the mental health model of suicide prevention for all school staff members and will be implemented as follows:

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-appointed mental health professionals (e.g., counselors, psychologist) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- All GVCS staff will participate in a minimum of one-hour general suicide prevention training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) and will include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate suicide risk assessment referral;



- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on GVCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on GVCS guidelines;
 - GVCS-approved procedures for responding to suicide risk. Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - GVCS-approved procedures and protocols for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Resources regarding youth suicide prevention;
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth with a history of suicidal ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;



- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences

C. Employee Qualifications and Scope of Services

Employees of GVCS and their partners 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 take action in attempt 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.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals and administrator employed by GVCS.

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers will be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the GVCS Suicide Awareness and Prevention Policy.
- This suicide prevention policy shall be prominently displayed on GVCS's Webpage and included in annual notification of policies.
- Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy through meetings of the Board of Trustees' public comment period or private conversation with their school principal.

F. Student Participation and Education

Under the supervision of school-employed mental health professionals, at-risk students and seventh and eighth grade students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;



GOLDEN VALLEY
CHARTER SCHOOLS

- Receive developmentally appropriate guidance regarding the school’s suicide prevention, intervention, and referral procedures.

- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula such as middle school health class.

Intervention, Assessment, Referral

A. Staff

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the school Principal (aka, Suicide Prevention Point of Contact (SPPOC)) and the school psychologist. The SPPOC or designee will follow GVCS’s Suicide Prevention Protocols and Suicide Risk Assessment Process.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Students experiencing suicidal ideation shall not be left unsupervised.
- A suicide risk assessment referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Executive Director or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers



GOLDEN VALLEY CHARTER SCHOOLS

A suicide risk assessment referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to 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.

D. Parental Notification and Involvement

GVCS 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.
 - An Exchange of Information between the students' mental health treatment provider and the School will be requested from the parent/guardian/caregiver
- 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 SPPOC (or other appropriate school staff member) 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.
- An SST, 504, or IEP meeting will be scheduled if applicable

E. Action Plan for 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 following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;



- Immediately contact the Principal or Designee;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- 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;
- If appropriate follow GVCS Suicide Prevention Protocols and Risk Assessment;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of GVCS property, it is crucial that the LEA protects 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;
- Provide care and determine appropriate support to affected students;



- Offer to the student and parents/guardians/caregivers steps for a re-entry plan to school.

G. 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 has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmentally 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, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers.

H. 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.

The following steps shall be implemented upon re-entry:

- Schedule an SST, 504, or IEP team meeting prior to re-entry
- Obtain a written release of information signed by parents/guardians/caregivers and providers, and when appropriate mental health providers;



- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- 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);
- Offer Independent Study if the student needs time to transition back to in person school
- Trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in a safety plan.

I. Responding After a Suicide Death (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 that we are prepared ahead of time in the event of such a tragedy. The Executive Director shall ensure that each school site adopts a plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Postvention Response Plan needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall include the following:
 - School Administrator shall confirm death and cause;
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the GVCS Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);



- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- 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;
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Emergency Preparedness Plans
Comprehensive School
Safety Plans



GOLDEN VALLEY
ORCHARD SCHOOL

GOLDEN VALLEY ORCHARD SCHOOL (GVOS) SAFETY PLAN

(UPDATED 2/2/2022)

GVOS SAFETY PLAN

School: Golden Valley Orchard School

Principal: Becky Page

School Site Council Chairperson: Becky Page

Approved on: _____

- All teachers should have updated San Juan Unified School District Safety folders available in a visible and accessible location
- Fire evacuation routes **posted in all rooms**

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CALLING FOR ASSISTANCE

BEFORE you call for officer assistance:

- Have emergency cards of involved parties available for correct spelling, grade level, and any other information that may be requested by dispatch.
- Be prepared to answer these BASIC questions:
 - What happened?
 - How many people are/were involved?
 - When did the incident happen?
 - Where did the incident happen?

Missing Students:

- Physical description
- Clothing description
- Where and when was student last seen?
- Have parents been contacted?
- Custody/Restraining Order on file?

Out of control Parent/Student:

- Is the person threatening anyone?
- Is the person endangering self or others?
- Have parents been contacted?

If a vehicle is involved:

- Description of vehicle
- License number of vehicle
- Number and description of occupants
- Location of vehicle

If a weapon is involved:

- What type of weapon is it?
- Has the weapon been secured? By whom?
- Where is the weapon now?

If an explosive device is discovered:

- Where is it?
- What does it look like?
- What safety measures have you taken? Lockdown? Evacuation?

If a bomb threat is received:

- Exact time of call
- Exact words of caller
- Voice description: child, adult, male, female, calm, angry, accent
- Did you recognize the voice?

IF YOU ARE BEING PHYSICALLY THREATENED OR ARE IN ANY OTHER KIND OF IMMINENT DANGER, CALL 9-1-1 FIRST – THEN CALL SHERIFF DEPT.

- Nature of emergency
- Have parents been contacted?
- If injured, where was party transported?
- Who accompanied injured party to hospital?

Emergency Contacts

Suspected child abuse	Call CPS	(916) 875-5437
Suspected child molest	Call Sheriff’s Dispatch	(916) 874-5115
Child removal for CPS	Call Sheriff’s Dispatch	(916) 874-5115
Animal control issues	Call Animal Control	(916) 875-5656
Traffic Control	Call CHP	(916) 338-6710
Maintenance & Operations Issues	Call M&O	(916) 971-5740
Truant Student	Call Student Services	(916) 597-1025
Potential Poisoning	Poison Control	1-800-222-1222

In Orangevale:

Emergency	911
Sheriff Dept. to make a report	(916)875-5484
Sheriff Dept. Non-emergency	(916)874-5115

Other Emergency Numbers

<u>Emergency</u>	<u>Agency To Call</u>	<u>Telephone Number</u>
Gas Outage or Leak	PG&E (Emergency) and 24-Hour Service	(916) 383-2323 1-800-743-5000
Electric Outage or Emergency	Sacramento Municipal Utilities Department	(916) 452-7811
Sheriff's Office	Non-Emergency Number	(916) 874-5115
Street or Storm Drain	Sacramento Co. Public Works:	
	General Problems	(916) 440-6544
	Highway Maintenance	(916) 366-2271
	Sewer & Water Maintenance	(916) 855-8330
	After-Hours Emergency	(916) 366-2000
Traffic (Driving Over Lawns, Speeding, Auto Theft, Suspicious or Abandoned Cars, Drag Racing)	California Highway Patrol	(916) 338-6710
Road Conditions	Recorded Message	(916) 445-7623
	Non-Recorded Message	(916) 455-5710

Medical Facilities Phone Numbers

<u>Facility</u>	<u>Address</u>		<u>Telephone #</u>
Kaiser Hospital (Main)	2025 Morse Ave.	General Info	(916) 973-5000
		Emergency	(916) 973-6600
Kaiser Medical Center (Roseville)	1001 Riverside Blvd.	General Info	(916)784-4000
		Emergency	(916) 973-6600
Mercy Hospital (General)	4001 J St.	General Info	(916) 453-4545
		Emergency	(916) 453-4424
Mercy Hospital (Folsom)	223 Fargo Way	General Info	(916) 983-7400
		Emergency	(916) 983-7470
Mercy San Juan	6501 Coyle Ave.	General Info	(916) 537-5000
		Emergency	(916) 537-5120
Sutter General Hospital	2820 L St.	General Info	(916) 454-2222
		Emergency	(916) 733-3003
Sutter Memorial Hospital	52 nd and F St.	General Info	(916) 454-3333
		Emergency	(916) 733-1000
Sutter Roseville Med Center (Level 2 Trauma Center)	333 Sunrise Ave.	General Info	(916) 781-1000
		Emergency	(916) 781-1533
UCD Medical Center	2315 Stockton Blvd.	General Info	(916) 734-2011
Emergency			911

Safety Folder

Classroom Emergency Information

The center section of your classroom Safety Folder (red and green) should contain site-specific plans.

Please insert the following (examples included):

- School Crisis Response – Roles and Responsibilities
- Emergency Signals
- Evacuation Maps
- Lockdown Procedures
- Shelter In-Place Procedures
- Student Checkout Form
- Confidential Student Medical Information & Provisions for Students with Special Needs.
- Site Safety Team and Update Verification of Emergency Folder
- Roll Sheets and/or Emergency Cards (elementary)

GVOS – CRISIS RESPONSE

Evacuation Site

1st Playground Black-Top

2nd Filbert St. parking lot

Incident Management Team & Duties

Incident Commander	Becky Page	[REDACTED]
Back-up Incident Commander	Zachary Phillips, Faculty Chair	[REDACTED]
Search and Locate	Claudia Maniscalco	[REDACTED]
	Nikki Campos-Spurlock	[REDACTED]
Parent Liaison	Shauna Huber	[REDACTED]
	Christina Maynard	[REDACTED]
Logistics	Linda Calfee	[REDACTED]
		[REDACTED]
Campus Safety Liaison	Jamie Rives	[REDACTED]
	Daniel MacKinnon	[REDACTED]
Public Information Spokesperson	Becky Page	[REDACTED]
	Caleb Buckley	[REDACTED]
Designated Teacher Leaders	Upekkha Evans	[REDACTED]
	Brianne Hidden	[REDACTED]
	Tim Alves	[REDACTED]
	Zachary Phillips	[REDACTED]
Incident Log Scribe	Jamie Rives	[REDACTED]
Others to Help	Cristina Doyon	[REDACTED]
	Michelle McDonough	[REDACTED]
	Jordan Todd	[REDACTED]
Facilities Chief	Lana Lutsyk	g [REDACTED]

GVOS SAFETY PLAN

Incident Commander:

- Coordinate with, and provide support to, the designated Incident Coordinator (Sheriff, Fire, EMS Director).
- Assist emergency personnel to maintain established perimeters.
- Monitor and support school site/responsible for:
 - Student staging areas (classrooms).
 - Parent/Guardian housing and communication.
 - District/Media communication.

Search and Locate Coordinator:

- Gathers information – classroom rosters/attendance sheets.
- Coordination of locating missing students/staff including sweep of restrooms, hallways, & fields.
- Communication with Incident Coordinator & Designated Teacher Leader.
- Assist Parent Liaison with documented student medical and/or parent /guardian pick-up location. Assist Teacher Leaders with student supervision.

Parent Liaison:

- Establish & direct parents/guardians to staging area.
- Provide emotional support & information to parents/guardians.
- Work closely with crisis team to provide coordination for student pick-up as required. Coordinate with Incident Coordinator/School director to provide physical support to parents/guardians (water, seating, counseling, etc.)

Logistics:

- Custodial –
 - Provide support to Incident Coordinator & emergency personnel.
 - Communication with M&O.
 - Site utilities – shut off/on.
- Other staff (media techs, specialists, Instructional Aids) -
 - Transportation/Loading of busses.

Campus Safety Liaison:

- Gather information regarding staff/students requiring emotional support.
- Identify emerging school related problems requiring immediate attention.
- Work closely with liaison & provide support to Crisis Team members.
- Establish holding area & provide supervision for medically fragile/injured staff or students in coordination with emergency medical personnel.

Public Information Spokesperson:

- Establish media staging area (pre-made signs).
- Establish one source of information for the media.

- Gather basic information (what, who, when, where). Avoid speculating about cause. Don't assign blame.
- Focus on what you are doing to assure public safety, fix the problem, and restore service. Be positive. Let people know you are in control.

Designated Teacher Leaders:

- Supervise defined wings/areas (per school emergency maps).
- Maintain basic emergency supplies (refer to Disaster Plan Section).
- Supervise rooms/classes in their area.
- Supervision of students – assembly, shelter.
- Accountability – release of students (see form).
- Organize coverage for rooms without staff present.
- Primary communicator to office/Incident Coordinator.

Incident Log Scribe:

- Maintains information system to document & coordinate parent/guardian pick-up and student departure from campus.
- Maintains records of visitors.
- Positioned in command center.

Designated Section Leaders

- | | |
|----------------------------|------------------|
| • Wing 1 (Room 13 – 16) | Brianne Hidden |
| • Wing 2 (Room 9 – 12) | Upekkha Evans |
| • Wing 3 (Room 6 – 8, & 5) | Timothy Alves |
| • Historic Wing (Room 1-4) | Zachary Phillips |

Duties:

- Oversee, as needed, evacuation/lock-down of assigned rooms.
- Serve as communication link in case of power outage, loss of phones/intercoms. Use cell phones to communicate with office and disseminate to nearby staff.
- Relay information to office/command center.

Facilities Chief

Site Custodian or Head Custodian assigned by San Juan.

GVOS COMPREHENSIVE SAFE SCHOOL PLAN

2020-2021

Section I: About GVOS

Golden Valley Orchard School (GVOS) is a tuition-free K-8 public charter school inspired by Waldorf education. GVOS grew out of Golden Valley Charter School (GVCS) which was formed by a group of homeschooling parents in 1998. In 2014, GVCS split into two schools, and GVCS II, now GVOS, moved to its current Filbert campus with grades kindergarten through four. GVOS has since grown into a K-8 school.

As a community of teachers and families, we seek to nourish and educate the whole child — head, heart and hands — by stimulating the intellect, fostering wonder and respect, and developing the child’s active will. Our dedicated faculty and staff are committed to Waldorf educational values and ongoing Waldorf training. Our Kindergarten and grades teachers hold a California credential and receive on-site mentoring by master Waldorf teachers. We are deeply committed to the reformation of public education through the charter school movement. Charter schools are public schools which are endowed with the freedom to employ innovative teaching methods, are responsive to students’ needs and are held accountable for student achievement. We offer this through our curriculum inspired by Waldorf education.

Section II: A Shared Vision and Mission Statement

Our vision is that each student becomes a self-directed life-long learner with the support of a community of peers, teachers and parents. We envision that through a whole-child approach to learning, student curiosity, enthusiasm and effort will enable all children to reach the fullest expression of their individual potential.

MISSION STATEMENT

We, the parents and faculty of the Golden Valley Charter School, share a vision for our children. We invite you to become an active participant in creating this vision, as part of our cooperative community. We are a learning community of parents, teachers and children where:

- Parents and children are life-long learners.
- Families are encouraged to share their skills and talents.
- The community comes together in cooperative projects and festivals.
- Families are supported by parent education forums; and Parents and faculty collaboratively govern the school.

We provide evolving Waldorf methods curriculum that:

- Uses a whole-child approach to support children's physical, intellectual and emotional development in a non-sectarian environment.

- Is sensitive to children's developmental needs and their individual navigation of developmental stages.
- Fully incorporates music, arts, crafts, movement, drama, handwork, foreign languages, and creative play.
- Uses poetry, legends, folk tales, mythology, and histories to deliver the curriculum.
- Teaches respect for others and the environment.

Section III: Areas of Pride and Strength

Our community provides a nurturing educational environment that inspires children to learn. Many of our parents support the school through volunteering in school activities and embracing shared values at home. They are supported by the school through class meetings, parent workshops and seasonal festivals. This partnership between school and family creates the village which is the foundation for children’s success.

Our kindergartens provide a loving environment conducive to learning through exploration and play under the guidance of caring teachers. Children learn songs and verses and hear fairytales and folktales rich in vocabulary and imagery. They participate in practical and artistic activities including baking, painting, drawing, modeling, and handcrafts in a weekly rhythm. They honor the changing seasons through story, poetry, movement games and festival celebrations.

Our engaging curriculum is designed to awaken each child’s full and unique potential. Teacher-developed lessons are delivered orally, through rich and lively storytelling, evoking emotions and developing the imagination. Students write and illustrate their own “text” books. Academic subjects – language arts, reading, mathematics, science and social studies – are integrated with art, music, speech recitation, movement and practical activities. Students attend Spanish language, watercolor, music, movement and handwork classes taught by subject specialists.

Section IV: Areas of Change and Stated Goals

Component 1: Emergencies

Goal 1: Ensure all individuals on campus at GVOS are safe.

Objective 1-1: School staff will participate in monthly fire drills.

Objective 1-2: School staff will practice procedures for a lockdown and/or shelter in place in case of an emergency.

Objective 1-3: School Staff will be trained on being a mandated reporter for suspected child abuse.

Goal 2: Ensure that appropriate supplies are available and accessible during an emergency.

Objective 2-1: Ensure that the school “Go Kit” (first aid kit, e-cards, bullhorn/walkie talkies, Office emergency folder, employee emergency folder, student medication) is complete and updated annually.

Objective 2-2: Ensure that CPR masks are present and accessible in the appropriate classrooms.

Goal 3: Ensure that all adults and children on Field Trips are safe.

Objective 3-1: Ensure that roster with teacher cell phone number, exact route of walk and all participants is presented to office before class departs for walk.

Component 2: Physical Environment

Goal 1: To increase awareness about bullying on campus and how to address it.

Objective 1-1: Utilize our Principal and teachers to speak to students about bullying, how to report it when it happens and how to follow up to ensure that it doesn't continue.

Objective 1-2: Message the importance of reporting bullying on campus through avenues such as the Community Newsletter and school/district websites

Goal 2: To increase safety before and after school as students enter and exit campus.

Objective 2-1: Those who pick up students at the loop on Central Avenue will wait in their car and students will enter on the passenger side of the car.

Objective 2-2: A crossing guard will be stationed at the crosswalks in the loop on Central from 3:00 pm until 3:25 pm to escort students across the lot.

Objective 2-3: Parents in K-2 grades will drop off and pick up their student at the classroom. Parents will use crosswalks when entering school grounds.

Goal 3: Decrease vandalism occurring on campus.

Objective 3-1: Work with staff to help identify repeated problem

Objective 3-2: Have fire and security system installed and running.

Section V: Sharing the School Safety Plan

The GVOS Safe School Plan will be shared through various means that include but are not limited to the following:

- Safety Committee will review plan by first Wednesday in February.
- BOT will review and approve the plan by March 1.
- The School Safety Plan will be posted on the Golden Valley website for the community to view.
- The School Safety Plan will be located in the Site Emergency Plan Binder.
- The district will be sent one electronic copy for the Safe Schools office.

EMERGENCY PREPAREDNESS

Golden Valley Orchard School's emergency preparedness procedures will be discussed with school personnel before school starts and at various times throughout the school year at staff meetings. A current copy of the procedures will be available in the school office.

It is the responsibility of the Incident Commander or a designee to schedule emergency drills throughout the year. Other staff may be asked to help. Drills will be conducted periodically, and a record of the date and time will be kept in the office. Those drills are:

- Evacuate/Fire Drill
- Lock Down/Take Cover
- Earthquake Drill
- Shelter-in-Place

Emergency Response Plan

In the event of an emergency, Golden Valley Orchard School has established an "Emergency Response Plan." Below is a description of the major "Crisis Centers" that will be established during an emergency situation.

Command Center

The "Command Center" will be directed by the Incident Commander of the "Emergency Response Team" and will be responsible for coordinating the Emergency Response Plan.

PRIMARY LOCATION: Main Office

SECONDARY LOCATION: Room 2 - Teacher's Lounge

The Command Center will be equipped with:

- First aid supplies
- Emergency tools and equipment
- School maps (shut off valves and detailed room maps)
- Student emergency cards
- School Safety Plan

Medical Center

The "Medical Center" will be coordinated by the Campus Safety Liaison and it will be the area used to treat injured students or staff. The Logistics Liaison is responsible for making sure that medical supplies are delivered and that appropriate medical procedures are established.

PRIMARY LOCATION: MP ROOM

SECONDARY LOCATION: Room 5

Media Center

The Media Center will be used for all media personnel as an information center. The Public Information Spokesperson will be responsible for directing all media personnel to the Media Center and to coordinate media releases/interviews with the Incident Commander.

PRIMARY LOCATION: Central Ave. North side of school in parking lot
OFF CAMPUS LOCATION: Word of Life Church 9129 Central Avenue, Orangevale

Agency Center

The Agency Center will be used for all law enforcement, fire, or other personnel as an activity coordination center. The Logistics Liaison will be responsible for directing all appropriate outside personnel to the Agency Center. The Logistics Liaison will also coordinate law enforcement, fire, or other relevant activities with the Incident Commander.

PRIMARY LOCATION: Main Office
SECONDARY LOCATION: Room 2 – Teacher's Lounge

Parent Center

The Parent Center is designed to communicate information to parents during an emergency situation. The Parent Liaison should direct all parents to the center; communicate with the Command Center regarding student accountability and help calm parents.

PRIMARY LOCATION: Multi-purpose room
OFF CAMPUS LOCATION: Divine Savior Church, 9079 Greenback Ln, Orangevale

CIVIL DEFENSE PROCEDURES

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in the area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm. In addition, schools will receive warning through telephone communications from the local county office.

Emergency Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is essential if we are to provide maximum protection for students and school staff. In order to be better prepared, it is imperative that emergency plans be current and that the staff, students, and parents be informed of their responsibilities following a major disaster.

There are FIVE emergency signals that should remain standard in emergency situations:

Evacuate/Fire

This will be initiated by the standard fire alarm or cadence bell. Each teacher has a folder with the red front and green back which contains class lists and an emergency preparedness manual, and a two-sided (green/red) card. Teachers should evacuate their classrooms according to the evacuation maps in their classrooms or the current location, i.e. Multipurpose room, library, etc.

Take the following steps:

- Lead your students along the route indicated on the evacuation map.
- Close and unlock the door behind you.
- Take your Safety Folder with you.
- Students need to be instructed to move quickly, quietly, and in a single file line to their meeting place.
- Teachers are to take roll after evacuating the buildings and assembling in the appropriate evacuation area. Students should remain quiet.
- If all students are accounted for and there are no injuries, the teacher will hold up the green side of the folder.
- If a student is missing, a student is injured, or a student who is not in enrolled in that class is with that class, the teacher will hold up the red side. The teacher will fill out the "Individual Room Life Survey." This will be picked up by the Principal.
- If any of your students are with a specialist, that specialist will escort them to their meeting place.
- Do not re-enter the school until you hear the "all-clear" signal.
- Office staff will exit offices when alarm sounds and check bathrooms, hallways, multi-purpose room and classes.

Lock Down/Take Cover:

The LOCK DOWN procedure is used in situations when there is a high likelihood of imminent danger to students or staff. Examples are an intruder on campus or dangerous person in the area. LOCKDOWNS are initiated by the Principal or designee. They are usually made with the recommendation from Law Enforcement, although this is not a requirement.

A LOCK DOWN will be initiated by a series of short blasts using the bell system along with the announcement “LOCK DOWN, LOCK DOWN, LOCK DOWN” through the phone. This requires that the teachers lock their doors, close and cover their windows, and direct students to take cover under their desks or on the floor away from the windows. As much as possible, everyone should be out of sight.

If you hear “RING- RING -RING ...”, OR “LOCK DOWN, LOCK DOWN, LOCK DOWN” ... **Initiate lock down procedures!!!**

- Get all students to the first/closest lockable room.
- If you have a door that opens to an adjacent room, lock it as well.
- Look for and gather any students who may be near your room and bring them into the security of that room.
- Your classroom should remain locked until further instructions are delivered over the intercom. If you must open your door during a LOCK DOWN to let a student in, EXERCISE EXTREME CAUTION!!!
- Pull curtains and lock doors. Cover ALL windows including door window.
- Take roll using roster in front of Safety Folder and Individual Room Life Surveys.
- Identify/list missing and injure students.
- Identify/list extra students sheltered in classroom (student name and teacher name).
- Wait for designated contact in the office/command center to call you, then report status (“all present,” “all present plus student A from teacher B’s classroom,”) etc.
- Remain in room with door locked until all-clear signal is given.

REMEMBER: If a student is not in your room when a LOCKDOWN is ordered, it means that the child has been directed into the nearest secure room. Wait to be called from the office to report missing or extra students using the Individual Room Life Survey.

Earthquakes

In the event of an earthquake, do not wait for instructions; have students take cover immediately.

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover and be prepared to move with it.
- Hold the position until the ground stops shaking.

- When initial shaking stops, Incident Commander or designee sounds alarms to evacuate the building.
- Follow Evacuate/Fire procedures previously described

If outdoors:

- Move away from buildings, poles and overhead wires.
- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Be prepared to duck and cover again due to aftershocks.
- Staff to follow emergency procedures previously described.

Shelter-in-Place

The SHELTER-IN-PLACE procedures are used when there is a moderate possibility of danger to students and staff were they to remain outside or in a non-secure location. Examples are inclement weather such as lightning storms or tornadoes which may be headed toward the area. SHELTER-IN-PLACE can also be a possible precursor to a LOCK DOWN scenario.

A SHELTER IN PLACE will be initiated by an announcement over the PA system. Classes should continue as usual. However, if classes are outside, they must return to their classroom or other secure location. Staff may move around freely but should be aware that a LOCK DOWN may be called at any time. STUDENTS ARE NOT PERMITTED TO LEAVE THE TEACHER'S SUPERVISION.

Preparation: Pre-Emergency Preparedness

Being prepared for an emergency is the best prevention to an emergency situation arising and in the event of an emergency situation arising, preparedness will minimize the injuries and better ensure the safety of students, staff, and the community. Additionally, routine checks of potential hazards can bring to light potential problems and liabilities. In order to make certain Golden Valley Orchard School is a safe environment for all, several steps will be routinely taken to assess hazards. These will be performed by the Incident Commander or designee and include:

- Evaluation of the interior and exterior portions of the school buildings as well as school grounds.
- Proximity of toxic, flammable, corrosive, chemically reactive, or radioactive material.
- Proximity of high voltage power lines.
- Probable safety of evacuation areas after a quake; proximity of gas, water, sewer lines.
- Interior hanging fixtures.
- Windows particularly near doorways.
- Bookcases and shelving within classrooms as well as all objects on shelves and cabinets.
- Stability of water heaters

GENERAL DISASTER PLANS

Whenever we have any type of disaster, the first concern is for the safety of the students. Here are general guidelines to assist you in a variety of disaster situations:

Fire

- The location of the fire is determined by an adult on campus.
- The Incident Command structure is put into effect.
- The Incident Commander or designee will phone 911.
- The Search and Locate Coordinator picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
- Incident Commander or designee sounds the fire alarms.
- Staff to follow emergency procedures previously described.
- Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Flood/Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school. The Incident Commander will assess the situation and make an announcement over the PA or megaphone with instructions.

Electrical Failure

Incident Commander or designee will notify the electrical company (SMUD) at 888-456-7683. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored. Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Gas Line Break

- Incident Commander or designee will notify PG&E at 800-743-5000.
- Incident Commander or designee will notify the Fire Department at 916-566-4000
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Water Main Break

- Incident Commander or designee will notify the water department at (916) 874-6851
- Facilities Chief shuts off water.
- Incident Commander or designee notifies the police.

- Incident Commander determines if it is necessary to initiate emergency procedures to evacuate students and staff.

Water Contamination

- Incident Commander or designee will instruct teachers to move students away from drinking fountains and sinks.
- Incident Commander or designee will notify San Juan USD.
- Incident Commander or designee will notify the water department at 916-874-6851.
- Facilities Chief will turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

- Block or rope off area – DO NOT TOUCH ANYTHING.
- Evacuate room and contact M&O (916-971-7000) to TURN OFF air conditioning system.
- Notify school office and Facilities Chief of the incident - contact 911 if necessary.
- Facilities Chief should check for chemical safety data to determine clean up procedure.

If Outdoors:

- Upon hearing of a chemical leak (usually from the fire department or other city office) the Incident Commander will determine if students should be evacuated.
- Move away from buildings, poles and overhead wires.
- Close doors and windows and TURN OFF air conditioning system.
- If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Bomb Threat

There are two ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

- Notify Incident Commander immediately.
- Try to obtain information from the caller such as where the bomb is, when it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

- Notify Incident Commander immediately.
- Do not touch the object but note any identifying features to describe it to the Incident Commander and emergency crews.

In all cases:

- If Incident Commander determines to evacuate, staff follows emergency procedures previously described.
- Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
- If you see any suspicious object, steer clear of it and report it to the Incident Commander and/or any outside emergency agency that has responded.
- Follow all outside emergency agency and bomb squad directives.
- Use radios, walkie-talkies and phones **ONLY IF ABSOLUTELY NECESSARY** as the frequencies may set off the bomb(s).

Explosion

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from the windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms.
- Hold the position until directed to leave the building.
- Staff to follow the emergency procedures previously described.

If outdoors:

- Move away from buildings, poles and overhead wires.
- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Death/Suicide

- Incident Commander will be notified in the event of a death or suicide on campus.
- Incident Commander or designee will phone 911.
- Incident Commander will initiate a SHELTER-IN-PLACE.
- Incident Commander operating under the authority of Law Enforcement will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
- Incident Commander or designee will ensure that counseling services are available as soon as possible.

Intruders/Vicious Animals

- Call the school main office and the incident commander or designee will evaluate the situation and take appropriate action (i.e., contact Police or animal control agency).
- The appropriate Alert signal will be initiated (i.e. Evacuate, Lock Down. or Shelter-in Place.)
- Notify office of who is with you, if possible.
- All students outside of the building are to be quietly and cautiously led into the building.
- Wait for further instructions from administration and/or police/animal agency.

Poor Air Quality

- Monitor Air Quality Recommendations through Sparetheair.com
- Follow Guidelines from [Sacramento Metropolitan Air Quality Management District](#).
- Office notifies faculty of poor air quality and recommendations.
- Outdoor activities such as recess, games, gardening, extra movement and extracurricular activities will be rescheduled or occur indoors.
- Executive Director will determine if school closure is necessary due to poor air quality.

Students with Life Threatening Health Concerns

CONFIDENTIAL

<u>Student Name</u>	<u>Health Concern</u>	<u>Care Plan</u>

Special Needs Students – Describe:

SITE SAFETY TEAM

The comprehensive Safe Schools Plan will be evaluated and revised annually by the Site Safety Team. The plan will be submitted by the first Wednesday in February to the Board of Trustees for approval. The final product will be submitted for approval to the San Juan Unified School District's Board of Education.

This plan will be available in the school office for public inspection. Annually, parents/guardians will be notified and invited to attend BOT meetings which review the plan.

2021 – 2022 Safety Team Members:

Administrator: Becky Page

Certificated: Zachary Phillips (Faculty Chair)

Classified: Claudia Maniscalco

Classified: Ashley Laney

Parent/Guardian/Community member: Dena Cunningham

Update Verification of Emergency Folder

Completed

(Date): 9/07/2021

By: Claudia Maniscalco

Purpose

The purpose of the Site Safety Team is to maintain a safe environment that promotes mutual respect and personal responsibilities, accepting of all cultures, and conducive to learning. The committee monitors and maintains school spirit and physical conditions of the school.

Membership

Representatives should include the following:

- Parent
- Administrator
- Classified Representatives
- Credentialed Teacher

Responsibilities:

- Maintain a safe environment that is conducive to learning.
- Maintain a school atmosphere that has a high morale, positive relationships amongst school personnel based upon mutual respect, trust, and caring and building cohesive school spirit.
- Develop, implement, and maintain school rules that are understood by all and are uniformly and consistently enforced.
- Monitor the maintenance, cleanliness, and custodial care of the building and grounds.
- Foster school community members who understand, appreciate, and feel pride in their backgrounds and cultural heritages, and are sensitive and able to work with people of different cultures.

Leader: Principal

Control of Agenda: The leader will determine the agenda items with input from staff members via their committee representative.

Annual Goals

The committee will support the school’s vision, mission, core values, and academic improvement plan by:

- Promoting a positive school environment.
- Promoting a trusting and respectful community.
- Making success something valued and appreciated.
- Ensuring Safety on campus for all Students, Staff, Parents and Community Members

Attendance: Regular attendance is expected at all scheduled meetings. Attendance will be noted in meeting minutes.

Frequency of Meeting: Once per quarter, or as needed.

School Evacuation Drill Record

Month	Date	Time	Total Evacuation Time Length	Pull Station Location	Administrator's Signature
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					

EMERGENCY ROLES OF STAFF

Sites Administrator

The site administrator has the overall responsibility for the organization and development of the school safety plan, in accordance with district policy and education code. The site administrator should work to engage and involve all stakeholders in the development, refinement, and practice of this plan.

In an emergency, the leadership of the site administrator is important, but if the situation develops in the absence of this person or persons, all staff should be trained and empowered to act to implement the plan to ensure the safety of everyone on campus.

Classroom Teacher

Classroom teachers' primary responsibility is for the safety and welfare of their pupils.

The teacher will:

- Keep accurate and current information about the emergency plans for the school.
- Know what to do and how to do it.
- In accordance with the school site program, provide instructions for the pupils in techniques of survival and the emergency procedures they must follow during actual operation and practice of the plan.
- Understand and put into practice the psychology of handling pupils and parents during an emergency.
- Have readily accessible a list of students in their charge with pertinent data, phone numbers, and siblings.
- Make all emergency data and plans available to a substitute teacher.
- Have a sense of permission to act independently, if necessary, based upon emergency needs to ensure student safety.
- As public employees, staffs are by law "Disaster Service Workers" when so assigned. (California Governmental Code, Title 1, Division 4, Chapter 8, Section 3100).

Support Staff (Certified and classified)

Support staff should work in unity with site leadership. In some cases, individuals may have specific assignments. As public employees, they are by law "Disaster Service Workers" when so assigned.

The support staff will:

- Keep accurate and current information about the emergency plans for the school.
- Know what to do and how to do it.
- Act to support emergency operations to ensure student control in the event of a problem.
- Report and be available to react to site needs based upon the judgment of the school leadership team.

LIST OF EMERGENCY SUPPLIES AND EQUIPMENT

<u>Custodial closet:</u> Ax Crowbar or pry bar Gloves (leather) Hose (50 foot) Hammer Matte Knife Rope Saw (multi-use) Screwdriver (multi-use) Shovel	<u>Office storage room:</u> Batteries for emergency equipment Blanket (wool) Blanket (emergency) Cups (paper) Flashlight Gloves (vinal) Kleenex (1 box) Hammer Matte Knife Masking tape (1 roll) Matches Pail Paper Towels (1 package) Plastic garbage bags Radios: Two-way ("walkie-talkies") Rope Saw (multi-use) Screwdriver (multi-use) String Wire Wire cutters Wrench	<u>Homeroom:</u> Can opener (manual) Kleenex (1 box) Masking tape (1 roll) Pail Paper Towels (1 package) Plastic garbage bags Plastic water container Pot to boil water Radio: AM-FM (battery operated) String Tarp Toilet Paper
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First Aid Kit *Location of Emergency Supply Box: Office Supply Room, on shelf to the right

First aid manual Ace bandage Antiseptic wipes Bandages Biohazard packs Band aids Butterfly closures Benadryl	Blood stopper Cotton tipped applicators Eye patch Gauze pads - Large Gauze rolls Gloves Goggles Instant ice packs	Medical tape Neosporin Triangular Sling (sm) Sling (lg) Small gauze pads Tongue depressors Tylenol
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***List of Emergency classroom supplies:** In entry way to classroom

Antiseptic wipes Ace bandage Band aids Butterfly closures Cotton tip applicators	Eye patch Gauze pads - Large Gauze pads - Small Gauze roll Gloves (vinal)	Instant ice packs Medical tape Tongue depressors
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CRISIS COMMUNICATION

Media Briefing tips for Spokespersons

Refer all media inquiries to the Central Office at 916-597-1478. In most cases, the Central Office will respond to the inquiry directly leaving you free to manage your school or program during a crisis. School Site employees are not to speak on behalf of Golden Valley Charter Schools without authorization from the Executive Director. If you are asked to serve as a spokesperson, here are a few helpful tips:

1. Keep answers simple and succinct. Avoid education or technical terms, jargon, or acronyms.
2. Never say “No comment.” If you can’t answer, explain why. “We haven’t learned the cause of the problem at this point. We are continuing to investigate the situation.”
3. Do not go “off the record.” Everything you say is subject to publication or broadcast.
4. Do not speculate, conjecture, or guess. If you don’t know the answer, say “Let me check on that and I’ll get back to you.”
5. Define what you are doing rather than defending it. Say “Let me explain how we are fixing the problem...” rather than “this is why we are doing it this way...”
6. Go into the briefing with one or two positive statements – what is being done to correct the problem. Emphasize and re-emphasize that point at every opportunity. It is perfectly OK to repeat yourself – several times if the opportunity arises. Stay “on message” at all times.
7. Remember that reporters want to know who was involved, what happened, when it happened, how it happened, where it happened, who is affected, and when service will be back to normal. They may ask why it happened, but early in the crisis they don’t expect you to be able to answer the why.
8. Take questions one at a time and answer one question at a time.
9. Be compassionate. Show concern for those directly affected by the crisis. If someone has been injured or killed, begin your statement with words of compassion. “We are deeply saddened because one of our employees/students has been seriously injured. We are doing everything possible to assist his/her family at this difficult time.”
10. Do not disclose personal information about students or staff.

Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan	Federal Requirement	Requirement Met	Comments
<p>1. Plan is written and developed by the Safety Planning Committee. The School Safety Planning Committee is made up principal/designee, teacher, parent of child who attends the school, classified employee, others.</p>			
<p>2. Planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.</p>			
<p>3. The comprehensive school safety plan includes, but is not limited to:</p> <p>(a)An assessment of the current status of school crime at the school and at school related functions. You may accomplish this by reviewing the following types of information:</p> <ul style="list-style-type: none"> i. Reviewed Accountability Report Card data ii. Office Referrals iii. Attendance rates/SARB data iv. Suspension/Expulsion data v. Local law enforcement juvenile crime data vi. California Healthy Kids Survey data vii. Property Damage data Other: _____ x. Other: _____ <p>(b)An identification of appropriate strategies and programs that</p>			

GVOS SAFETY PLAN

provide/maintain a high level of school safety.			
4. The Site Safety Team committee reviewed and addressed , as needed, the school’s procedures for complying with existing laws related to school safety:			
a) Child Abuse Reporting Procedures (See District Policy)			
b) Suspension/Expulsion procedures (See District Policy)			
c) Teacher notification of dangerous pupil behavior (See District Policy)			
d) Sexual Harassment and discrimination policy (See District Policy)			
e) Dress Code , including prohibition of “gang-related” apparel (Insert school dress code)			
f) School rules and procedures for discipline (See District Policy, insert school rules)			
g) Hate crime reporting procedures and policies (See District Policy)			
h) A safe and orderly environment conducive to learning at the school (Insert school philosophy, climate and prevention plans, including Bullying Prevention and Response Plans and Protocol)			
i) Procedures for safe ingress and egress of pupils, parents, and employees from school site (insert procedures and/or maps)			
j) Crisis Response Plan Insert Disaster procedures, routine and emergency, including earthquake emergency procedures that include: i) A school building disaster plan ii) Drop procedures			

iii) Protective measures to be taken before, during and after an earthquake a program to ensure that pupils and staff are aware of and are trained in the earthquake emergency procedures system.			
5. Verify completion and maintain a copy of Crisis Response Plans for before and after school programs on your campus.			
6. School Site Safety Team communicated the school safety plan by inviting the public and holding a meeting at the school site			
7. Verification that the school safety plan was evaluated (approved by BOT) at least once a year and revised by March 1 of current year.			

Other Safety Requirements	Requirement Met	In Progress	Not Started	Comments
8. SJUSD Safety Folders in every classroom with current site updates/health conditions/ verification by teacher completed.				
9. SJUSD Safety Folders in office for every administrator and clerical staff. Students with life threatening health conditions listed. Care plans on file.				
10. Make Office Staff aware of guidelines on Crisis Response Procedures.				
12. Rapid Responder data update request (new personnel and safety plan changes) you may make changes if you prefer.				

<p>13. Log of fire, earthquake and lockdown drills with response times noted. Copies of logs to be attached.</p> <p><u>Fire Drill (Evacuations)</u> per Ed Code section 32001</p> <ul style="list-style-type: none"> i. Elementary – monthly ii. Middle School – 4 times per year iii. Secondary – 2 times per year <p><u>Lockdowns (recommended)</u></p> <ul style="list-style-type: none"> i. Elementary – 4 times per year ii. Middle School – 4 times per year iii. Secondary – 2 times per year <p><u>Earthquake (recommended)</u></p> <ul style="list-style-type: none"> i. Elementary – 4 times per year ii. Middle School – 4 times per year iii. Secondary – 2 times per year 				
<p>14. Site Safety Team Members Selected</p> <ul style="list-style-type: none"> i. Administrator ii. Teacher iii. Classified Representative iv. Parent iv. Student (High School) 				
<p>15. Calendar Regular Meetings of Safety Team/Safe School Task Force Dates.</p>				
<p>16. Review Site Disaster Procedures with Staff</p>				
<p>17. At least one tabletop exercise conducted with staff. Scenarios may be provided for your use.</p>				
<p>18. Visitors must register in the office; signs posted at entrances. Does staff monitor the visitor check in? Does the office issue visitor pass?</p>				
<p>19. Make sure evacuation routes are posted.</p>				

20. Provisions made for individuals with disabilities for evacuations and lockdown locations.				
21. Off-site evacuation and Parent Reunification Sites identified.				
22. Intercom/Bells (Volume Adequate) working in classrooms. Contingency plan (buddy system/2-way radios) if a bell is not functioning due to construction/malfunctioning.				
23. Traffic directions for pick-up and drop off visible to make parking lot traffic flow efficient as possible.				
24. Buildings or outside equipment related to heating, cooling, fuel or chemical storage clearly marked and secured.				
25. Hazardous chemicals secured and marked.				

Safety Review Date: _____

In Attendance: _____

Comments: _____

MANDATED REPORTER FOR CHILD ABUSE POLICY

(Approved by the Board of Trustees 6-18-08)

Purpose

With concern for the total well-being of each student, the GV Board of Trustees directs the employees of GVOS to report known or suspected incidences of child abuse in accordance with state law. GVOS employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Reporting Child Abuse

This policy applies to all certificated employees of GVOS and any other employees designated by law as a "childcare custodian" or "health practitioner" as defined by state law.

The principal or designee shall develop and implement regulations for identifying and reporting child abuse.

The principal or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The principal or designee shall also provide training in the duties of child abuse identification and reporting to Subject Specialists and other classified employees and any other employees designated by law as a "childcare custodian" or "health practitioner" as defined by state law.

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights.

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 36 hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. "Child Abuse," as defined by law 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.
2. "Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report: Teachers, principal, and supervisors of child welfare and attendance, certificated student personnel employees, subject specialists, 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 enforcement 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.

Child Abuse Reporting Guidelines

Certificated personnel who suspect child abuse must report according to the child abuse reporting laws. If you know, observe, or reasonably suspect that a student has been a victim of physical or sexual abuse or neglect, you are required to report. (You may but are not required to report on incidents of mental and/or emotional abuse or neglect.)

You Are Required To:

1. ***Report by telephone immediately to any of the following numbers:***

In-Family Abuse (including live-in boyfriend or girlfriend)
 Child Protective Services – (916) 875-5437

Third Party Abuse (i.e., neighbor, babysitter, school employee) in the event that an employee of the school is known or suspected to be a perpetrator of child abuse, standard reporting procedures must be followed. Report to law enforcement agency where abuse occurred (i.e., grandma's house within city limits-report to police.)

Sheriff - Patrol Officer – (916) 874-5115

Child Abuse Bureau – (916) 874-5191

Sexual Assault/Child Abuse Division – (916) 264-5771

2. **Submit a written Suspected Child Abuse Report** on PC form 11166 within 36 hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Report forms can be downloaded from www.sacdhhs.com. Fill in the form completely giving both your work address and telephone number. Write in the name of the person to whom you spoke. Teachers may confer and ask support from the principal and/or other colleagues who have been trained.

a. **Keep a copy of the report** for your protection in a confidential file. Do not file or record in student's record.

b. **Send a copy of the report to the agency** to which you reported by telephone.

CPS - 3701 Branch Center Road, Sacramento, 95827

Sheriff - 711 G Street, Sacramento, 95814

Police - 813 6th Street, Sacramento, 95814

c. **Notify the principal of the report.**

DO NOT NOTIFY SUSPECTED ABUSER AND OR PARENT/ GUARDIAN. This is the responsibility of law enforcement or CPS.

There is no liability if you file a report that proves to be incorrect. Failure to report could result in imprisonment for up to six months, a fine of up to \$1,000, or both. Reporting forms may be obtained from the office file or www.sacdhhs.com.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial verbal report by telephone.

The principal or designee 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 school regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

If the mandated reporter does not disclose his/her identity to the Principal or designee, he/she shall at least provide or mail a copy of the written report to the school without his/her signature or name.

Storage and Access to Completed Child Abuse Forms

1. A copy of the completed child abuse report form shall be kept at the school
2. The copy of the completed report form shall be stored in a locking file cabinet in a location normally set aside for keeping records of a confidential or sensitive nature.

3. Report forms shall be held for a period of seven years from the date of the report.
4. Completed child abuse report forms shall not become part of the cumulative record and shall not be transferred.
5. Access to report forms by school personnel shall be limited to those needing to show proof that the report was made and to those who are engaged in gathering statistical data regarding child abuse. Those gathering statistical data shall not reveal the name, address, telephone number or any other data that might lead to identification of any individual named on the report form. Data gathering shall be limited to month and year the report was filed, reason for report (e.g., child abuse, child neglect, sexual abuse), and age or grade of the child. No information shall be kept by the school regarding the disposition of the report.
6. An access log shall be kept in the locking file cabinet in which completed child abuse reporting forms are stored. Any person seeking access to child abuse reporting forms is required to first receive permission from the principal or designee of the school. Upon receiving permission for access to the completed child abuse report(s) based on the conditions cited herein, any person seeking access shall record on the access log his/her name, the date the report(s) were reviewed, the purpose for access, his/her title, and the specific report(s) reviewed.

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.
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 months or by a fine of not more than \$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 or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual 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 principal may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, it is strongly advised that you follow these steps. The appropriate/recommended steps are in a checklist format for your convenience.

1. Meet and greet CPS worker/officer; introduce yourself to them using your title.
2. Check ID and ask for business card.
3. Respond to questions from worker/officer regarding student(s).
4. Make arrangements for worker/officer to interview student. The child must be presented the option of being interviewed in private or selecting an adult who is a member of the school staff to be present at the interview. Reassure the student that the worker/officer is there to help them. The worker/officer will inform student of their right. (Required by law to do so.)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. If a staff member is present during the interview, they must be prepared to leave if it facilitates the interview. The CPS worker/officer will conduct the interview according to their best judgment--listen to them! The purpose of the staff person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible; however, the member of the staff so elected shall not participate in the interview unless the worker requests the staff persons participation.
2. Request feedback from law enforcement and/or Children's Protective Services.
3. After the conclusion of the interview, assess student's ability to return to class.
4. Do not notify parents/guardians until you have cleared it with the worker/officer.

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 Principal or designee shall not notify the parent/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/guardian.

It is the responsibility of the peace officer to notify the parent/guardian of the situation.

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.

Parents/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 school policies and regulations. The Principal or designee should consult with legal counsel in implementing either suspension or dismissal.

ANTI-HARASSMENT / DISCRIMINATION / RETALIATION PREVENTION POLICY

(Board Approved 11.09.2016)

Golden Valley Charter Schools (GVCS) is an equal opportunity employer and is committed to providing a work environment free of harassment, discrimination, retaliation and disrespectful, bullying, or other unprofessional conduct based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin (including language use restrictions and possession of a driver's license issued under Vehicle Code section 12801.9), ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation.

It also prohibits discrimination, harassment, disrespectful, bullying or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics. In addition, the school prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in work place investigations.

All such conduct violates GVCS' anti-harassment/discrimination and retaliation policy.

Harassment Prevention

GVCS's policy prohibiting harassment applies to all persons involved in the operation of the school. GVCS prohibits harassment, disrespectful, bullying or unprofessional conduct by any employee of the school, including supervisors, managers and co-workers as well as parents, vendors, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and any other persons with whom you come into contact while working.

Prohibited harassment, disrespectful, bullying or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;

- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy.

Prohibited harassment is not just sexual harassment but harassment based on any protected category.

No Discrimination

GVCS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the school’s operations. The school prohibits unlawful discrimination against any job applicant, employee, volunteer, unpaid intern or independent contractor by any employee of the school, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations as defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, the school is not obligated to disclose the wages of other employees.

No Retaliation

GVCS will not retaliate against you for filing a complaint or participating in any workplace investigation and will not tolerate or permit retaliation by management, employees or co-workers.

Reasonable Accommodation

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

Complaint Process

If you believe that you have been the subject of harassment, discrimination, retaliation or other prohibited conduct, report your complaint to your supervisor or to: any other school administrator, the HR Manager, Executive Director, or the business manager as soon as possible after the incident. You can bring your complaint to any of these individuals. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the HR Manager. Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It is preferred that you report your complaint in writing, but this is not mandatory.

The School encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy as soon as possible so that your complaint can be resolved in a fair and timely manner.

You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) who will investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the HR Manager of the school so GVCS can resolve the complaint.

When the school receives a complaint of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The school will reach reasonable conclusions based on the evidence collected.

The school will maintain confidentiality to the extent possible. However, GVCS cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the school determines that harassment, discrimination, retaliation or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The school also will take appropriate action to deter future misconduct.

Any employee determined by GVCS to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

STUDENT BEHAVIOR POLICY

(Board Approved March 13, 2019)

Golden Valley Charter School is committed to creating a safe and nurturing learning environment for every student. We are equally committed to helping our students grow into healthy, happy, responsible adults. In order to respect, care for and work with others; students must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a student acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the student to do better in the future. Our approach emphasizes *compassion, consistency and responsibility*.

The Student Behavior Guidelines for Golden Valley Charter Schools are based upon a philosophy of respect and adherence to California State Education Code (48908):

Student Behavior Guidelines

In order to provide a school environment that fosters cooperation, responsibility and respect; students will be expected to follow these guidelines:

1. Students will support a positive learning environment. —Students are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and follow directions when requested to do so.
2. Students will treat all adults and students with respect. —Respectful, courteous language is expected towards teachers, students and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a student asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect. —Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed. —Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules. —Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.
6. Parental concerns about the implementation of this policy shall be shared directly with their student’s teacher.

7. Due to FERPA Privacy Laws, school personnel are unable to discuss other students' behaviors with parents.
8. Please refer to the Bullying Prevention Policy and Plan for further information regarding bullying prevention and reporting, including use of the Bullying Incident Report.

Consequences for Misbehavior:

At all Golden Valley Schools, consequences for misbehavior begin in the classroom. Repetitive misbehavior will initiate increasing consequences that will involve student, parent, teacher and additional personnel, as needed. Below is an outline of the process from classroom management to expulsion. These procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances. **Please note that some actions are grounds for immediate suspension or expulsion (see list below).**

1. Classroom Management for Student Behavior

Setting Expectations

At the beginning of each school year each teacher will communicate their class management plan with parents at the first parent meeting. Additionally, a written copy of the class expectations for Special Subject classes will be distributed to all parents.

Consequences for Misbehavior:

At this level, misbehavior will be dealt with according to the teacher's class management plan.

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the student will progress to the next step.

2. Referral and Parent-Teacher Conference

Referral

If a student fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a Referral (Student Behavior Report and Action Plan) may be sent home with the student describing this behavior. Teacher will follow this up with a phone call to the parents and letting them know to expect a referral from their student.

The parents and student will discuss the situation and the parents will assist the student in developing a plan to correct the behavior (see Referral Form). It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. It is the parents' responsibility to see that the student returns this signed referral to the school the following day. **Either the parent or the teacher may request a telephone or personal conference.**

Parent-Teacher Conference

When a student receives two referrals, the teacher will schedule a parent-teacher conference. If both parents and teacher agree, the student may be included in the meeting. Student participation is encouraged, when appropriate. A behavior plan may be developed at this time. The teacher or parents may request the principal be present. Parents may request that other individuals be present at the conference.

3. Suspension

Upon receiving a third, sixth and ninth referral, a student may be suspended from school.

The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long.

In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension (California Ed Code 48900). These behaviors are:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self defense
- Attempting, threatening to cause or participate in hate violence.
- Willfully and knowingly making a terrorist threat against the school.
- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object.
- Possessing an imitation firearm.
- Possessing, selling or otherwise furnishing, or being under the influence of any controlled substance, an alcoholic beverage or an intoxicant of any kind.
- Unlawfully offering, arranging, or negotiating to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering or otherwise furnishing to any other person a liquid substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property.
- Stealing or attempting to steal school property or private property while on school grounds.
- Knowingly receiving stolen school property or private property.
- Possessing or using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, e-cigarettes, vape pens, etc., exclusive of physician's prescriptions.

- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Committing or attempting to commit a sexual assault or committing sexual battery.
- Committing an act of sexual harassment. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (California Ed Code 212.5)
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaging in or attempting to engage in hazing, as defined in California Ed Code 48900
- Engaged in an act of bullying, defined as severe or pervasive physical and verbal acts or conduct, including written or electronically transmitted material, which can reasonably be predicted to have the effect(s) of: fear of harm to person or property, detrimental effects on physical or mental health, interference with academic performance, and interference with the ability to participate in or benefit in the services, activities, or privileges provided in school.

If a student is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The student may return to school after a suspension once a follow-up SST meeting with the teacher and/or administrator stipulating the conditions of the student's return has taken place. During this meeting a behavior plan may be developed.

Student Success Team (SST) Meeting

At any time, the teacher deems it necessary or in accordance with the Student Behavior Policy, upon a third referral, an SST Meeting will be convened to support the student and their needs. The meeting will consist of the student’s parents, classroom teacher, administrator, as well as other teachers and support staff, if needed. The team will work to cultivate healthy classroom, playground, and social behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

Special Needs Students and Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

4. Expulsion

Should the above steps and Due Process not prove to correct the student’s behavior after 3 suspensions, expulsion may be recommended.

Due Process Summary

Below is a summary of the steps that may be taken prior to a recommendation for expulsion:

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled
4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3rd suspension: Recommendation for expulsion

In addition, there are certain situations in which Mandatory Expulsion is required (Ed Code 48915). They are listed in the Code as follows:

"The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:

1. Possession, as verified by a district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with the principal or designee's concurrence.
2. Brandishing a knife at another person.
3. Sale of drugs.
4. Committing or attempting to commit sexual assault or battery."

Clearing Referrals

Referrals are cleared year to year. Suspensions are cumulative from year to year and are part of a student’s cumulative file.

SUSPENSION/EXPULSION POLICY

(Approved by the Board of Trustees 04-23-08)

Purpose

The purpose of this policy is to outline the procedures used for suspension and/or expulsion of a student.

Definitions (as used in this policy)

- “Board” means governing body of the Charter School.
- “Expulsion” means disenrollment from the Charter School.
- “School day” means a day upon which the Charter School is in session or weekdays during the summer recess.
- “Suspension” means removal of a pupil from ongoing instruction for adjustment purposes. However, “suspension” does not mean the following:
 - Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - Referral to a certificated employee designated by the Principal to advise pupils.
 - Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee. “Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.
 - “School” means the Charter School.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance at the School or at a School sponsored event at any time including but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had

- obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- 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 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 any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
 - 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 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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.
 - Made terrorist threats against school officials and/or school property.
 - Committed sexual harassment.
 - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
 - 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.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures.

Informal Conference

- Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.
- The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
- This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.
- No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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 Principal, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

- Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.
- The expulsion hearing will be presided over by the Board Chairman or the Chair of the Administrative Panel. In the event a 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 unless the pupil 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 pupil. The notice shall include:
 - ✓ The date and place of the expulsion hearing
 - ✓ A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
 - ✓ A copy of the School’s disciplinary rules which relate to the alleged violation
 - ✓ Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment
 - ✓ The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate
 - ✓ The right to inspect and obtain copies of all documents to be used at the hearing
 - ✓ The opportunity to confront and question all witnesses who testify at the hearing
 - ✓ The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses

- **Record of Hearing**
 - ✓ A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- **Presentation of Evidence**
 - ✓ While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.
 - ✓ Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
 - ✓ If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
 - ✓ The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Trustees who will make a final determination regarding the expulsion. The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing.
- **Written Notice to Expel**

The Principal or designee following a decision of the Board of Trustees to expel shall send written notice of the decision to expel, including the Board of Trustees' findings of fact, to the student or parent/guardian. This notice shall include the following:

 - ✓ Notice of the specific offense committed by the student.
 - ✓ Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
 - ✓ The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:
 - The student's name
 - The specific expellable offense committed by the student.
 - Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

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

Readmission

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

This policy supersedes all previous policies related to personnel policies.

This policy exists in the Employee Handbook, GVCS School Policies and Procedures binder and Personnel Policies and Procedures binder in the business office

FIELD TRIP POLICY

(Approved by the Board on 01/16/2019)

Class field and study trips away from the school site are considered a regular part of the instructional program and are designed to meet the educational and/or social needs of a particular class. School-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interest among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board of Trustees believes that careful planning can greatly enhance the value and safety of such trips.

Off-Campus Field Trips and Athletic Events

1. Off-Campus student trips for the purpose of educational enrichment or athletic competition are considered field trips or athletic events.
2. The principal shall approve all off-Campus Field Trips or Athletic Events. The principal shall not approve activities, which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.
3. All field trip destinations involving out-of-state travel shall require the prior approval of the Board of Trustees. The principal may approve other trips that are out of state but within a 50-mile radius of a school site or pre-approved locations designated by the Board of Trustees.
4. The principal shall ensure that teachers develop plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips as well as a careful fiscal plan for each trip. Other school employees and parent/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings. The teacher will be in charge of all aspects of the trip while away from school.
5. In advance of a field trip, teachers shall determine educational objectives, which relate directly to the curriculum. Teachers also shall provide appropriate instruction before and after the trip.
6. The ratio of adults to students on school-sponsored trips that require motorized transportation and/or are overnight events (i.e.: camping on the school grounds) shall be at least one to five. The ratio of adults to students on walking field trips shall be at least one to ten.
7. School personnel, adult chaperones and the children in the class may participate in the field trip. Children who are not enrolled in the class may not participate in class field trips.
8. Students must have written parental permission in order to participate in trips requiring transportation. (CA Education Code 35350). Parents will assure all documentation of any medical information, allergy, or diet restrictions.
9. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip. Teachers will provide the office

with a list of students participating in the trip, absent students and nonparticipating students (with the name of an alternate teacher responsible for students not attending the field trip) prior to departure.

10. No student shall be prevented from access to the field trip because of lack of sufficient funds (CA Education Code 35330)
11. Parents shall be notified in advance of all Field Trips to allow time for financial planning and gathering of supplies. Guidelines for costs and timelines shall be designated by Administration.
12. Regarding the 8th Grade Field Trip: the total length of the trip is not to exceed seven days, Ideally, it is arranged so that the trip only involves five school days and students have one day rest before returning to school. The principal has discretion to approve the dates and length of the trip, within these parameters. Class parents do not attend this trip unless no other suitable chaperones can be found, and then with the principal's approval.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (CA Education Code 32040, 32041). All chaperones and students will be made aware of the designated person holding the first aid kit. All emergency contact information, medical information, allergy, and diet restrictions shall be kept accessible and immediately available by the teacher, employee, or agent of the school.
2. Any field trip into an area which is commonly known to be infested by poisonous snakes shall have a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites (CA Education Code 32043). All students and adults on the trip shall be informed of the attending adult(s) who is First Aid Certified.
3. Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For chaperones that will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip.

Supervision

1. Students on approved trips are subject to all school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide all adult chaperones that accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be assigned a prescribed group of students and shall be responsible for the supervision of these students' activities.

5. Drivers/Chaperones shall abide by the Adult Code of Conduct, Volunteer Policies, and Chaperone Agreement.
6. Drivers/Chaperones must follow the route prescribed by the teacher.
7. Drivers/Chaperones will be cleared through the Live Scan process.
8. Drivers/Chaperones will provide a copy of their DMV record, required insurance coverage, and TB clearance.
9. Teachers and Chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
10. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor whenever possible.
11. The principal may exclude from the trip any person whose presence on the trip would pose a safety or disciplinary risk.

Trips that include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advance.
2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones of one to five ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
3. Swimming Activities:
 - a. Parents/guardians must provide written permission for the student to swim and must indicate the student’s swimming ability.
 - b. The teacher, employee, or agent of the school shall inspect swimming facilities for safety hazards. Any hazards will be remedied or mitigated before commencing with swimming or wading, per the teacher, employee, or agent of the school.
 - c. Lifeguards must be designated for all swimming activities. Lifeguards must be Red Cross certified or equivalent and must be at least 18 years old.
 - d. The ratio of the adult chaperones to students shall be at least one to five.
 - e. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
 - f. Emergency procedures shall be included with the written instructions to adult chaperones and staff.
 - g. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim.
 - h. A buddy system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

GOLDEN VALLEY CHARTER SCHOOLS
ADMINISTRATIVE REGULATIONS-DRESS CODE

(Approved by the Administration 2018.04.19)

The scope of education provided at Golden Valley Charter School encompasses more than just the curriculum; it extends into consideration of the school environment as well. We ask parents to support our desire to create a healthy learning environment by sending your children to school in appropriate school attire. As part of this dress code, we ask that your child come to school in clean and tidy clothes with hair that is neat and clean. We ask that all students follow the dress code when attending school and all school functions including field trips, dances, festivals, and any other GVCS sponsored trips or events.

The teacher will have final say in all area of the dress code, and parents may choose to have a more restrictive dress code for their children.

Kindergarten and Grades 1-5 Dress Code Regulations:

- Stripes, plaids, florals, patterned, abstract-designed or solid-colored clothing ONLY. No images or clothing related to death, violence, drugs, or media may be worn.
- Shirts that endorse a GVCS-sponsored event may be worn. (i.e. Pentathlon, Medieval Games, GVCS shirts or GVCS basketball jersey)
- Dresses, skirts and shorts must not be shorter than mid-thigh.
- Hair should be natural in color (no dyed, bleached, highlighted or otherwise colored hair).
- Piercing of ears only. Jewelry and accessories must not interfere with learning or safety.
- No visible tattoos, fingernail polish, or make-up.
- Shoes which firmly attach to feet must be worn at all times on campus. Shoes should be appropriate for active play. No lighted or roller shoes. Logos on shoes must be small and discreet.
- All clothing must fit properly, and all underwear must be covered.
- Hats designed to shade the children from the sun or to keep warm are encouraged and must be free of logos.
- All accessories, including but not limited to backpacks, totes, and lunch boxes must follow the above dress code guidelines.

6th and 8th Grade Dress Code Regulations

In order to acknowledge their stage of development, 6th - 8th graders have been given more liberty in their choice of dress. It is very important that teachers, parents, and students exercise good common sense and respectfully dialogue, considering not only their personal desires, but also our environment and community.

The class teacher will have final say in all areas of the dress code, and parents may choose to have a more restrictive dress code for their children.

- Students may dye or highlight their hair using a natural hair color.
- Nail polish may be worn.
- Makeup may be worn. Excessive makeup is not allowed. Makeup, nail polish or anything else that has to be applied to one’s skin must be done at home and not on campus.
- Words on clothing must be in the language of the Virtues and are left to the discretion of the class teacher.
- All other regulations are the same for all students.

Consequences for Violating the GVOS Dress Code:

The following procedures and consequences for dress code violations have been established and apply to all GVCS students. Any child sent to school inappropriately attired will need to follow the procedure outlined below. The three violations are considered to be within the school calendar year.

First violation: The teacher will explain the violation to the student and send the student to the office with a written notice indicating the violation. When the student reports to the office, he/she will be asked to remove the inappropriate attire and replace it with clothing supplied by the school. The student either accepts the replacement garment and returns back to class, or he/she declines the clothing and is sent home (Please see note below re: suspension.) The office staff will log the violation in a logbook and keep the item of inappropriate clothing until the end of the day at which time the student will come and pick it up. Finally, the parents will receive a “Dress Code Violation Form” sent home with the student to be signed and returned to the Class Teacher the next day.

Second violation: (Same as above) In addition, a meeting will take place between the student and the Principal and the parents will be notified by phone. Dress Code Policy 3 of 3

Third violation: The teacher will send the student to the office with a written notice indicating the violation. When the student reports to the office, a staff member will then call the parent to pick up their child from school. A meeting between the student, parent(s), class teacher and Administrator will occur. Note: Students who refuse to change their clothing will be seen as willfully disobedient which is a violation of Education Code 489000(k) and may result in suspension or other disciplinary actions.



Body and undergarments must be covered and not seen through clothing.

EMPLOYEE SECURITY

An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49331)

Employees shall promptly report any student attack, assault or threat against them to their principal or other immediate supervisor. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

The report also shall be forwarded immediately to the Executive Director or designee, who may act as liaison between the employee, the police, and the courts.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

Employees injured as a result of an assault must notify the Human Resource Department and complete any necessary forms.

Employees whose personal property has been stolen or damaged must file a claim with the Human Resource Department.

Required Notice Regarding Violent Students

The Executive Director or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury that requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. (Education Code 49079)

Teachers shall receive the above information in confidence and disseminate it no further. (Education Code 49079) Teachers may be subject to discipline for divulging such information to persons who are not entitled to it.

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. This file shall be kept at the school which the student attends. The principal or designee shall notify the teacher in writing when such a student is assigned to his/her class/program and ask the teacher to review the student's file in the school office. This notification shall not name or otherwise identify the student.

The principal or designee shall keep a record of the above notification. Teachers who will be notified are those who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches and counselors.

Dealing with Confrontational Adults

The following sequential guidelines should be followed whenever possible to resolve this type of situation:

1) Individual who is angry or confrontational:

On a first-time basis, an individual who enters the office or school campus agitated or angry should immediately be escorted to a school office and be dealt with privately. When the adult is in your office, the following points should be covered:

- Discuss the need for reasonable dialogue and do not allow belligerent threatening, or profane dialogue to continue.
- Explain the need for the school to maintain a calm educational environment and the policies/laws available to ensure school personnel to be treated in a non-threatening fashion.
- Give the individual the choice of calmly explaining his/her position or to put concerns in writing so a follow up conference can be scheduled.
- If the individual's self-control is in question, include more than one adult in the meeting or ask the individual to return for an appointment when he/she is able to discuss the concern in a calm manner.

2) Individuals who have habitually confronted staff in a belligerent fashion:

- He/she should be notified, with witnesses present, that their behavior is disruptive, threatening, and unacceptable, and that if a dialogue is to continue on the campus, he/she needs to immediately gain control to himself.
- If the individual fails to do so, he/she must be directed to leave the campus. Inform the individual that a communication will be coming from the school to clarify future meetings or visitations. Assure the individual that he/she will be given the opportunity to share his/her concerns, but it will have to be in a calm environment.
- If the individual persists in a confrontational manner, contact 911 and direct the individual to leave the campus. Inform the individual that a Sheriff has been contacted to ensure the safety of the campus.

- If the individual appears to be irrational and not in complete control, the administrator or secretary should contact 911 without informing the individual. The administrator should maintain the situation until the Sheriff arrives.
- Upon either the departure of the individual or the arrival of the Deputy, the individual should be verbally notified that he/she is not to return to the campus without first contacting the Principal for an appointment.

3) Controlling Future Encounters:

Verbal communication to the individual in question should be handled immediately by phone or in person. State that his/her presence on the campus is viewed as disruptive to staff and/or students and that he/she is being denied access to the campus without prior approval from the Principal. All required school communications will be provided in written form or in a controlled environment, i.e., at the Central Office, special meeting, etc.

When you have an individual who continually causes problems on or around the school property, you may request that a Letter of Restricted Visitation be sent to the parent. Please follow the guidelines:

- Attempt to resolve the problem with the parent before seeking the letter as a resolution.
- Discuss the situation with your Director to determine if there are other ways to resolve the problem. If it is agreed that the Letter of Restricted Visitation is the only way to resolve the problem, your Director should consult the Legal Services Department for wording and formatting assistance.
- A copy of the letter should be kept on file in the Schools Office.

If future threatening communications or visitations should continue, call 911. The Administrator will be expected to file appropriate charges and Legal Services will attempt to obtain a restraining order to prevent future intrusions onto the school campus.

CONCLUSION:

The guidelines described are sequential and should be implemented at the least confrontive level. It is important to work with parents who can be calmed down and not assume that all angry adults are necessarily individuals who have a penchant for confrontations with those in authority. It is critical that site personnel work with their Director or other appropriate personnel to coordinate their efforts to assist in assessing both the history of the confrontational individual and the nature of each situation. Each individual situation is unique and requires flexibility and a controlled response from the staff members who are engaged in the situation.

INJURY AND ILLNESS PREVENTION PLAN

Title 8 California Code of Regulations Section 3203

RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) primary administrator, Becky Page, has the authority and the responsibility for implementing and maintaining this program for the Golden Valley Orchard School. The alternate program administrators are Jamie Rives and Eowyn Cole.

Managers and supervisors are responsible for implementing and maintaining the program in their work areas and for answering your questions about the program. A copy of this program is available in the administrative office, site offices, and from each manager and supervisor.

The Management of Golden Valley Orchard School and is committed to the implementation and maintenance of an effective IIPP to ensure your health and safety. In addition, every employee is responsible for their own safety as well as the safety of the people they work with.

COMPLIANCE

All Golden Valley Orchard School employees, including managers and supervisors, are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply with these practices includes:

- Inform employees of the provisions of our IIPP when first assigned
- Evaluate the safety performance of all employees
- Recognize employees who perform safe and healthful work practices
- Provide training to employees whose safety performance is deficient
- Discipline employees for failure to comply with safe and healthful work practices

COMMUNICATION

All managers and supervisors are responsible for communicating with you about occupational safety and health in a form you can readily understand. Discussing safety concerns are part of an ongoing dialogue between management and staff at regularly scheduled and impromptu meetings. Our communication system encourages all employees to inform their managers and supervisors about workplace hazards without fear of reprisal.

Our communication system includes: (See examples in Glossary) IIPP Glossary.doc

- Staff Meetings
- Weekly safety chat "Safety Matters"
- New Employee Orientation

- On-Line Safety Training
- Code of Safe Practices

HAZARD ASSESSMENT

Periodic inspections and evaluations to identify workplace hazards are performed by a competent observer in our workplace as follows:

- When we initially established our IIPP
- When new substances, processes, procedures, or equipment which present potential new hazards are introduced
- When new, previously unidentified hazards are recognized
- When occupational injuries and illnesses occur
- Whenever workplace conditions warrant an inspection; and
- At least once per year.

ACCIDENT/EXPOSURE INVESTIGATION

Procedures for investigating workplace accidents and hazardous substance exposures include:

- Interview injured employees and witnesses
- Examine the workplace for contributing factors associated with the incident/exposure
- Determine the cause of the incident/exposure
- Take corrective action to prevent the incident/exposure from reoccurring; and
- Record the findings and actions taken. (Completed Work Orders)
- To ensure timely accounting for Worker's Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form available in the school office.

HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices or procedures are corrected in a timely manner based on the severity of the hazards. Hazards are corrected according to the following procedures

- When observed or discovered
- When an imminent hazard exists, which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed workers from the area except those necessary to correct the existing condition. Employees who are required to correct the condition are provided with the necessary training and protection.

TRAINING AND INSTRUCTION

All employees, including managers and supervisors, are provided with training and instruction on general and job- specific safety and health practices. Training and instruction is provided:

- When the IIPP is first established
- To all employees with respect to hazards specific to each employee's job assignment
- To all employees given new job assignments for which training has not been previously provided
- Whenever new substances, processes, procedures, or equipment are introduced to the workplace and represent a new hazard
- Whenever the employer is made aware of a new or previously unrecognized hazard
- To supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed
- To all new employees.

RECORDKEEPING

The following list includes our primary methods of recordkeeping.

- Written documentation of the identity of the person or persons with authority and responsibility for implementing the program.
- Written/Database documentation of scheduled periodic inspections to identify unsafe conditions and work practices and safety hazard reports from employees.
- Written/Database documentation of training and instruction and other safety communications such as safety meetings, newsletter notices, and posted or written notification of safety policies.
- Written/Database documentation of accident/exposure investigations and corrective action taken.

Workplace inspection records shall be kept for all scheduled, periodic inspections. These records will include at minimum:

- Date of inspection
- Work areas inspected
- Name of person(s) conducting the inspection
- The unsafe conditions and work practices which have been identified
- Action taken to correct the identified unsafe conditions

Personnel records shall be kept for all scheduled, periodic training opportunities. These records will include at minimum:

- Employee name
- Date of training
- Type of training provided
- Training instructor

RESOURCES & GLOSSARY

Guide to Developing Your Workplace Injury and Illness Prevention Program with checklists for self-inspection

http://www.dir.ca.gov/dosh/dosh_publications/IIPP.html#25

Division of Occupational Safety and Health (Cal/OSHA)

<http://www.dir.ca.gov/dosh/>

IIPP Glossary of Terms

Accident

The word “accident” could be interchanged with “incident”. “Accident” is used in this case to conform to the language found in the OSHA standard. Use of the word “accident” is not intended to assign fault or responsibility.

Administrator:

Person responsible for the execution of public affairs, as distinguished from policy-making.

Implementing:

To carry out or accomplish.

To ensure fulfillment by concrete measures.

Maintaining:

To keep in an existing state (as of repair, efficiency, or validity). Preserve from failure or decline.

Communication system: The manner and methods in which employer and employees provide and share health and safety information.

Examples should include the following:

- Internal staff bulletins, whether distributed electronically or materially.
- Distribution of Safety Chats throughout the site, approximately bi-monthly.
- Staff and departmental meetings (documentation of attendance required)
- Material postings in high-traffic public areas
- Anonymous Suggestion Systems, including a policy prohibiting reprisal for reporting a safety concern.
- Training (documentation of attendance required)
- Regularly scheduled Health and Safety Committee meetings (documentation of attendance required) and the posting of minutes in public areas
- New employee orientation, including introduction to the Illness and Injury Prevention Program (documentation of attendance required)

COMPLIANCE

Conformity in fulfilling a legal requirement.

Imminent hazard:

An immediate source of danger.

Competent Person:

A competent person is a person who is capable of identifying existing and predictable hazards in the surroundings or working conditions that are unsanitary, hazardous, or dangerous to employees. The competent person has the authority to impose prompt corrective measures to eliminate these hazards.

Qualified (Responsible) Person:

A qualified person is a person designated by the employer; and by reason of training, experience, or instruction has demonstrated the ability to perform safely all assigned duties; &, when required is properly licensed in accordance with federal, state, or local laws and regulations.

Contact Information

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CODE OF SAFE PRACTICES

Our general workplace safety and health practices can be found in our Code of Safe Work Practices.

General Work Areas/Office and Classrooms

It is our policy that everything possible will be done to protect employees, students, and visitors from accidents. Safety is a cooperative undertaking requiring participation by every employee. Failure by any employee to comply with safety rules will be grounds for corrective discipline. Supervisors shall insist that employees observe all applicable School, State and Federal safety rules and practices and take action as is necessary to obtain compliance.

To carry out this policy, employees shall:

1. Report all unsafe conditions and equipment to their supervisor or safety coordinator.
2. Report all accidents, injuries and illnesses to their supervisor or safety coordinator immediately.
3. Anyone known to be under the influence of intoxicating liquor or drugs shall not be allowed on the job while in that condition.
4. Horseplay, scuffling, and other acts which tend to have an adverse influence on the safety or well-being of the employees are prohibited.
5. Means of egress shall be kept unblocked, well lighted and unlocked during work hours.
6. In the event of fire, sound alarm and evacuate.

7. Upon hearing the fire alarm, stop work and proceed to the nearest clear exit. Gather at the designated location.
8. Only trained workers may attempt to respond to a fire or other emergency.
9. Exit doors must comply with fire safety regulations during business hours. Deadbolt locks on exits must never be used.
10. Stairways should be kept clear of items that can be tripped over and all areas under stairways that are egress routes should not be used to store combustibles.
11. Materials and equipment will not be stored against doors or exits, fire ladders or fire extinguisher stations.
12. Walkways must be kept clear at all times.
13. Work areas should be maintained in a neat, orderly manner. Trash and refuse are to be thrown in proper waste containers.
14. All spills shall be wiped up promptly.
15. Files and supplies should be stored in such a manner as to preclude damage to the supplies or injury to personnel when they are moved. Heaviest items should be closest to the floor and lightweight items stored above.
16. All cords running into walk areas must be taped down or inserted through rubber protectors to preclude them from becoming tripping hazards.
17. Never stack material precariously on top of lockers, file cabinets or other high places.
18. Never leave lower desk or cabinet drawers open that present a tripping hazard. Use care when opening and closing drawers to avoid pinching fingers.
19. Do not open more than one upper drawer at a time; particularly the top two drawers on tall file cabinets.
20. Always use the proper lifting technique. Never attempt to lift or push an object which is too heavy. You must contact your supervisor when help is needed to move a heavy object.
21. When carrying material, caution should be exercised in watching for and avoiding obstructions, loose material, etc.
22. All electrical equipment should be plugged into appropriate wall receptacles or into an extension of only one cord of similar size and capacity. Three-pronged plugs should be used to ensure continuity of ground.
23. Individual heaters at work areas should be kept clear of combustible materials such as drapes or waste from waste baskets. Newer heaters which are equipped with tip-over switches should be used.
24. Appliances such as coffee pots and microwaves should be kept in working order and inspected for signs of wear, heat or fraying of cords.
25. Fans used in work areas should be guarded. Guards must not allow fingers to be inserted through the mesh. Newer fans are equipped with proper guards.
26. Equipment such as scissors, staples, etc., should be used for their intended purposes only and should not be misused as hammers, pry bars, screwdrivers, etc. Misuse can cause damage to the equipment and possible injury to the user.
27. Cleaning supplies should be stored away from edible items on kitchen shelves.
28. Cleaning solvents and flammable liquids should be stored in appropriate containers.
29. Solutions that may be poisonous are not intended for consumption should be kept in well labeled containers.

30. Use appropriate climbing equipment such as stepstools or ladders in lieu of desks, chairs and countertops.
31. Do not stack material in an unstable manner.
32. Report exposed wiring and cords that are frayed or have deteriorated insulation so that they can be repaired promptly.
33. Never use a metal ladder where it could come in contact with energized parts of equipment, fixtures or circuit conductors.
34. Maintain sufficient access and working space around all electrical equipment to permit ready and safe operations and maintenance.
35. Do not use any portable electrical tools and equipment that are not grounded or double insulated.
36. Inspect motorized vehicles and other mechanized equipment daily or prior to use.
37. Shut off engine, set brakes and block wheels prior to loading or unloading vehicles.
38. Inspect pallets and their loads for integrity and stability before loading or moving.
39. Do not store compressed gas cylinders in areas which are exposed to heat sources, electric arcs or high temperature lines. All cylinders must be secured to prevent them from falling.
40. Do not use compressed air for cleaning off clothing unless the pressure is less than 10 psi.
41. Identify contents of pipelines prior to initiating any work that affects the integrity of the pipe.
42. Wear hearing protection in all areas identified as having high noise exposure.
43. Goggles or face shields must be worn when grinding.
44. Do not use any faulty or worn hand tools.
45. Guard floor openings by a cover, guardrail, or equivalent.
46. Do not enter a confined space unless tests for toxic substances, explosive concentrations, and oxygen deficiency have been taken.
47. Always keep flammable or toxic chemicals in closed containers when not in use.
48. Do not eat in areas where hazardous chemicals are present.
49. Be aware of the potential hazards involving various chemicals stored or used in the workplace. All flammables should be stored in an approved flammables storage cabinet.
50. When working with a Video Display Terminal (computer), have all pieces of furniture adjusted, positioned, and arranged to minimize strain on all parts of the body.

INFECTIOUS DISEASE

Precautions to Prevent the Spread of Infectious Diseases in the School Setting

Because of the concern generated by AIDS/HIV infection, the California Legislature has mandated that schools inform their employees annually about appropriate methods for preventing the spread of ALL infectious diseases with specific suggestions about AIDS/HIV and Hepatitis B infections (Health & Safety Code, Part 1 of Division 1, Section 199.81).

Questions related to infectious diseases should be directed to your personal physician, the County Health Department or the District Health Services (916-971-7643).

Universal Precautions

Universal Precautions are precautions used in all situations and not limited to use with individuals known to be carrying a specific virus such as HIV or the virus causing Hepatitis B. In the school setting, those precautions should include handwashing, using gloves, careful trash disposal, using disinfectants, and modifications of cardiopulmonary resuscitation (CPR).

It is critical that universal precautions be used in every instance when handling blood and body fluids because (1) for legal reasons related to confidentiality, there is no requirement that health officials notify school authorities of the results of blood tests for antibody to the AIDS virus, (2) there may be situations where we do not know that a person is infected, and (3) we should not wait until we encounter an identified infected student or adult before practicing infectious disease prevention techniques.

The term "body fluid" includes blood, semen, vaginal secretions, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions (such as nasal drainage) and saliva.

Handwashing

1. Thorough handwashing is the single most important factor in preventing the spread of infectious diseases and should be practiced routinely by all school personnel and taught to students as routine hygienic practice.
2. All staff should wash their hands in the following circumstances:
 - a) Before handling food, drinking, eating or smoking.
 - b) After toileting.
 - c) After contact with body fluids or items soiled with body fluids.
 - d) After touching or caring for students, especially those with nose, mouth or other discharges.
3. Scheduling time for students to wash hands before eating is suggested to encourage the practice.

4. How to wash hands: Wet hands with running water and apply soap from a dispenser. Lather well and wash vigorously for 15 to 20 seconds. Soap suspends easily removable soil and microorganisms, allowing them to be washed off. Running water is necessary to carry away dirt and debris. Rinse well under running water with water draining from wrist to fingertips. Leave water running. Dry hands well with a paper towel and then turn off the faucet with paper towel. Discard the towel.
5. Classroom instruction about proper handwashing can be integrated into health instruction at all grade levels.

First Aid Involving Body Fluids and CPR

1. Avoid direct skin contact with body fluids. If direct skin contact occurs, hands and other affected skin areas should be washed with soap and water immediately after contact has ended.
2. Disposal single use gloves should be used when contact with body fluids is anticipated (such as bloody nose, diapering). Gloves should be standard components of first aid supplies in the schools so that they are readily accessible for emergencies and regular care given in school health/offices.
3. Devices that prevent backflow of fluids from the mouth of a victim being given CPR should be used by rescuers in the school setting. These devices are available through local medical supply companies.
4. Any soiled clothing should be placed in a plastic bag, sealed and placed in a second plastic bag labeled with the student's name. Send home with student.

Trash Disposal

1. Place soiled tissues, pads, gauze bandages, towels, etc., into a plastic bag and tie or seal the bag. Place it in a second bag and leave unsealed.
2. If needles, syringes, or lancets are used in the school setting, arrange for a puncture proof container. Place intact needles and syringes in the designated container. Do not bend or break needles. Do not recap needles. Health Services disposes of the containers with the Health Department.

Using Disinfectants

1. Environmental surfaces contaminated with body fluids should be cleaned promptly with disposable towels and approved disinfectant. Disposal gloves should be worn. Disposable items should be discarded in a plastic-lined wastebasket. Mop solution used

to clean up body fluid spills should consist of the approved disinfectant. Used mops should be soaked in this solution 30 minutes and rinsed thoroughly before reusing.

2. After clean up, remove gloves and wash hands.
3. If carpet is soiled, clean up immediately and disinfect with district approved disinfectant.

What is AIDS/HIV Infection?

AIDS (Acquired Immune Deficiency Syndrome) is the advanced stage of HIV (Human Immunodeficiency Virus) infection. The virus attacks the body's immune system, leaving it vulnerable to life-threatening opportunistic infections and malignancies. The virus also may directly attack the central nervous system. Persons infected with HIV frequently have no apparent symptoms and usually appear to be in good health. More than half of the persons in the United States who have been diagnosed to have AIDS (the advanced stage of HIV infection) have died.

How is HIV Infection Spread?

Everyone infected with HIV, even a person without apparent symptoms, is capable of transmitting the infection. HIV infection is transmitted by:

1. Any sexual activity involving direct contact with semen, blood or vaginal secretions of someone who is infected.
2. Sharing intravenous (IV) needles and/or syringes with someone who is infected.
3. Penetrating the skin with needles that have been used to inject an infected person.
4. Direct contact on broken skin with infected blood.
5. Receiving blood transfusion or blood products from someone who is infected (a screening test has been used since 1985 that has reduced this risk to 1 in 68,000 in California, AIDS Update, December 1988).
6. Being born to an infected mother.

What is Hepatitis B?

Hepatitis B is an infection of the liver caused by a virus present in blood and other body fluids of infected persons. Less than 50% of persons who become infected show symptoms of illness. The symptoms include fatigue, mild fever, muscle or joint aches, nausea, vomiting, loss of appetite,

and abdominal pain. In some patients the urine turns dark and the skin becomes yellow. The onset of symptoms may appear six weeks to six months after becoming infected with the virus. Death is uncommon in Hepatitis B, but five to ten percent of those infected become long-term virus carriers. Up to 25% of carriers may develop serious chronic liver disease.

How is Hepatitis B Spread?

An infected person can transmit Hepatitis B as long as the virus remains in the blood. Transmission may occur as early as four weeks before any symptoms occur. A small number of people will carry the virus in their blood for years and are known as chronic carriers. Hepatitis B is transmitted by:

1. Sexual activity involving semen, blood, or vaginal secretions.
2. Sharing with someone who is infected, unsterile instruments used to penetrate the skin such as those used for tattooing, ear piercing, and razors.
3. Sharing intravenous (IV) needles and/or syringes with someone who is infected.
4. Direct contact of infected blood with mucous membrane of the eye or mouth.
5. Direct contact of infected blood with broken skin (e.g., cuts).
6. Accidental needle sticks with needles containing blood from a virus carrier.
7. Being born to an infected mother.

SACRAMENTO COUNTY DEPARTMENT OF HEALTH AND HUMAN SERVICES GUIDELINES FOR COMMON COMMUNICABLE DISEASES

Brief rules regarding exclusion from school of ill pupil and contacts:

<u>Disease</u>	<u>Ill Pupil</u>	<u>Family Contact</u>	<u>Classroom</u>
Chickenpox	Until 6 days after the appearance of the first crop of blisters.	No Exclusion	No Exclusion
Conjunctivitis (Pink Eye)	May return 24 hours after antibiotic treatment.	No Exclusion	No Exclusion
Encephalitis	Release by physician	No Exclusion	No Exclusion
Fifth Disease (Erythema Infectiosum)	Exclude if fever. Not contagious after appearance of rash.	No Exclusion	No Exclusion
Hand, Foot & Mouth	Exclude if fever or vesicles in mouth	No Exclusion	No Exclusion
Head Lice	Children can be readmitted after treatment. Encourage nit removal.	Should be examined.	Should be examined.
Hepatitis A	Until 7 days after onset of jaundice.	No Exclusion	No Exclusion
Hepatitis B	Until 7 days after onset of jaundice.	No Exclusion	No Exclusion
Impetigo (staph, strep skin infections)	Until treatment begins. Cover area if oozing.	No Exclusion	No Exclusion
Measles (Rubella)	Until clinical recovery but no earlier than 4 days after onset of rash.	No Exclusion	No Exclusion
Measles (Rubeola, Hard, 10 days)	Until clinical recovery but no earlier than 4 days after onset of rash.	No Exclusion if immunized	No Exclusion if immunized
Meningitis, Bacterial	Until release by physician.	No Exclusion: Observe for symptoms.	No Exclusion
Meningitis, viral	Until release by physician.	No Exclusion	No Exclusion
Mononucleosis	Until release by physician.	No Exclusion	No Exclusion

<u>Disease</u>	<u>Ill Pupil</u>	<u>Family Contact</u>	<u>Classroom</u>
Mumps	Exclude for 9 days from onset of swelling.	No Exclusion	No Exclusion
Pin worms	Until treated.	No Exclusion	No Exclusion
Ringworm (body or scalp)	Until treated with topical regimen or a NEGATIVE culture if on systemic therapy alone.	No Exclusion	No Exclusion
Streptococcal Infections (Scarlet Fever, Strep Throat)	Until treated or symptoms have disappeared. May be readmitted on physician release.	No Exclusion	No Exclusion
Scabies	Until treated. Itching may persist and is not a sign of infection. Elimite is treatment of choice.	No Exclusion	No Exclusion
Salmonella – Shigella	Any child having a confirmed diagnosis shall not return to school until asymptomatic. If a child is asymptomatic and still has a positive culture, he/she may return to school following the nurse’s instruction on good hand washing and personal hygiene.	No Exclusion	No Exclusion
Whooping Cough	Exclude for a minimum of 5 days during antibiotic therapy. Must bring physician’s release.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.



EARLY SCHOOL PICKUP POLICY

(Approved by the Board of Trustees 6-18-08)

Purpose

This policy sets forth guidelines and directions related to the pickup of children prior to the completion of the school day.

In the event a parent/guardian or designated person named on the child release form needs to pick up a student before the school day is complete, please follow the steps outlined below:

- It is the responsibility of the parent(s)/guardian(s) to provide an up-to-date Child Release form. This form designates individuals other than the parent(s)/guardian(s) who are authorized to pick up the child.
- Upon arrival to pick up a child, the adult must come into the office and sign the child out in the Early Pick Up log. An office staff member will confirm the adult is an authorized person to take custody of the child.
- An office staff member will go to the class to retrieve the child. Adults are NOT to go directly to the class as this interrupts the class as a whole.
- The child is brought to the office to meet with the designated adult and they are permitted to depart at that time.
- Under NO circumstances will a child be authorized to leave with an adult who is not designated on the Child Release form.
- In the event the child will be returned back to school before the day is complete, the child must come back into the office and sign the log in book

This policy supersedes all previous policies related to early school pickup.

GOLDEN VALLEY CHARTER SCHOOL OF SACRAMENTO ORANGEVALE, CALIFORNIA

Adult Code of Conduct Policy (Approved by the Board of Trustees 12-7-10)

We are all part of the Golden Valley Charter School community. How we treat each other through our words and actions defines our school culture.

As much as we wish to focus on and encourage the positive, we must also acknowledge that inappropriate behavior on school campus does occur and that it is unacceptable and in fact, illegal. This Code of Conduct Policy establishes a process and consequences for the times when Unacceptable Behavior occurs.

DEFINITIONS OF UNACCEPTABLE BEHAVIOR:

Unacceptable Behavior is defined as any behavior that disrupts the educational or work environment on campus or at any school-sponsored activity. Unacceptable Behavior includes the following:

- Rude, loud, offensive, threatening, or slanderous language directed at a student, school employee, other parent, or campus guest.
- Unwanted or inappropriate physical contact with another person.
- Refusal to stop any disruptive behavior when asked.
- Disregarding any campus rule or regulation.

PROCESS & CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

1. The offender will be asked to stop the disruptive behavior. If s/he does not comply promptly, s/he may be asked to leave campus. If s/he does not leave the campus when asked, the sheriff may be called.
2. In the case of repeated instances of unacceptable behavior, the offender WILL receive an official letter of reprimand from the school which may include provisions that restrict or ban access to the school campus and/or participating in school-sponsored events and activities.
3. If the behavior occurs again, the offender WILL receive a letter banning him/her from campus for a specified period of time. This ban is enforceable by law.
4. If the banned person enters the school grounds, the sheriff will be called and appropriate legal action will be taken.

STATE LAW REGARDING UNACCEPTABLE BEHAVIOR

Please be advised, under Education Code Section 44811, "disruption by a parent or guardian or other person at a school or school sponsored activity is illegal and punishable, upon the first conviction, by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1,000) or by imprisonment in a county jail for not more than one (1) year, or both."

CAMPUS BEHAVIOR REGULATIONS

Our campus and our classrooms are safe places for children to learn under the guidance of teachers and staff. Please help us keep our school safe by following these simple rules:

- Please refrain from the above Unacceptable Behaviors at all times.
- Please understand that school employees (teachers) may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.
- Please speak with your Class Teacher at an appropriate time if you or your child has an issue in the classroom or on the playground. If you have an issue with a Subject Specialist, Education Specialist, or Yard Duty person, please speak with your Class Teacher first.
- Please always use student-appropriate language and behavior on campus.
- Please honor each teacher's "Class Rules."
- Please do not enter the Home Room/Faculty Lounge unless you are a school employee.
- If you are asked to leave an area or room on campus, please do so immediately without resorting to any unacceptable behaviors as defined above.

SCHOOL OFFICE BEHAVIOR REGULATIONS

The school office is both a place of official school business and a place where students are frequently present. Given the importance of the office to the proper functioning of the school and its physical limitations in terms of space and privacy, it is very important that everyone understand and comply with the the following "Rules of the Office":

- Please refrain from the above Unacceptable Behaviors at all times.
- Please use student appropriate language and behavior in the office at all times as students are often present.
- Please be patient and courteous when waiting for an office staff person to address your need or issue.
- Unless through prior arrangement with the office staff, please do not enter past the swinging doors without staff approval.
- Please understand that the office staff may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.
- If you have an issue with a school policy, procedure, or regulation (not including clarifying questions), you **MUST** make an appointment with either the Principal or the Business Manager to discuss. Please do not engage other school employees on issues of policy, procedure, or regulation.
- Please do not use the work room or any equipment in the school office for personal business not related to a school-approved function.
- Unless it is an emergency, please do not enter the office or engage a school employee regarding school related business outside of established office hours.
- If you are asked to leave the office for any reason, please comply immediately without resorting to any unacceptable behavior as defined above.

EMAIL ETIQUETTE

Parents sometimes feel more comfortable communicating with their child's teacher or school staff members via email. This can be a valuable tool. However, we ask that parents follow some simple guidelines when emailing teachers or staff members:

- If you have an issue with a teacher or staff member, please send an email message to set up an appointment to speak face-to-face with that person.
- Please be respectful in your language when emailing teachers or staff members. If it is something that is considered "unacceptable behavior" in a face-to-face encounter, it is considered unacceptable behavior in an email as well.

MANDATED REPORTER FOR CHILD ABUSE POLICY

(Approved by the Board of Trustees 6-18-08)

Purpose

With concern for the total well-being of each student, the GVCS Board of Trustees directs the employees of GVCS to report known or suspected incidences of child abuse in accordance with state law. GVCS employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Reporting Child Abuse

This policy applies to all certificated employees of GVCS and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

The principal or designee shall develop and implement regulations for identifying and reporting child abuse.

The principal or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The principal or designee shall also provide training in the duties of child abuse identification and reporting to Subject Specialists, Waldorf Kindergarten Specialists and other classified employees and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights.

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 36 hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. "Child Abuse," as defined by law 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.
2. "Mandated Reporters" are those people defined by law as "child care custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

Teachers, principal, and supervisors of child welfare and attendance, certificated student personnel employees, subject specialists, 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 enforcement 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.

Child Abuse Reporting Guidelines

Certificated personnel who suspect child abuse must report according to the child abuse reporting laws. If you know, observe, or reasonably suspect that a student has been a victim of physical or sexual abuse or neglect, you are required to report. (You may, but are not required to report on incidents of mental and/or emotional abuse or neglect.)

You Are Required To:

- 1. Report by telephone immediately to any of the following numbers:

In-Family Abuse (including live-in boyfriend or girlfriend)

Child Protective Services - 875-5437

Third Party Abuse (i.e., neighbor, babysitter, school employee) in the event that an employee of the school is known or suspected to be a perpetrator of child abuse, standard reporting procedures must be followed. Report to law enforcement agency where abuse occurred (i.e., grandma's house within city limits-report to police.)

Sheriff - Patrol Officer - 874-5115



Child Abuse Bureau - 874-5191

Police - Patrol Officer - 264-5471

Sexual Assault/Child Abuse Division - 264-5771

2. Submit a written Suspected Child Abuse Report on PC form 11166 within 36 hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Report forms can be downloaded from www.sacdhhs.com. Fill in the form completely giving both your work address and telephone number. Write in the name of the person to whom you spoke. Teachers may confer and ask support from the principal and/or other colleagues who have been trained.

a. Keep a copy of the report for your protection in a confidential file. Do not file or record in student's record.

b. Send a copy of the report to the agency to which you reported by telephone.

CPS - 3701 Branch Center Road, Sacramento, 95827

Sheriff - 711 G Street, Sacramento, 95814

Police - 813 6th Street, Sacramento, 95814

c. Notify the principal of the report.

DO NOT NOTIFY SUSPECTED ABUSER AND OR PARENT/ GUARDIAN. This is the responsibility of law enforcement or CPS.

There is no liability if you file a report that proves to be incorrect. Failure to report could result in imprisonment for up to six months, a fine of up to \$1,000, or both. Reporting forms may be obtained from the office file or www.sacdhhs.com.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial verbal report by telephone.

The principal or designee 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 school regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

If the mandated reporter does not disclose his/her identity to the Principal or designee, he/she shall at least provide or mail a copy of the written report to the school without his/her signature or name.

Storage and Access to Completed Child Abuse Forms



1. A copy of the completed child abuse report form shall be kept at the school
2. The copy of the completed report form shall be stored in a locking file cabinet in a location normally set aside for keeping records of a confidential or sensitive nature.
3. Report forms shall be held for a period of seven years from the date of the report.
4. Completed child abuse report forms shall not become part of the cumulative record and shall not be transferred.
5. Access to report forms by school personnel shall be limited to those needing to show proof that the report was made and to those who are engaged in gathering statistical data regarding child abuse. Those gathering statistical data shall not reveal the name, address, telephone number or any other data that might lead to identification of any individual named on the report form. Data gathering shall be limited to month and year the report was filed, reason for report (e.g., child abuse, child neglect, sexual abuse), and age or grade of the child. No information shall be kept by the school regarding the disposition of the report.
6. An access log shall be kept in the locking file cabinet in which completed child abuse reporting forms are stored. Any person seeking access to child abuse reporting forms is required to first receive permission from the principal or designee of the school. Upon receiving permission for access to the completed child abuse report(s) based on the conditions cited herein, any person seeking access shall record on the access log his/her name, the date the report(s) were reviewed, the purpose for access, his/her title, and the specific report(s) reviewed.

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.
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 months or by a fine of not more than \$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 or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual 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 principal may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.



Victim Interviews

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, it is strongly advised that you follow these steps. The appropriate/recommended steps are in a checklist format for your convenience.

1. Meet and greet CPS worker/officer; introduce yourself to them using your title.
2. Check ID and ask for business card.
3. Respond to questions from worker/officer regarding student(s).
4. Make arrangements for worker/officer to interview student. The child must be presented the option of being interviewed in private or selecting an adult who is a member of the school staff to be present at the interview. Reassure the student that the worker/officer is there to help them. The worker/officer will inform student of their right. (Required by law to do so.)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. If a staff member is present during the interview, they must be prepared to leave if it facilitates the interview. The CPS worker/officer will conduct the interview according to their best judgment--listen to them! The purpose of the staff person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible; however, the member of the staff so elected shall not participate in the interview unless the worker requests the staff persons participation.
2. Request feedback from law enforcement and/or Children's Protective Services.
3. After the conclusion of the interview, assess student's ability to return to class.
4. Do not notify parents/guardians until you have cleared it with the worker/officer.

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 Principal or designee shall not notify the parent/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/guardian.

It is the responsibility of the peace officer to notify the parent/guardian of the situation.

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.

Parents/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 school policies and regulations. The Principal or designee should consult with legal counsel in implementing either suspension or dismissal.



ANTI-HARASSMENT / DISCRIMINATION / RETALIATION PREVENTION POLICY

(Board Approved 11.09.2016)

Golden Valley Charter Schools (GVCS) is an equal opportunity employer and is committed to providing a work environment free of harassment, discrimination, retaliation and disrespectful, bullying, or other unprofessional conduct based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin (including language use restrictions and possession of a driver's license issued under Vehicle Code section 12801.9), ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation.

It also prohibits discrimination, harassment, disrespectful, bullying or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

In addition, the school prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates GVCS' anti-harassment/discrimination and retaliation policy.

Harassment Prevention

GVCS's policy prohibiting harassment applies to all persons involved in the operation of the school. GVCS prohibits harassment, disrespectful, bullying or unprofessional conduct by any employee of the school, including supervisors, managers and co-workers as well as parents, vendors, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and any other persons with whom you come into contact while working.

Prohibited harassment, disrespectful, bullying or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy.

Prohibited harassment is not just sexual harassment but harassment based on any protected category.

No Discrimination

GVCS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the school’s operations. The school prohibits unlawful discrimination against any job applicant, employee, volunteer, unpaid intern or independent contractor by any employee of the school, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations as defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, the school is not obligated to disclose the wages of other employees.

No Retaliation

GVCS will not retaliate against you for filing a complaint or participating in any workplace investigation and will not tolerate or permit retaliation by management, employees or co-workers.

Reasonable Accommodation

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

Complaint Process

If you believe that you have been the subject of harassment, discrimination, retaliation or other prohibited conduct, report your complaint to your supervisor or to: any other school administrator, the HR Manager, Executive Director, or the business manager as soon as possible after the incident. You can bring your complaint to any of these individuals. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the HR Manager. Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It is preferred that you report your complaint in

writing, but this is not mandatory.

The School encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy as soon as possible so that your complaint can be resolved in a fair and timely manner.

You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) who will investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the HR Manager of the school so GVCS can resolve the complaint.

When the school receives a complaint of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The school will reach reasonable conclusions based on the evidence collected.

The school will maintain confidentiality to the extent possible. However, GVCS cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the school determines that harassment, discrimination, retaliation or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The school also will take appropriate action to deter future misconduct.

Any employee determined by GVCS to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

Confirmation of Receipt of Anti-Harassment, Discrimination and Retaliation Prevention Policy

I have received my copy of GOLDEN VALLEY CHARTER SCHOOLS' Anti-Harassment, Discrimination and Retaliation Prevention Policy. I understand and agree that it is my responsibility to read and familiarize myself with this policy.

I understand that GVCS is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

Employee's Signature: _____

Employee's Printed Name: _____

Date: _____



EXECUTIVE DIRECTOR EVALUATION POLICY

(Approved by the Board of Trustees October 12, 2016)

Purpose

This policy sets forth guidelines and directions related to the evaluation of the Executive Director.

The GVCS Executive Director (ED) is evaluated each year beginning with the selection of the evaluation committee in January and ending with a contract recommendation in March.

The Director Evaluation Committee

The committee consists of the following Board members:

- One faculty representative nominated by the faculty representatives to the Board
- One parent representative nominated by the parent representatives to the Board
- The Board chair

The full Board of Trustees ratifies the nominations.

Process

The evaluation process is overseen by the committee in accordance with the timeline indicated below.

The committee solicits feedback as to the performance of the ED from the following groups or individuals:

- Board of Trustees
- Faculty
- Select parents

The committee shall decide on the instrument used to collect feedback, such as written letters, surveys, or online tools.

The Board chair is responsible for the solicitation of input from the groups and individuals indicated above.

In order to assure anonymity and confidentiality, the evaluation forms are to be read only by evaluation committee members.

Timeline

- Early January: The committee is organized and the ED submits a self-evaluation.
- Mid January: The Board chair meets with the groups and explains how feedback is to be submitted.
- Late February: The committee collects the feedback and prepares its findings. The findings are discussed with the ED who may choose to respond to the findings. The committee notes the response from the ED, if any, and prepares a final summary of findings.
- Early March: The committee, in closed session, presents its final summary of findings to the Board of Trustees without the ED in attendance.
- The BOT makes a recommendation based on one of the following:
 - Rehire the ED with a salary recommendation
 - Rehire the ED with conditions
 - Place the ED on administrative leave pending further action
 - Non-renewal of contract
- The Board, in closed session, discusses the recommendation with the ED who may choose to respond to the recommendation.
- The Board notes the response from the ED, if any, and approves a final recommendation.

Concerns

Any concerns that fall outside of the regular evaluation process as described herein should be brought to the attention of the Board of Trustee chair. During the regular course of the year, the chair is a conduit for feedback to the ED regarding such concerns. Concerns of a legal or other serious nature should be brought to the attention of the Board chair. An additional evaluation may be required at any time by a majority vote of the Board.

Due to a governance reorganization with the creation of an Executive Director position, the ED evaluates and supervises the school principals and leadership positions. Only the Executive Director reports directly to the board.

This policy supersedes all previous policies related to the Principal evaluation.

GRIEVANCE POLICY

(Approved by the Board 2016.11.09)

Purpose

The purpose of this policy is to provide guidelines and directions for the resolution of grievances.

In this regard, the objective is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner.

Scope

This procedure deals with grievances which are not covered by other established school policies. Such conflicts are often interpersonal in nature and usually fall into one of the following categories:

Parent conflicts with another parent, a teacher, a student, or a staff member

Teacher conflicts with another teacher, a parent, a student, or a staff member

Student conflicts with another student, a parent, a teacher, or a staff member

Staff member conflicts with another staff member, a parent, or a teacher

Note that grievances involving established school policy are routinely referred to and handled by the school principal and/or the appropriate school committee. This grievance policy is intended to apply to situations which are not to be addressed pursuant to other established policies. In cases where it is unclear whether this grievance policy should apply or another policy should apply, the principal shall make the determination.

Background

Disagreement may arise in any community. Such differences are an inevitable consequence of human interaction. In a majority of these situations, the parties involved resolve the problems. This procedure is designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences.

Responsibility for Grievance Procedure

The Board of Trustees (Board) ultimately is responsible for ensuring that the process for resolution of grievances is followed. Authority for the process is routinely delegated as described below.



Basic Principle

There are five levels of conflict resolution, each to be followed in the order listed below. Ideally, grievances should be resolved at the lowest level possible. The school principal/supervisor, at his/her election, may elect to be present during any level of the resolution process after Level 1, as may the executive director, or Chairperson of the Board of Trustees or another member of the Board of Trustees designated by him/her.

Levels of Resolution

Level 1: Direct Resolution

The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance. Unless there is a bona fide safety concern, an attempt at direct resolution is to be made prior to requesting administrative resolution.

Level 2: Administrative Resolution

The administrative resolution process consists of a meeting between the parties involved with the school principal/supervisor in attendance. At least one of the involved parties must request administrative resolution in writing and state explicitly that it is being requested under Level 2 of the school grievance policy.

An attempt at administrative resolution is to be made prior to requesting mediated resolution. Should the conflict involve the school principal/supervisor as an interested party, this level should be skipped and level 3 below should be initiated.

Level 3: Mediated Resolution

The mediated resolution process consists of a meeting or meetings between the parties involved with the executive director. At least one of the involved parties must request mediated resolution in writing and state explicitly that it is being requested under Level 3 of the school grievance policy.

In those cases, in which the matter is not resolved to the satisfaction of the parties involved, an appeal may be made to the conflict resolution committee. The appeal must be in writing and must be submitted to the school principal and executive director within ten (10) business days after conclusion of the mediation.

An attempt at mediated resolution is to be made prior to requesting resolution through the conflict resolution committee. Should the conflict involve the executive director as an interested party, this level should be skipped and level 4 should be initiated.

Level 4: Conflict Resolution Committee

Formal resolution consists of the submission of the particulars of the matter to the conflict resolution committee. The submission consists of a written narrative by all the parties, including the principal/supervisor and the executive director.



The conflict resolution committee is an advisory committee to the Board of Trustees. It consists of three members, one each from the Board of Trustees (who serves as chair), a faculty member appointed by the Board, and a parent appointed by the Board. The members are appointed by the Board of Trustees and serve a two-year term.

Ideally, the committee members will either be experienced in conflict resolution training or encouraged to participate in conflict resolution training.

If any party feels a member of the committee cannot serve due to a conflict of interest, their concern may be submitted to the Board of Trustees and an alternate will be appointed if determined by the Board to be beneficial or necessary.

The committee will review the written submissions. In addition, it may request interviews with any or all of the parties.

The decision of the conflict resolution committee is final unless the matter is appealed to the Board of Trustees and the Board agrees to hear the matter.

Level 5 Board of Trustees

Within fourteen (14) business days after final action is taken by the conflict resolution committee, any involved party may file a written appeal to the Board. The Board shall decide at its next regular meeting whether to hear the matter and set a date for hearing. If it chooses not to hear the matter, the decision of the conflict resolution committee shall be final. If the Board hears and decides the matter, the decision of the Board shall constitute the final decision of the school.

A dissatisfied party may have the right to seek a hearing before the body governing the school and/or may have other avenues of legal redress.

Exceptions

This procedure is designed to moderate the effects of and to assist in the resolution of all of the types of conflicts listed above. An exception will normally be made in the case of student conflicts with other persons and student conflicts with students. In those cases, every effort will be made to resolve the conflict at levels 1 or 2, with deference to the expertise and opinion of the teacher and principal and/or the matter may be subject to one or more other policies of the school. In such cases, the executive director is authorized to determine whether the matter should be resolved through the further levels of this grievance policy.

This policy supersedes all previous policies related to grievances.



GOLDEN VALLEY CHARTER SCHOOLS

BULLYING PREVENTION POLICY AND PLAN

(BOT approved 2017.08.29)

Bullying Behavior Defined

Bullying is defined in California Education Code Section 48900(r)(1). It means **severe** or **pervasive** physical or verbal act(s) or conduct including written or electronically transmitted material. Bullying is **one** or **more** acts committed by a student or group of students, directed toward one or more students which can reasonably be predicted to have the effect of one or more of the following on the targeted student(s):

- fear of harm to person or property
- detrimental effect on physical or mental health
- interference with academic performance
- interference with the ability to participate in or benefit from the services, activities or privileges provided in school

Harassment consists of unwelcome written or spoken comments or conduct which violates an individual’s dignity and/or creates an intimidating, degrading, hostile, humiliating or offensive environment.

California Education Code Section 220 prohibits discrimination on the basis of disability, gender, nationality, race, ethnicity, national origin, religion, sexual orientation, gender identity or gender expression, or association with a person or group with one or more of these actual or perceived characteristics or an other characteristic contained in the definition of hate crimes (Penal Code Section 422.55).

Further, in California, required school safety plans must include policies and procedures to reduce **bias-related discrimination, harassment, intimidation and bullying** based on identified actual or perceived characteristics identified above.

Accordingly, the term “bullying” for the purposes of this Prevention and Intervention Plan, is used in a comprehensive way to additionally include bias-related discrimination, harassment and intimidation.

- **Verbal & Written:** name calling, teasing, abuse, putdowns, sarcasm, insults, threats, “jokes” concerning perceived gender expression, sexual orientation or other distinguishing characteristics
- **Physical:** hitting, tripping, punching, kicking, scratching, spitting, interfering with a person’s medical assistive devices such as wheelchairs, hearing aids, etc.
- **Social & Psychological:** ignoring, shunning, excluding, alienating, making inappropriate gestures, spreading rumors, using threatening looks or gestures, hiding or damaging personal property
- **Cyber:** use of electronic devices such as computers, phones, or cameras to accomplish verbal, written or social/psychological bullying behavior

This *Bullying Prevention Policy and Plan* describes our process for **preventing and responding to bullying in our school community and our goal to create a more peaceful world**. This plan includes Golden Valley Charter Schools’ policies and procedures for creating a positive, peaceful education environment, including welfare and discipline policies that apply to student and adult behavior.

Responsibilities

We exist in a society where incidents of bullying behavior may occur. Preventing and responding to this behavior in learning and working environments is a shared responsibility. In order for bullying to be addressed appropriately, all administrators, faculty, staff, students, parents, caregivers and members of the greater school community must recognize bullying behavior and take individual and collective responsibility for its elimination at Golden Valley Charter Schools and in our world.

Faculty and Staff Responsibilities

- Respect and support students
- Model and promote appropriate behavior
- Have knowledge of school policies relating to bullying behavior
- Implement policies relating to bullying behavior
- Respond in a timely manner to incidents of bullying according to the Golden Valley



Charter Schools *Bullying Prevention Policy and Plan*

- Address behavior that is disruptive, abusive and/or destructive to individuals or the class as a whole
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community
- Teach students skills and strategies to recognize and address bullying and destructive behavior as outlined in the Golden Valley Charter Schools Bullying Prevention Policy and Plan.
- Respond to all reported and observed incidents of bullying as described in the Bullying Prevention Policy and Plan and the school discipline policy.
- Ensure that students are supervised at all times.
- Report all instances of bullying.
- Create a culture where it is acceptable and encouraged to report bullying incidents.

Student Responsibilities

- Be kind and helpful to everyone.
- Respect individual differences.
- Behave as responsible citizens at school and in our greater community.
- Act as peacekeepers in the school community.
- Resolve differences with respect, seeking help when needed.
- Follow the Golden Valley Charter Schools *Bullying Prevention Policy and Plan*.
- Act as a responsible witness or bystander by understanding destructive and bullying behavior.
- Report incidents of bullying according to the Golden Valley Charter Schools Bullying Prevention Policy and Plan.
- Know what is unacceptable behavior at Golden Valley Charter Schools.
- Help to create and maintain a culture where bullying is not tolerated by speaking out and exercising kindness, courage and compassion.
- Be assertive. Tell a person who is using bullying behavior that you do not like the



behavior and how it makes you feel.

- Seek help from a teacher or other adult if bullying behavior continues.
- If you see someone else being bullied, tell the person who is “bullying” to stop.
- Report any instances of cyber-bullying to a teacher or another adult.
- Act as a responsible bystander. If you see someone being bullied, help them.

Parent Responsibilities

- Support their children to become responsible citizens and develop responsible behavior.
- Be aware of the Golden Valley Charter Schools *Bullying Prevention Policy and Plan* and assist their children in understanding bullying behavior.
- Support their children in developing positive responses to incidents of bullying, consistent with the school *Bullying Prevention Policy and Plan*.
- Report incidents of school related bullying to the teacher and principal.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

School Community Responsibilities

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- Support the Golden Valley Charter Schools *Bullying Prevention Policy and Plan* through words and actions.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

Practice Empathy And Compassion Everywhere

Bullying Prevention Policy and Plan

This plan outlines our process for preventing and responding to all forms of bullying in our community.

Bullying Prohibited

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, events, function or programs whether on or off school grounds, on field trips, during transportation to or from field trips, or through the use of technology or any electronic device owned, leased or used by Golden Valley Charter Schools.

Bullying is also prohibited at a location, activity, event, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for any person, infringe on the rights of any person at school, or materially and substantially disrupt the education process or the orderly operation of the school.

Golden Valley Charter Schools expects administrators to communicate clearly to students, faculty, staff and the greater school community that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students and termination for employees.

All faculty and staff members are required to report any bullying or harassment they see or learn about. Each allegation of harassment or bullying will be promptly and reasonably investigated. The administration will be responsible for handling all complaints alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

Procedures

Reporting Acts of Bullying, Harassment or Retaliation

1. If any employee of Golden Valley Charter Schools observes, has been reported to, or otherwise becomes aware of a possible act of bullying, harassment, or retaliation, that person must report the event to a school administrator within one full school day, using the Bullying Incident Reporting Form, or other appropriate means of communication.
2. If a student expresses a desire to report or discuss a possible incident of bullying,

- harassment or retaliation with a staff member, the staff member will, in a timely manner, provide the student with a practical, safe, private, and age-appropriate way of doing so.
3. Reporting forms may be obtained in the school's main office, classrooms, on the school website, and other locations determined by the school. All members of the school community (students, faculty, staff, parents, and members of the greater community) may report an act of bullying or retaliation to a school administrator via the Bullying Incident Reporting form or other appropriate means of communication. If a student requires help completing the form, a staff member will provide the necessary assistance.
 4. Golden Valley Charter Schools will create ways in which Bullying Incident Reporting forms may be submitted to the school administration, including means to report anonymously.
 5. Information obtained from the Bullying Incident Report form shall be recorded and filed by the school.

Investigating of Acts of Bullying, Harassment and Retaliation

1. The designated administrator must initiate an investigation of a report of bullying, harassment, or retaliation within one school day after being notified of a possible incident, consistent with due process rights, using the Bullying Investigation and Determination form.
2. The designated administrator will conduct an investigation to determine both whether an act of bullying, harassment, or retaliation occurred, and which person(s) were responsible for the act(s) and/or who played a role in perpetrating it.
3. Other related complaints regarding the involved parties, including those from previous schools, will be reviewed as part of the investigation process.
4. The designated administrator will contact the parents/guardians of all related parties by the end of the administrator's day in which the investigation was initiated and inform them of the status of the investigation.
5. Discussions with all parties should be documented by the investigating administrator as soon as possible after the event.
6. When an act of bullying, harassment, or retaliation has been determined the designated administrator will apply consequences consistent with due process rights using the school Code of Conduct as a guide.

7. Measures will be taken to ensure that any person providing information contributing to the investigation of an incident will be protected from retaliation.
8. If the act of bullying, harassment or retaliation are considered to be delinquent acts, the individual involved shall be reported to the designated administrator promptly and if necessary to the responsible law enforcement agency in accordance with the laws of the State of California.
9. The designated administrator will notify parents/guardians of all parties involved in the incident, the outcome of the investigation and whether disciplinary action was taken.
10. The designated administrator will create a written record of the incident and any disciplinary actions taken, as well as the statements of each party involved.

Following Up on Acts of Bullying, Harassment or Retaliation

1. After the determination that an act of bullying, harassment, or retaliation has occurred and after appropriate disciplinary action has been taken, the designated administrator will develop with all parties involved and their parents or guardians an appropriate plan of action - a Safety Plan for the “target” or a Conduct Plan for the “aggressor”. Both plans will include notifying teachers not only of the incident, but also of all the parties involved, specifying their roles.
2. The Safety Plan will include, but not limited to, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following:
 - No acts of retaliation have occurred.
 - Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
 - Information regarding outside support services are provided to students and family.
 - The frequency and duration of check-ins will be determined on a case-by-case basis, but ***will not be less than two times per week for a period of four weeks.***
 - After two weeks, the check-in person will provide a progress report on the emotional well-being of the student to the designated administrator.
 - The safety plan cannot be discontinued without the agreement of the student, the parents/guardians, the designated check-in person, and the designated

3. The Conduct Plan will include, but not be limited to, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following. Compulsory Conduct meetings will be held by the designated administrator as part of the Conduct Plan.

- No further acts of bullying, harassment, or retaliation have been committed.
- The student has been educated regarding acceptable alternative behaviors.
- The student has received further education regarding the school’s bullying prevention policy, including the potential for more severe school consequences and/or criminal charges being filed. In addition, the student will be informed of the consequences for retaliating against targets, reporters or witnesses.
- The frequency and duration of these meetings will be agreed upon and will depend upon future actions. However, the *minimum requirement will not be less than two times per week for a period for four weeks.*
- Information regarding outside support resources will be made available to the student and their parents/guardians.
- A progress report identifying student conduct will be provided after two weeks.
- Discontinuation of the conduct plan will be determined by the designated administrator. All meetings and the ending of the conduct plan should be documented and kept throughout the student’s school career. Parents/guardians will be notified of the discontinuance of a conduct plan.

Strategies

At Golden Valley Charter Schools we will:

- Openly talk about bullying - what it is, how it affects us, what we can do about it.
- Teach students the skills they need to build their self-esteem.
- Empower students to take responsibility for their own well-being, and give students the opportunity to practice these skills.



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- Investigate all reports of bullying behavior according to the procedures described in the Bullying Prevention Policy and Plan.
- Follow up on all reports of bullying behavior according to the procedures described in the Bullying Prevention Policy and Plan.
- Respond to substantiated instances of bullying behavior according to the discipline policy and all relevant GVCS policies and procedures.
- Involve students, faculty, staff, parents and members of the greater community in creating a positive and peaceful school community.

Programs & Curriculum

Golden Valley Charter Schools utilizes a variety of programs and curriculum in our classrooms. As we are a Waldorf School, each teacher works within the developmental stages of the child as described by Rudolf Steiner and works to educate the whole child - the head, the heart and the hands. Specific curriculum is introduced to the students, at particular times based on this work. Supplementary programs and curriculum are used to complement the Waldorf curriculum to create an environment that is in line with our goals of creating a peaceful school community. Following are the cornerstone pieces that we implement as we strive for that peaceful school community.

Virtues Project

The Virtues Project is an initiative created to inspire the practice of virtues in everyday life. The Virtues Project empowers individuals to live more authentic, meaningful lives, families to raise children of compassion and integrity, educators to create safe, caring, and high performing learning communities, and leaders to encourage excellence and ethics in the work place. It has inspired and mobilized people worldwide to commit acts of service and generosity, to heal violence with virtues.

We work to instill the virtues into everyday life in the classroom and the school community. Golden Valley practices the virtue of the month to focus on one virtue each month during the school year, bringing a consciousness around a particular virtue and working to develop a clear understanding of that virtue as it lives in the individual, the classroom, and the greater community.

Agreements are a specific “code of conduct” by which different groups in our community can interact peacefully. Agreements should be made at all levels of our community: Between Faculty, Staff, Governing Councils and Students. Each body must create agreements together that are attainable and able to be “agreed upon” by all parties involved. Classroom agreements will be made in each grade, complimenting the curriculum for the year and the developmental and social needs of each class. As each body of the school has established agreements, each body must also establish follow-up actions or consequences for breaking agreements.

Class Meetings & Sharing

Regular Class Meetings or an organized Class Sharing Time are important tools toward creating a peaceful school environment. Class meetings can be very effective and have a powerful influence on the trust and honesty as well as the level of communication that exist in a class.

An effective class meeting has very specific ground rules for how individuals interact. These ground rules should be set and agreed upon by the group. In an organized class meeting, the teacher / facilitator leads the meeting so that each student has the opportunity to share something with the group. As students share with the group, the teacher / facilitator has the task of engaging the group in a discussion and keeping that discussion on task and positive by asking guiding questions and participating according the established procedures for the class meeting. A class meeting offers a safe venue for students to make acknowledgements or share concerns with their class as a whole.

Student Council

Our Student Council is a student run governance body that exists in our school. Student Council works to plan special days for students, to recommend changes to policies that directly effect students, and advocate for students in our school community. Student government is a positive way for students to be actively involved in their school, empowering students and giving them a voice in their school. Grades 5 - 8 are involved with Student Council with each grade being represented by two students chosen by their class and their teacher.

Empathy training is simply offering tools and practice to sharpen student's listening skills. The focus is on listening to what is most important to the person talking rather than listening for the story. This program would offer these skills to middle school students who could serve as 'empathy first responders' for the younger grades.

Student Empowerment Project

This concept has been used in other school's to empower students to co-create their school social health experience. It is focused on offering students a new approach to deal with conflict through 'empathy' and basic mediation training. The curriculum would be offered to middle school grades who then could practice and support the younger grades on the playground or during 'buddy' time. It would also include fun, interactive training that will help students develop their sense of values and leadership skills, expanding their 'toolbox' in stressful or conflict situations both when they are directly involved or a witness to conflict.

Cyber Civics

Cyber Civics is a computer literacy program designed to bring an appropriate approach to online communication. It teaches etiquette, as well as respect for this powerful form of communication. Cyber Civics begins in Grade 6 and continues through Grade 8.

Faculty / Staff Development

Throughout the school year, Golden Valley Charter Schools hosts a variety of Faculty / Staff enrichment and development events. Presentations are geared toward a variety of topics, but social health and a peaceful school environment are areas that will be addressed regularly.

Parent Enrichment

Throughout the school year, Golden Valley Charter Schools hosts a variety of Parent Enrichment events. Presentations are often oriented toward Waldorf Education, child development, parenting, responsible use of technology, and creating positive relationships and a positive social environment.

As a result of implementing a *Bullying Prevention Policy and Plan*, we strive to see:

- Golden Valley Charter Schools providing a safe place for students to learn and play.
- an initial increase in the number of students who report bullying behavior, followed by an elimination of bullying behaviors.
- better attendance at school.
- better performance in school work.
- Golden Valley Charter Schools faculty and staff utilizing strategies and procedures as described in the Bullying Prevention Policy and Plan.
- Golden Valley Charter Schools students utilizing strategies and procedures as modeled and taught by school faculty and staff.
- parents and community members recognizing and supporting the school Anti-Bullying Plan.
- the whole school community working to create a peaceful and supportive school environment.

Evaluation

Golden Valley Charter Schools conducts annual parent surveys, as well as faculty and staff surveys. By including questions related to the school climate, we will have the opportunity to gather information from our community as a whole regarding the social health of our school from a variety of perspectives. Student surveys are also an important tool. An annual review of reported bullying behaviors as well as suspensions and expulsions is included in our Local Control Accountability Plan (LCAP). The LCAP is presented to our school district as well as the state and outlines goals and outcomes measuring overall school performance

The Healing Social Life is found, when in the mirror of each human soul, the whole community finds its reflection, and when in the community, the virtue of each one is living.

Rudolf Steiner



ELECTRONIC MEDIA POLICY

Board Approved 2/08/2017

This policy for navigating the electronic media world is intended to create an atmosphere of trust and individual accountability, while keeping in mind that information published by Golden Valley Charter Schools (“GVCS”), our faculty, staff, parents, and/or students is a reflection and extension of the entire school community. Online behavior must reflect the same high standards that one is expected to show on school premises. What is inappropriate in person is inappropriate online.

For purposes of this policy, Electronic Media (“EM”) refers to: Social Media (Facebook, Twitter, LinkedIn, etc.), internet research, cell phones, electronic mail (email), blogs, photo and video sharing, You Tube, podcasts, Wikis, PowerPoint presentations, digital movies, Instant Messaging and any other new technologies that are accessible in the public domain.

When using EM please remember to exercise consideration, respect and discretion at all times. Be mindful that what is published will be public for a long time. Understand that the online world creates an atmosphere where the lines between public and private, professional and personal are often blurred. Please carefully review the privacy settings on any social media or networking sites that are being used. GVCS accepts no liability for public opinion posted by the parent community.

The following policy applies to all GVCS employees, independent contractors, volunteers, interns, and School Leadership (hereinafter collectively referred to as “GVCS Representatives”). For purposes of this policy, “School Leadership” includes, but is not limited to: members of the Board of Trustees, Golden Valley Educational Foundation Board (“GVEF”) members, and Parent Circle (“PC”) Officers and Representatives.

Personal and Professional Boundaries When Using EM. All GVCS Representatives must comply with the following (to the extent applicable):

- Class Teachers of 7th and 8th grade may have electronic communication with their students about school-related business only. Teachers must include parents on all electronic communication with students (“cc-ing” on emails, etc).
- If a Class Teacher and Principal approve an adult/student mentoring program, then Class Teachers, parents and the Principal must all have access to all email correspondence between the adult mentor and the student.
- GVCS Representatives **must not** post identifying information on pornographic, exploitive or illegal EM. Violent sites, torture sites or any other questionable sites should be approached only with extreme caution.
- When GVCS Representatives choose to post information regarding GVCS on blogs, discussion boards, and social media sites, they must clearly identify themselves and state that their personal views do not represent the views of GVCS.
- Only safe and school appropriate sites may be visited from any computer on campus.



- When using personal laptops or other electronic devices (including but not limited to smartphones) on campus, sites deemed inappropriate at school must not be visited.
- Individuals are personally responsible for the sites visited and content published online. However, if someone is a parent as well as an employee, he/she must follow these regulations in his/her role as an employee.
- If someone is a parent as well as an employee, they may not use their GVCS email for communications as a parent.
- There is no expectation of privacy if there is an urgent purpose for GVCS administrators to access employee communications via email.

Classroom / Campus/School Business

(Pertains to all Kindergarten, Grades, Educational Support and Specialty classes)

All EM used in the classroom must be cleared through the Principal

- Employees must model proper use of EM when incorporating it into the classroom environment.
- If using EM in the classroom, the teacher must ensure the safety of all students involved.
- Teachers must monitor all websites used by students in the classroom.
- Teachers must not allow students to use cell phones in the classroom. Teachers must not allow students in class to give out identifying personal information online, such as full name, address, email or phone number.
- Teachers may play recorded music for educational purposes in class with Principal guidance. No ambient recorded music may be played during class time.
- Students must be supervised by an employee at all times when using approved EM.
- Yard Duty personnel must confiscate any electronic media devices (including, but not limited to cell phones) that are being used by students during recess.
- Employees must comply with all driving laws when driving on school business, including, but not limited to: texting and cell phone use. This applies to field trips as well as other school business.

Confidentiality

- Do not post confidential information about a student, employee or parent.
- Do not post information regarding in-process policies or guidelines.
- Do not post “closed session” items that occur during school meetings.
- Computer access at GVCS is limited to school business. GVCS Representatives will not have access to proprietary information other than what is necessary for their particular job or role.

Posting Photos/Videos

- GVCS Representatives must have parent permission (a media release) to post student photos or videos on any electronic media.
- Never post a student’s name on published photos.



Email Regulations

GVCS Representatives must use proper email behavior when conducting school business. The following will not be tolerated:

- Cyber bullying (insulting, targeting, embarrassing or excluding individuals).
- Using offensive language (including, but not limited to ethnic, religious and racial slurs; profanity; sexually explicit language, etc.).
- Using offensive expressions that include profanity.
- Spamming/phishing to email addresses obtained through GVCS sources.
- Slanderous language directed at an individual or group of individuals.
- Discriminating, harassing, or retaliating against any individual due to that individual's race, color, gender (including gender identity and gender expression), sex (including pregnancy, childbirth, breastfeeding, and related medical conditions), religious creed (including religious dress and grooming practices), marital/registered domestic partner status, age, national origin or ancestry (including native language spoken), physical or mental disability (including HIV and AIDS), medical condition (including cancer and genetic characteristics), taking a leave of absence authorized by law, genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws.

Disciplinary Actions

GVCS Representatives are encouraged to report policy violations to the school Principal. Any GVCS Representative found to have violated this Agreement and/or the Policy may have their right to use EM rescinded. Further, any employee found to have violated this Agreement and/or Policy may face disciplinary action up to and including release from at-will employment.



CONFLICT OF INTEREST POLICY

Approved 2018.04.19

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the charter's and the public. In accordance with law, Board members shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

Board members shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the charter's conflict of interest code. A Board member who leaves office shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office. (Government Codes 87302, 87500)

Conflict of Interest under the Political Reform Act

A Board member shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's participation is legally required. (Government Codes 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the charter's to any course of action, or enters into any contractual agreement on behalf of the charter's. (2 CCR 18702.1)

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

Conflict of Interest under Government Code 1090

Board members, employees, or charter's consultants shall not be financially interested in any contract made by the Board on behalf of the charter's, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest, the charter's is barred from entering into the contract. (Government Code 1090; *Klistoff v. Superior Court*, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a charter's employee for at least one year prior to the Board member's election or appointment. (Government Code 1091.5)



A Board member shall not be considered to be financially interested in a contract if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. However, a Board member who is considered to have "remote interest" shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Even if there is not a prohibited conflict of interest, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the charter's. (Government Codes 1099, 1126)

Gifts

Board members may accept gifts only under the conditions and limitations specified in Government Code 89503, 2 CCR 18730 and Board Policy 2300.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the charter's for Board members and designated employees. (Government Code 89506)

Honoraria



Board members shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Codes 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches.
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the charter's for donation into the general fund without being claimed as a deduction from income for tax purposes.

Conflict of Interest Code for the members of the Board of Golden Valley Charter Schools

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission are incorporated by reference and shall constitute the charter's conflict of interest code.

Board members shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed below. The Statement of Economic Interest shall be filed with the charter's filing officer and/or, if so required, with the charter's code reviewing body. The charter's filing officer shall make the statements available for public review and inspection.

Disclosure Categories

It has been determined that Members of the Golden Valley Charter Schools Board shall file a statement of economic interests in all categories of the Conflict of Interest Code on Form 700.

NEW AND REVISED POLICY

(Approved by the Board of Trustees 2018.11.14)

Purpose

This policy sets forth guidelines and directions related to the discussion and approval of new policies and revisions to existing policies.

Introduction

The basic process for introducing, discussing and ultimately approving both new and revised policies consists of a "three reading" approach; each such new and revised policy is placed on the Board of Trustees agenda three times. The process is detailed below.

First Reading

- The first reading presents the initial draft of the new or revised policy. It is informational in nature and is agendaized under the **Information/Discussion Items** section of the agenda.
- The primary purpose of the first reading is to allow Board members to review new and revised policies well in advance of voting on them and to afford faculty and parent representatives an opportunity to submit such policies to their constituencies for comment.
- Comments should be submitted in writing to the Board at least two weeks in advance of the next Board meeting. Such comments will be considered for possible inclusion.

Second Reading

- The second reading presents a second draft and is agendaized under the **Discussion/Action Items** section of the agenda.
- A summary of comments received is included with the draft.
- If no comments are received from outside parties prior to this second reading, the third reading may be omitted by agreement of the Board and the policy then may be considered for adoption.

Third Reading

- The third reading presents a final draft and is agendaized under the **Consent Agenda** section of the agenda.
- A summary of comments received is included with the draft.
- At this point, the policy is considered for adoption.



Policy Review

All approved policies are reviewed periodically. The purpose of these reviews is threefold:

- To ensure that policies and current practice are aligned
- To confirm that policies comply with current district policies and state law
- To consider comments and suggestions that have been made since the last periodic review

This policy supersedes all previous policies related to new and revised policies.

Homeless Education Policy

(Approved by the Board of Trustees on September 11, 2019)

The Governing Board of Golden Valley Charter Schools (the “Charter School”) desires to ensure 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.

I. 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 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 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.

II. Homeless Liaison

The School's homeless liaison is: Caleb Buckley, EdD, Executive Director, 916-597-1477. The 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 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 Head Start programs (including Early Head Start Programs) and **[if applicable]** early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and 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 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 the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- 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 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.

III. Enrollment

All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paper work. Upon enrollment, 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.



Enrollment Disputes and the Dispute Resolution Process

If a dispute arises over enrollment in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which enrollment 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 in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment 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, 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 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 in the Charter School within ten working days of receipt of the materials.

IV. 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.



V. 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:

- **[If applicable]** Transportation
- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- **[If applicable]** Programs in career and technical education
- Programs for gifted and talented students
- School nutrition programs

STUDENT BEHAVIOR POLICY

(Board Approved March 13, 2019)

Golden Valley Charter School is committed to creating a safe and nurturing learning environment for every student. We are equally committed to helping our students grow into healthy, happy, responsible adults. In order to respect, care for and work with others; students must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a student acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the student to do better in the future. Our approach emphasizes *compassion, consistency and responsibility*.

The Student Behavior Guidelines for Golden Valley Charter Schools are based upon a philosophy of respect and adherence to California State Education Code (48908):

Student Behavior Guidelines

In order to provide a school environment that fosters cooperation, responsibility and respect; students will be expected to follow these guidelines:

1. Students will support a positive learning environment. —Students are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and follow directions when requested to do so.
2. Students will treat all adults and students with respect. —Respectful, courteous language is expected towards teachers, students and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a student asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect. —Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed. —Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules. —Teachers will help their students understand and integrate the school-wide behavior policy into their daily

activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.

6. Parental concerns about the implementation of this policy shall be shared directly with their student's teacher.
7. Due to FERPA Privacy Laws, school personnel are unable to discuss other students' behaviors with parents.
8. Please refer to the Bullying Prevention Policy and Plan for further information regarding bullying prevention and reporting, including use of the Bullying Incident Report.

Consequences for Misbehavior:

At all Golden Valley Schools, consequences for misbehavior begin in the classroom. Repetitive misbehavior will initiate increasing consequences that will involve student, parent, teacher and additional personnel, as needed. Below is an outline of the process from classroom management to expulsion. These procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances. **Please note that some actions are grounds for immediate suspension or expulsion (see list below).**

1. Classroom Management for Student Behavior

Setting Expectations

At the beginning of each school year each teacher will communicate their class management plan with parents at the first parent meeting. Additionally, a written copy of the class expectations for Special Subject classes will be distributed to all parents.

Consequences for Misbehavior:

At this level, misbehavior will be dealt with according to the teacher's class management plan.

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the student will progress to the next step.

2. Referral and Parent-Teacher Conference

Referral

If a student fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a Referral (Student Behavior Report and Action Plan) may be sent home with the student describing this behavior. Teacher will follow this up with a phone call to the parents and letting them know to expect a referral from their student.

The parents and student will discuss the situation and the parents will assist the student in developing a plan to correct the behavior (see Referral Form). It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. It is the parents' responsibility to see that the student returns this signed referral to the school the following day. **Either the parent or the teacher may request a telephone or personal conference.**

Parent-Teacher Conference

When a student receives two referrals, the teacher will schedule a parent-teacher conference. If both parents and teacher agree, the student may be included in the meeting. Student participation is encouraged, when appropriate. A behavior plan may be developed at this time. The teacher or parents may request the principal be present. Parents may request that other individuals be present at the conference.

3. Suspension

Upon receiving a third, sixth and ninth referral, a student may be suspended from school. The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long.

In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension (California Ed Code 48900). These behaviors are:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self-defense.
- Attempting, threatening to cause or participate in hate violence.
- Willfully and knowingly making a terrorist threat against the school.
- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object.
- Possessing an imitation firearm.
- Possessing, selling or otherwise furnishing, or being under the influence of any controlled substance, an alcoholic beverage or an intoxicant of any kind.
- Unlawfully offering, arranging, or negotiating to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering or

otherwise furnishing to any other person a liquid substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.

- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property.
- Stealing or attempting to steal school property or private property while on school grounds.
- Knowingly receiving stolen school property or private property.
- Possessing or using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, e-cigarettes, vape pens, etc., exclusive of physician's prescriptions.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Committing or attempting to commit a sexual assault or committing sexual battery.
- Committing an act of sexual harassment. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (California Ed Code 212.5)
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaging in or attempting to engage in hazing, as defined in California Ed Code 48900
- Engaged in an act of bullying, defined as severe or pervasive physical and verbal acts or conduct, including written or electronically transmitted material, which can reasonably be predicted to have the effect(s) of: fear of harm to person or property, detrimental effects on physical or mental health, interference with academic performance, and interference with the ability to participate in or benefit in the services, activities, or privileges provided in school.

If a student is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The student may return to school after a suspension once a follow-up SST meeting with the teacher and/or administrator stipulating the conditions of the student's return has taken place. During this meeting a behavior plan may be developed.

Student Success Team (SST) Meeting

At any time the teacher deems it necessary or in accordance with the Student Behavior Policy, upon a third referral, an SST Meeting will be convened to support the student and their needs. The meeting will consist of the student's parents, classroom teacher,

administrator, as well as other teachers and support staff, if needed, The team will work to cultivate healthy classroom, playground, and social behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

Special Needs Students and Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

4. Expulsion

Should the above steps and Due Process not prove to correct the student's behavior after 3 suspensions, expulsion may be recommended.

Due Process Summary

Below is a summary of the steps that may be taken prior to a recommendation for expulsion:

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled
4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3rd suspension: Recommendation for expulsion

In addition, there are certain situations in which Mandatory Expulsion is required (Ed Code 48915). They are listed in the Code as follows:

"The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:

1. Possession, as verified by a district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with the principal or

- designee's concurrence.
2. Brandishing a knife at another person.
 3. Sale of drugs.
 4. Committing or attempting to commit sexual assault or battery.”

Clearing Referrals

Referrals are cleared year to year. Suspensions are cumulative from year to year and are part of a student’s cumulative file.

I (We), _____ have read and reviewed the Golden Valley Charter School Student Behavior Policy and Procedures with my (our) student:

Comments:

Parent Signature

Date

Parent Signature

Date

—

FIELD TRIP POLICY

(Approved by the Board on 01/16/2019)

Class field and study trips away from the school site are considered a regular part of the instructional program and are designed to meet the educational and/or social needs of a particular class. School-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interest among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board of Trustees believes that careful planning can greatly enhance the value and safety of such trips.

Off-Campus Field Trips and Athletic Events

1. Off-Campus student trips for the purpose of educational enrichment or athletic competition are considered field trips or athletic events.
2. The principal shall approve all off-Campus Field Trips or Athletic Events. The principal shall not approve activities, which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.
3. All field trip destinations involving out-of-state travel shall require the prior approval of the Board of Trustees. The principal may approve other trips that are out of state but within a 50-mile radius of a school site or pre-approved locations designated by the Board of Trustees.
4. The principal shall ensure that teachers develop plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips as well as a careful fiscal plan for each trip. Other school employees and parent/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings. The teacher will be in charge of all aspects of the trip while away from school.
5. In advance of a field trip, teachers shall determine educational objectives, which relate directly to the curriculum. Teachers also shall provide appropriate instruction before and after the trip.
6. The ratio of adults to students on school-sponsored trips that require motorized transportation and/or are overnight events (i.e.: camping on the school grounds) shall be at least one to five. The ratio of adults to students on walking field trips shall be at least one to ten.
7. School personnel, adult chaperones and the children in the class may participate in the field trip. Children who are not enrolled in the class may not participate in class field trips.
8. Students must have written parental permission in order to participate in trips requiring transportation. (CA Education Code 35350). Parents will assure all documentation of any medical information, allergy, or diet restrictions.



9. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip. Teachers will provide the office with a list of students participating in the trip, absent students and nonparticipating students (with the name of an alternate teacher responsible for students not attending the field trip) prior to departure.
10. No student shall be prevented from access to the field trip because of lack of sufficient funds (CA Education Code 35330)
11. Parents shall be notified in advance of all Field Trips to allow time for financial planning and gathering of supplies. Guidelines for costs and timelines shall be designated by Administration.
12. Regarding the 8th Grade Field Trip: the total length of the trip is not to exceed seven days, Ideally, it is arranged so that the trip only involves five school days and students have one day rest before returning to school. The principal has discretion to approve the dates and length of the trip, within these parameters. Class parents do not attend this trip unless no other suitable chaperones can be found, and then with the principal's approval.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (CA Education Code 32040, 32041). All chaperones and students will be made aware of the designated person holding the first aid kit. All emergency contact information, medical information, allergy, and diet restrictions shall be kept accessible and immediately available by the teacher, employee, or agent of the school.
2. Any field trip into an area which is commonly known to be infested by poisonous snakes shall have a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites (CA Education Code 32043). All students and adults on the trip shall be informed of the attending adult(s) who is First Aid Certified.
3. Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For chaperones that will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip.

Supervision

1. Students on approved trips are subject to all school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide all adult chaperones that accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be assigned a prescribed group of students and shall be responsible for the supervision of these students' activities.



5. Drivers/Chaperones shall abide by the Adult Code of Conduct, Volunteer Policies, and Chaperone Agreement.
6. Drivers/Chaperones must follow the route prescribed by the teacher.
7. Drivers/Chaperones will be cleared through the Live Scan process.
8. Drivers/Chaperones will provide a copy of their DMV record, required insurance coverage, and TB clearance.
9. Teachers and Chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
10. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor whenever possible.
11. The principal may exclude from the trip any person whose presence on the trip would pose a safety or disciplinary risk.

Trips that include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advance.
2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones of one to five ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
3. Swimming Activities:
 - a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.
 - b. The teacher, employee, or agent of the school shall inspect swimming facilities for safety hazards. Any hazards will be remedied or mitigated before commencing with swimming or wading, per the teacher, employee, or agent of the school.
 - c. Lifeguards must be designated for all swimming activities. Lifeguards must be Red Cross certified or equivalent and must be at least 18 years old.
 - d. The ratio of the adult chaperones to students shall be at least one to five.
 - e. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
 - f. Emergency procedures shall be included with the written instructions to adult chaperones and staff.
 - g. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim.
 - h. A buddy system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.



VISITOR'S POLICY

(Approved by the Board of Trustees 04/10/2019)

GVCS shall post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements, penalties for refusing to leave school grounds, and any other announcements required by the local law enforcement agency in order to pursue the arrest of persons found loitering or trespassing.

Immediately upon entering any school building or grounds when school is in session, any person who is not a student of the school, school staff employee, or a school district employee shall report and register their presence and the reason for visiting the school to the office and register. At time of departure, they are to sign out of the registration log. Any person the principal or designee asks to leave school grounds shall promptly comply. Registration is not required when picking up or dropping off students immediately before or after school session.

Any visitor who fails to register within a reasonable time after entering the school grounds, who fails to leave upon request of the principal or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to the law (California Education Code 32210, 32211, 44810, 44811).

All staff members should watch for strangers on school grounds and ask such persons if they have registered in the school office. Staff shall inform the principal or designee when anyone is present who refuses to comply with the registration requirement.

Any possession of unauthorized dangerous instruments, weapons or devices shall be reported immediately to the principal or designee and may be reported to the local law enforcement agency.

Any person who complies with the principal or designee's request to depart from school grounds may appeal to the Board of Trustees, designee, or principal. The written request for a hearing must be made within five days after the person's departure from school and must state why the request to depart was improper. The request also must provide an address to which a hearing notice may be sent. Upon receipt of the request for a hearing, the Board, designee, or principal shall mail a notice of the hearing to the person requesting it. The hearing shall be held within seven days after receipt of the request.

The Board shall consider and decide the matter at the next regular public Board meeting for which it can be placed on the agenda. The Board's decision shall be final.

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

These policies apply to all pupils participating in independent study at Golden Valley Charter Schools (the “School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, 15 days
- For pupils in grades four through eight, 15 days

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete 4 missed assignments during any period of 15 days or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),
 - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),
 - The English learner reclassification rate,
- Pupil engagement, as measured by all of the following, as applicable:
 - School attendance rates,

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(Approved by the Board of Trustees October 13, 2021)

- Chronic absenteeism rates, and
- Middle school dropout rates.
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher,

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Tiered Reengagement: For all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week or 10 percent of required instructional time for over four continuous weeks of the school's approved instructional calendar, who are not participatory in mandated live interaction or synchronous instruction for more than three school days or for more than 60 percent of the scheduled days of synchronous instruction in a school month, and/or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the recording of absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study,

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

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Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.

Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days.

Written Agreements: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated, and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.

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- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-



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(Approved by the Board of Trustees October 13, 2021)

parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

For the 2021-22 school year only, written agreements may be completed and signed as provided above no later than 30 days after the first day a pupil commences independent study.

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION,
AND BULLYING POLICY**

(Approved by the Board of Trustees on October 13, 2021)

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Golden Valley Charter Schools ("GVCS" or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. This policy will supersede all previous policies on these topics.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GVCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GVCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, GVCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GVCS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. GVCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.



Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Golden Valley Orchard School
Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School
Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

Golden Valley Tahoe School
Barbara Linares, Principal
12640 Union Mills Road
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq.*; 34 C.F.R. § 106.1 *et. seq.*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by GVCS.

GVCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) 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.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by GVCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible

impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

GVCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

GVCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

GVCS informs Charter School employees, students, and parents/guardians of GVCS’s policies regarding the use of technology in and out of the classroom. GVCS encourages

parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

GVCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GVCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GVCS and encourages students to practice compassion and respect each other.

GVCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

GVCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GVCS informs GVCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

GVCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GVCS employees who have regular interaction with pupils.

GVCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem



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GVCS also informs certificated employees about the groups of students determined by GVCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GVCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GVCS’s students.

Grievance Procedures

1. Reporting

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

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Golden Valley Orchard School

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School

Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Road
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

GVCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

GVCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

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

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GVCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the



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complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment, discrimination, intimidation or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

5. Right of Appeal

Should the reporting individual find the Coordinator’s resolution unsatisfactory, he/she may follow the GVCS Dispute Resolution Process.



**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by GVCS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____



UNIFORM COMPLAINT POLICY AND PROCEDURES

(Approved by the Board of Trustees on October 13, 2021)

Scope

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

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Education Programs; American Indian Education Centers and Early Child Education Program Assessments; Bilingual Education; California Peer Assistance and Review Programs for Teacher; Consolidated Categorical Aid Programs; Career Technical and Technical Education and Career Technical and Technical Training Programs; Child Care and Development Programs; Child Nutrition Programs; Compensatory Education; Economic Impact Aid; Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Education of Foster or Homeless Youth; Pupils from Military Families; Migratory Pupils; Accommodations for Pregnant and Parenting Pupils; Migrant Education Programs; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; and/or Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be



provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.
 - (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
 - (7) Complaints of noncompliance with the Charter School's School Safety Plan.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes



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keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

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

Compliance Officer

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

Golden Valley Orchard School

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School

Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Road
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477

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



Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Board of Trustees Chair.

Notifications

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

The annual notice shall be in English. Pursuant to Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such pupils in their primary language.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

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



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

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

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

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

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

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

- **Step 2: Mediation**

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

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

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

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

- **Step 3: Investigation of Complaint**



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

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

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

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

- **Step 4: Response**

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

- **Step 5: Final Written Decision**

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

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.



6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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

Appeals to the California Department of Education

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

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

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

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists,



GOLDEN VALLEY
CHARTER SCHOOLS

including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

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



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

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

- | | | |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Compensatory Education | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Economic Impact Aid | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Agricultural Vocational Education | <input type="checkbox"/> Every Student Succeeds Act / No Child Left Behind Programs | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Foster/Homeless Youth Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Juvenile Court School Pupils | <input type="checkbox"/> State Preschool Health/Safety |
| <input type="checkbox"/> California Peer Assistance and Review Programs for Teacher | <input type="checkbox"/> Lactating Pupils | <input type="checkbox"/> Pupil Fees |
| <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> Pupils from Military Families |
| <input type="checkbox"/> Career/Technical Education and Training | | <input type="checkbox"/> Pregnant and Parenting Pupils |
| <input type="checkbox"/> Child Care and Development | | <input type="checkbox"/> Migratory Pupils |
| <input type="checkbox"/> Child Nutrition | | <input type="checkbox"/> Tobacco-Use Prevention Education |

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

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

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

GVOS SAFETY PLAN



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

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

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Golden Valley Orchard School
Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School
Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

GVOS SAFETY PLAN



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Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Rd.
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477

GVOS SAFETY PLAN

Emergency Preparedness Plans
Comprehensive School
Safety Plans



GOLDEN VALLEY
RIVER SCHOOL

GOLDEN VALLEY RIVER SCHOOL (GVRS) SAFETY PLAN

(UPDATED 02/01/2022)

GVRS SAFETY PLAN

School: Golden Valley River School

Principal: Barbara Ames

School Site Council Chairperson: Barbara Ames

Approved on: _____

- All teachers should have updated San Juan Unified School District Safety Folders available in a visible and accessible location
- Fire evacuation routes **posted in all rooms.**

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APPENDIX - ALL GVCS POLICIES	

BEFORE you call for assistance:

- Have emergency cards of involved parties available for correct spelling, grade level, and any other information that may be requested by dispatch.
- Be prepared to answer these BASIC questions:
 - What happened?
 - How many people are/were involved?
 - When did the incident happen?
 - Where did the incident happen?

Missing Students:

- Physical description
- Clothing description
- Where and when was student last seen?
- Have parents been contacted?
- Custody/Restraining Order on file?

Out of control Parent/Student:

- Is the person threatening anyone?
- Is the person endangering self or others?
- Have parents been contacted?

If a vehicle is involved:

- Description of vehicle
- License number of vehicle
- Number and description of occupants
- Location of vehicle

If a weapon is involved:

- What type of weapon is it?
- Has the weapon been secured? By whom?
- Where is the weapon now?

If an explosive device is discovered:

- Where is it?
- What does it look like?
- What safety measures have you taken? Lockdown? Evacuation?

If a bomb threat is received:

- Exact time of call
- Exact words of caller
- Voice description: child, adult, male, female, calm, angry, accent
- Did you recognize the voice?

IF YOU ARE BEING PHYSICALLY THREATENED OR ARE IN ANY OTHER KIND OF IMMINENT DANGER, CALL 9-1-1

- Nature of emergency
- Have parents been contacted?
- If injured, where was party transported?
- Who accompanied injured party to hospital?

Suspected child abuse	Call CPS	(916)875-5437
•Suspected child molestation	Call Sheriff’s Dispatch	(916)874-5115
•Child removal for CPS	Call Sheriff’s Dispatch	(916)874-5115
•Animal control issues	Call Animal Control	(916)875-5656
•Traffic Control	Call CHP	(916)338-6710
•M&O Issues	Call M&O	(916)971-5740
•Student Transport Home	Call Site Director	
•Truant Student Improvement	Call 971-7310	Attendance
•Potential Poisoning	Poison Control	1 800-222-1222

In Citrus Heights:

- Citrus Heights Police Dept. Emergency Dispatch (916)726-3015
- Citrus Heights Police Dept. Non-emergency (916)726-2499

Other Emergency Numbers

<u>Emergency</u>	<u>Agency To Call</u>	<u>Telephone Number</u>
Power Failure		
Gas	PG&E (Emergency) and 24-Hour Service	(916)383-2323 1-800-743-5000
Electric	Sacramento Municipal Utilities Department	(916)452-7811
Sheriff’s Office	Non-Emergency Number	(916)874-5115
Street or Storm Drain	Sacramento Co. Public Works	

General Problems		(916)440-6544
Highway Maintenance		(916)366-2271
Sewer & Water Maintenance		(916)855-8330
After-Hours Emergency		(916)366-2000
Traffic	California Highway Patrol	(916)338-6710
Driving Over Lawns, Speeding, Auto Theft, Suspicious or Abandoned Cars, Drag Racing, Road Conditions: Recorded Message		(916)445-7623
Non-Recorded Message		(916)455-5710

Medical Facilities Phone Numbers

<u>Facility</u>	<u>Address</u>	<u>Telephone Number</u>
Kaiser Hospital (Main) General Info Emergency	2025 Morse Ave.	(916)973-5000 (916)973-6600
Kaiser Medical Center (Roseville) General Info Emergency	1001 Riverside Blvd.	(916)784-4000 (916)973-6600
Mercy Hospital (General) General Info Emergency	4001 J St.	(916)453-4545 (916)453-4424
Mercy Hospital (Folsom) General Info Emergency	223 Fargo Way	(916)983-7400 (916)983-7470
Mercy San Juan General Info Emergency	6501 Coyle Ave.	(916)537-5000 (916)537-5120
Sutter General Hospital General Info Emergency	2820 L St.	(916)454-2222 (916)733-3003
Sutter Memorial Hospital General Info Emergency	52 nd and F St.	(916)454-3333 (916)733-1000
Sutter Roseville Med Center General Info (Level 2 Trauma Center) Emergency	333 Sunrise Ave.	(916)781-1000 (916)781-1533
UCD Medical Center General Info Emergency	2315 Stockton Blvd.	(916)734-2011 (916)734-3797

Safety Folder

Classroom Emergency Information

The center section of your classroom Safety Folder (red and green) should contain site-specific plans.

Please insert the following (examples included):

- School Crisis Response – Roles and Responsibilities
- Emergency Signals
- Evacuation Maps
- Lockdown Procedures
- Shelter In Place Procedures
- Student Checkout Form
- Confidential Student Medical Information & Provisions for Students with Special Needs.
- Site Safety Team and Update Verification of Emergency Folder
- Roll Sheets and/or Emergency Cards (elementary)

**GVRS
Crisis Response**

Evacuation Site

1st Black-Top

2nd Gated Lawn – Corner of Lake Natoma Dr. and Tonkin Dr.

Incident Management Team & Duties

Role	Name	Phone
Incident Commander	Barbara Ames, Principal	██████████
Back-up Incident Commander	Jenni Walthard, Faculty Chair	██████████
Search and locate	Jessica Haynes	██████████
	Stephanie Lorenz	██████████
Parent Liaison(s)	Ana Moreno	██████████
	Ryan Miller	██████████
Logistics	Mark Wheatly	4 ██████████
	Jessica Haynes	██████████
Campus Safety Liaison(s)	Matt Brown	██████████
	Mark Wheatly	██████████
Public Information Spokesperson	Barbara Ames	██████████
Designated Teacher Leaders	Lynn Freund	██████████
	Alfred Lacoste	██████████
	Ryan Sutton	██████████
Incident Log Scribe	Barbara Ames, Principal	██████████
Others to help	Tavia Pagan	██████████

Incident Commander:

- Coordinate with, and provide support to, the designated Incident Coordinator (Sheriff, Fire, EMS Director).
- Assist emergency personnel to maintain established perimeters.
- Monitor and support school site/responsible for:
 - Student staging areas (classrooms).
 - Parent/Guardian housing and communication.
 - District/Media communication.

Search and Locate Coordinator:

- Gather information – classroom rosters/attendance sheets.
- Coordinate locating missing students/staff including sweep of restrooms, hallways, & fields.
- Communicate with Incident Coordinator & Designated Teacher Leader.
- Assist Parent Liaison with documented student medical and/or parent /guardian pick-up location.
- Assist Teacher Leaders with student supervision.

Parent Liaison:

- Establish & direct parents/guardians to staging area (alternate location recommended).
- Provide emotional support & information to parents/guardians. Work closely with crisis team to provide coordination for student pick-up as required.
- Coordinate with Incident Coordinator/School director to provide physical support to parents/guardians (water, seating, counseling, etc.)

Logistics:

- Custodial
 - Provide support to Incident Coordinator & emergency personnel.
 - Communicate with M&O.
 - Site utilities – shut off/on.
- Other staff (media techs, specialists, IAs) -
 - Transportation/Loading of busses.

Campus Safety Liaison:

- Gather information regarding staff/students requiring emotional support.
- Identify emerging school related problems requiring immediate attention.
- Work closely with liaison & provide support to Crisis Team members.
- Establish holding area & provide supervision for medically fragile/injured staff or students in coordination with emergency medical personnel.

Public Information Spokesperson:

- Establish media staging area (pre-made signs).
- Establish one source of information for the media.

- Gather basic information (what, who, when, where).
- Avoid speculating about cause. Don't assign blame.
- Focus on what you're doing to assure public safety, fix the problem, and restore service. Be positive. Let people know you're in control.--

Designated Teacher Leaders:

- Supervise defined wings/areas (per school emergency maps).
- Maintain basic emergency supplies (refer to Disaster Plan Section).
- Supervise rooms/classes in their area.
- Supervise students – assembly, shelter.
- Accountability – release of students (see form).
- Organize coverage for rooms without staff present.
- Serve as primary communicator to office/Incident Coordinator.

Designated Teacher Leaders

A Wing (Kinder/1-2)	Lynn Freund
B Wing (3 rd -5 th)	Alfred Lacoste
C Wing (6 th -8 th , Meadow Brook)	Ryan Sutton
D Wing (Main Office)	Jessica Haynes

Incident Log Scribe:

- Maintain information system to document & coordinate parent/guardian pick-up and student departure from campus.
- Maintain records of visitors.
- Stay in position in command center.

Golden Valley River School
Comprehensive Safe School Plan

Section I: About GVRs

Golden Valley River School (GVRs) is a tuition-free K-8 Waldorf public school. GVRs grew out of Golden Valley Charter School (GVCS) which was formed by a group of homeschooling parents in 1998. In 2015, GVCS split into two schools, becoming Golden Valley Orchard School and Golden Valley River School. Golden Valley River School has occupied the San Juan Palisades' campus since 2007.

As a community of teachers and families, we seek to nourish and educate the whole child — head, heart and hands — by stimulating the intellect, fostering wonder and respect, and developing the child's active will. Our dedicated faculty and staff are committed to Waldorf educational values and ongoing Waldorf training. Our Kindergarten and grades teachers hold a California credential and receive on-site mentoring by master Waldorf teachers. We are deeply committed to the reformation of public education through the charter school movement. Charter schools are public schools which are endowed with the freedom to employ innovative teaching methods, are responsive to students' needs and are held accountable for student achievement. We offer this through our curriculum inspired by Waldorf education.

Section II: A Shared Vision and Mission Statement

A SHARED VISION

Our vision is that each student becomes a self-directed life-long learner with the support of a community of peers, teachers and parents. We envision that through a whole-child approach to learning, student curiosity, enthusiasm and effort will enable all children to reach the fullest expression of their individual potential.

MISSION STATEMENT

We, the parents and faculty of the Golden Valley Charter School, share a vision for our children. We invite you to become an active participant in creating this vision, as part of our cooperative community. We are a learning community of parents, teachers and children where:

- Parents and children are life-long learners;
- Families are encouraged to share their skills and talents;
- The community comes together in cooperative projects and festivals;
- Families are supported by parent education forums; and
- Parents and faculty collaboratively govern the school.
- We provide evolving Waldorf methods curriculum that:
- Uses a whole-child approach to support children's physical, intellectual and emotional development in a non-sectarian environment.
- Is sensitive to children's developmental needs and their individual navigation of developmental stages;

- Fully incorporates music, arts, crafts, movement, drama, handwork, foreign languages, and creative play;
- Uses poetry, legends, folk tales, mythology, and histories to deliver the curriculum;
- Teaches respect for others and the environment.

Section III: Data

In future, we may use San Juan Unified Zangle information, California Healthy Kids Survey and California Department of Education (CDE) DataQuest to collect data on points of significance/possible concerns.

Section IV: Areas of Pride and Strength

AREAS OF PRIDE AND STRENGTH

Our community provides a nurturing educational environment that inspires children to learn. Many of our parents support the school through volunteering in school activities and embracing shared values at home. They are supported by the school through class meetings, parent workshops and seasonal festivals. This partnership between school and family creates the village which is the foundation for children’s success.

Our kindergartens provide a loving environment conducive to learning through exploration and play under the guidance of caring teachers. Children learn songs and verses and hear fairytales and folktales rich in vocabulary and imagery. They participate in practical and artistic activities including baking, painting, drawing, modeling, and handcrafts in a weekly rhythm. They honor the changing seasons through story, poetry, movement games and festival celebrations.

Our engaging curriculum is designed to awaken each child’s full and unique potential. Teacher-developed lessons are delivered orally, through rich and lively storytelling, evoking emotions and developing the imagination. Students write and illustrate their own “text” books. Academic subjects – language arts, reading, mathematics, science and social studies – are integrated with art, music, speech recitation, movement and practical activities. Students attend Spanish language, watercolor, music, movement and handwork classes taught by subject specialists.

Section V: Areas of Change and Stated Goals

AREAS OF CHANGE AND STATED GOALS

Component 1: Emergencies

Goal 1: To ensure all individuals on campus at GVRS are safe.

Objective 1-1: School staff will participate in monthly fire drills.

Objective 1-2: School staff will practice procedures for a lockdown and/or shelter in place in case of an emergency.

Objective 1-3: School Staff will be trained as mandated reporters for suspected child abuse.

Goal 2: To ensure that appropriate supplies are available and accessible during an emergency.

Objective 2-1: Ensure that the school “Go Kit” is complete and updated annually.

Objective 2-2: Ensure that CPR masks are present and accessible in the appropriate classrooms.

Goal 3: Ensure that all children and adults are safe on field trips.

Objective 3-1: Expectations for parent volunteers and or chaperones agreement are read/signed at registration.

Objective 3-2: Required documentation for volunteers, drivers, and chaperones provided by deadline every year.

Component 2: Physical Environment

Goal 1: To increase awareness about bullying on campus and how to address it.

Objective 1-1: Utilize our Principal and teachers to speak to students about bullying, how to report it when it happens and how to follow up to ensure that it doesn't continue.

Objective 1-2: Message the importance of reporting bullying on campus through avenues such as the Community Newsletter and website.

Goal 2: To increase safety before and after school as students enter and exit campus.

Objective 2-1: Those who participate in carpool will follow traffic flow expectations.

Objective 2-2: A crossing guard will be stationed at crosswalk in front of school.

Objective 2-3: Supervision at both carpool circles will occur daily both before and after school.

Goal 3: Decrease vandalism occurring on campus

Objective 3-1: Work with staff to help identify repeated problems.

Objective 3-2: Have fire, security system, exterior lighting, and video surveillance installed and in use 24/7.

SECTION VI: Sharing the Safe Schools Plan

The GVRS Safe School Plan will be shared through various means that include but are not limited to the following:

- Site Based Management will review and approve the plan by March 1.
- The Safe Schools Plan will be posted on the Golden Valley website for the community to view.
- The Safe Schools Plan will be located in the Site Emergency Plan Binder.
- The district will be sent one electronic copy for the Safe Schools office.

EMERGENCY PREPAREDNESS

Golden Valley River School’s emergency preparedness procedures will be discussed with school personnel before school starts and at various times throughout the school year at staff meetings. A current copy of the procedures will be available in the school office.

It is the responsibility of the Incident Commander or a designee to schedule emergency drills throughout the year. Other staff may be asked to help out. Drills will be conducted periodically and a record of the date and time will be kept in the office. Those drills are:

- Evacuate/Fire Drill
- Lock Down/Take Cover
- Shelter-in-Place

Emergency Response Plan

In the event of an emergency, Golden Valley River School has established an “Emergency Response Plan.” Below is a description of the major “Crisis Centers” that will be established during an emergency situation.

Command Center

The “Command Center” will be directed by the Incident Commander of the “Emergency Response Team” and will be responsible for coordinating the Emergency Response Plan.

PRIMARY LOCATION: Main Office

SECONDARY LOCATION: Library

The Command Center will be equipped with:

- First aid supplies
- Emergency tools and equipment

- School maps (shut off valves and detailed room maps)
- Student emergency cards
- Emergency Response Plan Manual

Medical Center

The “Medical Center” will be coordinated by the Campus Safety Liaison and it will be the area used to treat injured students or staff. The Supervising Team Leader is responsible for making sure that medical supplies are delivered and that appropriate medical procedures are established.

PRIMARY LOCATION: Library
SECONDARY LOCATION: Room 15

Media Center

The Media Center will be used for all media personnel as an information center. The Public Information Spokesperson will be responsible for directing all media personnel to the Media Center and to coordinate media releases/interviews with the Incident Commander.

PRIMARY LOCATION: Parent Loop
OFF CAMPUS LOCATION: Tennis Court Tables

Agency Center

The Agency Center will be used for all law enforcement, fire, or other personnel as an activity coordination center. The Logistics Liaison will be responsible for directing all appropriate outside personnel to the Agency Center. The Logistics Liaison will also coordinate law enforcement, fire, or other relevant activities with the Incident Commander.

PRIMARY LOCATION: Main Office
SECONDARY LOCATION: Kitchen

Parent Center

The Parent Center is designed to communicate information to parents during an emergency situation. The Parent Liaison should direct all parents to the center; communicate with the Command Center regarding student accountability, and help calm parents.

PRIMARY LOCATION: MP Room
OFF CAMPUS LOCATION : Starbucks Parking Lot (Madison@Greenback)

CIVIL DEFENSE PROCEDURES

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities the area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm. In addition, schools will receive warning through telephone communications from the local county office.

Emergency Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is essential if we are to provide maximum protection for students and school staff. In order to be better prepared, it is imperative that emergency plans be current and that the staff, students, and parents be informed of their responsibilities following a major disaster.

There are FIVE emergency signals that should remain standard in emergency situations:

Evacuate/Fire

This will be initiated by the standard fire alarm or cadence bell. Each teacher has a folder with the red front and green back which contains class lists and an emergency preparedness manual, and a two-sided (green/red) card. Teachers should evacuate their classrooms according to the evacuation maps in their classrooms or the current location, i.e. Multipurpose room, library, etc.

Take the following steps:

- Lead your students along the route indicated on the evacuation map.
- Close the door behind you. Doors should be unlocked, but closed.
- Take your Safety Folder with you.
- Students need to be instructed to move quickly, quietly, and in a single file line to their meeting place.
- Teachers are to take roll after evacuating the buildings and assembling in the appropriate evacuation area. Students should remain quiet.
- If all students are accounted for and there are no injuries, the teacher will hold up the green side of the folder.
- If a student is missing, a student is injured, or a student who is not in enrolled in that class is with that class, the teacher will hold up the red side. The teacher will fill out the "Individual Room Life Survey." This will be picked up by the Principal.
- If any of your students are with a specialist, that specialist will escort them to their meeting place.
- Do not re-enter the school until you hear the "all-clear" signal.
- Campus Monitor and office staff will exit offices when alarm sounds and check bathrooms, hallways, multi-purpose room and classes.

Lock Down/Take Cover:

The LOCK DOWN procedure is used in situations when there is a high likelihood of imminent danger to students or staff. Examples are an intruder on campus or dangerous person in the area. LOCKDOWNS are initiated by the Principal or designee. They are usually made with the recommendation from Law Enforcement, although this is not a requirement.

A LOCK DOWN will be initiated by a series of short blasts using the bell system along with the announcement “LOCK DOWN, LOCK DOWN, LOCK DOWN” through the phone. This requires that the teachers lock their doors, close and cover their windows, and direct students to take cover under their desks or on the floor away from the windows. As much as possible, everyone should be out of sight.

If you hear “RING- RING -RING ...”, OR “LOCK DOWN, LOCK DOWN, LOCK DOWN”.... Initiate lock down procedures!!!

- Get all students to the first/closest lockable room
- If you have a door that opens to an adjacent room, lock it as well
- Look for and gather any students who may be near your room and bring them into the security of that room
- Your class room should remain locked until further instructions are delivered over the intercom. If you must open your door during a LOCK DOWN to let a student in, EXERCISE EXTREME CAUTION!!!
- Pull curtains and lock doors. Cover ALL windows including door window;
- Take roll using roster in front of Safety Folder and Individual Room Life Surveys;
- Identify/list missing and injured students;
- Identify/list extra students sheltered in classroom (student name and teacher name);
- Wait for designated contact in the office/command center to call you, then report status (“all present,” “all present plus student A from teacher B’s classroom,”) etc.;
- Remain in room with door locked until all-clear signal is given.
- REMEMBER: If a student is not in your room when a LOCKDOWN is ordered, it means that the child has been directed into the nearest secure room. Wait to be called from the office to report missing or extra students using the INDIVIDUAL ROOM LIFE SURVEY.

Earthquakes

In the event of an earthquake, do not wait for instructions; have students take cover immediately.

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from windows.
- Take cover under a desk or table or against an interior wall.

- Cover head with arms or hold to the cover and be prepared to move with it.
- Hold the position until the ground stops shaking.
- When initial shaking stops, Incident Commander or designee sounds alarms to evacuate the building.
- Follow Evacuate/Fire procedures previously described

If outdoors:

- Move away from buildings, poles and overhead wires.
- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Be prepared to duck and cover again due to aftershocks.
- Staff to follow emergency procedures previously described.

Shelter-in-Place

The SHELTER-IN-PLACE procedures are used when there is a moderate possibility of danger to students and staff were they to remain outside or in a non-secure location. Examples are inclement weather such as lightning storms or tornadoes which may be headed toward the area. SHELTER-IN-PLACE can also be a possible precursor to a LOCK DOWN scenario.

A SHELTER IN PLACE will be initiated by an announcement over the PA system. Classes should continue on as usual. However, if classes are outside they must return to their classroom or other secure location. Staff may move around freely but should be aware that a LOCK DOWN may be called at any time. STUDENTS ARE NOT PERMITTED TO LEAVE THE TEACHER'S SUPERVISION.

Preparation: Pre-Emergency Preparedness

Being prepared for an emergency situation is the best prevention to an emergency situation arising and in the event of an emergency situation arising, preparedness will minimize the injuries and better ensure the safety of students, staff, and the community. Additionally, routine checks of potential hazards can bring to light potential problems and liabilities. In order to make certain Golden Valley River School is a safe environment for all, several steps will be routinely taken to assess hazards. These will be performed by the Incident Commander or designee and include:

- Evaluation of the interior and exterior portions of the school buildings as well as school grounds
- Proximity of toxic, flammable, corrosive, chemically reactive, or radioactive material
- Proximity of high voltage power lines
- Probable safety of evacuation areas after a quake; proximity of gas, water, sewer lines
- Interior hanging fixtures
- Windows particularly near doorways
- Bookcases and shelving within classrooms as well as all objects on shelves and cabinets

- Stability of water heaters

GENERAL DISASTER PLANS

Whenever we have any type of disaster, the first concern is for the safety of the students. Here are general guidelines to assist you in a variety of disaster situations:

Fire

- The location of the fire is determined by an adult on campus
- The Incident Command structure is put into effect
- The Incident Commander or designee will phone 911
- The Search and Locate Coordinator picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
- Incident Commander or designee sounds the fire alarms.
- Staff to follow emergency procedures previously described.
- Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Flood/Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school. The Incident Commander will assess the situation and make an announcement over the PA or megaphone to with instructions.

Electrical Failure

Incident Commander or designee will notify the electrical company (SMUD) at 800-743-5000. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored. Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Gas Line Break

- Incident Commander or designee will notify PG&E at 800-743-5000.
- Incident Commander or designee will notify the Fire Department at 566-4000
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Water Main Break

- Incident Commander or designee will notify the water department at 874-6851
- Facilities Chief shuts off water.
- Incident Commander or designee notifies the police.
- Incident Commander determines if it is necessary to initiate emergency procedures to evacuate students and staff.

Water Contamination

- Incident Commander or designee will instruct teachers to move students away from drinking fountains and sinks.
- Incident Commander or designee will notify San Juan USD
- Incident Commander or designee will notify the water department at 874-6851.
- Facilities Chief will turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

- Block or rope off area – DO NOT TOUCH ANYTHING.
- Evacuate room and TURN OFF air conditioning system.
- Notify school office and Facilities Chief of the incident - contact 911 if necessary.
- Facilities Chief should check for chemical safety data to determine clean up procedure.

If Outdoors:

- Upon hearing of a chemical leak (usually from the fire department or other city office) the Incident Commander will determine if students should be evacuated.
- Move away from buildings, poles and overhead wires.
- Close doors and windows and TURN OFF air conditioning system.
- If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Bomb Threat

There are two ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

- Notify Incident Commander immediately.
- Try to obtain information from the caller such as where the bomb is, when it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

- Notify Incident Commander immediately.
- Do not touch the object but note any identifying features to describe it to the Incident Commander and emergency crews.

In all cases:

- If Incident Commander determines to evacuate, staff follows emergency procedures previously described.
- Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
- If you see any suspicious object, steer clear of it and report it to the Incident Commander and/or any outside emergency agency that has responded
- Follow all outside emergency agency and bomb squad directives.
- Use radios, walkie-talkies and phones **ONLY IF ABSOLUTELY NECESSARY** as the frequencies may set off the bomb(s).

Explosion

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from the windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover.
- Hold the position until directed to the building.
- Staff to follow the emergency procedures previously described.

If outdoors:

- Move away from buildings, poles and overhead wires.
- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Death/Suicide

- Incident Commander will be notified in the event of a death or suicide on campus.
- Incident Commander or designee will phone 911.
- Incident Commander will initiate a SHELTER-IN-PLACE

- Incident Commander operating under the authority of Law Enforcement will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
- Incident Commander or designee will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

- Call the school main office and the incident commander or designee will evaluate the situation and take appropriate action (i.e., contact Police or animal control agency).
- The appropriate Alert signal will be initiated (i.e. Evacuate, Lock Down. or Shelter-in-Place.)
- Notify office of who is with you, if possible.
- All students outside of the building are to be quietly and cautiously led into the building.
- Wait for further instructions from administration and/or police/animal agency.

SITE SAFETY TEAM

The comprehensive Safe Schools Plan will be evaluated and revised annually by a designated Safe Schools Site Safety Team. The plan will be submitted by March 1 to the School Site Council for Approval. The final product will be submitted for approval to the San Juan Unified School District's Board of Education.

This plan will be available in the school office for public inspection. Annually, parents/guardians will be notified and invited to attend School Site Council meetings which review the plan.

2018-2019 Safety Team Members:

Administrator: Barbara Ames

Certificated: Jennie Walthard (Faculty Chair)

Classified: Jessica Haynes, Matt Brown

Classified: Mark Wheatly

Parent/Guardian/Community member: Ryan Miller

Update Verification of Emergency Folder

Completed 8/12/2021

(Date):

By:

Jessica Haynes, Barbara Ames

Purpose

The purpose of the Site Safety Team is to maintain a safe environment that promotes mutual respect and personal responsibilities, accepting of all cultures, and conducive to learning. The committee monitors and maintains school spirit and physical conditions of the school.

Membership

Representatives should include the following:

- Parent
- Administrator
- Classified Representatives (2)
- Classroom Teacher

Responsibilities:

- Maintain a safe environment that is conducive to learning
- Maintain a school atmosphere that has a high morale, positive relationships amongst school personnel based upon mutual respect, trust, and caring and building cohesive school spirit.
- Develop, implement, and maintain school rules that are understood by all and are uniformly and consistently enforced.
- Monitor the maintenance, cleanliness, and custodial care of the buildings and grounds.
- Foster school community members who understand, appreciate, and feel pride in their backgrounds and cultural heritages, and are sensitive and able to work with people of different cultures.

Leader: Principal

Control of Agenda: The leader will determine the agenda items with input from staff members via their committee representative.

Annual Goals

The committee will support the school's vision, mission, core values, and academic improvement plan by:

- Promoting a positive school environment.
- Promoting a trusting and respectful community.
- Making success something valued and appreciated.
- Ensuring Safety on campus for all Students, Staff, Parents and Community Members

Attendance: Regular attendance is expected at all scheduled meetings. Attendance will be noted in meeting minutes.

Frequency of Meeting: Once per year, or as needed.

School Evacuation Drill Record

Month	Date	Time	Total Evacuation Time Length	Pull Station Location	Administrator's Signature
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

Emergency Roles of Staff

SITE ADMINISTRATOR

The site administrator has the overall responsibility for the organization and development of the school safety plan, in accordance with district policy and education code. The site administrator should work to engage and involve all stakeholders in the development, refinement, and practice of this plan.

In an emergency, the leadership of the site administrator is important, but if the situation develops in the absence of this person or persons, all staff should be trained and empowered to act to implement the plan to ensure the safety of everyone on campus.

CLASSROOM TEACHER

Classroom teachers' primary responsibility is for the safety and welfare of their pupils.

The teacher will:

- Keep accurate and current information about the emergency plans for the school.
- Know what to do and how to do it.
- In accordance with the school site program, provide instructions for the pupils in techniques of survival and the emergency procedures they must follow during actual operation and practice of the plan.
- Understand and put into practice the psychology of handling pupils and parents during an emergency.
- Have readily accessible a list of students in their charge with pertinent data, phone numbers, and siblings.
- Make all emergency data and plans available to a substitute teacher.
- Have a sense of permission to act independently, if necessary, based upon emergency needs to ensure student safety.
- As public employees, staffs are by law “Disaster Service Workers” when so assigned. (California Governmental Code, Title 1, Division 4, Chapter 8, Section 3100).

SUPPORT STAFF (Certified and classified)

Support staff should work in unity with site leadership. In some cases, individuals may have specific assignments. As public employees, they are by law “Disaster Service Workers” when so assigned.

The support staff will:

- Keep accurate and current information about the emergency plans for the school.
- Know what to do and how to do it.
- Act to support emergency operations to ensure student control in the event of a problem.

- Report and be available to react to site needs based upon the judgment of the school leadership team.

LIST OF EMERGENCY SUPPLIES AND EQUIPMENT

Ax
Batteries for emergency equipment
Blanket (wool)
Blanket (emergency)
Can opener (manual)
Crowbar or pry bar
Cups (paper)
Flashlight
Gloves
Hammer
Hose (50 foot)
Kleenex (1 box)
Matte Knife
Masking tape (1 roll)
Matches
Pail
Paper Towels (1 package)
Plastic garbage bags
Plastic water container
Pot to boil water
Rope
Saw (multi-use)
Screwdriver (multi-use)
Shovel
String
Tarp
Toilet Paper
Radio: AM-FM (battery operated)
Radios: Two-way ("walkie-talkies")
Wire
Wire cutters
Wrench

First Aid Kit

Small gauze pads	Instant ice packs
Blood stopper	Cotton tipped applicators
Large gauze pads	Goggles
Medical tape	Triangular bandages
Gauze rolls	Biohazard packs
Antiseptic wipes	Sling(sm)
Gloves	
Ace bandage	Tongue depressors
Eye patch	Neosporin
Band aids	Tylenol
Butterfly closures	First aid manual

***Location of Emergency Supply Box:** Locked Office Closet

***List of Emergency classroom supplies:** In tall cabinets at entry way to classroom

Band aids
Gloves

CRISIS COMMUNICATION

Media Briefing tips for Spokespersons

Refer all media inquiries to the Central Office at 916-597-1478. In most cases, the Central Office will respond to the inquiry directly leaving you free to manage your school or program during a crisis. School site employees are not to speak on behalf of Golden Valley Charter Schools, without authorization from the Executive Director. If you are asked to serve as a spokesperson, here are a few helpful tips:

1. Keep answers simple and succinct. Avoid education or technical terms, jargon, or acronyms.
2. Never say “No comment.” If you can’t answer, explain why. “We haven’t learned the cause of the problem at this point. We are continuing to investigate the situation.”
3. Do not go “off the record.” Everything you say is subject to publication or broadcast.
4. Do not speculate, conjecture, or guess. If you don’t know the answer, say “Let me check on that and I’ll get back to you.”
5. Define what you are doing rather than defending it. Say “Let me explain how we are fixing the problem...” rather than “this is why we are doing it this way...”
6. Go into the briefing with one or two positive statements – what is being done to correct the problem. Emphasize and re-emphasize that point at every opportunity. It is perfectly OK to repeat yourself – several times if the opportunity arises. Stay “on message” at all times.
7. Remember that reporters want to know who was involved, what happened, when it happened, how it happened, where it happened, who is affected, and when service will be back to normal. They may ask why it happened, but early in the crisis they don’t expect you to be able to answer the why.
8. Take questions one at a time, and answer one question at a time.
9. Be compassionate. Show concern for those directly affected by the crisis. If someone has been injured or killed, begin your statement with words of compassion. “We are deeply saddened because one of our employees/students has been seriously injured. We are doing everything possible to assist his/her family at this difficult time.”
10. Do not disclose personal information about students or staff.

Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan	Federal Req.	Requirement Met	Comments
<p>1. Plan is written and developed by a School Site Council (SSC) or a safety planning committee. The school safety planning committee is made up principal/designee, teacher, parent of child who attends the school, classified employee, others.</p>			
<p>2. SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.</p>			
<p>3. The comprehensive school safety plan includes, but is not limited to:</p> <p>(a)An assessment of the current status of school crime at the school and at school-related functions. You may accomplish this by reviewing the following types of information:</p> <ul style="list-style-type: none"> i. Reviewed ARC data ii. Office Referrals iii. Attendance rates/SARB data iv. Suspension/Expulsion data v. Local law enforcement juvenile crime data vi. California Healthy Kids Survey data vii. Property Damage data <p>Other: _____</p> <p>x. Other: _____</p>			

(b)An identification of appropriate strategies and programs that provide/maintain a high level of school safety.			
4. The School Site Council and/or Site Safety Team committee reviewed and addressed, as needed, the school’s procedures for complying with existing laws related to school safety:			
a) Child Abuse Reporting procedures (See District Policy)			
b) Suspension/Expulsion procedures (See District Policy)			
c) Teacher notification of dangerous pupil behavior (See District Policy)			
d) Sexual Harassment and Discrimination policy (See District Policy)			
e) Dress Code , including prohibition of “gang-related” apparel (Insert school dress code)			
f) School rules and procedures for discipline (See District Policy, insert school rules)	Yes		Comments for Fed. Req. language - that prohibit disorderly conduct, illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs.
g) Hate crime reporting procedures and policies (See District Policy)			
h) A safe and orderly environment conducive to learning at the school (Insert school philosophy, climate and prevention plans, including Bullying Prevention and Response Plans and Protocol)			
i) Procedures for safe ingress and egress of pupils, parents, and	Yes		

employees from school site (Insert procedures and/or maps)				
j) Crisis Response Plan Insert Disaster procedures, routine and emergency, including earthquake emergency procedures Earthquake emergency procedures that include: i. a school building disaster plan ii. drop procedures iii. protective measures to be taken before, during, and after an earthquake a program to ensure that pupils and staff are aware of and are trained in the earthquake emergency procedures system.	Yes			
5. Verify completion and maintain a copy of Crisis Response Plans for before and after school programs on your campus.				
6. School Site Council (SSC) or School Site Safety Team communicated the school safety plan by inviting the public and holding a meeting at the school site				
7. Verification that the school safety plan was evaluated (approved by SSC) at least once a year, and revised by March 1 of current year.				
Other Safety Requirements	Req. Met	In Progress	Not Started	Comments
8. SJUSD Safety Folders in every classroom with current site updates/health conditions/verification by teacher completed.				
9. SJUSD Safety Folders in office for every administrator and clerical staff. Students with life				

threatening health conditions listed. Care plans on file.				
10. Make Office Staff aware of guidelines on when to call Safe Schools and Crisis Response Procedures.				
11. Able to log on and access Rapid Responder https://proadmin.rapidresponder.com or view only, https://prod.rapidresponder.com .				
12. Rapid Responder data update request (new personnel and safety plan changes) submitted to Tony Oddo, toddo@sanjuan.edu , or you may make changes if you prefer.				
13. Log of fire, earthquake and lockdown drills with response times noted. Copies of logs to be attached. <u>Fire Drill (Evacuations)</u> per Ed Code section 32001 <ul style="list-style-type: none"> i. Elementary – monthly ii. Middle School – 4 times per year iii. Secondary – 2 times per year <u>Lockdowns (recommended)</u> <ul style="list-style-type: none"> i. Elementary – 4 times per year ii. Middle School – 4 times per year iii. Secondary – 2 times per year <u>Earthquake (recommended)</u> <ul style="list-style-type: none"> i. Elementary – 4 times per year ii. Middle School – 4 times per year iii. Secondary – 2 times per year 				

<p>14. Site Safety Team Members Selected</p> <ul style="list-style-type: none"> i. Administrator ii. Teacher iii. Classified Representative iv. Parent v. Student (High School) 				
<p>15. Calendar Regular Meetings of Safety Team/Safe School Task Force Dates.</p>				
<p>16. Review Site Disaster Procedures with Staff</p>				
<p>17. At least one tabletop exercise conducted with staff. Scenarios may be provided for your use.</p>				
<p>18. Visitors must register in the office; signs posted at entrances. Does staff monitor the visitor check in? Does the office issue visitor passes?</p>				
<p>19. Make sure evacuation routes are Posted.</p>				
<p>20. Provisions made for individuals with disabilities for evacuations and lockdown locations.</p>				
<p>21. Off-site evacuation and Parent Reunification Sites identified. Contact name: _____ Phone #: _____.</p>				
<p>22. Intercom/Bells (Volume Adequate) working in classrooms. Contingency plan (buddy system/2 way radios) if a bell is not functioning due to construction/malfunctioning.</p>				

23. Traffic directions for pick-up and drop off visible to make parking lot traffic flow efficient as possible.				
24. Buildings or outside equipment related to heating, cooling, fuel or chemical storage clearly marked and secured.				
25. Hazardous chemicals secured and marked.				

Safety Review

Date: _____

In attendance: _____

Comments: _____

MANDATED REPORTER FOR CHILD ABUSE POLICY

Purpose

With concern for the total well-being of each student, the GV Board of Trustees directs the employees of GVRS to report known or suspected incidences of child abuse in accordance with state law. GVRS employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Reporting Child Abuse

This policy applies to all certificated employees of GVRS and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

The principal or designee shall develop and implement regulations for identifying and reporting child abuse.

The principal or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The principal or designee shall also provide training in the duties of child abuse identification and reporting to Subject Specialists, Waldorf Kindergarten Specialists and other classified employees and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights.

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 36 hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

- a. "Child Abuse," as defined by law and for purposes of this regulation, includes the following:
 - i. Physical abuse resulting in a non-accidental physical injury.
 - ii. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
 - iii. Sexual abuse including both sexual assault and sexual exploitation.
 - iv. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
 - v. Severe corporal punishment.
- b. "Mandated Reporters" are those people defined by law as "child care custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report: Teachers, principal, and supervisors of child welfare and attendance, certificated student personnel employees, subject specialists, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.
- c. "Child Protective Agencies" are those law enforcement 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.
- d. "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.

Child Abuse Reporting Guidelines

Certificated personnel who suspect child abuse must report according to the child abuse reporting laws. If you know, observe, or reasonably suspect that a student has been a victim of physical or sexual abuse or neglect, you are required to report. (You may, but are not required to report on incidents of mental and/or emotional abuse or neglect.)

You Are Required To:

1. Report by telephone immediately to any of the following numbers:

In-Family Abuse (including live-in boyfriend or girlfriend)

Child Protective Services – (916)875-5437

Third Party Abuse (i.e., neighbor, babysitter, school employee) in the event that an employee of the school is known or suspected to be a perpetrator of child abuse, standard reporting procedures must be followed. Report to law enforcement agency where abuse occurred (i.e., grandma's house within city limits-report to police.)

Sheriff - Patrol Officer – (916)874-5115

Child Abuse Bureau – (916)874-5191

Police - Patrol Officer – (916)264-5471

Sexual Assault/Child Abuse Division – (916)264-5771

2. Submit a written Suspected Child Abuse Report on PC form 11166 within 24 hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Report forms can be downloaded from www.sacdhhs.com. Fill in the form completely giving both your work address and telephone number. Write in the name of the person to whom you spoke. Teachers may confer and ask support from the principal and/or other colleagues who have been trained.

3. Keep a copy of the report for your protection in a confidential file. Do not file or record in student's record.

4. Send a copy of the report to the agency to which you reported by telephone.

CPS - 3701 Branch Center Road, Sacramento, 95827

Sheriff - 711 G Street, Sacramento, 95814

Police - 813 6th Street, Sacramento, 95814

5. Notify the principal of the report.

DO NOT NOTIFY SUSPECTED ABUSER AND OR PARENT/ GUARDIAN. This is the responsibility of law enforcement or CPS.

There is no liability if you file a report that proves to be incorrect. Failure to report could result in imprisonment for up to six months, a fine of up to \$1,000, or both. Reporting forms may be obtained from the office file or www.sacdhhs.com.

Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial verbal report by telephone.

The principal or designee 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 school regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

If the mandated reporter does not disclose his/her identity to the Principal or designee, he/she shall at least provide or mail a copy of the written report to the school without his/her signature or name.

Storage and Access to Completed Child Abuse Forms

Legal Responsibility and Liability

- 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.
- 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 months or by a fine of not more than \$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.
- When two or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual 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.
- The duty to report child abuse is an individual duty and no principal may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, the child has the right to have their teacher or an adult present for the interview.

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 Principal or designee shall not notify the parent/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/guardian.

It is the responsibility of the peace officer to notify the parent/guardian of the situation.

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.

Parents/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 school policies and regulations. The Principal or designee should consult with legal counsel in implementing either suspension or dismissal.

SEXUAL HARASSMENT POLICY

Purpose

GVRS is committed to providing and continuing to provide a cooperative and comfortable work environment free of sexual harassment of any kind. This policy is intended to be consistent with and enforced in conformance with the California Fair Employment and Housing Act as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace.

GVRS shall not discriminate on the basis of actual or perceived sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, age, gender, color or physical or mental disability. The school will not tolerate sexual harassment activity by any of its employees or students. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

Definitions:

- **Conduct of a Sexual Nature**

Conduct of a sexual nature may include, but is not limited to, verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, and jokes, and any harassing conduct to which an employee would not be subjected, but for such employee's gender.

- **Unwelcome Conduct of a Sexual Nature**

Verbal or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.

An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

GVRS prohibits any conduct of a sexual nature directed from students to teachers, teachers to students, employees to employees or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

- **Sexual Harassment Prohibited**

For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature constitute prohibited sexual harassment if:

- Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors)
- Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee.
- The conduct substantially interferes with an employee's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected).

Specific Prohibitions

Administrators and Supervisors

It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

Non-managerial and Non-supervisory Employees

It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

Employees and Students

It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

Reporting, Investigation, and Sanctions

It is the express policy of GVRS to encourage victims of sexual harassment to report such claims. This may be done through the grievance policy or by reporting such matters to the Principal or his/her designee.

Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the Principal. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.

Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.

Confidentiality will be maintained and no reprisals or retaliation will be allowed to occur as a result of the good-faith reporting of charges of sexual harassment.

Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or the Principal.

In determining whether alleged conduct constitutes sexual harassment the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated. The Principal or the Board of Trustees has a responsibility to investigate and resolve complaints of sexual harassment.

Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate authorities.

This policy supersedes all previous policies related to personnel policies.

This policy exists in the Employee Handbook, GVRS School Policies and Procedures binder and Personnel Policies and Procedures binder in the business office.

STUDENT BEHAVIOR POLICY

PHILOSOPHY –Creating a Healthy, Positive Learning Environment

“Loving authority needs to precede freedom of thought and independent judgment.”

Rudolf Steiner

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools.

- California State Education Code 48908

Golden Valley River School is committed to creating a safe and nurturing learning environment for every child. We are equally committed to helping our children grow into healthy, happy, responsible adults. In order to respect, care for and work with others; children must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the child to do better in the future. Our approach emphasizes compassion, consistency and responsibility.

The Student Behavior Guidelines for GVRS are based upon a philosophy of respect:

- Respect for all human beings
- Respect for the earth and all living things
- Respect for all school and personal property
- Respect for the guidance provided by teachers, staff and parents
- Respect for our school community
- Respect for our neighbors

Code of Behavior

In order to provide a school environment that fosters cooperation, responsibility and respect; children will be expected to follow these guidelines:

1. Students will support a good learning environment: Children are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and lining up promptly and quietly when requested to do so.
2. Students will treat all adults and children with respect: Respectful, courteous language is expected towards teachers, children and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a child asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect: Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed: Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules: Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.
6. Parental concerns about the implementation of this policy shall be shared directly with their child’s teacher.

Home/School Communication

At the beginning of each school year each teacher will discuss his/her class management plan with parents at the first parent meeting. Additionally, a written copy of the class management plan and behavior policies for Special Subject classes will be distributed to all parents.

Consequences for misbehavior

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the following procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances:

Student Behavior Report and Action Plan (Referral)

If a child fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a notice may be sent home with the child describing this behavior. Teacher will follow this up with a phone call to the parents letting them know to expect a referral from their child.

The parents and child will discuss the situation and the parents will assist the child in developing a plan to correct the behavior. It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. Either the parent or the teacher may request a telephone or personal conference. It is the parents' responsibility to see that the student returns this signed referral to the school the following day.

Parent-Teacher Conference

When a student receives two referrals, a parent-teacher conference will be scheduled by the teacher. If both parents and teacher agree, the child may be included in the meeting. A behavior plan may be developed at this time. The teacher or parents may request that the principal be present. Parents may invite other individuals to the conference.

Suspension

Upon receiving a third, sixth and ninth referral, a student may be suspended from school. The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long.

In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension. These behaviors are:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self-defense.
- Attempting, threatening to cause or participated in hate violence.
- Willfully and knowingly making a terrorist threat against the school.
- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object.
- Possessing an imitation firearm.
- Possessing, selling or otherwise furnishing, or being under the influence of any controlled substance, an alcoholic beverage or an intoxicant of any kind.
- Unlawfully offering, arranging, or negotiating to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering or otherwise furnishing to any other person a liquid substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property.
- Stealing or attempting to steal school property or private property while on school grounds.
- Knowingly receiving stolen school property or private property.
- Possessing or using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel, exclusive of physician's prescriptions.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Committing or attempting to commit a sexual assault or committing sexual battery.

- Committing an act of sexual harassment which has a negative impact on an individual's academic performance or which creates an intimidating, hostile or offensive educational environment.
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

If a child is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The child may return to school after a suspension once a follow-up conversation with the teacher and/or administrator stipulating the conditions of the child's return has taken place.

Special Needs Students

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

Student Success Team (SST) Meeting

At any time the teacher deems it necessary, an SST Meeting, consisting of the student's parents, classroom teacher, administrator, as well as other teachers and support staff, if needed, will be convened to study the child and his/her needs. The team will work to cultivate healthy classroom and playground behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

Clearing Referrals

Referrals and suspensions are cumulative from year to year. In order for a student's referral record to be cleared, he/she must be referral free for two consecutive school years.

Expulsion

Should the above steps not prove to correct the student's behavior, expulsion may be recommended.

In addition, there are certain situations in which Mandatory Expulsion is required (Ed Code 48915). They are listed in the Code as follows:

The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:

- Possession, as verified by a district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with the principal or designee's concurrence.
- Brandishing a knife at another person.
- Sale of drugs.
- Committing or attempting to commit sexual assault or battery.

SUSPENSION/EXPULSION POLICY

Purpose

The purpose of this policy is to outline the procedures used for suspension and/or expulsion of a student.

Definitions (as used in this policy)

- “Board” means governing body of the Charter School.
- “Expulsion” means disenrollment from the Charter School.
- “School day” means a day upon which the Charter School is in session or weekdays during the summer recess.
- “Suspension” means removal of a pupil from ongoing instruction for adjustment purposes. However, “suspension” does not mean the following:
 - Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - Referral to a certificated employee designated by the Principal to advise pupils. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
- “Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.
- “School” means the Charter School.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance at the School or at a School sponsored event at any time including but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- 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 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 any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 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 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Due Process

Below is a summary of the steps that may be taken prior to a recommendation for expulsion:

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled
4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3rd suspension: Recommendation for expulsion

Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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 Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

- Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.
- The expulsion hearing will be presided over by the Board Chairman or the Chair of the Administrative Panel. In the event a 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 unless the pupil 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 pupil. The notice shall include:
 - The date and place of the expulsion hearing
 - A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
 - A copy of the School's disciplinary rules which relate to the alleged violation
 - Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
 - The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
 - The right to inspect and obtain copies of all documents to be used at the hearing
 - The opportunity to confront and question all witnesses who testify at the hearing
 - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

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

Written Notice to Expel

The Principal or designee following a decision of the Board of Trustees to expel shall send written notice of the decision to expel, including the Board of Trustees' findings of fact, to the student or parent/guardian. This notice shall include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student.
- Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

FIELD TRIP POLICY

Class field and study trips away from the school site are considered a regular part of the instructional program and are designed to meet the educational and/or social needs of a particular class. School-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interest among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board of Trustees believes that careful planning can greatly enhance the value and safety of such trips.

Study Trips, Field Trips and Athletic Trips

1. All trips involving out-of-state travel shall require the prior approval of the Board of Trustees. The principal may approve other trips.
2. The principal shall ensure that teachers develop plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips as well as a careful fiscal plan for each trip. Other school employees and parent/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings. The teacher will be in charge of all aspects of the trip while away from school.

3. In advance of a study trip, teachers shall determine educational objectives, which relate directly to the curriculum. Teachers also shall provide appropriate instruction before and after the trip.
4. The ratio of adults to students on school-sponsored trips that require motorized transportation and/or are overnight events (i.e.: on camping on the school grounds) shall be at least one to five. The ratio of adults to students on walking field trips shall be at least one to ten.
5. School personnel, adult chaperones and the children in the class may participate in the field trip. Children who are not enrolled in the class may not participate in class field trips.
6. Student trips for the purpose of educational enrichment or athletic competition are considered field trips or athletic events. If students on such trips also participate in a community performance or service, the trip is considered a field trip or athletic event.
7. Students must have written parental permission in order to participate in trips requiring transportation. (Education Code 35350).
8. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip. Teachers will provide the office with a list of students participating in the trip, absent students and nonparticipating students (with the name of teacher responsible) prior to departure.
9. Parents shall be notified in advance of all Field Trips to allow time for financial planning and gathering of supplies.

Definitions (as used in this policy) Safety and First Aid

- 1) While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (Education Code 32040, 32041).
- 2) Whenever trips are conducted in areas known to be infested with poisonous snakes:
 - a. The first aid kit taken on the trip shall contain medically accepted snakebite remedies. (Education Code 32043)
 - b. The trip shall be accompanied by a teacher, employee or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites. (Education Code 32043).
- 3) Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For non-certificated adults who will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip. As a courtesy, parent volunteers are to be notified at least one week in advance of their responsibilities.

Supervision

1. Students on approved trips are subject to all school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide all adult chaperones who accompany the students, with clear information regarding their responsibilities.
4. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities.
5. Drivers/Chaperones must follow the route prescribed by the teacher.
6. Drivers/Chaperones will be cleared through the LiveScan process.
7. Teachers and Chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
8. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor whenever possible.

Trip Approval

1. The principal may exclude from the trip any person whose presence on the trip would pose a safety or disciplinary risk.
2. The principal shall approve no activities, which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.

Trips that include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advance.
2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones of one to five ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
3. Swimming Activities:
 - a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.
 - b. Swimming facilities shall be inspected for safety hazards.
 - c. Lifeguards must be designated for all swimming activities. Lifeguards must be Red Cross certified or equivalent and must be at least 21 years old.
 - d. The ratio of the adult chaperones to students shall be at least one to five.
 - e. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
 - f. Emergency procedures shall be included with the written instructions to adult chaperones and staff.
 - g. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim.
 - h. A buddy system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.



GOLDEN VALLEY CHARTER SCHOOLS

Administrative Regulations – Dress Code

(Approved by the Administration 2018.04.19)

The scope of education provided at Golden Valley Charter School encompasses more than just the curriculum; it extends into consideration of the school environment as well. We ask parents to support our desire to create a healthy learning environment by sending your children to school in appropriate school attire. As part of this dress code, we ask that your child come to school in clean and tidy clothes with hair that is neat and clean. We ask that all students follow the dress code when attending school and all school functions including field trips, dances, festivals, and any other GVCS sponsored trips or events.

The teacher will have final say in all areas of the dress code, and parents may choose to have a more restrictive dress code for their children.

Kindergarten and Grades 1-5 Dress Code Regulations:

- Stripes, plaids, florals, patterned, abstract-designed or solid-colored clothing ONLY. No images or clothing related to death, violence, drugs, or media may be worn.
- Shirts that endorse a GVCS-sponsored event may be worn. (i.e. Pentathlon, Medieval Games, GVCS shirts or GVCS basketball jersey)
- Dresses, skirts and shorts may not be shorter than mid-thigh.
- Hair should be natural in color (no dyed, bleached, highlighted or otherwise colored hair).
- Piercing of ears only. Jewelry and accessories must not interfere with learning or safety.
- No visible tattoos, fingernail polish, or makeup.
- Shoes which firmly attach to feet must be worn at all times on campus. Shoes should be appropriate for active play. No lighted or roller shoes. Logos on shoes must be small and discreet.
- All clothing must fit properly and all underwear must be covered.
- Hats designed to shade the children from the sun or to keep them warm are encouraged and must be free of logos.
- All accessories, including but not limited to backpacks, totes, and lunch boxes must follow the above dress code guidelines.

6th - 8th Grade Dress Code Regulations

In order to acknowledge their stage of development, 6th – 8th graders have been given more liberty in their choice of dress. It is very important that teachers, parents, and students exercise good common sense and respectfully dialogue, considering not only their personal desires, but also our environment and community.

The class teacher will have final say in all areas of the dress code, and parents may choose to have a more restrictive dress code for their children.



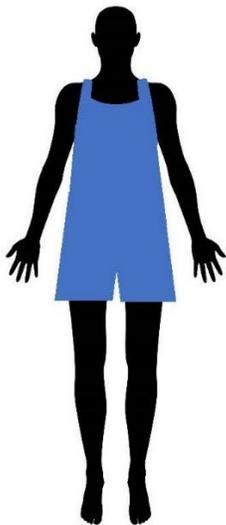
- Students may dye or highlight their hair using a natural hair color.
- Nail polish may be worn.
- Makeup may be worn. Excessive makeup is not allowed. Makeup, nail polish or anything else that must be applied to one's skin must be done at home and not on campus.
- Words on clothing must be in the language of the Virtues and are left to the discretion of the class teacher.
- All other regulations are the same for all students.

Consequences for violating the GVCS Dress Code The following procedures and consequences for dress code violations have been established and apply to all GVCS students. Any child sent to school inappropriately attired will need to follow the procedure outlined below. The three violations are considered to be within the school calendar year.

First violation: The teacher will explain the violation to the student and send the student to the office with a written notice indicating the violation. When the student reports to the office, he/she will be asked to remove the inappropriate attire and replace it with clothing supplied by the school. The student either accepts the replacement garment and returns back to class, or he/she declines the clothing and is sent home (Please see note below re: suspension.) The office staff will log the violation in a logbook and keep the item of inappropriate clothing until the end of the day at which time the student will come and pick it up. Finally, the parents will receive a "Dress Code Violation Form" sent home with the student to be signed and returned to the Class Teacher the next day.

Second violation: (Same as above) In addition, a meeting will take place between the student and the Principal and the parents will be notified by phone. Dress Code Policy 3 of 3

Third violation: The teacher will send the student to the office with a written notice indicating the violation. When the student reports to the office, a staff member will then call the parent to pick up their child from school. A meeting between the student, parent(s), class teacher and Administrator will occur. Note: Students who refuse to change their clothing will be seen as willfully disobedient which is a violation of Education Code 48900(k) and may result in suspension or other disciplinary actions.



Body and undergarments must be covered and not seen through clothing.

Employee Security

An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49331)

Employees shall promptly report any student attack, assault or threat against them to their principal or other immediate supervisor. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

The report also shall be forwarded immediately to the Executive Director or designee, who may act as liaison between the employee, the police, and the courts.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

Employees injured as a result of an assault must notify the Human Resource Department and complete any necessary forms.

Employees whose personal property has been stolen or damaged must file a claim with the Human Resource Department.

Required Notice Regarding Violent Students

The Executive Director or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury that requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. (Education Code 49079)

Teachers shall receive the above information in confidence and disseminate it no further. (Education Code 49079) Teachers may be subject to discipline for divulging such information to persons who are not entitled to it.

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. This file shall be kept at the school which the student attends. The principal or designee shall notify the teacher in writing when such a student is assigned to his/her class/program and ask the teacher to review the student's file in the school office. This notification shall not name or otherwise identify the student.

The principal or designee shall keep a record of the above notification. Teachers who will be notified are those who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches and counselors.

DEALING WITH CONFRONTATIONAL ADULTS

The following sequential guidelines should be followed whenever possible to resolve this type of situation:

1) Individual who is angry or confrontational:

On a first-time basis, an individual who enters the office or school campus agitated or angry should immediately be escorted to a school office and be dealt with privately. When the adult is in your office, the following points should be covered:

- Discuss the need for reasonable dialogue and do not allow belligerent threatening, or profane dialogue to continue.
- Explain the need for the school to maintain a calm educational environment and the policies/laws available to ensure school personnel to be treated in a non-threatening fashion.

- Give the individual the choice of calmly explaining his/her position or to put concerns in writing so a follow up conference can be scheduled.
- If the individual's self-control is in question, include more than one adult in the meeting or ask the individual to return for an appointment when he/she is able to discuss the concern in a calm manner.

2) Individuals who have habitually confronted staff in a belligerent fashion:

- He/she should be notified, with witnesses present, that their behavior is disruptive, threatening, and unacceptable, and that if a dialogue is to continue on the campus, he/she needs to immediately gain control to himself.
- If the individual fails to do so, he/she must be directed to leave the campus. Inform the individual that a communication will be coming from the school to clarify future meetings or visitations. Assure the individual that he/she will be given the opportunity to share his/her concerns, but it will have to be in a calm environment.
- If the individual persists in a confrontational manner, contact 911 and direct the individual to leave the campus. Inform the individual that a Sheriff has been contacted to ensure the safety of the campus.
- If the individual appears to be irrational and not in complete control, the administrator or secretary should contact 911 without informing the individual. The administrator should maintain the situation until the Sheriff arrives.
- Upon either the departure of the individual or the arrival of the Deputy, the individual should be verbally notified that he/she is not to return to the campus without first contacting the Principal for an appointment.

3) Controlling Future Encounters:

Verbal communication to the individual in question should be handled immediately by phone or in person. State that his/her presence on the campus is viewed as disruptive to staff and/or students and that he/she is being denied access to the campus without prior approval from the Principal. All required school communications will be provided in written form or in a controlled environment, i.e., at the Central Office, special meeting, etc.

When you have an individual who continually causes problems on or around the school property, you may request that a Letter of Restricted Visitation be sent to the parent. Please follow the guidelines:

- Attempt to resolve the problem with the parent before seeking the letter as a resolution.
- Discuss the situation with your Director to determine if there are other ways to resolve the problem. .
- A copy of the letter should be kept on file in the School's Office.

If future threatening communications or visitations should continue, a Sheriff's deputy will be dispatched to remove the individual from the campus. The Administrator will be expected to file appropriate charges and will attempt to obtain a restraining order to prevent future intrusions onto the school campus.

CONCLUSION:

The guidelines described are sequential and should be implemented at the least confrontive level. It is important to work with parents who can be calmed down and not assume that all angry adults are necessarily individuals who have a penchant for confrontations with those in authority. It is critical that site personnel work with their Director or other appropriate personnel to coordinate their efforts to assist in assessing both the history of the confrontational individual and the nature of each situation. Each individual situation is unique and requires flexibility and a controlled response from the staff members who are engaged in the situation.

INJURY AND ILLNESS PREVENTION PROGRAM

It is the policy of Golden Valley River Schools to maintain safe and healthful work environments. To achieve this goal, the School has developed an Injury and Illness Prevention Program (IIPP) as required by California Senate Bill 198 and implemented under the California Code of Regulations, Title 8, Chapter 4, Section 3203.

Accidents, for the most part, are avoidable. Therefore, the School believes that nearly all accidents are preventable. Safety is everyone's responsibility. We expect every administrator and employee to be personally concerned and motivated to maintain a safe working environment for all employees. Together, we can make a difference in the safety of our fellow co-workers and ourselves. Good safety habits reduce the possibility of injury for you and your co-workers, and all employees are responsible to be alert for and report any safety hazards.

Responsibilities

Each employee of Golden Valley River School has individual responsibilities regarding workplace safety and health. These responsibilities include:

School Principal

It is the responsibility of the Principal to develop procedures that ensure effective compliance with the IIP Program. The Principal is responsible for setting acceptable safety policies and procedures for each employee to follow and ensuring employees receive general and specific training. In addition, supervision carries the responsibility for knowing how to safely accomplish the tasks assigned to each employee, for purchasing appropriate personal protective equipment, and for evaluating employee compliance. The Principal will also:

- Enforce recommended safe work conditions and employee actions.
- Provide safety training to employees as appropriate.
- Consistently and fairly enforce all safety rules.
- Investigate all accidents and near-miss injuries to determine cause, and then take appropriate action to prevent repetition.
- Maintain equipment in safe operating condition.
- Inspect work areas often to identify unsafe conditions and work practices. At a minimum, Supervisors and Managers shall utilize self-inspection checklists on a consistent basis.

Administrative Staff

Administration will effectively execute their safety responsibilities by the following methods:

- Familiarizing themselves with the safety program and procedures for effective implementation
- Giving support to all programs and committees whose function is to promote safety and health.
- Being aware of safety considerations when introducing new procedures, tools or materials to the workplace.

Custodial/Maintenance Staff will be responsible for:

- Maintaining equipment in safe operating condition.
- Inspecting school buildings and grounds often to identify unsafe conditions.
- Being aware of safety considerations when introducing new procedures, tools or materials to the workplace.
- Custodial/Maintenance staff will report any unsafe conditions to the School Principal.

Employees

Immediate responsibility for workplace health and safety rests with each individual employee. Employees are responsible for following the established work procedures and safety guidelines in their area. Employees are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors. Specifically, their responsibilities include:

- Attending or participating in provided training and retraining programs.
- Following all School safety rules and regulations and applying safe work practices to all job tasks.
- Reporting safety hazards and unsafe conditions to the Principal.
- When appropriate, providing recommendations on how to eliminate or reduce a discovered safety hazard.

Compliance

Employees who fail to comply with Safety Rules will be subject to disciplinary action up to and including termination. For Safety Rule violations, disciplinary procedures may include:

- Verbal or written warning outlining the nature of the offense, counseling on how to improve performance, and consequences of failure to correct.
- Probation outlining nature of offense and putting employee on notice that another violation will result in additional disciplinary action, such as pay reduction, placement on temporary unpaid leave, or termination, depending on the severity and number of safety violations.

Communication

A communication system has been established at Golden Valley River School to encourage employees to inform their immediate supervisors regarding observed hazards.

Review of the Injury and Illness Prevention Program is provided for each new employee as part of their new employee orientation program. All employees are given a copy of this IIP containing the Safety Policy and Safety Rules established by Golden Valley River School. These rules are reviewed with the employee and indicate their understanding by the signing of the Safety Agreement.

Employees at Golden Valley River School are encouraged to inform their managers and supervisors about workplace hazards immediately without fear of reprisal.

Accident Investigation Program

An accident investigation will be conducted for all workplace accidents and hazardous substance exposures. It is the policy of Golden Valley River School that all injuries or illnesses be reported to the Principal or designee immediately after the accident/exposure occurs. "Near accidents" should also be reported as they can indicate possible unsafe conditions or procedures.

Investigation

The Principal or designee will be responsible for investigating all accidents promptly and thoroughly. The appropriate form will be completed and returned to the school office within 24 hours of a reported incident. The investigations will include, but not be limited to, the following:

Interviewing injured employees and witnesses immediately

- Examining the workplace for factors associated with the accident/exposure
- Determining the cause of the accident/exposure

- Taking corrective action to prevent the accident/exposure from recurring
- Recording the findings and actions taken on the appropriate form.
- To ensure timely accounting for Workers' Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form available in the school office.

Record Keeping

A copy of the Injury and Illness Prevention Program is located in the school office. To ensure the critical elements of the IIPP are being implemented, the following records will be kept on file:

- Records of hazard assessment inspections
- Records of safety and health training
- Documentation of accident/exposure investigations and corrective action taken
- Records of safety communication such as safety meetings, newsletters, posted or written notification of safety policies, and anonymous information from employees.

Workplace inspection records shall be kept for all scheduled, periodic inspections. These records will include at minimum:

- Date of inspection
- Work areas inspected
- Name of person(s) conducting the inspection
- The unsafe conditions and work practices which have been identified
- Action taken to correct the identified unsafe conditions

Personnel records shall be kept for all scheduled, periodic training opportunities. These records will include at minimum:

- Employee name
- Date of training
- Type of training provided
- Training instructor

INFECTIOUS DISEASE

Precautions to Prevent the Spread of Infectious Diseases in the School Setting

Because of the concern generated by AIDS/HIV infection, the California Legislature has mandated that schools inform their employees annually about appropriate methods for preventing the spread of ALL infectious diseases with specific suggestions about AIDS/HIV and Hepatitis B infections (Health & Safety Code, Part 1 of Division 1, Section 199.81).

Questions related to infectious diseases should be directed to your personal physician, the County Health Department or the District Health Services (971-7643).

Universal Precautions

Universal Precautions are precautions used in all situations and not limited to use with individuals known to be carrying a specific virus such as HIV or the virus causing Hepatitis B. In the school setting, those precautions should include: handwashing, using gloves, careful trash disposal, using disinfectants, and modifications of cardiopulmonary resuscitation (CPR).

It is critical that universal precautions be used in every instance when handling blood and body fluids because (1) for legal reasons related to confidentiality, there is no requirement that health officials notify school authorities of the results of blood tests for antibody to the AIDS virus, (2) there may be situations where we do not know that a person is infected, and (3) we should not wait until we encounter an identified infected student or adult before practicing infectious disease prevention techniques.

The term "body fluid" includes: blood, semen, vaginal secretions, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions (such as nasal drainage) and saliva.

Handwashing

1. Thorough handwashing is the single most important factor in preventing the spread of infectious diseases and should be practiced routinely by all school personnel and taught to students as routine hygienic practice.
2. All staff should wash their hands in the following circumstances:
 - a) Before handling food, drinking, eating or smoking.
 - b) After toileting.
 - c) After contact with body fluids or items soiled with body fluids.
 - d) After touching or caring for students, especially those with nose, mouth or other discharges.
3. Scheduling time for students to wash hands before eating is suggested to encourage the practice.
4. How to wash hands: Wet hands with running water and apply soap from a dispenser. Lather well and wash vigorously for 15 to 20 seconds. Soap suspends easily-removable soil and microorganisms, allowing them to be washed off. Running water is necessary to carry away dirt and debris. Rinse well under running water with water draining from wrist to fingertips. Leave water running. Dry hands well with a paper towel and then turn off the faucet with paper towel. Discard the towel.
5. Classroom instruction about proper handwashing can be integrated into health instruction at all grade levels.

First Aid Involving Body Fluids and CPR

1. Avoid direct skin contact with body fluids. If direct skin contact occurs, hands and other affected skin areas should be washed with soap and water immediately after contact has ended.
2. Disposal single use gloves should be used when contact with body fluids is anticipated (such as bloody nose, diapering). Gloves should be standard components of first aid supplies in the schools so that they are readily accessible for emergencies and regular care given in school health/offices.

3. Devices that prevent backflow of fluids from the mouth of a victim being given CPR should be used by rescuers in the school setting. These devices are available through local medical supply companies.

4. Any soiled clothing should be placed in a plastic bag, sealed and placed in a second plastic bag labeled with the student's name. Send home with student.

Trash Disposal

1. Place soiled tissues, pads, gauze bandages, towels, etc., into a plastic bag and tie or seal the bag. Place it in a second bag and leave unsealed.

2. If needles, syringes, or lancets are used in the school setting, arrange for a puncture-proof container. Place intact needles and syringes in the designated container. Do not bend or break needles. Do not recap needles.

Using Disinfectants

1. Environmental surfaces contaminated with body fluids should be cleaned promptly with disposable towels and approved disinfectant. Disposal gloves should be worn. Disposable items should be discarded in a plastic-lined wastebasket. Mop solution used to clean up body fluid spills should consist of the approved disinfectant. Used mops should be soaked in this solution 30 minutes and rinsed thoroughly before reusing.

2. After clean up, remove gloves and wash hands.

3. If carpet is soiled, clean up immediately and disinfect with district approved disinfectant.

What is AIDS/HIV Infection?

AIDS (Acquired Immune Deficiency Syndrome) is the advanced stage of HIV (Human Immunodeficiency Virus) infection. The virus attacks the body's immune system, leaving it vulnerable to life-threatening opportunistic infections and malignancies. The virus also may directly attack the central nervous system. Persons infected with HIV frequently have no apparent symptoms and usually appear to be in good health. more than half of the persons in the United States who have been diagnosed to have AIDS (the advanced stage of HIV infection) have died.

How is HIV Infection Spread?

Everyone infected with HIV, even a person without apparent symptoms, is capable of transmitting the infection. HIV infection is transmitted by:

1. Any sexual activity involving direct contact with semen, blood or vaginal secretions of someone who is infected.
2. Sharing intravenous (IV) needles and/or syringes with someone who is infected.
3. Penetrating the skin with needles that have been used to inject an infected person.
4. Direct contact on broken skin with infected blood.
5. Receiving blood transfusion or blood products from someone who is infected (a screening test has been used since 1985 that has reduced this risk to 1 in 68,000 in California, AIDS Update, December 1988).
6. Being born to an infected mother.

What is Hepatitis B?

Hepatitis B is an infection of the liver caused by a virus present in blood and other body fluids of infected persons. Less than 50% of persons who become infected show symptoms of illness. The symptoms include fatigue, mild fever, muscle or joint aches, nausea, vomiting, loss of appetite, and abdominal pain. In some patients the urine turns dark and the skin becomes yellow. The onset of symptoms may appear six weeks to six months after becoming infected with the virus. Death is uncommon in Hepatitis B, but five to ten percent of those infected become long-term virus carriers. Up to 25% of carriers may develop serious chronic liver disease.

How is Hepatitis B Spread?

An infected person can transmit Hepatitis B as long as the virus remains in the blood. Transmission may occur as early as four weeks before any symptoms occur. A small number of people will carry the virus in their blood for years and are known as chronic carriers. Hepatitis B is transmitted by:

1. Sexual activity involving semen, blood, or vaginal secretions.
2. Sharing with someone who is infected, unsterile instruments used to penetrate the skin such as those used for tattooing, ear piercing, and razors.

3. Sharing intravenous (IV) needles and/or syringes with someone who is infected.
4. Direct contact of infected blood with mucous membrane of the eye or mouth.
5. Direct contact of infected blood with broken skin (e.g., cuts).
6. Accidental needle sticks with needles containing blood from a virus carrier.
7. Being born to an infected mother.

Sacramento County Department of Health and Human Services
Guidelines for Common Communicable Diseases

Brief rules regarding exclusion from school of ill pupil and contacts:

<u>Disease</u>	<u>Ill Pupil</u>	<u>Family Contact</u>	<u>Classroom</u>
Chickenpox	Until 6 days after the appearance of the first crop of blisters.	No Exclusion	No Exclusion
Conjunctivitis (Pink Eye)	May return 24 hours after antibiotic treatment.	No Exclusion	No Exclusion

Encephalitis	Release by physician	No Exclusion	No Exclusion
Fifth Disease (Erythema Infectiosum)	Exclude if fever. Not contagious after appearance of rash.	No Exclusion	No Exclusion
Head Lice	Children can be readmitted after treatment. Encourage nit removal.	Should be examined.	Should be examined.
Hepatitis A	Until 7 days after onset of jaundice.	No Exclusion	No Exclusion
Hepatitis B	Until 7 days after onset of jaundice.	No Exclusion	No Exclusion
Impetigo (staph, strep skin infections)	Until treatment begins. Cover area if oozing.	No Exclusion	No Exclusion
Measles (Rubella)	Until clinical recovery but no earlier than 4 days after onset of rash.	No Exclusion	No Exclusion
Measles (Rubeola, Hard, 10 days)	Until clinical recovery but no earlier than 4 days after onset of rash.	No Exclusion if immunized	No Exclusion if immunized
Meningitis, Bacterial	Until release by physician.	No Exclusion: Observe for symptoms.	No Exclusion
Meningitis, viral	Until release by physician.	No Exclusion	No Exclusion
Mononucleosis	Until release by physician.	No Exclusion	No Exclusion
Mumps	Exclude for 9 days from onset of swelling.	No Exclusion	No Exclusion
Pin worms	Until treated.	No Exclusion	No Exclusion
<u>Disease</u>	<u>Ill Pupil</u>	<u>Family Contact</u>	<u>Classroom</u>
Ringworm (body or scalp)	Until treated with topical regimen or a NEGATIVE culture if on systemic therapy alone.	No Exclusion	No Exclusion

Streptococcal Infections (Scarlet Fever, Strep Throat)	Until treated or symptoms have disappeared. May be readmitted on physician release.	No Exclusion	No Exclusion
Scabies	Until treated. Itching may persist and is not a sign of infection. Elimate is treatment of choice.	No Exclusion	No Exclusion
Salmonella – Shigella	Any child having a confirmed diagnosis shall not return to school until asymptomatic. If a child is asymptomatic and still has a positive culture, he/she may return to school following the nurse’s instruction on good hand washing and personal hygiene.	No Exclusion	No Exclusion
Whooping Cough	Exclude for a minimum of 5 days during antibiotic therapy. Must bring physician’s release.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.
Whooping Cough	Exclude for a minimum of 5 days during antibiotic therapy. Must bring physician’s release.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.
Hand, Foot, & Mouth	Exclude if fever or vesicles in mouth.	No Exclusion	No Exclusion



EARLY SCHOOL PICKUP POLICY

(Approved by the Board of Trustees 6-18-08)

Purpose

This policy sets forth guidelines and directions related to the pickup of children prior to the completion of the school day.

In the event a parent/guardian or designated person named on the child release form needs to pick up a student before the school day is complete, please follow the steps outlined below:

- It is the responsibility of the parent(s)/guardian(s) to provide an up-to-date Child Release form. This form designates individuals other than the parent(s)/guardian(s) who are authorized to pick up the child.
- Upon arrival to pick up a child, the adult must come into the office and sign the child out in the Early Pick Up log. An office staff member will confirm the adult is an authorized person to take custody of the child.
- An office staff member will go to the class to retrieve the child. Adults are NOT to go directly to the class as this interrupts the class as a whole.
- The child is brought to the office to meet with the designated adult and they are permitted to depart at that time.
- Under NO circumstances will a child be authorized to leave with an adult who is not designated on the Child Release form.
- In the event the child will be returned back to school before the day is complete, the child must come back into the office and sign the log in book

This policy supersedes all previous policies related to early school pickup.

GOLDEN VALLEY CHARTER SCHOOL OF SACRAMENTO ORANGEVALE, CALIFORNIA

Adult Code of Conduct Policy *(Approved by the Board of Trustees 12-7-10)*

We are all part of the Golden Valley Charter School community. How we treat each other through our words and actions defines our school culture.

As much as we wish to focus on and encourage the positive, we must also acknowledge that inappropriate behavior on school campus does occur and that it is unacceptable and in fact, illegal. This Code of Conduct Policy establishes a process and consequences for the times when Unacceptable Behavior occurs.

DEFINITIONS OF UNACCEPTABLE BEHAVIOR:

Unacceptable Behavior is defined as any behavior that disrupts the educational or work environment on campus or at any school-sponsored activity. Unacceptable Behavior includes the following:

- Rude, loud, offensive, threatening, or slanderous language directed at a student, school employee, other parent, or campus guest.
- Unwanted or inappropriate physical contact with another person.
- Refusal to stop any disruptive behavior when asked.
- Disregarding any campus rule or regulation.

PROCESS & CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

1. The offender will be asked to stop the disruptive behavior. If s/he does not comply promptly, s/he may be asked to leave campus. If s/he does not leave the campus when asked, the sheriff may be called.
2. In the case of repeated instances of unacceptable behavior, the offender WILL receive an official letter of reprimand from the school which may include provisions that restrict or ban access to the school campus and/or participating in school-sponsored events and activities.
3. If the behavior occurs again, the offender WILL receive a letter banning him/her from campus for a specified period of time. This ban is enforceable by law.
4. If the banned person enters the school grounds, the sheriff will be called and appropriate legal action will be taken.

STATE LAW REGARDING UNACCEPTABLE BEHAVIOR

Please be advised, under Education Code Section 44811, "disruption by a parent or guardian or other person at a school or school sponsored activity is illegal and punishable, upon the first conviction, by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1,000) or by imprisonment in a county jail for not more than one (1) year, or both."

CAMPUS BEHAVIOR REGULATIONS

Our campus and our classrooms are safe places for children to learn under the guidance of teachers and staff. Please help us keep our school safe by following these simple rules:

- Please refrain from the above Unacceptable Behaviors at all times.
- Please understand that school employees (teachers) may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.
- Please speak with your Class Teacher at an appropriate time if you or your child has an issue in the classroom or on the playground. If you have an issue with a Subject Specialist, Education Specialist, or Yard Duty person, please speak with your Class Teacher first.
- Please always use student-appropriate language and behavior on campus.
- Please honor each teacher's "Class Rules."
- Please do not enter the Home Room/Faculty Lounge unless you are a school employee.
- If you are asked to leave an area or room on campus, please do so immediately without resorting to any unacceptable behaviors as defined above.

SCHOOL OFFICE BEHAVIOR REGULATIONS

The school office is both a place of official school business and a place where students are frequently present. Given the importance of the office to the proper functioning of the school and its physical limitations in terms of space and privacy, it is very important that everyone understand and comply with the the following "Rules of the Office":

- Please refrain from the above Unacceptable Behaviors at all times.
- Please use student appropriate language and behavior in the office at all times as students are often present.
- Please be patient and courteous when waiting for an office staff person to address your need or issue.
- Unless through prior arrangement with the office staff, please do not enter past the swinging doors without staff approval.
- Please understand that the office staff may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.
- If you have an issue with a school policy, procedure, or regulation (not including clarifying questions), you **MUST** make an appointment with either the Principal or the Business Manager to discuss. Please do not engage other school employees on issues of policy, procedure, or regulation.
- Please do not use the work room or any equipment in the school office for personal business not related to a school-approved function.
- Unless it is an emergency, please do not enter the office or engage a school employee regarding school related business outside of established office hours.
- If you are asked to leave the office for any reason, please comply immediately without resorting to any unacceptable behavior as defined above.

EMAIL ETIQUETTE

Parents sometimes feel more comfortable communicating with their child's teacher or school staff members via email. This can be a valuable tool. However, we ask that parents follow some simple guidelines when emailing teachers or staff members:

- If you have an issue with a teacher or staff member, please send an email message to set up an appointment to speak face-to-face with that person.
- Please be respectful in your language when emailing teachers or staff members. If it is something that is considered "unacceptable behavior" in a face-to-face encounter, it is considered unacceptable behavior in an email as well.

MANDATED REPORTER FOR CHILD ABUSE POLICY

(Approved by the Board of Trustees 6-18-08)

Purpose

With concern for the total well-being of each student, the GVCS Board of Trustees directs the employees of GVCS to report known or suspected incidences of child abuse in accordance with state law. GVCS employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Reporting Child Abuse

This policy applies to all certificated employees of GVCS and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

The principal or designee shall develop and implement regulations for identifying and reporting child abuse.

The principal or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The principal or designee shall also provide training in the duties of child abuse identification and reporting to Subject Specialists, Waldorf Kindergarten Specialists and other classified employees and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights.

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 36 hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. "Child Abuse," as defined by law 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.
2. "Mandated Reporters" are those people defined by law as "child care custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

Teachers, principal, and supervisors of child welfare and attendance, certificated student personnel employees, subject specialists, 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 enforcement 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.

Child Abuse Reporting Guidelines

Certificated personnel who suspect child abuse must report according to the child abuse reporting laws. If you know, observe, or reasonably suspect that a student has been a victim of physical or sexual abuse or neglect, you are required to report. (You may, but are not required to report on incidents of mental and/or emotional abuse or neglect.)

You Are Required To:

- 1. Report by telephone immediately to any of the following numbers:

In-Family Abuse (including live-in boyfriend or girlfriend)

Child Protective Services - 875-5437

Third Party Abuse (i.e., neighbor, babysitter, school employee) in the event that an employee of the school is known or suspected to be a perpetrator of child abuse, standard reporting procedures must be followed. Report to law enforcement agency where abuse occurred (i.e., grandma's house within city limits-report to police.)

Sheriff - Patrol Officer - 874-5115



Child Abuse Bureau - 874-5191

Police - Patrol Officer - 264-5471

Sexual Assault/Child Abuse Division - 264-5771

2. Submit a written Suspected Child Abuse Report on PC form 11166 within 36 hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Report forms can be downloaded from www.sacdhhs.com. Fill in the form completely giving both your work address and telephone number. Write in the name of the person to whom you spoke. Teachers may confer and ask support from the principal and/or other colleagues who have been trained.

a. Keep a copy of the report for your protection in a confidential file. Do not file or record in student's record.

b. Send a copy of the report to the agency to which you reported by telephone.

CPS - 3701 Branch Center Road, Sacramento, 95827

Sheriff - 711 G Street, Sacramento, 95814

Police - 813 6th Street, Sacramento, 95814

c. Notify the principal of the report.

DO NOT NOTIFY SUSPECTED ABUSER AND OR PARENT/ GUARDIAN. This is the responsibility of law enforcement or CPS.

There is no liability if you file a report that proves to be incorrect. Failure to report could result in imprisonment for up to six months, a fine of up to \$1,000, or both. Reporting forms may be obtained from the office file or www.sacdhhs.com.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial verbal report by telephone.

The principal or designee 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 school regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

If the mandated reporter does not disclose his/her identity to the Principal or designee, he/she shall at least provide or mail a copy of the written report to the school without his/her signature or name.

Storage and Access to Completed Child Abuse Forms



1. A copy of the completed child abuse report form shall be kept at the school
2. The copy of the completed report form shall be stored in a locking file cabinet in a location normally set aside for keeping records of a confidential or sensitive nature.
3. Report forms shall be held for a period of seven years from the date of the report.
4. Completed child abuse report forms shall not become part of the cumulative record and shall not be transferred.
5. Access to report forms by school personnel shall be limited to those needing to show proof that the report was made and to those who are engaged in gathering statistical data regarding child abuse. Those gathering statistical data shall not reveal the name, address, telephone number or any other data that might lead to identification of any individual named on the report form. Data gathering shall be limited to month and year the report was filed, reason for report (e.g., child abuse, child neglect, sexual abuse), and age or grade of the child. No information shall be kept by the school regarding the disposition of the report.
6. An access log shall be kept in the locking file cabinet in which completed child abuse reporting forms are stored. Any person seeking access to child abuse reporting forms is required to first receive permission from the principal or designee of the school. Upon receiving permission for access to the completed child abuse report(s) based on the conditions cited herein, any person seeking access shall record on the access log his/her name, the date the report(s) were reviewed, the purpose for access, his/her title, and the specific report(s) reviewed.

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.
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 months or by a fine of not more than \$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 or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual 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 principal may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.



Victim Interviews

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, it is strongly advised that you follow these steps. The appropriate/recommended steps are in a checklist format for your convenience.

1. Meet and greet CPS worker/officer; introduce yourself to them using your title.
2. Check ID and ask for business card.
3. Respond to questions from worker/officer regarding student(s).
4. Make arrangements for worker/officer to interview student. The child must be presented the option of being interviewed in private or selecting an adult who is a member of the school staff to be present at the interview. Reassure the student that the worker/officer is there to help them. The worker/officer will inform student of their right. (Required by law to do so.)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. If a staff member is present during the interview, they must be prepared to leave if it facilitates the interview. The CPS worker/officer will conduct the interview according to their best judgment--listen to them! The purpose of the staff person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible; however, the member of the staff so elected shall not participate in the interview unless the worker requests the staff persons participation.
2. Request feedback from law enforcement and/or Children's Protective Services.
3. After the conclusion of the interview, assess student's ability to return to class.
4. Do not notify parents/guardians until you have cleared it with the worker/officer.

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 Principal or designee shall not notify the parent/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/guardian.

It is the responsibility of the peace officer to notify the parent/guardian of the situation.

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.

Parents/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 school policies and regulations. The Principal or designee should consult with legal counsel in implementing either suspension or dismissal.



ANTI-HARASSMENT / DISCRIMINATION / RETALIATION PREVENTION POLICY

(Board Approved 11.09.2016)

Golden Valley Charter Schools (GVCS) is an equal opportunity employer and is committed to providing a work environment free of harassment, discrimination, retaliation and disrespectful, bullying, or other unprofessional conduct based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin (including language use restrictions and possession of a driver's license issued under Vehicle Code section 12801.9), ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation.

It also prohibits discrimination, harassment, disrespectful, bullying or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

In addition, the school prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates GVCS' anti-harassment/discrimination and retaliation policy.

Harassment Prevention

GVCS's policy prohibiting harassment applies to all persons involved in the operation of the school. GVCS prohibits harassment, disrespectful, bullying or unprofessional conduct by any employee of the school, including supervisors, managers and co-workers as well as parents, vendors, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and any other persons with whom you come into contact while working.

Prohibited harassment, disrespectful, bullying or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy.

Prohibited harassment is not just sexual harassment but harassment based on any protected category.

No Discrimination

GVCS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the school's operations. The school prohibits unlawful discrimination against any job applicant, employee, volunteer, unpaid intern or independent contractor by any employee of the school, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations as defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, the school is not obligated to disclose the wages of other employees.

No Retaliation

GVCS will not retaliate against you for filing a complaint or participating in any workplace investigation and will not tolerate or permit retaliation by management, employees or co-workers.

Reasonable Accommodation

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

Complaint Process

If you believe that you have been the subject of harassment, discrimination, retaliation or other prohibited conduct, report your complaint to your supervisor or to: any other school administrator, the HR Manager, Executive Director, or the business manager as soon as possible after the incident. You can bring your complaint to any of these individuals. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the HR Manager. Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It is preferred that you report your complaint in

writing, but this is not mandatory.

The School encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy as soon as possible so that your complaint can be resolved in a fair and timely manner.

You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) who will investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the HR Manager of the school so GVCS can resolve the complaint.

When the school receives a complaint of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The school will reach reasonable conclusions based on the evidence collected.

The school will maintain confidentiality to the extent possible. However, GVCS cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the school determines that harassment, discrimination, retaliation or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The school also will take appropriate action to deter future misconduct.

Any employee determined by GVCS to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

Confirmation of Receipt of Anti-Harassment, Discrimination and Retaliation Prevention Policy

I have received my copy of GOLDEN VALLEY CHARTER SCHOOLS' Anti-Harassment, Discrimination and Retaliation Prevention Policy. I understand and agree that it is my responsibility to read and familiarize myself with this policy.

I understand that GVCS is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

Employee's Signature: _____

Employee's Printed Name: _____

Date: _____



EXECUTIVE DIRECTOR EVALUATION POLICY

(Approved by the Board of Trustees October 12, 2016)

Purpose

This policy sets forth guidelines and directions related to the evaluation of the Executive Director.

The GVCS Executive Director (ED) is evaluated each year beginning with the selection of the evaluation committee in January and ending with a contract recommendation in March.

The Director Evaluation Committee

The committee consists of the following Board members:

- One faculty representative nominated by the faculty representatives to the Board
- One parent representative nominated by the parent representatives to the Board
- The Board chair

The full Board of Trustees ratifies the nominations.

Process

The evaluation process is overseen by the committee in accordance with the timeline indicated below.

The committee solicits feedback as to the performance of the ED from the following groups or individuals:

- Board of Trustees
- Faculty
- Select parents

The committee shall decide on the instrument used to collect feedback, such as written letters, surveys, or online tools.

The Board chair is responsible for the solicitation of input from the groups and individuals indicated above.

In order to assure anonymity and confidentiality, the evaluation forms are to be read only by evaluation committee members.

Timeline

- Early January: The committee is organized and the ED submits a self-evaluation.
- Mid January: The Board chair meets with the groups and explains how feedback is to be submitted.
- Late February: The committee collects the feedback and prepares its findings. The findings are discussed with the ED who may choose to respond to the findings. The committee notes the response from the ED, if any, and prepares a final summary of findings.
- Early March: The committee, in closed session, presents its final summary of findings to the Board of Trustees without the ED in attendance.
- The BOT makes a recommendation based on one of the following:
 - Rehire the ED with a salary recommendation
 - Rehire the ED with conditions
 - Place the ED on administrative leave pending further action
 - Non-renewal of contract
- The Board, in closed session, discusses the recommendation with the ED who may choose to respond to the recommendation.
- The Board notes the response from the ED, if any, and approves a final recommendation.

Concerns

Any concerns that fall outside of the regular evaluation process as described herein should be brought to the attention of the Board of Trustee chair. During the regular course of the year, the chair is a conduit for feedback to the ED regarding such concerns. Concerns of a legal or other serious nature should be brought to the attention of the Board chair. An additional evaluation may be required at any time by a majority vote of the Board.

Due to a governance reorganization with the creation of an Executive Director position, the ED evaluates and supervises the school principals and leadership positions. Only the Executive Director reports directly to the board.

This policy supersedes all previous policies related to the Principal evaluation.

GRIEVANCE POLICY

(Approved by the Board 2016.11.09)

Purpose

The purpose of this policy is to provide guidelines and directions for the resolution of grievances.

In this regard, the objective is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner.

Scope

This procedure deals with grievances which are not covered by other established school policies. Such conflicts are often interpersonal in nature and usually fall into one of the following categories:

Parent conflicts with another parent, a teacher, a student, or a staff member

Teacher conflicts with another teacher, a parent, a student, or a staff member

Student conflicts with another student, a parent, a teacher, or a staff member

Staff member conflicts with another staff member, a parent, or a teacher

Note that grievances involving established school policy are routinely referred to and handled by the school principal and/or the appropriate school committee. This grievance policy is intended to apply to situations which are not to be addressed pursuant to other established policies. In cases where it is unclear whether this grievance policy should apply or another policy should apply, the principal shall make the determination.

Background

Disagreement may arise in any community. Such differences are an inevitable consequence of human interaction. In a majority of these situations, the parties involved resolve the problems. This procedure is designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences.

Responsibility for Grievance Procedure

The Board of Trustees (Board) ultimately is responsible for ensuring that the process for resolution of grievances is followed. Authority for the process is routinely delegated as described below.



Basic Principle

There are five levels of conflict resolution, each to be followed in the order listed below. Ideally, grievances should be resolved at the lowest level possible. The school principal/supervisor, at his/her election, may elect to be present during any level of the resolution process after Level 1, as may the executive director, or Chairperson of the Board of Trustees or another member of the Board of Trustees designated by him/her.

Levels of Resolution

Level 1: Direct Resolution

The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance. Unless there is a bona fide safety concern, an attempt at direct resolution is to be made prior to requesting administrative resolution.

Level 2: Administrative Resolution

The administrative resolution process consists of a meeting between the parties involved with the school principal/supervisor in attendance. At least one of the involved parties must request administrative resolution in writing and state explicitly that it is being requested under Level 2 of the school grievance policy.

An attempt at administrative resolution is to be made prior to requesting mediated resolution. Should the conflict involve the school principal/supervisor as an interested party, this level should be skipped and level 3 below should be initiated.

Level 3: Mediated Resolution

The mediated resolution process consists of a meeting or meetings between the parties involved with the executive director. At least one of the involved parties must request mediated resolution in writing and state explicitly that it is being requested under Level 3 of the school grievance policy.

In those cases, in which the matter is not resolved to the satisfaction of the parties involved, an appeal may be made to the conflict resolution committee. The appeal must be in writing and must be submitted to the school principal and executive director within ten (10) business days after conclusion of the mediation.

An attempt at mediated resolution is to be made prior to requesting resolution through the conflict resolution committee. Should the conflict involve the executive director as an interested party, this level should be skipped and level 4 should be initiated.

Level 4: Conflict Resolution Committee

Formal resolution consists of the submission of the particulars of the matter to the conflict resolution committee. The submission consists of a written narrative by all the parties, including the principal/supervisor and the executive director.



The conflict resolution committee is an advisory committee to the Board of Trustees. It consists of three members, one each from the Board of Trustees (who serves as chair), a faculty member appointed by the Board, and a parent appointed by the Board. The members are appointed by the Board of Trustees and serve a two-year term.

Ideally, the committee members will either be experienced in conflict resolution training or encouraged to participate in conflict resolution training.

If any party feels a member of the committee cannot serve due to a conflict of interest, their concern may be submitted to the Board of Trustees and an alternate will be appointed if determined by the Board to be beneficial or necessary.

The committee will review the written submissions. In addition, it may request interviews with any or all of the parties.

The decision of the conflict resolution committee is final unless the matter is appealed to the Board of Trustees and the Board agrees to hear the matter.

Level 5 Board of Trustees

Within fourteen (14) business days after final action is taken by the conflict resolution committee, any involved party may file a written appeal to the Board. The Board shall decide at its next regular meeting whether to hear the matter and set a date for hearing. If it chooses not to hear the matter, the decision of the conflict resolution committee shall be final. If the Board hears and decides the matter, the decision of the Board shall constitute the final decision of the school.

A dissatisfied party may have the right to seek a hearing before the body governing the school and/or may have other avenues of legal redress.

Exceptions

This procedure is designed to moderate the effects of and to assist in the resolution of all of the types of conflicts listed above. An exception will normally be made in the case of student conflicts with other persons and student conflicts with students. In those cases, every effort will be made to resolve the conflict at levels 1 or 2, with deference to the expertise and opinion of the teacher and principal and/or the matter may be subject to one or more other policies of the school. In such cases, the executive director is authorized to determine whether the matter should be resolved through the further levels of this grievance policy.

This policy supersedes all previous policies related to grievances.



GOLDEN VALLEY CHARTER SCHOOLS

BULLYING PREVENTION POLICY AND PLAN

(BOT approved 2017.08.29)

Bullying Behavior Defined

Bullying is defined in California Education Code Section 48900(r)(1). It means **severe** or **pervasive** physical or verbal act(s) or conduct including written or electronically transmitted material. Bullying is **one** or **more** acts committed by a student or group of students, directed toward one or more students which can reasonably be predicted to have the effect of one or more of the following on the targeted student(s):

- fear of harm to person or property
- detrimental effect on physical or mental health
- interference with academic performance
- interference with the ability to participate in or benefit from the services, activities or privileges provided in school

Harassment consists of unwelcome written or spoken comments or conduct which violates an individual’s dignity and/or creates an intimidating, degrading, hostile, humiliating or offensive environment.

California Education Code Section 220 prohibits discrimination on the basis of disability, gender, nationality, race, ethnicity, national origin, religion, sexual orientation, gender identity or gender expression, or association with a person or group with one or more of these actual or perceived characteristics or an other characteristic contained in the definition of hate crimes (Penal Code Section 422.55).

Further, in California, required school safety plans must include policies and procedures to reduce **bias-related discrimination, harassment, intimidation and bullying** based on identified actual or perceived characteristics identified above.

Accordingly, the term “bullying” for the purposes of this Prevention and Intervention Plan, is used in a comprehensive way to additionally include bias-related discrimination, harassment and intimidation.

- **Verbal & Written:** name calling, teasing, abuse, putdowns, sarcasm, insults, threats, “jokes” concerning perceived gender expression, sexual orientation or other distinguishing characteristics
- **Physical:** hitting, tripping, punching, kicking, scratching, spitting, interfering with a person’s medical assistive devices such as wheelchairs, hearing aids, etc.
- **Social & Psychological:** ignoring, shunning, excluding, alienating, making inappropriate gestures, spreading rumors, using threatening looks or gestures, hiding or damaging personal property
- **Cyber:** use of electronic devices such as computers, phones, or cameras to accomplish verbal, written or social/psychological bullying behavior

This *Bullying Prevention Policy and Plan* describes our process for **preventing and responding to bullying in our school community and our goal to create a more peaceful world**. This plan includes Golden Valley Charter Schools’ policies and procedures for creating a positive, peaceful education environment, including welfare and discipline policies that apply to student and adult behavior.

Responsibilities

We exist in a society where incidents of bullying behavior may occur. Preventing and responding to this behavior in learning and working environments is a shared responsibility. In order for bullying to be addressed appropriately, all administrators, faculty, staff, students, parents, caregivers and members of the greater school community must recognize bullying behavior and take individual and collective responsibility for its elimination at Golden Valley Charter Schools and in our world.

Faculty and Staff Responsibilities

- Respect and support students
- Model and promote appropriate behavior
- Have knowledge of school policies relating to bullying behavior
- Implement policies relating to bullying behavior
- Respond in a timely manner to incidents of bullying according to the Golden Valley



- Address behavior that is disruptive, abusive and/or destructive to individuals or the class as a whole
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community
- Teach students skills and strategies to recognize and address bullying and destructive behavior as outlined in the Golden Valley Charter Schools Bullying Prevention Policy and Plan.
- Respond to all reported and observed incidents of bullying as described in the Bullying Prevention Policy and Plan and the school discipline policy.
- Ensure that students are supervised at all times.
- Report all instances of bullying.
- Create a culture where it is acceptable and encouraged to report bullying incidents.

Student Responsibilities

- Be kind and helpful to everyone.
- Respect individual differences.
- Behave as responsible citizens at school and in our greater community.
- Act as peacekeepers in the school community.
- Resolve differences with respect, seeking help when needed.
- Follow the Golden Valley Charter Schools *Bullying Prevention Policy and Plan*.
- Act as a responsible witness or bystander by understanding destructive and bullying behavior.
- Report incidents of bullying according to the Golden Valley Charter Schools Bullying Prevention Policy and Plan.
- Know what is unacceptable behavior at Golden Valley Charter Schools.
- Help to create and maintain a culture where bullying is not tolerated by speaking out and exercising kindness, courage and compassion.
- Be assertive. Tell a person who is using bullying behavior that you do not like the



behavior and how it makes you feel.

- Seek help from a teacher or other adult if bullying behavior continues.
- If you see someone else being bullied, tell the person who is “bullying” to stop.
- Report any instances of cyber-bullying to a teacher or another adult.
- Act as a responsible bystander. If you see someone being bullied, help them.

Parent Responsibilities

- Support their children to become responsible citizens and develop responsible behavior.
- Be aware of the Golden Valley Charter Schools *Bullying Prevention Policy and Plan* and assist their children in understanding bullying behavior.
- Support their children in developing positive responses to incidents of bullying, consistent with the school *Bullying Prevention Policy and Plan*.
- Report incidents of school related bullying to the teacher and principal.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

School Community Responsibilities

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- Support the Golden Valley Charter Schools *Bullying Prevention Policy and Plan* through words and actions.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

Practice Empathy And Compassion Everywhere

Bullying Prevention Policy and Plan

This plan outlines our process for preventing and responding to all forms of bullying in our community.

Bullying Prohibited

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, events, function or programs whether on or off school grounds, on field trips, during transportation to or from field trips, or through the use of technology or any electronic device owned, leased or used by Golden Valley Charter Schools.

Bullying is also prohibited at a location, activity, event, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for any person, infringe on the rights of any person at school, or materially and substantially disrupt the education process or the orderly operation of the school.

Golden Valley Charter Schools expects administrators to communicate clearly to students, faculty, staff and the greater school community that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students and termination for employees.

All faculty and staff members are required to report any bullying or harassment they see or learn about. Each allegation of harassment or bullying will be promptly and reasonably investigated. The administration will be responsible for handling all complaints alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

Procedures

Reporting Acts of Bullying, Harassment or Retaliation

1. If any employee of Golden Valley Charter Schools observes, has been reported to, or otherwise becomes aware of a possible act of bullying, harassment, or retaliation, that person must report the event to a school administrator within one full school day, using the Bullying Incident Reporting Form, or other appropriate means of communication.
2. If a student expresses a desire to report or discuss a possible incident of bullying,

- harassment or retaliation with a staff member, the staff member will, in a timely manner, provide the student with a practical, safe, private, and age-appropriate way of doing so.
3. Reporting forms may be obtained in the school's main office, classrooms, on the school website, and other locations determined by the school. All members of the school community (students, faculty, staff, parents, and members of the greater community) may report an act of bullying or retaliation to a school administrator via the Bullying Incident Reporting form or other appropriate means of communication. If a student requires help completing the form, a staff member will provide the necessary assistance.
 4. Golden Valley Charter Schools will create ways in which Bullying Incident Reporting forms may be submitted to the school administration, including means to report anonymously.
 5. Information obtained from the Bullying Incident Report form shall be recorded and filed by the school.

Investigating of Acts of Bullying, Harassment and Retaliation

1. The designated administrator must initiate an investigation of a report of bullying, harassment, or retaliation within one school day after being notified of a possible incident, consistent with due process rights, using the Bullying Investigation and Determination form.
2. The designated administrator will conduct an investigation to determine both whether an act of bullying, harassment, or retaliation occurred, and which person(s) were responsible for the act(s) and/or who played a role in perpetrating it.
3. Other related complaints regarding the involved parties, including those from previous schools, will be reviewed as part of the investigation process.
4. The designated administrator will contact the parents/guardians of all related parties by the end of the administrator's day in which the investigation was initiated and inform them of the status of the investigation.
5. Discussions with all parties should be documented by the investigating administrator as soon as possible after the event.
6. When an act of bullying, harassment, or retaliation has been determined the designated administrator will apply consequences consistent with due process rights using the school Code of Conduct as a guide.

7. Measures will be taken to ensure that any person providing information contributing to the investigation of an incident will be protected from retaliation.
8. If the act of bullying, harassment or retaliation are considered to be delinquent acts, the individual involved shall be reported to the designated administrator promptly and if necessary to the responsible law enforcement agency in accordance with the laws of the State of California.
9. The designated administrator will notify parents/guardians of all parties involved in the incident, the outcome of the investigation and whether disciplinary action was taken.
10. The designated administrator will create a written record of the incident and any disciplinary actions taken, as well as the statements of each party involved.

Following Up on Acts of Bullying, Harassment or Retaliation

1. After the determination that an act of bullying, harassment, or retaliation has occurred and after appropriate disciplinary action has been taken, the designated administrator will develop with all parties involved and their parents or guardians an appropriate plan of action - a Safety Plan for the “target” or a Conduct Plan for the “aggressor”. Both plans will include notifying teachers not only of the incident, but also of all the parties involved, specifying their roles.
2. The Safety Plan will include, but not limited to, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following:
 - No acts of retaliation have occurred.
 - Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
 - Information regarding outside support services are provided to students and family.
 - The frequency and duration of check-ins will be determined on a case-by-case basis, but ***will not be less than two times per week for a period of four weeks.***
 - After two weeks, the check-in person will provide a progress report on the emotional well-being of the student to the designated administrator.
 - The safety plan cannot be discontinued without the agreement of the student, the parents/guardians, the designated check-in person, and the designated

3. The Conduct Plan will include, but not be limited to, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following. Compulsory Conduct meetings will be held by the designated administrator as part of the Conduct Plan.
- No further acts of bullying, harassment, or retaliation have been committed.
 - The student has been educated regarding acceptable alternative behaviors.
 - The student has received further education regarding the school’s bullying prevention policy, including the potential for more severe school consequences and/or criminal charges being filed. In addition, the student will be informed of the consequences for retaliating against targets, reporters or witnesses.
 - The frequency and duration of these meetings will be agreed upon and will depend upon future actions. However, the *minimum requirement will not be less than two times per week for a period for four weeks.*
 - Information regarding outside support resources will be made available to the student and their parents/guardians.
 - A progress report identifying student conduct will be provided after two weeks.
 - Discontinuation of the conduct plan will be determined by the designated administrator. All meetings and the ending of the conduct plan should be documented and kept throughout the student’s school career. Parents/guardians will be notified of the discontinuance of a conduct plan.

Strategies

At Golden Valley Charter Schools we will:

- Openly talk about bullying - what it is, how it affects us, what we can do about it.
- Teach students the skills they need to build their self-esteem.
- Empower students to take responsibility for their own well-being, and give students the opportunity to practice these skills.



- Investigate all reports of bullying behavior according to the procedures described in the Bullying Prevention Policy and Plan.
- Follow up on all reports of bullying behavior according to the procedures described in the Bullying Prevention Policy and Plan.
- Respond to substantiated instances of bullying behavior according to the discipline policy and all relevant GVCS policies and procedures.
- Involve students, faculty, staff, parents and members of the greater community in creating a positive and peaceful school community.

Programs & Curriculum

Golden Valley Charter Schools utilizes a variety of programs and curriculum in our classrooms. As we are a Waldorf School, each teacher works within the developmental stages of the child as described by Rudolf Steiner and works to educate the whole child - the head, the heart and the hands. Specific curriculum is introduced to the students, at particular times based on this work. Supplementary programs and curriculum are used to complement the Waldorf curriculum to create an environment that is in line with our goals of creating a peaceful school community. Following are the cornerstone pieces that we implement as we strive for that peaceful school community.

Virtues Project

The Virtues Project is an initiative created to inspire the practice of virtues in everyday life. The Virtues Project empowers individuals to live more authentic, meaningful lives, families to raise children of compassion and integrity, educators to create safe, caring, and high performing learning communities, and leaders to encourage excellence and ethics in the work place. It has inspired and mobilized people worldwide to commit acts of service and generosity, to heal violence with virtues.

We work to instill the virtues into everyday life in the classroom and the school community. Golden Valley practices the virtue of the month to focus on one virtue each month during the school year, bringing a consciousness around a particular virtue and working to develop a clear understanding of that virtue as it lives in the individual, the classroom, and the greater community.

Agreements are a specific “code of conduct” by which different groups in our community can interact peacefully. Agreements should be made at all levels of our community: Between Faculty, Staff, Governing Councils and Students. Each body must create agreements together that are attainable and able to be “agreed upon” by all parties involved. Classroom agreements will be made in each grade, complimenting the curriculum for the year and the developmental and social needs of each class. As each body of the school has established agreements, each body must also establish follow-up actions or consequences for breaking agreements.

Class Meetings & Sharing

Regular Class Meetings or an organized Class Sharing Time are important tools toward creating a peaceful school environment. Class meetings can be very effective and have a powerful influence on the trust and honesty as well as the level of communication that exist in a class.

An effective class meeting has very specific ground rules for how individuals interact. These ground rules should be set and agreed upon by the group. In an organized class meeting, the teacher / facilitator leads the meeting so that each student has the opportunity to share something with the group. As students share with the group, the teacher / facilitator has the task of engaging the group in a discussion and keeping that discussion on task and positive by asking guiding questions and participating according the established procedures for the class meeting. A class meeting offers a safe venue for students to make acknowledgements or share concerns with their class as a whole.

Student Council

Our Student Council is a student run governance body that exists in our school. Student Council works to plan special days for students, to recommend changes to policies that directly effect students, and advocate for students in our school community. Student government is a positive way for students to be actively involved in their school, empowering students and giving them a voice in their school. Grades 5 - 8 are involved with Student Council with each grade being represented by two students chosen by their class and their teacher.

Empathy training is simply offering tools and practice to sharpen student's listening skills. The focus is on listening to what is most important to the person talking rather than listening for the story. This program would offer these skills to middle school students who could serve as 'empathy first responders' for the younger grades.

Student Empowerment Project

This concept has been used in other school's to empower students to co-create their school social health experience. It is focused on offering students a new approach to deal with conflict through 'empathy' and basic mediation training. The curriculum would be offered to middle school grades who then could practice and support the younger grades on the playground or during 'buddy' time. It would also include fun, interactive training that will help students develop their sense of values and leadership skills, expanding their 'toolbox' in stressful or conflict situations both when they are directly involved or a witness to conflict.

Cyber Civics

Cyber Civics is a computer literacy program designed to bring an appropriate approach to online communication. It teaches etiquette, as well as respect for this powerful form of communication. Cyber Civics begins in Grade 6 and continues through Grade 8.

Faculty / Staff Development

Throughout the school year, Golden Valley Charter Schools hosts a variety of Faculty / Staff enrichment and development events. Presentations are geared toward a variety of topics, but social health and a peaceful school environment are areas that will be addressed regularly.

Parent Enrichment

Throughout the school year, Golden Valley Charter Schools hosts a variety of Parent Enrichment events. Presentations are often oriented toward Waldorf Education, child development, parenting, responsible use of technology, and creating positive relationships and a positive social environment.

As a result of implementing a *Bullying Prevention Policy and Plan*, we strive to see:

- Golden Valley Charter Schools providing a safe place for students to learn and play.
- an initial increase in the number of students who report bullying behavior, followed by an elimination of bullying behaviors.
- better attendance at school.
- better performance in school work.
- Golden Valley Charter Schools faculty and staff utilizing strategies and procedures as described in the Bullying Prevention Policy and Plan.
- Golden Valley Charter Schools students utilizing strategies and procedures as modeled and taught by school faculty and staff.
- parents and community members recognizing and supporting the school Anti-Bullying Plan.
- the whole school community working to create a peaceful and supportive school environment.

Evaluation

Golden Valley Charter Schools conducts annual parent surveys, as well as faculty and staff surveys. By including questions related to the school climate, we will have the opportunity to gather information from our community as a whole regarding the social health of our school from a variety of perspectives. Student surveys are also an important tool. An annual review of reported bullying behaviors as well as suspensions and expulsions is included in our Local Control Accountability Plan (LCAP). The LCAP is presented to our school district as well as the state and outlines goals and outcomes measuring overall school performance

The Healing Social Life is found, when in the mirror of each human soul, the whole community finds its reflection, and when in the community, the virtue of each one is living.

Rudolf Steiner

ELECTRONIC MEDIA POLICY

Board Approved 2/08/2017

This policy for navigating the electronic media world is intended to create an atmosphere of trust and individual accountability, while keeping in mind that information published by Golden Valley Charter Schools (“GVCS”), our faculty, staff, parents, and/or students is a reflection and extension of the entire school community. Online behavior must reflect the same high standards that one is expected to show on school premises. What is inappropriate in person is inappropriate online.

For purposes of this policy, Electronic Media (“EM”) refers to: Social Media (Facebook, Twitter, LinkedIn, etc.), internet research, cell phones, electronic mail (email), blogs, photo and video sharing, You Tube, podcasts, Wikis, PowerPoint presentations, digital movies, Instant Messaging and any other new technologies that are accessible in the public domain.

When using EM please remember to exercise consideration, respect and discretion at all times. Be mindful that what is published will be public for a long time. Understand that the online world creates an atmosphere where the lines between public and private, professional and personal are often blurred. Please carefully review the privacy settings on any social media or networking sites that are being used. GVCS accepts no liability for public opinion posted by the parent community.

The following policy applies to all GVCS employees, independent contractors, volunteers, interns, and School Leadership (hereinafter collectively referred to as “GVCS Representatives”). For purposes of this policy, “School Leadership” includes, but is not limited to: members of the Board of Trustees, Golden Valley Educational Foundation Board (“GVEF”) members, and Parent Circle (“PC”) Officers and Representatives.

Personal and Professional Boundaries When Using EM. All GVCS Representatives must comply with the following (to the extent applicable):

- Class Teachers of 7th and 8th grade may have electronic communication with their students about school-related business only. Teachers must include parents on all electronic communication with students (“cc-ing” on emails, etc).
- If a Class Teacher and Principal approve an adult/student mentoring program, then Class Teachers, parents and the Principal must all have access to all email correspondence between the adult mentor and the student.
- GVCS Representatives **must not** post identifying information on pornographic, exploitive or illegal EM. Violent sites, torture sites or any other questionable sites should be approached only with extreme caution.
- When GVCS Representatives choose to post information regarding GVCS on blogs, discussion boards, and social media sites, they must clearly identify themselves and state that their personal views do not represent the views of GVCS.
- Only safe and school appropriate sites may be visited from any computer on campus.



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- When using personal laptops or other electronic devices (including but not limited to smartphones) on campus, sites deemed inappropriate at school must not be visited.
- Individuals are personally responsible for the sites visited and content published online. However, if someone is a parent as well as an employee, he/she must follow these regulations in his/her role as an employee.
- If someone is a parent as well as an employee, they may not use their GVCS email for communications as a parent.
- There is no expectation of privacy if there is an urgent purpose for GVCS administrators to access employee communications via email.

Classroom / Campus/School Business

(Pertains to all Kindergarten, Grades, Educational Support and Specialty classes)

All EM used in the classroom must be cleared through the Principal

- Employees must model proper use of EM when incorporating it into the classroom environment.
- If using EM in the classroom, the teacher must ensure the safety of all students involved.
- Teachers must monitor all websites used by students in the classroom.
- Teachers must not allow students to use cell phones in the classroom. Teachers must not allow students in class to give out identifying personal information online, such as full name, address, email or phone number.
- Teachers may play recorded music for educational purposes in class with Principal guidance. No ambient recorded music may be played during class time.
- Students must be supervised by an employee at all times when using approved EM.
- Yard Duty personnel must confiscate any electronic media devices (including, but not limited to cell phones) that are being used by students during recess.
- Employees must comply with all driving laws when driving on school business, including, but not limited to: texting and cell phone use. This applies to field trips as well as other school business.

Confidentiality

- Do not post confidential information about a student, employee or parent.
- Do not post information regarding in-process policies or guidelines.
- Do not post “closed session” items that occur during school meetings.
- Computer access at GVCS is limited to school business. GVCS Representatives will not have access to proprietary information other than what is necessary for their particular job or role.

Posting Photos/Videos

- GVCS Representatives must have parent permission (a media release) to post student photos or videos on any electronic media.
- Never post a student’s name on published photos.



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Email Regulations

GVCS Representatives must use proper email behavior when conducting school business. The following will not be tolerated:

- Cyber bullying (insulting, targeting, embarrassing or excluding individuals).
- Using offensive language (including, but not limited to ethnic, religious and racial slurs; profanity; sexually explicit language, etc.).
- Using offensive expressions that include profanity.
- Spamming/phishing to email addresses obtained through GVCS sources.
- Slanderous language directed at an individual or group of individuals.
- Discriminating, harassing, or retaliating against any individual due to that individual's race, color, gender (including gender identity and gender expression), sex (including pregnancy, childbirth, breastfeeding, and related medical conditions), religious creed (including religious dress and grooming practices), marital/registered domestic partner status, age, national origin or ancestry (including native language spoken), physical or mental disability (including HIV and AIDS), medical condition (including cancer and genetic characteristics), taking a leave of absence authorized by law, genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws.

Disciplinary Actions

GVCS Representatives are encouraged to report policy violations to the school Principal. Any GVCS Representative found to have violated this Agreement and/or the Policy may have their right to use EM rescinded. Further, any employee found to have violated this Agreement and/or Policy may face disciplinary action up to and including release from at-will employment.



CONFLICT OF INTEREST POLICY

Approved 2018.04.19

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the charter's and the public. In accordance with law, Board members shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

Board members shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the charter's conflict of interest code. A Board member who leaves office shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office. (Government Codes 87302, 87500)

Conflict of Interest under the Political Reform Act

A Board member shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's participation is legally required. (Government Codes 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the charter's to any course of action, or enters into any contractual agreement on behalf of the charter's. (2 CCR 18702.1)

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

Conflict of Interest under Government Code 1090

Board members, employees, or charter's consultants shall not be financially interested in any contract made by the Board on behalf of the charter's, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest, the charter's is barred from entering into the contract. (Government Code 1090; *Klistoff v. Superior Court*, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a charter's employee for at least one year prior to the Board member's election or appointment. (Government Code 1091.5)



A Board member shall not be considered to be financially interested in a contract if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. However, a Board member who is considered to have "remote interest" shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Even if there is not a prohibited conflict of interest, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the charter's. (Government Codes 1099, 1126)

Gifts

Board members may accept gifts only under the conditions and limitations specified in Government Code 89503, 2 CCR 18730 and Board Policy 2300.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the charter's for Board members and designated employees. (Government Code 89506)

Honoraria



Board members shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Codes 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches.
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the charter's for donation into the general fund without being claimed as a deduction from income for tax purposes.

Conflict of Interest Code for the members of the Board of Golden Valley Charter Schools

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission are incorporated by reference and shall constitute the charter's conflict of interest code.

Board members shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed below. The Statement of Economic Interest shall be filed with the charter's filing officer and/or, if so required, with the charter's code reviewing body. The charter's filing officer shall make the statements available for public review and inspection.

Disclosure Categories

It has been determined that Members of the Golden Valley Charter Schools Board shall file a statement of economic interests in all categories of the Conflict of Interest Code on Form 700.

NEW AND REVISED POLICY

(Approved by the Board of Trustees 2018.11.14)

Purpose

This policy sets forth guidelines and directions related to the discussion and approval of new policies and revisions to existing policies.

Introduction

The basic process for introducing, discussing and ultimately approving both new and revised policies consists of a "three reading" approach; each such new and revised policy is placed on the Board of Trustees agenda three times. The process is detailed below.

First Reading

- The first reading presents the initial draft of the new or revised policy. It is informational in nature and is agendaized under the **Information/Discussion Items** section of the agenda.
- The primary purpose of the first reading is to allow Board members to review new and revised policies well in advance of voting on them and to afford faculty and parent representatives an opportunity to submit such policies to their constituencies for comment.
- Comments should be submitted in writing to the Board at least two weeks in advance of the next Board meeting. Such comments will be considered for possible inclusion.

Second Reading

- The second reading presents a second draft and is agendaized under the **Discussion/Action Items** section of the agenda.
- A summary of comments received is included with the draft.
- If no comments are received from outside parties prior to this second reading, the third reading may be omitted by agreement of the Board and the policy then may be considered for adoption.

Third Reading

- The third reading presents a final draft and is agendaized under the **Consent Agenda** section of the agenda.
- A summary of comments received is included with the draft.
- At this point, the policy is considered for adoption.



Policy Review

All approved policies are reviewed periodically. The purpose of these reviews is threefold:

- To ensure that policies and current practice are aligned
- To confirm that policies comply with current district policies and state law
- To consider comments and suggestions that have been made since the last periodic review

This policy supersedes all previous policies related to new and revised policies.

Homeless Education Policy

(Approved by the Board of Trustees on September 11, 2019)

The Governing Board of Golden Valley Charter Schools (the “Charter School”) desires to ensure 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.

I. 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 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 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.

II. Homeless Liaison

The School's homeless liaison is: Caleb Buckley, EdD, Executive Director, 916-597-1477. The 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 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 Head Start programs (including Early Head Start Programs) and **[if applicable]** early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and 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 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 the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- 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 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.

III. Enrollment

All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paper work. Upon enrollment, 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.



Enrollment Disputes and the Dispute Resolution Process

If a dispute arises over enrollment in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which enrollment 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 in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment 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, 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 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 in the Charter School within ten working days of receipt of the materials.

IV. 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.



V. 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:

- **[If applicable]** Transportation
- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- **[If applicable]** Programs in career and technical education
- Programs for gifted and talented students
- School nutrition programs

STUDENT BEHAVIOR POLICY

(Board Approved March 13, 2019)

Golden Valley Charter School is committed to creating a safe and nurturing learning environment for every student. We are equally committed to helping our students grow into healthy, happy, responsible adults. In order to respect, care for and work with others; students must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a student acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the student to do better in the future. Our approach emphasizes *compassion, consistency and responsibility*.

The Student Behavior Guidelines for Golden Valley Charter Schools are based upon a philosophy of respect and adherence to California State Education Code (48908):

Student Behavior Guidelines

In order to provide a school environment that fosters cooperation, responsibility and respect; students will be expected to follow these guidelines:

1. Students will support a positive learning environment. —Students are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and follow directions when requested to do so.
2. Students will treat all adults and students with respect. —Respectful, courteous language is expected towards teachers, students and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a student asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect. —Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed. —Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules. —Teachers will help their students understand and integrate the school-wide behavior policy into their daily

activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.

6. Parental concerns about the implementation of this policy shall be shared directly with their student's teacher.
7. Due to FERPA Privacy Laws, school personnel are unable to discuss other students' behaviors with parents.
8. Please refer to the Bullying Prevention Policy and Plan for further information regarding bullying prevention and reporting, including use of the Bullying Incident Report.

Consequences for Misbehavior:

At all Golden Valley Schools, consequences for misbehavior begin in the classroom. Repetitive misbehavior will initiate increasing consequences that will involve student, parent, teacher and additional personnel, as needed. Below is an outline of the process from classroom management to expulsion. These procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances. **Please note that some actions are grounds for immediate suspension or expulsion (see list below).**

1. Classroom Management for Student Behavior

Setting Expectations

At the beginning of each school year each teacher will communicate their class management plan with parents at the first parent meeting. Additionally, a written copy of the class expectations for Special Subject classes will be distributed to all parents.

Consequences for Misbehavior:

At this level, misbehavior will be dealt with according to the teacher's class management plan.

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the student will progress to the next step.

2. Referral and Parent-Teacher Conference

Referral

If a student fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a Referral (Student Behavior Report and Action Plan) may be sent home with the student describing this behavior. Teacher will follow this up with a phone call to the parents and letting them know to expect a referral from their student.

The parents and student will discuss the situation and the parents will assist the student in developing a plan to correct the behavior (see Referral Form). It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. It is the parents' responsibility to see that the student returns this signed referral to the school the following day. **Either the parent or the teacher may request a telephone or personal conference.**

Parent-Teacher Conference

When a student receives two referrals, the teacher will schedule a parent-teacher conference. If both parents and teacher agree, the student may be included in the meeting. Student participation is encouraged, when appropriate. A behavior plan may be developed at this time. The teacher or parents may request the principal be present. Parents may request that other individuals be present at the conference.

3. Suspension

Upon receiving a third, sixth and ninth referral, a student may be suspended from school. The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long.

In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension (California Ed Code 48900). These behaviors are:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self-defense.
- Attempting, threatening to cause or participate in hate violence.
- Willfully and knowingly making a terrorist threat against the school.
- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object.
- Possessing an imitation firearm.
- Possessing, selling or otherwise furnishing, or being under the influence of any controlled substance, an alcoholic beverage or an intoxicant of any kind.
- Unlawfully offering, arranging, or negotiating to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering or

otherwise furnishing to any other person a liquid substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.

- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property.
- Stealing or attempting to steal school property or private property while on school grounds.
- Knowingly receiving stolen school property or private property.
- Possessing or using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, e-cigarettes, vape pens, etc., exclusive of physician's prescriptions.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Committing or attempting to commit a sexual assault or committing sexual battery.
- Committing an act of sexual harassment. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (California Ed Code 212.5)
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaging in or attempting to engage in hazing, as defined in California Ed Code 48900
- Engaged in an act of bullying, defined as severe or pervasive physical and verbal acts or conduct, including written or electronically transmitted material, which can reasonably be predicted to have the effect(s) of: fear of harm to person or property, detrimental effects on physical or mental health, interference with academic performance, and interference with the ability to participate in or benefit in the services, activities, or privileges provided in school.

If a student is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The student may return to school after a suspension once a follow-up SST meeting with the teacher and/or administrator stipulating the conditions of the student's return has taken place. During this meeting a behavior plan may be developed.

Student Success Team (SST) Meeting

At any time the teacher deems it necessary or in accordance with the Student Behavior Policy, upon a third referral, an SST Meeting will be convened to support the student and their needs. The meeting will consist of the student's parents, classroom teacher,

administrator, as well as other teachers and support staff, if needed, The team will work to cultivate healthy classroom, playground, and social behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

Special Needs Students and Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

4. Expulsion

Should the above steps and Due Process not prove to correct the student's behavior after 3 suspensions, expulsion may be recommended.

Due Process Summary

Below is a summary of the steps that may be taken prior to a recommendation for expulsion:

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled
4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3rd suspension: Recommendation for expulsion

In addition, there are certain situations in which Mandatory Expulsion is required (Ed Code 48915). They are listed in the Code as follows:

"The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:

1. Possession, as verified by a district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with the principal or

- designee's concurrence.
2. Brandishing a knife at another person.
 3. Sale of drugs.
 4. Committing or attempting to commit sexual assault or battery.”

Clearing Referrals

Referrals are cleared year to year. Suspensions are cumulative from year to year and are part of a student’s cumulative file.

I (We), _____ have read and reviewed the Golden Valley Charter School Student Behavior Policy and Procedures with my (our) student:

Comments:

Parent Signature

Date

Parent Signature

Date

—

FIELD TRIP POLICY

(Approved by the Board on 01/16/2019)

Class field and study trips away from the school site are considered a regular part of the instructional program and are designed to meet the educational and/or social needs of a particular class. School-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interest among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board of Trustees believes that careful planning can greatly enhance the value and safety of such trips.

Off-Campus Field Trips and Athletic Events

1. Off-Campus student trips for the purpose of educational enrichment or athletic competition are considered field trips or athletic events.
2. The principal shall approve all off-Campus Field Trips or Athletic Events. The principal shall not approve activities, which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.
3. All field trip destinations involving out-of-state travel shall require the prior approval of the Board of Trustees. The principal may approve other trips that are out of state but within a 50-mile radius of a school site or pre-approved locations designated by the Board of Trustees.
4. The principal shall ensure that teachers develop plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips as well as a careful fiscal plan for each trip. Other school employees and parent/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings. The teacher will be in charge of all aspects of the trip while away from school.
5. In advance of a field trip, teachers shall determine educational objectives, which relate directly to the curriculum. Teachers also shall provide appropriate instruction before and after the trip.
6. The ratio of adults to students on school-sponsored trips that require motorized transportation and/or are overnight events (i.e.: camping on the school grounds) shall be at least one to five. The ratio of adults to students on walking field trips shall be at least one to ten.
7. School personnel, adult chaperones and the children in the class may participate in the field trip. Children who are not enrolled in the class may not participate in class field trips.
8. Students must have written parental permission in order to participate in trips requiring transportation. (CA Education Code 35350). Parents will assure all documentation of any medical information, allergy, or diet restrictions.



9. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip. Teachers will provide the office with a list of students participating in the trip, absent students and nonparticipating students (with the name of an alternate teacher responsible for students not attending the field trip) prior to departure.
10. No student shall be prevented from access to the field trip because of lack of sufficient funds (CA Education Code 35330)
11. Parents shall be notified in advance of all Field Trips to allow time for financial planning and gathering of supplies. Guidelines for costs and timelines shall be designated by Administration.
12. Regarding the 8th Grade Field Trip: the total length of the trip is not to exceed seven days, Ideally, it is arranged so that the trip only involves five school days and students have one day rest before returning to school. The principal has discretion to approve the dates and length of the trip, within these parameters. Class parents do not attend this trip unless no other suitable chaperones can be found, and then with the principal's approval.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (CA Education Code 32040, 32041). All chaperones and students will be made aware of the designated person holding the first aid kit. All emergency contact information, medical information, allergy, and diet restrictions shall be kept accessible and immediately available by the teacher, employee, or agent of the school.
2. Any field trip into an area which is commonly known to be infested by poisonous snakes shall have a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites (CA Education Code 32043). All students and adults on the trip shall be informed of the attending adult(s) who is First Aid Certified.
3. Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For chaperones that will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip.

Supervision

1. Students on approved trips are subject to all school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide all adult chaperones that accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be assigned a prescribed group of students and shall be responsible for the supervision of these students' activities.



5. Drivers/Chaperones shall abide by the Adult Code of Conduct, Volunteer Policies, and Chaperone Agreement.
6. Drivers/Chaperones must follow the route prescribed by the teacher.
7. Drivers/Chaperones will be cleared through the Live Scan process.
8. Drivers/Chaperones will provide a copy of their DMV record, required insurance coverage, and TB clearance.
9. Teachers and Chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
10. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor whenever possible.
11. The principal may exclude from the trip any person whose presence on the trip would pose a safety or disciplinary risk.

Trips that include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advance.
2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones of one to five ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
3. Swimming Activities:
 - a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.
 - b. The teacher, employee, or agent of the school shall inspect swimming facilities for safety hazards. Any hazards will be remedied or mitigated before commencing with swimming or wading, per the teacher, employee, or agent of the school.
 - c. Lifeguards must be designated for all swimming activities. Lifeguards must be Red Cross certified or equivalent and must be at least 18 years old.
 - d. The ratio of the adult chaperones to students shall be at least one to five.
 - e. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
 - f. Emergency procedures shall be included with the written instructions to adult chaperones and staff.
 - g. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim.
 - h. A buddy system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

VISITOR'S POLICY

(Approved by the Board of Trustees 04/10/2019)

GVCS shall post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements, penalties for refusing to leave school grounds, and any other announcements required by the local law enforcement agency in order to pursue the arrest of persons found loitering or trespassing.

Immediately upon entering any school building or grounds when school is in session, any person who is not a student of the school, school staff employee, or a school district employee shall report and register their presence and the reason for visiting the school to the office and register. At time of departure, they are to sign out of the registration log. Any person the principal or designee asks to leave school grounds shall promptly comply. Registration is not required when picking up or dropping off students immediately before or after school session.

Any visitor who fails to register within a reasonable time after entering the school grounds, who fails to leave upon request of the principal or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to the law (California Education Code 32210, 32211, 44810, 44811).

All staff members should watch for strangers on school grounds and ask such persons if they have registered in the school office. Staff shall inform the principal or designee when anyone is present who refuses to comply with the registration requirement.

Any possession of unauthorized dangerous instruments, weapons or devices shall be reported immediately to the principal or designee and may be reported to the local law enforcement agency.

Any person who complies with the principal or designee's request to depart from school grounds may appeal to the Board of Trustees, designee, or principal. The written request for a hearing must be made within five days after the person's departure from school and must state why the request to depart was improper. The request also must provide an address to which a hearing notice may be sent. Upon receipt of the request for a hearing, the Board, designee, or principal shall mail a notice of the hearing to the person requesting it. The hearing shall be held within seven days after receipt of the request.

The Board shall consider and decide the matter at the next regular public Board meeting for which it can be placed on the agenda. The Board's decision shall be final.

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

These policies apply to all pupils participating in independent study at Golden Valley Charter Schools (the “School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, 15 days
- For pupils in grades four through eight, 15 days

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete 4 missed assignments during any period of 15 days or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),
 - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),
 - The English learner reclassification rate,
- Pupil engagement, as measured by all of the following, as applicable:
 - School attendance rates,

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

- Chronic absenteeism rates, and
- Middle school dropout rates.
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher,

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Tiered Reengagement: For all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week or 10 percent of required instructional time for over four continuous weeks of the school's approved instructional calendar, who are not participatory in mandated live interaction or synchronous instruction for more than three school days or for more than 60 percent of the scheduled days of synchronous instruction in a school month, and/or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the recording of absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study,

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.

Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days.

Written Agreements: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated, and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.

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(Approved by the Board of Trustees October 13, 2021)

- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-



INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

For the 2021-22 school year only, written agreements may be completed and signed as provided above no later than 30 days after the first day a pupil commences independent study.

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION,
AND BULLYING POLICY**

(Approved by the Board of Trustees on October 13, 2021)

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Golden Valley Charter Schools ("GVCS" or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. This policy will supersede all previous policies on these topics.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GVCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GVCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, GVCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GVCS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. GVCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.



Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Golden Valley Orchard School
Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School
Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

Golden Valley Tahoe School
Barbara Linares, Principal
12640 Union Mills Road
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq.*; 34 C.F.R. § 106.1 *et. seq.*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by GVCS.

GVCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) 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.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by GVCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible

- impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

GVCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

GVCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

GVCS informs Charter School employees, students, and parents/guardians of GVCS’s policies regarding the use of technology in and out of the classroom. GVCS encourages

parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

GVCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GVCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GVCS and encourages students to practice compassion and respect each other.

GVCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

GVCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GVCS informs GVCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

GVCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GVCS employees who have regular interaction with pupils.

GVCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem



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GVCS also informs certificated employees about the groups of students determined by GVCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GVCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GVCS’s students.

Grievance Procedures

1. Reporting

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

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Golden Valley Orchard School

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School

Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Road
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

GVCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

GVCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

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

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GVCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the



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complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment, discrimination, intimidation or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

5. Right of Appeal

Should the reporting individual find the Coordinator’s resolution unsatisfactory, he/she may follow the GVCS Dispute Resolution Process.



TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by GVCS:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____



UNIFORM COMPLAINT POLICY AND PROCEDURES

(Approved by the Board of Trustees on October 13, 2021)

Scope

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

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Education Programs; American Indian Education Centers and Early Child Education Program Assessments; Bilingual Education; California Peer Assistance and Review Programs for Teacher; Consolidated Categorical Aid Programs; Career Technical and Technical Education and Career Technical and Technical Training Programs; Child Care and Development Programs; Child Nutrition Programs; Compensatory Education; Economic Impact Aid; Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Education of Foster or Homeless Youth; Pupils from Military Families; Migratory Pupils; Accommodations for Pregnant and Parenting Pupils; Migrant Education Programs; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; and/or Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be



provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.
 - (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
 - (7) Complaints of noncompliance with the Charter School's School Safety Plan.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes



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keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

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

Compliance Officer

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

Golden Valley Orchard School

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School

Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Road
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477

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



Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Board of Trustees Chair.

Notifications

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

The annual notice shall be in English. Pursuant to Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such pupils in their primary language.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

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



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

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

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

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

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

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

- **Step 2: Mediation**

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

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

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

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

- **Step 3: Investigation of Complaint**



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

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

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

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

- **Step 4: Response**

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

- **Step 5: Final Written Decision**

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

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.



6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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

Appeals to the California Department of Education

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

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

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

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists,



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including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

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



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

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

- | | | |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Compensatory Education | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Economic Impact Aid | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Agricultural Vocational Education | <input type="checkbox"/> Every Student Succeeds Act / No Child Left Behind Programs | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Foster/Homeless Youth Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Juvenile Court School Pupils | <input type="checkbox"/> State Preschool Health/Safety |
| <input type="checkbox"/> California Peer Assistance and Review Programs for Teacher | <input type="checkbox"/> Lactating Pupils | <input type="checkbox"/> Pupil Fees |
| <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> Pupils from Military Families |
| <input type="checkbox"/> Career/Technical Education and Training | | <input type="checkbox"/> Pregnant and Parenting Pupils |
| <input type="checkbox"/> Child Care and Development | | <input type="checkbox"/> Migratory Pupils |
| <input type="checkbox"/> Child Nutrition | | <input type="checkbox"/> Tobacco-Use Prevention Education |

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

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

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

GVRS SAFETY PLAN



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

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

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Golden Valley Orchard School
Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School
Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141



GOLDEN VALLEY
CHARTER SCHOOLS

Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Rd.
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477

Emergency Preparedness Plans
Comprehensive School
Safety Plans



GOLDEN VALLEY
TAHOE SCHOOL

GOLDEN VALLEY TAHOE SCHOOL (GVTS) SAFETY PLAN

(UPDATED 02/03/2022)

GVTS SAFETY PLAN

School: Golden Valley Tahoe School

Principal: Barbara Linares

School Site Council Chairperson: Barbara Linares

Approved on: _____

- All teachers should have updated Golden Valley Charter School Safety folders available in a visible and accessible location
- Fire evacuation routes **posted in all rooms**
- If you have any questions or need supplies, please contact Barbara Linares

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BEFORE you call for officer assistance:

- Have emergency cards of involved parties available for correct spelling, grade level, and any other information that may be requested by dispatch.
- Be prepared to answer these BASIC questions:
 - What happened?
 - How many people are/were involved?
 - When did the incident happen?
 - Where did the incident happen?

Missing Students:

- Physical description
- Clothing description
- Where and when was student last seen?
- Have parents been contacted?
- Custody/Restraining Order on file?

Out of control Parent/Student:

- Is the person threatening anyone?
- Is the person endangering self or others?
- Have parents been contacted?

If a vehicle is involved:

- Description of vehicle
- License number of vehicle
- Number and description of occupants
- Location of vehicle

If a weapon is involved:

- What type of weapon is it?
- Has the weapon been secured? By whom?
- Where is the weapon now?

If an explosive device is discovered:

- Where is it?
- What does it look like?
- What safety measures have you taken? Lockdown? Evacuation?

If a bomb threat is received:

- Exact time of call
- Exact words of caller
- Voice description: child, adult, male, female, calm, angry, accent
- Did you recognize the voice?

If you need to call 9-1-1

- **IF YOU ARE BEING PHYSICALLY THREATENED OR ARE IN ANY OTHER KIND OF IMMINENT DANGER, CALL 9-1-1 FIRST.**
- Nature of emergency
- Have parents been contacted?
- If injured, where was party transported?
- Who accompanied injured party to hospital?

Suspected child abuse	Call Nevada County CPS	530-273-4291
Suspected child molest	Call Truckee Police Department Dispatch or California Highway Patrol Dispatch	530-550-2320 or 1-800-835-5247
Child removal for CPS	Call Truckee Police Department Dispatch or California Highway Patrol Dispatch	530-550-2320 or 1-800-835-5247
Animal control issues	Call Nevada County Animal Control Or Tahoe Bear League	530-265-1471 or 530-525-7297
Traffic Control	Call California Highway Patrol Dispatch	1-800-835-5247
M&O Issues	Call Michael Gross	530- 448- 9289
Student Transport Home	Call Site Director (Barbara Linares)	530-955-5739
Truant Student	Call Truckee Police Department Dispatch	530-550-2320
Potential Poisoning	Poison Control	800-222-1222
Nevada County Sheriff's Department, Truckee		530-582-7838
Placer County Sheriff's Department, Tahoe City		530-581-6300
California Highway Patrol, Truckee		530-582-7570
Truckee Fire Department		530-582-7850

Other Emergency Numbers

<u>Emergency</u>	<u>Agency To Call</u>	<u>Telephone Number</u>
Gas	Ferrell Gas	(775) 331-1313
Electric	Truckee Donner PUD	(530) 587-3896
Water	Trent Baldwin Brian Hunt Michael Gross Ami Vannoy	(775)-219-6605 (530) 448-7639 (530) 448-9289 (530) 448 -4490
Traffic Road Conditions	Truckee PD California Highway Patrol, Truckee CA DOT Recorded Message CA DOT Non-Recorded Message	(530) 550-2323 (530) 582-7570 (916) 445-7623 (916) 455-5710

Medical Facilities Phone Numbers

<u>Facility</u>	<u>Address</u>	<u>Telephone Number</u>
Truckee Forest Hospital	10121 Pine Ave, Truckee, CA 96161	General Info (530) 587-6011
Northstar Clinic & First Aid <i>(Part of Tahoe Forest Hospital)</i>	2100 North Village Drive Truckee, CA 96161	General Info (530) 582-6594
Tahoe Truckee Medical Group, Truckee	10956 Donner Pass Road Suite 110 Truckee, CA 96161	General Info (530) 581-8864
Gateway Urgent Care	11105 Donner Pass Rd	General Info 530-582-2070
Incline Village Community Hospital <i>(Part of Tahoe Forest Hospital)</i>	880 Alder Ave, Incline Village, NV 89451	General Info (775) 833-4100
Renown Regional Medical Center	1155 Mill St, Reno, NV 89502	General Info (775) 982-4100

GVT'S SAFETY PLAN

PROTOCOL: EMERGENCY RESPONSE SITUATIONS

The District’s goal in an emergency situation at a school site is to protect and support the needs of students, staff, parents, and property. This is accomplished by providing clear communication of the necessary steps to be taken in any critical incident.

Safety Folder

Classroom Emergency Information

The center section of your classroom Safety Folder (red and green) should contain site-specific plans.

Please insert the following (examples included):

- School Crisis Response – Roles and Responsibilities
- Emergency Signals
- Evacuation Maps
- Lockdown Procedures
- Shelter In Place Procedures
- Student Checkout Form
- Confidential Student Medical Information & Provisions for Students with Special Needs.
- Site Safety Team and Update Verification of Emergency Folder
- Roll Sheets and/or Emergency Cards (elementary)

GVTS Crisis Response

Evacuation Site

PRIMARY: All grades to across the roundabout in the field by the portables.
 SECONDARY: All Grades to entrance road.

Incident Management Team & Duties

Incident Commander: Barbara Linares 5 [REDACTED]

Back-up Incident Commander: Serenity Enriquez [REDACTED]

Search and Locate: Barbara Linares [REDACTED] / Serenity Enriquez 5 [REDACTED]

Parent Liaison: Liz Sheppard [REDACTED]

Logistics: Barbara Linares [REDACTED] / Serenity Enriquez [REDACTED]

Campus Safety Liaison: Caleb Buckley [REDACTED] Barbara Linares [REDACTED]

Public Information Spokesperson: Caleb Buckley [REDACTED]

Designated Teacher Leaders: Caron Kotalik, [REDACTED]

Beth Taylor, [REDACTED]

Incident Log Scribe: Serenity Enriquez [REDACTED] Linares [REDACTED]

OTHERS TO HELP: Beth Taylor, [REDACTED] / Emily Dressler [REDACTED] /
Ayla Shaw [REDACTED]

Incident Commander:

- Coordinate with, and provide support to, the designated Incident Coordinator (Sheriff, Fire, EMS Director).
- Assist emergency personnel to maintain established perimeters.
- Monitor and support school site/responsible for:
 - Student staging areas (classrooms).
 - Parent/Guardian housing and communication.
 - District/Media communication.

Search and Locate Coordinator:

- Gathers information – classroom rosters/attendance sheets.
- Coordination of locating missing students/staff including sweep of restrooms, hallways, & fields.
- Communication with Incident Coordinator & Designated Teacher Leader.
- Assist Parent Liaison with documented student medical and/or parent /guardian pick-up location.
- Assist Teacher Leaders with student supervision.

Parent Liaison:

- Establish & direct parents/guardians to staging area (alternate location recommended).
- Provide emotional support & information to parents/guardians.
- Work closely with crisis team to provide coordination for student pick-up as required. Coordinate with Incident Coordinator/School director to provide physical support to parents/guardians (water, seating, counseling, etc.)

Logistics:

- Custodial –
 - Provide support to Incident Coordinator & emergency personnel.
 - Communication with M&O.
 - Site utilities – shut off/on.
- Other staff (media techs, specialists, IAs) -
 - Transportation/Loading of busses.

Campus Safety Liaison:

- Gather information regarding staff/students requiring emotional support
- Identify emerging school related problems requiring immediate attention.
- Work closely with liaison & provide support to Crisis Team members.
- Establish holding area & provide supervision for medically fragile/injured staff or students in coordination with emergency medical personnel.

Public Information Spokesperson:

- Establish media staging area (pre-made signs).
- Establish one source of information for the media.
- Gather basic information (what, who, when, where). Avoid speculating about cause. Don't assign blame.
- Focus on what you're doing to assure public safety, fix the problem, and restore service. Be positive. Let people know you're in control.

Designated Teacher Leaders:

- Supervise defined wings/areas (per school emergency maps).
- Maintain basic emergency supplies (refer to Disaster Plan Section).
- Supervise rooms/classes in their area.
- Supervision of students – assembly, shelter.
- Accountability – release of students (see form).
- Organize coverage for rooms without staff present.
- Primary communicator to office/Incident Coordinator.

Incident Log Scribe:

- Maintains information system to document & coordinate parent/guardian pick-up and student departure from campus.
- Maintains records of visitors.
- Positioned in command center.

Designated Teacher Leaders

- Caron Kotalik
- Beth Taylor

Duties:

- Oversee, as needed, evacuation/lock-down of assigned rooms.
- Serve as communication link in case of power outage, loss of phones/intercoms. Use cell phones to communicate with office and disseminate to nearby staff.
- Relay information to office/command center.

Golden Valley Tahoe School Comprehensive Safety Plan

2021-2022

Section I: About GVTS

Golden Valley Tahoe School (GVTS) is a tuition-free K-6 public charter school inspired by Waldorf education. GVTS grew from a private Waldorf inspired preschool to a group of homeschooling parents under the supervision of Twin Ridges Charter School. In 2018, the parents worked with Golden Valley Charter Schools to establish Golden Valley Tahoe. As the oldest class progresses, GVTS will add a new class each year until it is a K-8 school.

As a community of teachers and families, we seek to nourish and educate the whole child — head, heart and hands — by stimulating the intellect, fostering wonder and respect, and developing the child’s active will. Our dedicated faculty and staff are committed to Waldorf educational values and ongoing Waldorf training. Our Kindergarten and grades teachers hold a California credential and receive on-site mentoring by master Waldorf teachers. We are deeply committed to the reformation of public education through the charter school movement. Charter schools are public schools which are endowed with the freedom to employ innovative teaching methods, are responsive to students’ needs and are held accountable for student achievement. We offer this through our curriculum inspired by Waldorf education.

Section II: A Shared Vision and Mission Statement

A SHARED VISION

Our vision is that each student becomes a self-directed life-long learner with the support of a community of peers, teachers and parents. We envision that through a whole-child approach to learning, student curiosity, enthusiasm and effort will enable all children to reach the fullest expression of their individual potential.

MISSION STATEMENT

We, the parents and faculty of the Golden Valley Charter School, share a vision for our children. We invite you to become an active participant in creating this vision, as part of our cooperative community. We are a learning community of parents, teachers and children where:

- Parents and children are life-long learners;
- Families are encouraged to share their skills and talents;

- The community comes together in cooperative projects and festivals;
- Families are supported by parent education forums; and Parents and faculty collaboratively govern the school.

We provide evolving Waldorf methods curriculum that:

- Uses a whole-child approach to support children's physical, intellectual and emotional development in a non-sectarian environment.
- Is sensitive to children's developmental needs and their individual navigation of developmental stages;
- Fully incorporates music, arts, crafts, movement, drama, handwork, foreign languages, and creative play;
- Uses poetry, legends, folk tales, mythology, and histories to deliver the curriculum; Teaches respect for others and the environment.

Section III: Data

Since GVTS is a new school, we are gathering data to upload to our dashboard and reports. GVTS uses Aeries for collecting student data and data on school climate is collected annually through a parent and faculty survey.

Section IV: Areas of Pride and Strength

AREAS OF PRIDE AND STRENGTH

Our community provides a nurturing educational environment that inspires children to learn. Many of our parents support the school through volunteering in school activities and embracing shared values at home. They are supported by the school through class meetings, parent workshops and seasonal festivals. This partnership between school and family creates the village which is the foundation for children's success.

Our kindergartens provide a loving environment conducive to learning through exploration and play under the guidance of caring teachers. Children learn songs and verses and hear fairytales and folktales rich in vocabulary and imagery. They participate in practical and artistic activities including baking, painting, drawing, modeling, and handcrafts in a weekly rhythm. They honor the changing seasons through story, poetry, movement games and festival celebrations.

Our engaging curriculum is designed to awaken each child's full and unique potential. Teacher-developed lessons are delivered orally, through rich and lively storytelling, evoking emotions and developing the imagination. Students write and illustrate their own "text" books. Academic subjects – language arts, reading, mathematics, science and social studies – are integrated with

art, music, speech recitation, movement and practical activities. Students attend Spanish language, watercolor, music, movement and handwork classes taught by subject specialists.

Section V: Areas of Change and Stated Goals

AREAS OF CHANGE AND STATED GOALS

Component 1: Emergencies

Goal 1: Ensure all individuals on campus at GVTS are safe.

Objective 1-1: School staff will participate in monthly fire drills.

Objective 1-2: School staff will practice procedures for a lockdown and/or shelter in place in case of an emergency.

Objective 1-3: School Staff will be trained on being a mandated reporter for suspected child abuse.

Goal 2: Ensure that appropriate supplies are available and accessible during an emergency.

Objective 2-1: Ensure that the school “Go Kit” is complete and updated annually.

Objective 2-2: Ensure that CPR masks are present and accessible in the appropriate classrooms.

Goal 3: Ensure that all adults and children on Field Trips are safe.

Objective 3-1: Ensure that roster with teacher cell phone number, exact route of walk and all participants is presented to office before class departs for walk.

Component 2: Physical Environment

Goal 1: To increase awareness about bullying on campus and how to address it.

Objective 1-1: Utilize our Principal and teachers to implement and conduct processes of our Compassionate Campus Program and to directly speak to students about bullying, how to report it when it happens, and how to follow up to ensure that it doesn't continue.

Objective 1-2: Message the importance of reporting bullying on campus through avenues such as the Community Newsletter and school/district websites

Goal 2: To increase safety before and after school as students enter and exit campus.

Objective 2-1: Parents turn around and pick up students when vehicle is directly in front of the school. No students are to walk unaccompanied by an adult across the road to get inside a vehicle.

Objective 2-2: Students wait at the front porch or sidewalk for an adult (teacher, staff, or parent) to walk them to their vehicle. Doors are closed when students are seat-buckled.

Goal 3: Decrease vandalism occurring on campus

Objective 3-1: Work with staff to help identify repeated problem

Objective 3-2: Have fire and security system installed and running.

SECTION VI: Sharing the Safety Plan

The GVTS Safety Plan will be shared through various means that include but are not limited to the following:

- GVCS Board of Trustees will review and approve the plan by the end of March 1.
- The Safety Plan will be posted on the Golden Valley website for the community to view.
- The Safety Plan will be located in the Site Emergency Plan Binder.
- GVCS Board of Trustees will be sent one electronic copy for the Newcastle School District office.

EMERGENCY PREPAREDNESS

Golden Valley Tahoe School's emergency preparedness procedures will be discussed with school personnel before school starts and at various times throughout the school year at staff meetings. A current copy of the procedures will be available in the school office.

It is the responsibility of the Incident Commander or a designee to schedule emergency drills throughout the year. Other staff may be asked to help out. Drills will be conducted periodically, and a record of the date and time will be kept in the office. Those drills are:

- Evacuate/Fire Drill
- Lock Down/Take Cover
- Shelter-in-Place

Emergency Response Plan

In the event of an emergency, Golden Valley Tahoe School has established an "Emergency Response Plan." Below is a description of the major "Crisis Centers" that will be established during an emergency situation.

Command Center

The "Command Center" will be directed by the Incident Commander of the "Emergency Response Team" and will be responsible for coordinating the Emergency Response Plan.

PRIMARY LOCATION: In front of the office

SECONDARY LOCATION: Field in front of the school

The Command Center will be equipped with:

- First aid supplies
- Emergency tools and equipment
- School maps (shut off valves and detailed room maps)
- Student emergency cards
- Emergency Response Plan Manual

Medical Center

The “Medical Center” will be coordinated by the Campus Safety Liaison and it will be the area used to treat injured students or staff. The Supervising Team Leader is responsible for making sure that medical supplies are delivered and that appropriate medical procedures are established.

PRIMARY LOCATION: Portable Buildings

SECONDARY LOCATION: Field Next to the Portable Buildings

Media Center

The Media Center will be used for all media personnel as an information center. The Public Information Spokesperson will be responsible for directing all media personnel to the Media Center and to coordinate media releases/interviews with the Incident Commander.

PRIMARY LOCATION: Front of school – by front doors

OFF CAMPUS LOCATION: Entrance from Union Mills Rd.

Agency Center

The Agency Center will be used for all law enforcement, fire, or other personnel as an activity coordination center. The Logistics Liaison will be responsible for directing all appropriate outside personnel to the Agency Center. The Logistics Liaison will also coordinate law enforcement, fire, or other relevant activities with the Incident Commander.

PRIMARY LOCATION: Staff Parking Lot

SECONDARY LOCATION: Field in the front of the school

Parent Center

The Parent Center is designed to communicate information to parents during an emergency situation. The Parent Liaison should direct all parents to the center; communicate with the Command Center regarding student accountability and help calm parents.

PRIMARY LOCATION: Play Area Next to the Portable Buildings
OFF CAMPUS LOCATION: Turn-Out Along Union Mills Rd. West of the Entrance

CIVIL DEFENSE PROCEDURES

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in the area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm. In addition, schools will receive warning through telephone communications from the local county office.

Emergency Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is essential if we are to provide maximum protection for students and school staff. In order to be better prepared, it is imperative that emergency plans be current and that the staff, students, and parents be informed of their responsibilities following a major disaster.

There are FIVE emergency signals that should remain standard in emergency situations:

Evacuate/Fire

This will be initiated by the standard fire alarm or cadence bell. Each teacher has a folder with the red front and green back which contains class lists and an emergency preparedness manual, and a two-sided (green/red) card. Teachers should evacuate their classrooms according to the evacuation maps in their classrooms or the current location, i.e. Multipurpose room, library, etc.

Take the following steps:

- Lead your students along the route indicated on the evacuation map.
- Close the door behind you.
- Take your Safety Folder with you.
- Students need to be instructed to move quickly, quietly, and in a single file line to their meeting place.
- Teachers are to take roll after evacuating the buildings and assembling in the appropriate evacuation area. Students should remain quiet.
- If all students are accounted for and there are no injuries, the teacher will hold up the green side of the folder.
- If a student is missing, a student is injured, or a student who is not in enrolled in that class is with that class, the teacher will hold up the red side. The teacher will fill out the "Individual Room Life Survey." This will be picked up by the Principal.

- If any of your students are with a specialist, that specialist will escort them to their meeting place.
- Do not re-enter the school until you hear the “all-clear” signal.
- Campus Monitor and office staff will exit offices when alarm sounds and check bathrooms, hallways, multi-purpose room and classes.

Lock Down/Take Cover:

The LOCK DOWN procedure is used in situations when there is a high likelihood of imminent danger to students or staff. Examples are an intruder on campus or dangerous person in the area. LOCKDOWNS are initiated by the Principal or designee. They are usually made with the recommendation from Law Enforcement, although this is not a requirement.

A LOCK DOWN will be initiated by a series of short blasts using the whistle system along with the announcement “LOCK DOWN, LOCK DOWN, LOCK DOWN” through the phone. This requires that the teachers lock their doors, close and cover their windows, and direct students to take cover under their desks or on the floor away from the windows. As much as possible, everyone should be out of sight.

If you hear

“Three shrill blasts...repeating ...”, OR “LOCK DOWN, LOCK DOWN, LOCK DOWN”... Initiate lock down procedures!!!

- Get all students to the first/closest lockable room
- If you have a door that opens to an adjacent room, lock it as well
- Look for and gather any students who may be near your room and bring them into the security of that room;
- Teachers take personal cell phones into lockdown rooms
- Your classroom should remain locked until further instructions are delivered. If you must open your door during a LOCK DOWN to let a student in, EXERCISE EXTREME CAUTION!!!
- Pull curtains and lock doors. Cover ALL windows including door window;
- Take roll using roster in front of Safety Folder and Individual Room Life Surveys;
- Identify/list missing and injured students;
- Identify/list extra students sheltered in classroom (student name and teacher name);
- Wait for designated contact in the office/command center to text or call you, then report status (“all present,” “all present plus student A from teacher B’s classroom,”) etc.;
- Remain in room with door locked until all-clear signal is given.

REMEMBER: If a student is not in your room when a LOCKDOWN is ordered, it means that the child has been directed into the nearest secure room. Wait to be called from the office to report missing or extra students.

Earthquakes

In the event of an earthquake, do not wait for instructions; have students take cover immediately.

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover and be prepared to move with it.
- Hold the position until the ground stops shaking.
- When initial shaking stops, Incident Commander or designee sounds alarms to evacuate the building.
- Follow Evacuate/Fire procedures previously described

If outdoors:

- Move away from buildings, poles and overhead wires.
- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Be prepared to duck and cover again due to aftershocks.
- Staff to follow emergency procedures previously described.

Shelter-in-Place

The SHELTER-IN-PLACE procedures are used when there is a moderate possibility of danger to students and staff were, they to remain outside or in a non-secure location. Examples are inclement weather such as lightning storms or tornadoes which may be headed toward the area. SHELTER-IN-PLACE can also be a possible precursor to a LOCK DOWN scenario.

A SHELTER IN PLACE will be initiated by an announcement via cell phone and voice command. Classes should continue on as usual. However, if classes are outside, they must return to their classroom or other secure location. Staff may move around freely but should be aware that a LOCK DOWN may be called at any time. STUDENTS ARE NOT PERMITTED TO LEAVE THE TEACHER'S SUPERVISION.

Preparation: Pre-Emergency Preparedness

Being prepared for an emergency situation is the best prevention to an emergency situation arising and in the event of an emergency situation arising, preparedness will minimize the injuries and better ensure the safety of students, staff, and the community. Additionally, routine checks of potential hazards can bring to light potential problems and liabilities. In order to make certain Golden Valley Tahoe School is a safe environment for all, several steps will be routinely taken to assess hazards. These will be performed by the Incident Commander or designee and include:

- Evaluation of the interior and exterior portions of the school buildings as well as school grounds
- Proximity of toxic, flammable, corrosive, chemically reactive, or radioactive material
- Proximity of high voltage power lines
- Probable safety of evacuation areas after a quake; proximity of gas, water, sewer lines
- Interior hanging fixtures
- Windows particularly near doorways
- Bookcases and shelving within classrooms as well as all objects on shelves and cabinets
- Stability of water heaters

GENERAL DISASTER PLANS

Whenever we have any type of disaster, the first concern is for the safety of the students. Here are general guidelines to assist you in a variety of disaster situations:

Fire

- The location of the fire is determined by an adult on campus
- The Incident Command structure is put into effect
- The Incident Commander or designee will phone 911
- The Search and Locate Coordinator picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
- Incident Commander or designee sounds the fire alarms.
- Staff to follow emergency procedures previously described.
- Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Flood/Severe Weather/Wildfire

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school, unless advised to evacuate. The Incident Commander will assess the situation and make an announcement over the PA or megaphone to with instructions.

Electrical Failure

Incident Commander or designee will notify the electrical company (Truckee Donner) PUD (530) 587- 3896 Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored. Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Gas Line Break

- Incident Commander or designee will notify Ferrell Gas - (775) 331 -1313
- Incident Commander or designee will notify the Fire Department at (530) 562-1212
- Incident Commander or designee will notify the building landlord, Michael Gross at 530.448.9289 or Ami Vannoy at 530.448.4490
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Water Main Break

- Incident Commander or designee will notify the Private Water system – Trent Baldwin at 775-219-6605
- Facilities Chief shuts off water.
- Incident Commander or designee notifies the police.
- Incident Commander determines if it is necessary to initiate emergency procedures to evacuate students and staff.

Water Contamination

- Incident Commander or designee will instruct teachers to move students away from drinking fountains and sinks.
- Incident Commander or designee will notify Trent Baldwin at 775-219-6605
- Facilities Chief will turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

- Block or rope off area – DO NOT TOUCH ANYTHING.
- Evacuate room and TURN OFF air conditioning system.
- Notify school office and Facilities Chief of the incident - contact 911 if necessary.
- Facilities Chief should check for chemical safety data to determine clean up procedure.

If Outdoors:

- Upon hearing of a chemical leak (usually from the fire department or other city office) the Incident Commander will determine if students should be evacuated.
- Move away from buildings, poles and overhead wires.
- Close doors and windows and TURN OFF air conditioning system.
- If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Bomb Threat

There are two ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

- Notify Incident Commander immediately.
- Try to obtain information from the caller such as where the bomb is, when it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

- Notify Incident Commander immediately.
- Do not touch the object but note any identifying features to describe it to the Incident Commander and emergency crews.

In all cases:

- If Incident Commander determines to evacuate, staff follows emergency procedures previously described.
- Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
- If you see any suspicious object, steer clear of it and report it to the Incident Commander and/or any outside emergency agency that has responded
- Follow all outside emergency agency and bomb squad directives.
- Use radios, walkie-talkies and phones **ONLY IF ABSOLUTELY NECESSARY** as the frequencies may set off the bomb(s).

Explosion

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from the windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover.
- Hold the position until directed to the building.
- Staff to follow the emergency procedures previously described.

If outdoors:

- Move away from buildings, poles and overhead wires.

- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Death/Suicide

- Incident Commander will be notified in the event of a death or suicide on campus.
- Incident Commander or designee will phone 911.
- Incident Commander will initiate a SHELTER-IN-PLACE
- Incident Commander operating under the authority of Law Enforcement will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
- Incident Commander or designee will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

- Call the school main office and the incident commander or designee will evaluate the situation and take appropriate action (i.e., contact Police or animal control agency).
- The appropriate Alert signal will be initiated (i.e. Evacuate, Lock Down. or Shelter-in Place.)
- Notify office of who is with you, if possible.
- All students outside of the building are to be quietly and cautiously led into the building.
- Wait for further instructions from administration and/or police/animal agency.

Students with Life Threatening Health Concerns

CONFIDENTIAL

<u>Student Name</u>	<u>Health Concern</u>	<u>Care Plan</u>

Special Needs Students – Describe:

SITE SAFETY TEAM

The comprehensive Safety Plan will be evaluated and revised annually by a designated Site Safety Team. The plan will be submitted by March 1 to the School Site Council for Approval. The final product will be submitted for approval to the GVCS Board of Trustees.

This plan will be available in the school office for public inspection. Annually, parents/guardians will be notified and invited to attend School Site Council meetings which review the plan.

2021– 2022 Safety Team Members:

Administrator: Barbara Caleb

Certificated: Emily Dressler

Classified: Barbara Linares or Serenity Enriquez

Parent/Guardian/Community member: Liz Sheppard

Update Verification of Emergency Folder

Completed

(Date): 2/3/2022

By: Barbara Linares

Purpose

The purpose of the Site Safety Team is to maintain a safe environment that promotes mutual respect and personal responsibilities, accepting of all cultures, and conducive to learning. The committee monitors and maintains school spirit and physical conditions of the school.

Membership

Representatives should include the following:

- Parent
- Administrator
- Classified Representatives
- Classroom Teacher

Responsibilities:

- Maintain a safe environment that is conducive to learning.
- Maintain a school atmosphere that has a high morale, positive relationships amongst school personnel based upon mutual respect, trust, and caring and building cohesive school spirit.
- Develop, implement, and maintain school rules that are understood by all and are uniformly and consistently enforced.
- Monitor the maintenance, cleanliness, and custodial care of the buildings and grounds.
- Foster school community members who understand, appreciate, and feel pride in their backgrounds and cultural heritages, and are sensitive and able to work with people of different cultures.

Leader: Principal

Control of Agenda: The leader will determine the agenda items with input from staff members via their committee representative.

Annual Goals

The committee will support the school’s vision, mission, core values, and academic improvement plan by:

- Promoting a positive school environment.
- Promoting a trusting and respectful community.
- Making success something valued and appreciated.
- Ensuring Safety on campus for all Students, Staff, Parents and Community Members

Attendance: Regular attendance is expected at all scheduled meetings. Attendance will be noted in meeting minutes.

Frequency of Meeting: Once per quarter, or as needed.

School Evacuation Drill Record

Month	Date	Time	Total Evacuation Time Length	Pull Station Location	Administrator's Signature
August	N/A				
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

Emergency Roles of Staff

SITE ADMINISTRATOR

The site administrator has the overall responsibility for the organization and development of the school safety plan, in accordance with district policy and education code. The site administrator should work to engage and involve all stakeholders in the development, refinement, and practice of this plan.

In an emergency, the leadership of the site administrator is important, but if the situation develops in the absence of this person or persons, all staff should be trained and empowered to act to implement the plan to ensure the safety of everyone on campus.

CLASSROOM TEACHER

Classroom teachers' primary responsibility is for the safety and welfare of their pupils.

The teacher will:

- Keep accurate and current information about the emergency plans for the school.
- Know what to do and how to do it.
- In accordance with the school site program, provide instructions for the pupils in techniques of survival and the emergency procedures they must follow during actual operation and practice of the plan.
- Understand and put into practice the psychology of handling pupils and parents during an emergency.
- Have readily accessible a list of students in their charge with pertinent data, phone numbers, and siblings.
- Make all emergency data and plans available to a substitute teacher.
- Have a sense of permission to act independently, if necessary, based upon emergency needs to ensure student safety. As public employees, staffs are by law "Disaster Service Workers" when so assigned. (California Governmental Code, Title 1, Division 4, Chapter 8, Section 3100).

SUPPORT STAFF (Certified and Classified)

Support staff should work in unity with site leadership. In some cases, individuals may have specific assignments. As public employees, they are by law "Disaster Service Workers" when so assigned.

The support staff will:

- Keep accurate and current information about the emergency plans for the school.
- Know what to do and how to do it.

- Act to support emergency operations to ensure student control in the event of a problem.
- Report and be available to react to site needs based upon the judgment of the school leadership team.

LIST OF EMERGENCY SUPPLIES AND EQUIPMENT

Ax	Matte Knife	String
Batteries for emergency equipment	Masking tape (1 roll)	Tarp
Blanket (wool)	Matches	Toilet Paper
Blanket (emergency)	Pail	Radio: AM-FM (battery operated)
Can opener (manual)	Paper Towels (1 package)	Radios: Two-way ("walkie-talkies")
Crowbar or pry bar	Plastic garbage bags	Wire
Cups (paper)	Plastic water container	Wire cutters
Flashlight	Pot to boil water	Wrench
Gloves	Rope	
Hammer	Saw (multi-use)	
Hose (50 foot)	Screwdriver (multi-use)	
Kleenex (1 box)	Shovel	

First Aid Kit

Small gauze pads
Blood stopper
Large gauze pads
Medical tape
Gauze rolls
Antiseptic wipes
Gloves
Ace bandage
Eye patch
Band aids
Butterfly closures

Instant ice packs
Cotton tipped applicators
Goggles
Triangular bandages
Biohazard packs
Sling (sm)
Sling (lg)
Tongue depressors
Neosporin
Tylenol
First aid manual

***Location of Emergency Supply Box:** Red Backpacks in each classroom

***List of Emergency classroom supplies:** First Aid Kit inside main office and in each classroom

Small gauze pads
Large gauze pads
Medical tape
Gauze roll
Gloves
Ace bandage
Eye patch

Tongue depressors
Cotton tip applicators
Instant ice packs
Band aids
Butterfly closures

CRISIS COMMUNICATION

Media Briefing tips for Spokespersons

Refer all media inquiries to the GVCS Executive Director at 916- 597-1478. In most cases, the Community Relations Office will respond to the inquiry directly leaving you free to manage your school or program during a crisis. School employees are not to speak on behalf of the school or programs or the District without authorization from the GVCS Executive Director. If you are asked to serve as a spokesperson, here are a few helpful tips:

1. Keep answers simple and succinct. Avoid education or technical terms, jargon, or acronyms.
2. Never say “No comment.” If you can’t answer, explain why. “We haven’t learned the cause of the problem at this point. We are continuing to investigate the situation.”
3. Do not go “off the record.” Everything you say is subject to publication or broadcast.
4. Do not speculate, conjecture, or guess. If you don’t know the answer, say “Let me check on that and I’ll get back to you.”
5. Define what you are doing rather than defending it. Say “Let me explain how we are fixing the problem...” rather than “this is why we are doing it this way...”
6. Go into the briefing with one or two positive statements – what is being done to correct the problem. Emphasize and re-emphasize that point at every opportunity. It is perfectly OK to repeat yourself – several times if the opportunity arises. Stay “on message” at all times.
7. Remember that reporters want to know who was involved, what happened, when it happened, how it happened, where it happened, who is affected, and when service will be back to normal. They may ask why it happened, but early in the crisis they don’t expect you to be able to answer the why.
8. Take questions one at a time, and answer one question at a time.
9. Be compassionate. Show concern for those directly affected by the crisis. If someone has been injured or killed, begin your statement with words of compassion. “We are deeply saddened because one of our employees/students has been seriously injured. We are doing everything possible to assist his/her family at this difficult time.”
10. Do not disclose personal information about students or staff.

Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan	Federal Req.	Requirement Met	Comments
<p>1. Plan is written and developed by a School Site Council (SSC) or a safety planning committee. The school safety planning committee is made up principal/designee, teacher, parent of child who attends the school, classified employee, others.</p>		x	
<p>2. SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.</p>		x	
<p>3. The comprehensive school safety plan includes, but is not limited to: (a) An assessment of the current status of school crime at the school and at school related functions. You may accomplish this by reviewing the following types of information:</p> <ul style="list-style-type: none"> i. Reviewed ARC data ii. Office Referrals iii. Attendance rates/SARB data iv. Suspension/Expulsion data v. Local law enforcement juvenile crime data vi. California Healthy Kids Survey data vii. Property Damage data Other: _____ <p>x. Other: _____</p>		x	
<p>(b) An identification of appropriate strategies and programs that provide/maintain a high level of school safety.</p>		x	
<p>4. The School Site Council and/or Site Safety Team committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety:</p>		x	

a)	Child Abuse Reporting procedures (See GVCS Policy)		x	
b)	Suspension/Expulsion procedures (See GVCS Policy)		x	
c)	Teacher notification of dangerous pupil behavior (See GVCS Policy)		x	
d)	Sexual Harassment and Discrimination policy (See GVCS Policy)		x	
e)	Dress Code , including prohibition of “gang-related” apparel (See GVCS Policy)		x	
f)	School rules and procedures for discipline (See GVCS Policy)		x	Comments for Fed. Req. language - that prohibit disorderly conduct, illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs.
g)	Hate crime reporting procedures and policies (See GVS Policy)		x	
h)	A safe and orderly environment conducive to learning at the school (See GVS Policy)		x	
i)	Procedures for safe ingress and egress of pupils, parents, and employees from school site (See GVTS Policy)		x	

<p>j) Crisis Response Plan Insert Disaster procedures, routine and emergency, including earthquake emergency procedures Earthquake emergency procedures that include:</p> <ul style="list-style-type: none"> i. a school building disaster plan ii. drop procedures iii. protective measures to be taken before, during, and after an earthquake a program to ensure that pupils and staff are aware of and are trained in the earthquake emergency procedures system. 		x		
<p>5. Verify completion and maintain a copy of Crisis Response Plans for before and after school programs on your campus.</p>		x		
<p>6. School Site Council (SSC) or School Site Safety Team communicated the school safety plan by inviting the public and holding a meeting at the school site</p>		0		
<p>7. Verification that the school safety plan was evaluated (approved by GVCS Board of Trustees) at least once a year and revised by March 1 of current year.</p>		pending		
Other Safety Requirements	Req. Met	In Progress	Not Started	Comments
<p>8. GVTS Safety Folders in every classroom with current site updates/health conditions/verification by teacher completed.</p>	x			
<p>9. GVTS Safety Folders in office for every administrator and clerical staff. Students with life threatening health conditions listed. Care plans on file.</p>	x			

18. Visitors must register in the office; signs posted at entrances. Does staff monitor the visitor check in? Does the office issue visitor passes?	X			
19. Make sure evacuation routes are Posted.	X			
20. Provisions made for individuals with disabilities for evacuations and lockdown locations.	X			
21. Off-site evacuation and Parent Reunification Sites identified. Contact name: BRiver Phone #:707-490-8698	X			
22. Whistle signals (Volume Adequate) working in classrooms. Contingency plan (buddy system/cells) if a bell is not functioning due to construction/malfunctioning.	X			

23. Traffic directions for pick-up and drop off visible to make parking lot traffic flow efficient as possible.	X			
24. Buildings or outside equipment related to heating, cooling, fuel or chemical storage clearly marked and secured.	X			
25. Hazardous chemicals secured and marked.				

Safety Review Date: 3/2020

In Attendance: Faculty and Staff

Comments: The review of our procedures and any changes is scheduled for the first Thursday of March, 2020

ALL GVCS BOARD APPROVED POLICIES ARE IN THE APPENDIX.

MANDATED REPORTER FOR CHILD ABUSE POLICY

Purpose

With concern for the total well-being of each student, the GV Board of Trustees directs the employees of GVTS to report known or suspected incidences of child abuse in accordance with state law. GVTS employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Reporting Child Abuse

This policy applies to all certificated employees of GVTS and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

The principal or designee shall develop and implement regulations for identifying and reporting child abuse.

The principal or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The principal or designee shall also provide training in the duties of child abuse identification and reporting to Subject Specialists, Waldorf Kindergarten Specialists and other classified employees and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights.

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 36 hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

- a. "Child Abuse," as defined by law and for purposes of this regulation, includes the following:
 - i. Physical abuse resulting in a non-accidental physical injury.
 - ii. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
 - iii. Sexual abuse including both sexual assault and sexual exploitation.
 - iv. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
 - v. Severe corporal punishment.
- b. "Mandated Reporters" are those people defined by law as "child care custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report: Teachers, principal, and supervisors of child welfare and attendance, certificated student personnel employees, subject specialists, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.
- c. "Child Protective Agencies" are those law enforcement 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.
- d. "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.

Child Abuse Reporting Guidelines

Certificated personnel who suspect child abuse must report according to the child abuse reporting laws. If you know, observe, or reasonably suspect that a student has been a victim of physical or sexual abuse or neglect, you are required to report. (You may, but are not required to report on incidents of mental and/or emotional abuse or neglect.)

You Are Required To:

1. *Report by telephone immediately to any of the following numbers:*

In-Family Abuse (including live-in boyfriend or girlfriend)

Child Protective Services – (916) 872-6549

Third Party Abuse (i.e., neighbor, babysitter, school employee) in the event that an employee of the school is known or suspected to be a perpetrator of child abuse, standard reporting procedures must be followed. Report to law enforcement agency where abuse occurred (i.e., grandma's house within city limits-report to police.)

Truckee Police Department – (530) 550-2320

Placer County Sheriffs Department - (530) 581-6300

Nevada County Sheriffs Department – (530) 582-7838

Child Protective Services – (916) 872-6549

2. **Submit a written Suspected Child Abuse Report** on PC form 11166 within 36 hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Report forms can be downloaded from www.sacdhhs.com. Fill in the form completely giving both your work address and telephone number. Write in the name of the person to whom you spoke. Teachers may confer and ask support from the principal and/or other colleagues who have been trained.
3. **Keep a copy of the report** for your protection in a confidential file. Do not file or record in student's record.
4. **Send a copy of the report to the agency** to which you reported by telephone.

Nevada County CPS - dss@co.nevada.ca.us

- For specific directions, go here: <https://www.mynevadacounty.com/1023/Child-Welfare-Services>

Truckee Police Department - 10183 Truckee Airport Road, Truckee, CA 96161

5. **Notify the principal of the report.**

DO NOT NOTIFY SUSPECTED ABUSER AND OR PARENT/ GUARDIAN. This is the responsibility of law enforcement or CPS.

There is no liability if you file a report that proves to be incorrect. Failure to report could result in imprisonment for up to six months, a fine of up to \$1,000, or both. Reporting forms may be obtained from the office file or www.sacdhhs.com.

Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial verbal report by telephone.

The principal or designee 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 school regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

If the mandated reporter does not disclose his/her identity to the Principal or designee, he/she shall at least provide or mail a copy of the written report to the school without his/her signature or name.

Storage and Access to Completed Child Abuse Forms

Legal Responsibility and Liability

- 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.
- 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 months or by a fine of not more than \$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.
- When two or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual 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.
- The duty to report child abuse is an individual duty and no principal may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, it is strongly advised that you follow these steps. The appropriate/recommended steps are in a checklist format for your convenience.

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 Principal or designee shall not notify the parent/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/guardian.

It is the responsibility of the peace officer to notify the parent/guardian of the situation.

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.

Parents/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 school policies and regulations. The Principal or designee should consult with legal counsel in implementing either suspension or dismissal.

GOLDEN VALLEY CHARTER SCHOOLS

Administrative Regulations-Dress Code

(Approved by the Administration 2018.04.19)

The scope of education provided at Golden Valley Charter School encompasses more than just the curriculum; it extends into consideration of the school environment as well. We ask parents to support our desire to create a healthy learning environment by sending your children to school in appropriate school attire. As part of this dress code, we ask that your child come to school in clean and tidy clothes with hair that is neat and clean. We ask that all students follow the dress code when attending school and all school functions including field trips, dances, festivals, and any other GVCS sponsored trips or events.

The teacher will have final say in all area of the dress code, and parents may choose to have a more restrictive dress code for their children.

Kindergarten and Grades 1-5 Dress Code Regulations:

- Stripes, plaids, florals, patterned, abstract-designed or solid-colored clothing only (no writing, slogans, pictures, logos, numerals, military fatigues (camouflage) of any color, bright or distracting designs). No images or clothing related to death, violence, or drugs may be worn.
- Shirts that endorse a GVCS-sponsored event may be worn. (i.e. Pentathlon, Medieval Games, GVCS shirts or GVCS basketball jersey)
- Dresses, skirts and shorts must be no shorter than 4 inches above the knee, even when worn with leggings.
- Hair should be natural in color (no dyed, bleached, highlighted or otherwise colored hair).
- Piercing of ears only. Jewelry and accessories must not interfere with learning or safety.
- No visible tattoos, fingernail polish, or make-up.
- Shoes which firmly attach to feet must be worn at all times on campus. Shoes should be appropriate for active play. No lighted or roller shoes. Logos on shoes must be small and discreet.
- All clothing must fit properly, and all underwear must be covered
- Hats designed to shade the children from the sun or to keep warm are encouraged, and must be free of logos.
- All accessories, including but not limited to backpacks, totes, and lunch boxes must follow the above dress code guidelines

6th - 8th Grade Dress Code Regulations

In order to acknowledge their stage of development, 6th, 7th, and 8th graders have been given more liberty in their choice of dress. It is very important that teachers, parents, and students exercise good common sense and respectfully dialogue, considering not only their personal desires, but also our environment and community.

The class teacher will have final say in all areas of the dress code, and parents may choose to have a more restrictive dress code for their children.

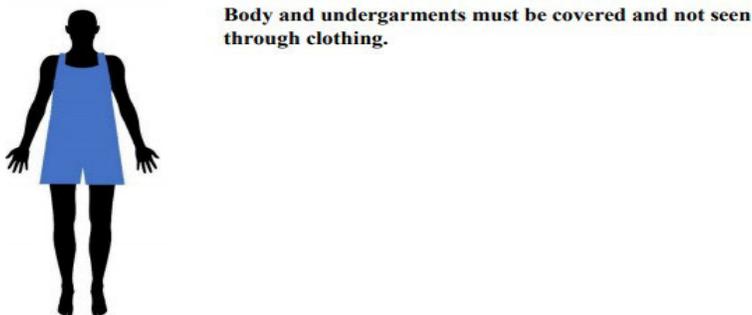
- Students may dye or highlight their hair using a natural hair color.
- Nail polish may be worn.
- Makeup may be worn. Excessive makeup is not allowed. Makeup, nail polish or anything else that has to be applied to one’s skin must be done at home and not on campus.
- Words on clothing must be in the language of the Virtues and are left to the discretion of the class teacher.
- All other regulations are the same for all students.

Consequences for Violating the GVTS Dress Code: The following procedures and consequences for dress code violations have been established and apply to all GVCS students. Any child sent to school inappropriately attired will need to follow the procedure outlined below. The three violations are considered to be within the school calendar year.

First violation: The teacher will explain the violation to the student and send the student to the office with a written notice indicating the violation. When the student reports to the office, he/she will be asked to remove the inappropriate attire and replace it with clothing supplied by the school. The student either accepts the replacement garment and returns back to class, or he/she declines the clothing and is sent home (Please see note below re: suspension.) The office staff will log the violation in a logbook and keep the item of inappropriate clothing until the end of the day at which time the student will come and pick it up. Finally, the parents will receive a “Dress Code Violation Form” sent home with the student to be signed and returned to the Class Teacher the next day.

Second violation: (Same as above) In addition, a meeting will take place between the student and the Principal and the parents will be notified by phone. Dress Code Policy 3 of 3

Third violation: The teacher will send the student to the office with a written notice indicating the violation. When the student reports to the office, a staff member will then call the parent to pick up their child from school. A meeting between the student, parent(s), class teacher and Administrator will occur. Note: Students who refuse to change their clothing will be seen as willfully disobedient which is a violation of Education Code 489000(k) and may result in suspension or other disciplinary actions.



Newcastle School District

AR 4158, 4258, 4358 Personnel

Employee Security

An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49331)

Employees shall promptly report any student attack, assault or threat against them to their principal or other immediate supervisor. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

The report also shall be forwarded immediately to the Superintendent or designee, who may act as liaison between the employee, the police, and the courts.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

Employees injured as a result of an assault must notify the Risk Management Department and complete any necessary forms.

Employees whose personal property has been stolen or damaged must file a claim with the Risk Management Department.

Required Notice Regarding Violent Students

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury that requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. (Education Code 49079)

Teachers shall receive the above information in confidence and disseminate it no further. (Education Code 49079) Teachers may be subject to discipline for divulging such information to persons who are not entitled to it.

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. This file shall be kept at the school which the student attends. The principal or designee shall notify the teacher in writing when such a student is assigned to his/her class/program and ask the teacher to review the student's file in the school office. This notification shall not name or otherwise identify the student.

The principal or designee shall keep a record of the above notification. Teachers who will be notified are those who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches and counselors.

DEALING WITH CONFRONTATIONAL ADULTS

Over the past several years, the Safe Schools program has worked with district administrators, the Legal Services Department, and the Sacramento County Sheriff's Department to develop a process to assist schools in dealing with confrontational, volatile individuals who disrupt the educational program or environment. The following sequential guidelines should be followed whenever possible to resolve this type of situation:

1. Individual who is angry or confrontational:

On a first-time basis, an individual who enters the office or school campus agitated or angry should immediately be escorted to a school office and be dealt with privately. When the adult is in your office, the following points should be covered:

- Discuss the need for reasonable dialogue and do not allow belligerent threatening, or profane dialogue to continue.
- Explain the need for the school to maintain a calm educational environment and the policies/laws available to ensure school personnel to be treated in a non-threatening fashion.
- Give the individual the choice of calmly explaining his/her position or to put concerns in writing so a follow up conference can be scheduled.
- If the individual's self-control is in question, include more than one adult in the meeting or ask the individual to return for an appointment when he/she is able to discuss the concern in a calm manner.

2. Individuals who have habitually confronted staff in a belligerent fashion:

- a. He/she should be notified, with witnesses present, that their behavior is disruptive, threatening, and unacceptable, and that if a dialogue is to continue on the campus, he/she needs to immediately gain control to himself.
- b. If the individual fails to do so, he/she must be directed to leave the campus. Inform the individual that a communication will be coming from the school to clarify future meetings or visitations. Assure the individual that he/she will be given the opportunity to share his/her concerns, but it will have to be in a calm environment.
- c. If the individual persists in a confrontational manner, contact the Safe Schools Office and direct the individual to leave the campus. Inform the individual that a Sheriff has been contacted to ensure the safety of the campus.
- d. If the individual appears to be irrational and not in complete control, the administrator or secretary should contact the Safe Schools Office without informing the individual. The administrator should maintain the situation until the Safe Schools Officer arrives.
- e. Upon either the departure of the individual or the arrival of the Deputy, the individual should be verbally notified that he/she is not to return to the campus without first contacting the Principal for an appointment.

3. Controlling Future Encounters:

Verbal communication to the individual in question should be handled immediately by phone or in person. State that his/her presence on the campus is viewed as disruptive to staff and/or students and that he/she is being denied access to the campus without prior approval from the Principal. All required school communications will be provided in written form or in a controlled environment, i.e., at the District Office, special meeting, etc.

When you have an individual who continually causes problems on or around the school property, you may request that a Letter of Restricted Visitation be sent to the parent. Please follow the guidelines:

- a. Attempt to resolve the problem with the parent before seeking the letter as a resolution.
- b. Discuss the situation with your Director to determine if there are other ways to resolve the problem. If it is agreed that the Letter of Restricted Visitation is the only way to resolve the problem, your Director should consult the Legal Services Department for wording and formatting assistance.
- c. A copy of the letter should be kept on file in the Safe Schools Office.

If future threatening communications or visitations should continue, a Safe Schools Officer will be dispatched to remove the individual from the campus. The Administrator will be expected to file appropriate charges and Legal Services will attempt to obtain a restraining order to prevent future intrusions onto the school campus.

CONCLUSION:

The guidelines described are sequential and should be implemented at the least confrontive level. It is important to work with parents who can be calmed down and not assume that all angry adults are necessarily individuals who have a penchant for confrontations with those in authority. It is critical that site personnel work with their Director or other appropriate district personnel to coordinate their efforts to assist in assessing both the history of the confrontational individual and the nature of each situation. Each individual situation is unique and requires flexibility and a controlled response from the staff members who are engaged in the situation.

INJURY AND ILLNESS PREVENTION PROGRAM

It is the policy of Golden Valley Tahoe Schools to maintain safe and healthful work environments. To achieve this goal, the School has developed an Injury and Illness Prevention Program (IIPP) as required by California Senate Bill 198 and implemented under the California Code of Regulations, Title 8, Chapter 4, Section 3203.

Accidents, for the most part, are avoidable. Therefore, the School believes that nearly all accidents are preventable. Safety is everyone's responsibility. We expect every administrator and employee to be personally concerned and motivated to maintain a safe working environment for all employees. Together, we can make a difference in the safety of our fellow co-workers and ourselves. Good safety habits reduce the possibility of injury for you and your co-workers, and all employees are responsible to be alert for and report any safety hazards.

Responsibilities

Each employee of Golden Valley Tahoe School has individual responsibilities regarding workplace safety and health. These responsibilities include:

School Principal

It is the responsibility of the Principal to develop procedures that ensure effective compliance with the IIP Program. The Principal is responsible for setting acceptable safety policies and procedures for each employee to follow and ensuring employees receive general and specific training. In addition, supervision carries the responsibility for knowing how to safely accomplish the tasks assigned to each employee, for purchasing appropriate personal protective equipment, and for evaluating employee compliance. The Principal will also:

- Enforce recommended safe work conditions and employee actions.
- Provide safety training to employees as appropriate.
- Consistently and fairly enforce all safety rules.
- Investigate all accidents and near-miss injuries to determine cause, and then take appropriate action to prevent repetition.
- Maintain equipment in safe operating condition.
- Inspect work areas often to identify unsafe conditions and work practices. At a minimum, Supervisors and Managers shall utilize self-inspection checklists on a consistent basis.

Administrative Staff

Administration will effectively execute their safety responsibilities by the following methods:

- Familiarizing themselves with the safety program and procedures for effective implementation
- Giving support to all programs and committees whose function is to promote safety and health.
- Being aware of safety considerations when introducing new procedures, tools or materials to the workplace.

Custodial/Maintenance Staff will be responsible for:

- Maintaining equipment in safe operating condition.
- Inspecting school buildings and grounds often to identify unsafe conditions.
- Being aware of safety considerations when introducing new procedures, tools or materials to the workplace.

- Custodial/Maintenance staff will report any unsafe conditions to the School Principal.

Employees

Immediate responsibility for workplace health and safety rests with each individual employee. Employees are responsible for following the established work procedures and safety guidelines in their area. Employees are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors. Specifically, their responsibilities include:

- Attending or participating in provided training and retraining programs.
- Following all School safety rules and regulations and applying safe work practices to all job tasks.
- Reporting safety hazards and unsafe conditions to the Principal.
- When appropriate, providing recommendations on how to eliminate or reduce a discovered safety hazard.

Compliance

Employees who fail to comply with Safety Rules will be subject to disciplinary action up to and including termination. For Safety Rule violations, disciplinary procedures may include:

- Verbal or written warning outlining the nature of the offense, counseling on how to improve performance, and consequences of failure to correct.
- Probation outlining nature of offense and putting employee on notice that another violation will result in additional disciplinary action, such as pay reduction, placement on temporary unpaid leave, or termination, depending on the severity and number of safety violations.

Communication

A communication system has been established at Golden Valley Tahoe School to encourage employees to inform their immediate supervisors regarding observed hazards.

Review of the Injury and Illness Prevention Program is provided for each new employee as part of their new employee orientation program. All employees are given a copy of this IIP containing the Safety Policy and Safety Rules established by Golden Valley Tahoe School. These rules are reviewed with the employee and indicate their understanding by the signing of the Safety Agreement.

Employees at Golden Valley Tahoe School are encouraged to inform their managers and supervisors about workplace hazards immediately without fear of reprisal.

Accident Investigation Program

An accident investigation will be conducted for all workplace accidents and hazardous substance exposures. It is the policy of Golden Valley Tahoe School that all injuries or illnesses be reported to the Principal or designee immediately after the accident/exposure occurs. “Near accidents” should also be reported as they can indicate possible unsafe conditions or procedures.

Investigation

The Principal or designee will be responsible for investigating all accidents promptly and thoroughly. The appropriate form will be completed and returned to the school office within 24 hours of a reported incident. The investigations will include, but not be limited to, the following:

Interviewing injured employees and witnesses immediately

- Examining the workplace for factors associated with the accident/exposure
- Determining the cause of the accident/exposure
- Taking corrective action to prevent the accident/exposure from recurring
- Recording the findings and actions taken on the appropriate form.
- To ensure timely accounting for Workers’ Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form available in the school office.

Record Keeping

A copy of the Injury and Illness Prevention Program is located in the school office. To ensure the critical elements of the IIPP are being implemented, the following records will be kept on file:

- Records of hazard assessment inspections
- Records of safety and health training
- Documentation of accident/exposure investigations and corrective action taken

- Records of safety communication such as safety meetings, newsletters, posted or written notification of safety policies, and anonymous information from employees.

Workplace inspection records shall be kept for all scheduled, periodic inspections. These records will include at minimum:

- Date of inspection
- Work areas inspected
- Name of person(s) conducting the inspection
- The unsafe conditions and work practices which have been identified
- Action taken to correct the identified unsafe conditions

Personnel records shall be kept for all scheduled, periodic training opportunities. These records will include at minimum:

- Employee name
- Date of training
- Type of training provided
- Training instructor

INFECTIOUS DISEASE

Precautions to Prevent the Spread of Infectious Diseases in the School Setting

Because of the concern generated by AIDS/HIV infection, the California Legislature has mandated that schools inform their employees annually about appropriate methods for preventing the spread of ALL infectious diseases with specific suggestions about AIDS/HIV and Hepatitis B infections (Health & Safety Code, Part 1 of Division 1, Section 199.81).

Questions related to infectious diseases should be directed to your personal physician, the County Health Department or the District Health Services (971-7643).

Universal Precautions

Universal Precautions are precautions used in all situations and not limited to use with individuals known to be carrying a specific virus such as HIV or the virus causing Hepatitis B. In the school setting, those precautions should include: handwashing, using gloves, careful trash disposal, using disinfectants, and modifications of cardiopulmonary resuscitation (CPR).

It is critical that universal precautions be used in every instance when handling blood and body fluids because (1) for legal reasons related to confidentiality, there is no requirement that health officials notify school authorities of the results of blood tests for antibody to the AIDS virus, (2) there may be situations where we do not know that a person is infected, and (3) we should not wait until we encounter an identified infected student or adult before practicing infectious disease prevention techniques.

The term "body fluid" includes: blood, semen, vaginal secretions, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions (such as nasal drainage) and saliva.

Handwashing

1. Thorough handwashing is the single most important factor in preventing the spread of infectious diseases and should be practiced routinely by all school personnel and taught to students as routine hygienic practice.
2. All staff should wash their hands in the following circumstances:
 - a) Before handling food, drinking, eating or smoking.
 - b) After toileting.
 - c) After contact with body fluids or items soiled with body fluids.
 - d) After touching or caring for students, especially those with nose, mouth or other discharges.
3. Scheduling time for students to wash hands before eating is suggested to encourage the practice.
4. How to wash hands: Wet hands with running water and apply soap from a dispenser. Lather well and wash vigorously for 15 to 20 seconds. Soap suspends easily removable soil and microorganisms, allowing them to be washed off. Running water is necessary to carry away dirt and debris. Rinse well under running water with water draining from wrist to fingertips.

Leave water running. Dry hands well with a paper towel and then turn off the faucet with paper towel. Discard the towel.

5. Classroom instruction about proper handwashing can be integrated into health instruction at all grade levels.

First Aid Involving Body Fluids and CPR

1. Avoid direct skin contact with body fluids. If direct skin contact occurs, hands and other affected skin areas should be washed with soap and water immediately after contact has ended.
2. Disposal single use gloves should be used when contact with body fluids is anticipated (such as bloody nose, diapering). Gloves should be standard components of first aid supplies in the schools so that they are readily accessible for emergencies and regular care given in school health/offices.
3. Devices that prevent backflow of fluids from the mouth of a victim being given CPR should be used by rescuers in the school setting. These devices are available through local medical supply companies.
4. Any soiled clothing should be placed in a plastic bag, sealed and placed in a second plastic bag labeled with the student's name. Send home with student.

Trash Disposal

1. Place soiled tissues, pads, gauze bandages, towels, etc., into a plastic bag and tie or seal the bag. Place it in a second bag and leave unsealed.
2. If needles, syringes, or lancets are used in the school setting, arrange for a puncture proof container. Place intact needles and syringes in the designated container. Do not bend or break needles. Do not recap needles. Health Services disposes of the containers with the Health Department.

Using Disinfectants

1. Environmental surfaces contaminated with body fluids should be cleaned promptly with disposable towels and approved disinfectant. Disposal gloves should be worn. Disposable items should be discarded in a plastic-lined wastebasket. Mop solution used to clean up body

fluid spills should consist of the approved disinfectant. Used mops should be soaked in this solution 30 minutes and rinsed thoroughly before reusing.

2. After clean-up, remove gloves and wash hands.
3. If carpet is soiled, clean up immediately and disinfect with district approved disinfectant.

What is AIDS/HIV Infection?

AIDS (Acquired Immune Deficiency Syndrome) is the advanced stage of HIV (Human Immunodeficiency Virus) infection. The virus attacks the body's immune system, leaving it vulnerable to life-threatening opportunistic infections and malignancies. The virus also may directly attack the central nervous system. Persons infected with HIV frequently have no apparent symptoms and usually appear to be in good health. more than half of the persons in the United States who have been diagnosed to have AIDS (the advanced stage of HIV infection) have died.

How is HIV Infection Spread?

Everyone infected with HIV, even a person without apparent symptoms, is capable of transmitting the infection. HIV infection is transmitted by:

1. Any sexual activity involving direct contact with semen, blood or vaginal secretions of someone who is infected.
2. Sharing intravenous (IV) needles and/or syringes with someone who is infected.
3. Penetrating the skin with needles that have been used to inject an infected person.
4. Direct contact on broken skin with infected blood.
5. Receiving blood transfusion or blood products from someone who is infected (a screening test has been used since 1985 that has reduced this risk to 1 in 68,000 in California, AIDS Update, December 1988).
6. Being born to an infected mother.

What is Hepatitis B?

Hepatitis B is an infection of the liver caused by a virus present in blood and other body fluids of infected persons. Less than 50% of persons who become infected show symptoms of illness. The symptoms include fatigue, mild fever, muscle or joint aches, nausea, vomiting, loss of appetite, and abdominal pain. In some patients the urine turns dark and the skin becomes yellow. The onset of symptoms may appear six weeks to six months after becoming infected with the virus. Death is uncommon in Hepatitis B, but five to ten percent of those infected become long-term virus carriers. Up to 25% of carriers may develop serious chronic liver disease.

How is Hepatitis B Spread?

An infected person can transmit Hepatitis B as long as the virus remains in the blood. Transmission may occur as early as four weeks before any symptoms occur. A small number of people will carry the virus in their blood for years and are known as chronic carriers. Hepatitis B is transmitted by:

1. Sexual activity involving semen, blood, or vaginal secretions.
2. Sharing with someone who is infected, unsterile instruments used to penetrate the skin such as those used for tattooing, ear piercing, and razors.
3. Sharing intravenous (IV) needles and/or syringes with someone who is infected.
4. Direct contact of infected blood with mucous membrane of the eye or mouth.
5. Direct contact of infected blood with broken skin (e.g., cuts).
6. Accidental needle sticks with needles containing blood from a virus carrier.
7. Being born to an infected mother.

Placer County Department of Health and Human Services Guidelines for Common Communicable Diseases

Brief rules regarding exclusion from school of ill pupil and contacts:

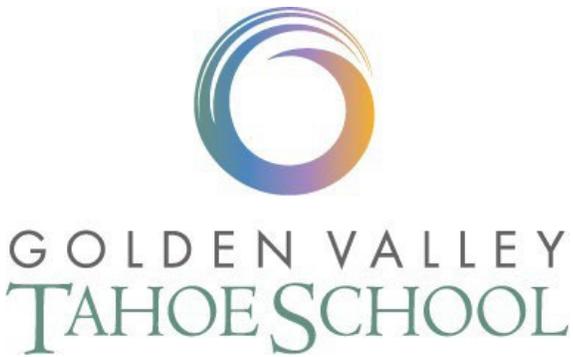
<u>Disease</u>	<u>Ill Pupil</u>	<u>Family Contact</u>	<u>Classroom</u>
Chickenpox	Until 6 days after the appearance of the first crop of blisters.	No Exclusion	No Exclusion
Conjunctivitis (Pink Eye)	May return 24 hours after antibiotic treatment.	No Exclusion	No Exclusion
Encephalitis	Release by physician	No Exclusion	No Exclusion
Fifth Disease (Erythema Infectiosum)	Exclude if fever. Not contagious after appearance of rash.	No Exclusion	No Exclusion
Head Lice	Children can be readmitted after treatment. Encourage nit removal.	Should be examined.	Should be examined.
Hepatitis A	Until 7 days after onset of jaundice.	No Exclusion	No Exclusion
Hepatitis B	Until 7 days after onset of jaundice.	No Exclusion	No Exclusion
Impetigo (staph, strep skin infections)	Until treatment begins. Cover area if oozing.	No Exclusion	No Exclusion

Measles (Rubella)	Until clinical recovery but no earlier than 4 days after onset of rash.	No Exclusion	No Exclusion
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Measles (Rubeola, Hard, 10 days)	Until clinical recovery but no earlier than 4 days after onset of rash.	No Exclusion if immunized	No Exclusion if immunized
Meningitis, Bacterial	Until release by physician.	No Exclusion: Observe for symptoms.	No Exclusion
Meningitis, viral	Until release by physician.	No Exclusion	No Exclusion
Mononucleosis	Until release by physician.	No Exclusion	No Exclusion
Mumps	Exclude for 9 days from onset of swelling.	No Exclusion	No Exclusion
Pin worms	Until treated.	No Exclusion	No Exclusion

<u>Disease</u>	<u>Ill Pupil</u>	<u>Family Contact</u>	<u>Classroom</u>
Ringworm (body or scalp)	Until treated with topical regimen or a NEGATIVE culture if on systemic therapy alone.	No Exclusion	No Exclusion
Streptococcal Infections (Scarlet Fever, Strep Throat)	Until treated or symptoms have disappeared. May be readmitted on physician release.	No Exclusion	No Exclusion
Scabies	Until treated. Itching may persist and is not a sign of infection. Elimite is treatment of choice.	No Exclusion	No Exclusion
Salmonella – Shigella	Any child having a confirmed diagnosis shall not return to school until asymptomatic. If a child is asymptomatic and still has a positive culture, he/she may return to school following the nurse’s instruction on good hand washing and personal hygiene.	No Exclusion	No Exclusion

Whooping Cough	Exclude for a minimum of 5 days during antibiotic therapy. Must bring physician's release.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.
Whooping Cough	Exclude for a minimum of 5 days during antibiotic therapy. Must bring physician's release.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.
Hand, Foot, & Mouth	Exclude if fever or vesicles in mouth.	No Exclusion	No Exclusion



Injury Illness Prevention Plan

Title 8 California Code of Regulations Section 3203

Golden Valley Tahoe School

RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) primary administrator, Caleb Buckley, has the authority and the responsibility for implementing and maintaining this program for the Golden Valley Tahoe School. The alternate program administrator is Sarah Dugan.

Managers and supervisors are responsible for implementing and maintaining the program in their work areas and for answering your questions about the program. A copy of this program is available in the administrative office, site offices, and from each manager and supervisor.

The Management of Golden Valley Tahoe School and is committed to the implementation and maintenance of an effective IIPP to ensure your health and safety. In addition, every employee is responsible for their own safety as well as the safety of the people they work with.

COMPLIANCE

All Golden Valley Tahoe School employees, including managers and supervisors, are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply with these practices includes:

- Inform employees of the provisions of our IIPP when first assigned
- Evaluate the safety performance of all employees
- Recognize employees who perform safe and healthful work practices
- Provide training to employees whose safety performance is deficient
- Discipline employees for failure to comply with safe and healthful work practices

COMMUNICATION

All managers and supervisors are responsible for communicating with you about occupational safety and health in a form you can readily understand. Discussing safety concerns are part of an ongoing dialogue between management and staff at regularly scheduled and impromptu meetings. Our communication system encourages all employees to inform their managers and supervisors about workplace hazards without fear of reprisal.

Our communication system includes: (See examples in Glossary) IIPP Glossary.doc

- Staff Meetings
- Weekly safety chat “Safety Matters”
- New Employee Orientation
- On-Line Safety Training
- Code of Safe Practices

HAZARD ASSESSMENT

Periodic inspections and evaluations to identify workplace hazards are performed by a competent observer in our workplace as follows:

- When we initially established our IIPP
- When new substances, processes, procedures, or equipment which present potential new hazards are introduced
- When new, previously unidentified hazards are recognized
- When occupational injuries and illnesses occur
- Whenever workplace conditions warrant an inspection; and
- At least once per year.

ACCIDENT/EXPOSURE INVESTIGATION

Procedures for investigating workplace accidents and hazardous substance exposures include:

- Interview injured employees and witnesses
- Examine the workplace for contributing factors associated with the incident/exposure
- Determine the cause of the incident/exposure
- Take corrective action to prevent the incident/exposure from reoccurring; and
- Record the findings and actions taken. (Completed Work Orders)
- To ensure timely accounting for Worker’s Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form available in the school office.

HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices or procedures are corrected in a timely manner based on the severity of the hazards. Hazards are corrected according to the following procedures

- When observed or discovered
- When an imminent hazard exists, which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed workers from the area except those necessary to correct the existing condition. Employees who are required to correct the condition are provided with the necessary training and protection.

TRAINING AND INSTRUCTION

All employees, including managers and supervisors, are provided with training and instruction on general and job- specific safety and health practices. Training and instruction is provided:

- When the IIPP is first established
- To all employees with respect to hazards specific to each employee's job assignment
- To all employees given new job assignments for which training has not been previously provided
- Whenever new substances, processes, procedures, or equipment are introduced to the workplace and represent a new hazard
- Whenever the employer is made aware of a new or previously unrecognized hazard
- To supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed
- To all new employees.

RECORDKEEPING

The following list includes our primary methods of recordkeeping.

- Written documentation of the identity of the person or persons with authority and responsibility for implementing the program.
- Written/Database documentation of scheduled periodic inspections to identify unsafe conditions and work practices and safety hazard reports from employees.
- Written/Database documentation of training and instruction and other safety communications such as safety meetings, newsletter notices, and posted or written notification of safety policies.
- Written/Database documentation of accident/exposure investigations and corrective action taken.

Workplace inspection records shall be kept for all scheduled, periodic inspections.

These records will include at minimum:

- Date of inspection
- Work areas inspected
- Name of person(s) conducting the inspection
- The unsafe conditions and work practices which have been identified
- Action taken to correct the identified unsafe conditions

Personnel records shall be kept for all scheduled, periodic training opportunities.

These records will include at minimum:

- Employee name
- Date of training
- Type of training provided
- Training instructor

RESOURCES & GLOSSARY

Guide to Developing Your Workplace Injury and Illness Prevention Program with checklists for self-inspection http://www.dir.ca.gov/dosh/dosh_publications/IIPP.html#25

Division of Occupational Safety and Health (Cal/OSHA) <http://www.dir.ca.gov/dosh/>

IIPP Glossary of Terms

Accident

The word “accident” could be interchanged with “incident”. “Accident” is used in this case to conform to the language found in the OSHA standard. Use of the word “accident” is not intended to assign fault or responsibility.

Administrator:

Person responsible for the execution of public affairs, as distinguished from policy-making.

Implementing:

To carry out or accomplish.

To ensure fulfillment by concrete measures.

Maintaining:

To keep in an existing state (as of repair, efficiency, or validity). Preserve from failure or decline.

Communication system: The manner and methods in which employer and employees provide and share health and safety information.

Examples should include the following:

- Internal staff bulletins, whether distributed electronically or materially.
- Distribution of Safety Chats throughout the site, approximately bi-monthly.
- Staff and departmental meetings (documentation of attendance required)
- Material postings in high-traffic public areas
- Anonymous Suggestion Systems, including a policy prohibiting reprisal for reporting a safety concern.
- Training (documentation of attendance required)
- Regularly scheduled Health and Safety Committee meetings (documentation of attendance required) and the posting of minutes in public areas
- New employee orientation, including introduction to the Illness and Injury Prevention Program (documentation of attendance required)

COMPLIANCE

Conformity in fulfilling a legal requirement.

Imminent hazard:

An immediate source of danger.

Competent Person:

A competent person is a person who is capable of identifying existing and predictable hazards in the surroundings or working conditions that are unsanitary, hazardous, or dangerous to employees. The competent person has the authority to impose prompt corrective measures to eliminate these hazards.

Qualified (Responsible) Person:

A qualified person is a person designated by the employer; and by reason of training, experience, or instruction has demonstrated the ability to perform safely all assigned duties; &, when required is properly licensed in accordance with federal, state, or local laws and regulations.

Contact Information

Caleb Buckley, cbuckley@goldenvalleycharter.org

Barbara Linares, blinares@goldenvalleycharter.org

CODE OF SAFE PRACTICES

Our general workplace safety and health practices can be found in our Code of Safe Work Practices.

General Work Areas/Office and Classrooms

It is our policy that everything possible will be done to protect employees, students, and visitors from accidents. Safety is a cooperative undertaking requiring participation by every employee. Failure by any employee to comply with safety rules will be grounds for corrective discipline. Supervisors shall insist that employees observe all applicable School, State and Federal safety rules and practices and take action as is necessary to obtain compliance.

To carry out this policy, employees shall:

1. Report all unsafe conditions and equipment to their supervisor or safety coordinator.
2. Report all accidents, injuries and illnesses to their supervisor or safety coordinator immediately.
3. Anyone known to be under the influence of intoxicating liquor or drugs shall not be allowed on the job while in that condition.
4. Horseplay, scuffling, and other acts which tend to have an adverse influence on the safety or well-being of the employees are prohibited.
5. Means of egress shall be kept unblocked, well lighted and unlocked during work hours.
6. In the event of fire, sound alarm and evacuate.
7. Upon hearing the fire alarm, stop work and proceed to the nearest clear exit. Gather at the designated location.
8. Only trained workers may attempt to respond to a fire or other emergency.
9. Exit doors must comply with fire safety regulations during business hours. Deadbolt locks on exits must never be used.
10. Stairways should be kept clear of items that can be tripped over and all areas under stairways that are egress routes should not be used to store combustibles.
11. Materials and equipment will not be stored against doors or exits, fire ladders or fire extinguisher stations.
12. Walkways must be kept clear at all times.
13. Work areas should be maintained in a neat, orderly manner. Trash and refuse are to be thrown in proper waste containers.
14. All spills shall be wiped up promptly.
15. Files and supplies should be stored in such a manner as to preclude damage to the supplies or injury to personnel when they are moved. Heaviest items should be closest to the floor and lightweight items stored above.
16. All cords running into walk areas must be taped down or inserted through rubber protectors to preclude them from becoming tripping hazards.

17. Never stack material precariously on top of lockers, file cabinets or other high places.
18. Never leave lower desk or cabinet drawers open that present a tripping hazard. Use care when opening and closing drawers to avoid pinching fingers.
19. Do not open more than one upper drawer at a time; particularly the top two drawers on tall file cabinets.
20. Always use the proper lifting technique. Never attempt to lift or push an object which is too heavy. You must contact your supervisor when help is needed to move a heavy object.
21. When carrying material, caution should be exercised in watching for and avoiding obstructions, loose material, etc.
22. All electrical equipment should be plugged into appropriate wall receptacles or into an extension of only one cord of similar size and capacity. Three-pronged plugs should be used to ensure continuity of ground.
23. Individual heaters at work areas should be kept clear of combustible materials such as drapes or waste from waste baskets. Newer heaters which are equipped with tip-over switches should be used.
24. Appliances such as coffee pots and microwaves should be kept in working order and inspected for signs of wear, heat or fraying of cords.
25. Fans used in work areas should be guarded. Guards must not allow fingers to be inserted through the mesh. Newer fans are equipped with proper guards.
26. Equipment such as scissors, staples, etc., should be used for their intended purposes only and should not be misused as hammers, pry bars, screwdrivers, etc. Misuse can cause damage to the equipment and possible injury to the user.
27. Cleaning supplies should be stored away from edible items on kitchen shelves.
28. Cleaning solvents and flammable liquids should be stored in appropriate containers.
29. Solutions that may be poisonous are not intended for consumption should be kept in well labeled containers.
30. Use appropriate climbing equipment such as stepstools or ladders in lieu of desks, chairs and countertops.
31. Do not stack material in an unstable manner.
32. Report exposed wiring and cords that are frayed or have deteriorated insulation so that they can be repaired promptly.
33. Never use a metal ladder where it could come in contact with energized parts of equipment, fixtures or circuit conductors.
34. Maintain sufficient access and working space around all electrical equipment to permit ready and safe operations and maintenance.
35. Do not use any portable electrical tools and equipment that are not grounded or double insulated.
36. Inspect motorized vehicles and other mechanized equipment daily or prior to use.
37. Shut off engine, set brakes and block wheels prior to loading or unloading vehicles.
38. Inspect pallets and their loads for integrity and stability before loading or moving.

39. Do not store compressed gas cylinders in areas which are exposed to heat sources, electric arcs or high temperature lines. All cylinders must be secured to prevent them from falling.
40. Do not use compressed air for cleaning off clothing unless the pressure is less than 10 psi.
41. Identify contents of pipelines prior to initiating any work that affects the integrity of the pipe.
42. Wear hearing protection in all areas identified as having high noise exposure.
43. Goggles or face shields must be worn when grinding.
44. Do not use any faulty or worn hand tools.
45. Guard floor openings by a cover, guardrail, or equivalent.
46. Do not enter a confined space unless tests for toxic substances, explosive concentrations, and oxygen deficiency have been taken.
47. Always keep flammable or toxic chemicals in closed containers when not in use.
48. Do not eat in areas where hazardous chemicals are present.
49. Be aware of the potential hazards involving various chemicals stored or used in the workplace. All flammables should be stored in an approved flammables storage cabinet.
50. When working with a Video Display Terminal (computer), have all pieces of furniture adjusted, positioned, and arranged to minimize strain on all parts of the body.



EARLY SCHOOL PICKUP POLICY

(Approved by the Board of Trustees 6-18-08)

Purpose

This policy sets forth guidelines and directions related to the pickup of children prior to the completion of the school day.

In the event a parent/guardian or designated person named on the child release form needs to pick up a student before the school day is complete, please follow the steps outlined below:

- It is the responsibility of the parent(s)/guardian(s) to provide an up-to-date Child Release form. This form designates individuals other than the parent(s)/guardian(s) who are authorized to pick up the child.
- Upon arrival to pick up a child, the adult must come into the office and sign the child out in the Early Pick Up log. An office staff member will confirm the adult is an authorized person to take custody of the child.
- An office staff member will go to the class to retrieve the child. Adults are NOT to go directly to the class as this interrupts the class as a whole.
- The child is brought to the office to meet with the designated adult and they are permitted to depart at that time.
- Under NO circumstances will a child be authorized to leave with an adult who is not designated on the Child Release form.
- In the event the child will be returned back to school before the day is complete, the child must come back into the office and sign the log in book

This policy supersedes all previous policies related to early school pickup.

GOLDEN VALLEY CHARTER SCHOOL OF SACRAMENTO ORANGEVALE, CALIFORNIA

Adult Code of Conduct Policy *(Approved by the Board of Trustees 12-7-10)*

We are all part of the Golden Valley Charter School community. How we treat each other through our words and actions defines our school culture.

As much as we wish to focus on and encourage the positive, we must also acknowledge that inappropriate behavior on school campus does occur and that it is unacceptable and in fact, illegal. This Code of Conduct Policy establishes a process and consequences for the times when Unacceptable Behavior occurs.

DEFINITIONS OF UNACCEPTABLE BEHAVIOR:

Unacceptable Behavior is defined as any behavior that disrupts the educational or work environment on campus or at any school-sponsored activity. Unacceptable Behavior includes the following:

- Rude, loud, offensive, threatening, or slanderous language directed at a student, school employee, other parent, or campus guest.
- Unwanted or inappropriate physical contact with another person.
- Refusal to stop any disruptive behavior when asked.
- Disregarding any campus rule or regulation.

PROCESS & CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

1. The offender will be asked to stop the disruptive behavior. If s/he does not comply promptly, s/he may be asked to leave campus. If s/he does not leave the campus when asked, the sheriff may be called.
2. In the case of repeated instances of unacceptable behavior, the offender WILL receive an official letter of reprimand from the school which may include provisions that restrict or ban access to the school campus and/or participating in school-sponsored events and activities.
3. If the behavior occurs again, the offender WILL receive a letter banning him/her from campus for a specified period of time. This ban is enforceable by law.
4. If the banned person enters the school grounds, the sheriff will be called and appropriate legal action will be taken.

STATE LAW REGARDING UNACCEPTABLE BEHAVIOR

Please be advised, under Education Code Section 44811, "disruption by a parent or guardian or other person at a school or school sponsored activity is illegal and punishable, upon the first conviction, by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1,000) or by imprisonment in a county jail for not more than one (1) year, or both."

CAMPUS BEHAVIOR REGULATIONS

Our campus and our classrooms are safe places for children to learn under the guidance of teachers and staff. Please help us keep our school safe by following these simple rules:

- Please refrain from the above Unacceptable Behaviors at all times.
- Please understand that school employees (teachers) may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.
- Please speak with your Class Teacher at an appropriate time if you or your child has an issue in the classroom or on the playground. If you have an issue with a Subject Specialist, Education Specialist, or Yard Duty person, please speak with your Class Teacher first.
- Please always use student-appropriate language and behavior on campus.
- Please honor each teacher's "Class Rules."
- Please do not enter the Home Room/Faculty Lounge unless you are a school employee.
- If you are asked to leave an area or room on campus, please do so immediately without resorting to any unacceptable behaviors as defined above.

SCHOOL OFFICE BEHAVIOR REGULATIONS

The school office is both a place of official school business and a place where students are frequently present. Given the importance of the office to the proper functioning of the school and its physical limitations in terms of space and privacy, it is very important that everyone understand and comply with the the following "Rules of the Office":

- Please refrain from the above Unacceptable Behaviors at all times.
- Please use student appropriate language and behavior in the office at all times as students are often present.
- Please be patient and courteous when waiting for an office staff person to address your need or issue.
- Unless through prior arrangement with the office staff, please do not enter past the swinging doors without staff approval.
- Please understand that the office staff may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.
- If you have an issue with a school policy, procedure, or regulation (not including clarifying questions), you MUST make an appointment with either the Principal or the Business Manager to discuss. Please do not engage other school employees on issues of policy, procedure, or regulation.
- Please do not use the work room or any equipment in the school office for personal business not related to a school-approved function.
- Unless it is an emergency, please do not enter the office or engage a school employee regarding school related business outside of established office hours.
- If you are asked to leave the office for any reason, please comply immediately without resorting to any unacceptable behavior as defined above.

EMAIL ETIQUETTE

Parents sometimes feel more comfortable communicating with their child's teacher or school staff members via email. This can be a valuable tool. However, we ask that parents follow some simple guidelines when emailing teachers or staff members:

- If you have an issue with a teacher or staff member, please send an email message to set up an appointment to speak face-to-face with that person.
- Please be respectful in your language when emailing teachers or staff members. If it is something that is considered "unacceptable behavior" in a face-to-face encounter, it is considered unacceptable behavior in an email as well.

MANDATED REPORTER FOR CHILD ABUSE POLICY

(Approved by the Board of Trustees 6-18-08)

Purpose

With concern for the total well-being of each student, the GVCS Board of Trustees directs the employees of GVCS to report known or suspected incidences of child abuse in accordance with state law. GVCS employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Reporting Child Abuse

This policy applies to all certificated employees of GVCS and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

The principal or designee shall develop and implement regulations for identifying and reporting child abuse.

The principal or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The principal or designee shall also provide training in the duties of child abuse identification and reporting to Subject Specialists, Waldorf Kindergarten Specialists and other classified employees and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights.

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 36 hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. "Child Abuse," as defined by law 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.
2. "Mandated Reporters" are those people defined by law as "child care custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

Teachers, principal, and supervisors of child welfare and attendance, certificated student personnel employees, subject specialists, 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 enforcement 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.

Child Abuse Reporting Guidelines

Certificated personnel who suspect child abuse must report according to the child abuse reporting laws. If you know, observe, or reasonably suspect that a student has been a victim of physical or sexual abuse or neglect, you are required to report. (You may, but are not required to report on incidents of mental and/or emotional abuse or neglect.)

You Are Required To:

- 1. Report by telephone immediately to any of the following numbers:

In-Family Abuse (including live-in boyfriend or girlfriend)

Child Protective Services - 875-5437

Third Party Abuse (i.e., neighbor, babysitter, school employee) in the event that an employee of the school is known or suspected to be a perpetrator of child abuse, standard reporting procedures must be followed. Report to law enforcement agency where abuse occurred (i.e., grandma's house within city limits-report to police.)

Sheriff - Patrol Officer - 874-5115



Child Abuse Bureau - 874-5191

Police - Patrol Officer - 264-5471

Sexual Assault/Child Abuse Division - 264-5771

2. Submit a written Suspected Child Abuse Report on PC form 11166 within 36 hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Report forms can be downloaded from www.sacdhhs.com. Fill in the form completely giving both your work address and telephone number. Write in the name of the person to whom you spoke. Teachers may confer and ask support from the principal and/or other colleagues who have been trained.

a. Keep a copy of the report for your protection in a confidential file. Do not file or record in student's record.

b. Send a copy of the report to the agency to which you reported by telephone.

CPS - 3701 Branch Center Road, Sacramento, 95827

Sheriff - 711 G Street, Sacramento, 95814

Police - 813 6th Street, Sacramento, 95814

c. Notify the principal of the report.

DO NOT NOTIFY SUSPECTED ABUSER AND OR PARENT/ GUARDIAN. This is the responsibility of law enforcement or CPS.

There is no liability if you file a report that proves to be incorrect. Failure to report could result in imprisonment for up to six months, a fine of up to \$1,000, or both. Reporting forms may be obtained from the office file or www.sacdhhs.com.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial verbal report by telephone.

The principal or designee 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 school regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

If the mandated reporter does not disclose his/her identity to the Principal or designee, he/she shall at least provide or mail a copy of the written report to the school without his/her signature or name.

Storage and Access to Completed Child Abuse Forms



1. A copy of the completed child abuse report form shall be kept at the school
2. The copy of the completed report form shall be stored in a locking file cabinet in a location normally set aside for keeping records of a confidential or sensitive nature.
3. Report forms shall be held for a period of seven years from the date of the report.
4. Completed child abuse report forms shall not become part of the cumulative record and shall not be transferred.
5. Access to report forms by school personnel shall be limited to those needing to show proof that the report was made and to those who are engaged in gathering statistical data regarding child abuse. Those gathering statistical data shall not reveal the name, address, telephone number or any other data that might lead to identification of any individual named on the report form. Data gathering shall be limited to month and year the report was filed, reason for report (e.g., child abuse, child neglect, sexual abuse), and age or grade of the child. No information shall be kept by the school regarding the disposition of the report.
6. An access log shall be kept in the locking file cabinet in which completed child abuse reporting forms are stored. Any person seeking access to child abuse reporting forms is required to first receive permission from the principal or designee of the school. Upon receiving permission for access to the completed child abuse report(s) based on the conditions cited herein, any person seeking access shall record on the access log his/her name, the date the report(s) were reviewed, the purpose for access, his/her title, and the specific report(s) reviewed.

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.
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 months or by a fine of not more than \$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 or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual 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 principal may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.



Victim Interviews

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, it is strongly advised that you follow these steps. The appropriate/recommended steps are in a checklist format for your convenience.

1. Meet and greet CPS worker/officer; introduce yourself to them using your title.
2. Check ID and ask for business card.
3. Respond to questions from worker/officer regarding student(s).
4. Make arrangements for worker/officer to interview student. The child must be presented the option of being interviewed in private or selecting an adult who is a member of the school staff to be present at the interview. Reassure the student that the worker/officer is there to help them. The worker/officer will inform student of their right. (Required by law to do so.)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. If a staff member is present during the interview, they must be prepared to leave if it facilitates the interview. The CPS worker/officer will conduct the interview according to their best judgment--listen to them! The purpose of the staff person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible; however, the member of the staff so elected shall not participate in the interview unless the worker requests the staff persons participation.
2. Request feedback from law enforcement and/or Children's Protective Services.
3. After the conclusion of the interview, assess student's ability to return to class.
4. Do not notify parents/guardians until you have cleared it with the worker/officer.

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 Principal or designee shall not notify the parent/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/guardian.

It is the responsibility of the peace officer to notify the parent/guardian of the situation.

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.

Parents/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 school policies and regulations. The Principal or designee should consult with legal counsel in implementing either suspension or dismissal.



ANTI-HARASSMENT / DISCRIMINATION / RETALIATION PREVENTION POLICY

(Board Approved 11.09.2016)

Golden Valley Charter Schools (GVCS) is an equal opportunity employer and is committed to providing a work environment free of harassment, discrimination, retaliation and disrespectful, bullying, or other unprofessional conduct based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin (including language use restrictions and possession of a driver's license issued under Vehicle Code section 12801.9), ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation.

It also prohibits discrimination, harassment, disrespectful, bullying or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

In addition, the school prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates GVCS' anti-harassment/discrimination and retaliation policy.

Harassment Prevention

GVCS's policy prohibiting harassment applies to all persons involved in the operation of the school. GVCS prohibits harassment, disrespectful, bullying or unprofessional conduct by any employee of the school, including supervisors, managers and co-workers as well as parents, vendors, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and any other persons with whom you come into contact while working.

Prohibited harassment, disrespectful, bullying or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy.

Prohibited harassment is not just sexual harassment but harassment based on any protected category.

No Discrimination

GVCS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the school’s operations. The school prohibits unlawful discrimination against any job applicant, employee, volunteer, unpaid intern or independent contractor by any employee of the school, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations as defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, the school is not obligated to disclose the wages of other employees.

No Retaliation

GVCS will not retaliate against you for filing a complaint or participating in any workplace investigation and will not tolerate or permit retaliation by management, employees or co-workers.

Reasonable Accommodation

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

Complaint Process

If you believe that you have been the subject of harassment, discrimination, retaliation or other prohibited conduct, report your complaint to your supervisor or to: any other school administrator, the HR Manager, Executive Director, or the business manager as soon as possible after the incident. You can bring your complaint to any of these individuals. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the HR Manager. Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It is preferred that you report your complaint in

writing, but this is not mandatory.

The School encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy as soon as possible so that your complaint can be resolved in a fair and timely manner.

You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) who will investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the HR Manager of the school so GVCS can resolve the complaint.

When the school receives a complaint of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The school will reach reasonable conclusions based on the evidence collected.

The school will maintain confidentiality to the extent possible. However, GVCS cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the school determines that harassment, discrimination, retaliation or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The school also will take appropriate action to deter future misconduct.

Any employee determined by GVCS to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

Confirmation of Receipt of Anti-Harassment, Discrimination and Retaliation Prevention Policy

I have received my copy of GOLDEN VALLEY CHARTER SCHOOLS' Anti-Harassment, Discrimination and Retaliation Prevention Policy. I understand and agree that it is my responsibility to read and familiarize myself with this policy.

I understand that GVCS is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

Employee's Signature: _____

Employee's Printed Name: _____

Date: _____

EXECUTIVE DIRECTOR EVALUATION POLICY

(Approved by the Board of Trustees October 12, 2016)

Purpose

This policy sets forth guidelines and directions related to the evaluation of the Executive Director.

The GVCS Executive Director (ED) is evaluated each year beginning with the selection of the evaluation committee in January and ending with a contract recommendation in March.

The Director Evaluation Committee

The committee consists of the following Board members:

- One faculty representative nominated by the faculty representatives to the Board
- One parent representative nominated by the parent representatives to the Board
- The Board chair

The full Board of Trustees ratifies the nominations.

Process

The evaluation process is overseen by the committee in accordance with the timeline indicated below.

The committee solicits feedback as to the performance of the ED from the following groups or individuals:

- Board of Trustees
- Faculty
- Select parents

The committee shall decide on the instrument used to collect feedback, such as written letters, surveys, or online tools.

The Board chair is responsible for the solicitation of input from the groups and individuals indicated above.

In order to assure anonymity and confidentiality, the evaluation forms are to be read only by evaluation committee members.

Timeline

- Early January: The committee is organized and the ED submits a self-evaluation.
- Mid January: The Board chair meets with the groups and explains how feedback is to be submitted.
- Late February: The committee collects the feedback and prepares its findings. The findings are discussed with the ED who may choose to respond to the findings. The committee notes the response from the ED, if any, and prepares a final summary of findings.
- Early March: The committee, in closed session, presents its final summary of findings to the Board of Trustees without the ED in attendance.
- The BOT makes a recommendation based on one of the following:
 - Rehire the ED with a salary recommendation
 - Rehire the ED with conditions
 - Place the ED on administrative leave pending further action
 - Non-renewal of contract
- The Board, in closed session, discusses the recommendation with the ED who may choose to respond to the recommendation.
- The Board notes the response from the ED, if any, and approves a final recommendation.

Concerns

Any concerns that fall outside of the regular evaluation process as described herein should be brought to the attention of the Board of Trustee chair. During the regular course of the year, the chair is a conduit for feedback to the ED regarding such concerns. Concerns of a legal or other serious nature should be brought to the attention of the Board chair. An additional evaluation may be required at any time by a majority vote of the Board.

Due to a governance reorganization with the creation of an Executive Director position, the ED evaluates and supervises the school principals and leadership positions. Only the Executive Director reports directly to the board.

This policy supersedes all previous policies related to the Principal evaluation.

GRIEVANCE POLICY

(Approved by the Board 2016.11.09)

Purpose

The purpose of this policy is to provide guidelines and directions for the resolution of grievances.

In this regard, the objective is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner.

Scope

This procedure deals with grievances which are not covered by other established school policies. Such conflicts are often interpersonal in nature and usually fall into one of the following categories:

Parent conflicts with another parent, a teacher, a student, or a staff member

Teacher conflicts with another teacher, a parent, a student, or a staff member

Student conflicts with another student, a parent, a teacher, or a staff member

Staff member conflicts with another staff member, a parent, or a teacher

Note that grievances involving established school policy are routinely referred to and handled by the school principal and/or the appropriate school committee. This grievance policy is intended to apply to situations which are not to be addressed pursuant to other established policies. In cases where it is unclear whether this grievance policy should apply or another policy should apply, the principal shall make the determination.

Background

Disagreement may arise in any community. Such differences are an inevitable consequence of human interaction. In a majority of these situations, the parties involved resolve the problems. This procedure is designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences.

Responsibility for Grievance Procedure

The Board of Trustees (Board) ultimately is responsible for ensuring that the process for resolution of grievances is followed. Authority for the process is routinely delegated as described below.



Basic Principle

There are five levels of conflict resolution, each to be followed in the order listed below. Ideally, grievances should be resolved at the lowest level possible. The school principal/supervisor, at his/her election, may elect to be present during any level of the resolution process after Level 1, as may the executive director, or Chairperson of the Board of Trustees or another member of the Board of Trustees designated by him/her.

Levels of Resolution

Level 1: Direct Resolution

The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance. Unless there is a bona fide safety concern, an attempt at direct resolution is to be made prior to requesting administrative resolution.

Level 2: Administrative Resolution

The administrative resolution process consists of a meeting between the parties involved with the school principal/supervisor in attendance. At least one of the involved parties must request administrative resolution in writing and state explicitly that it is being requested under Level 2 of the school grievance policy.

An attempt at administrative resolution is to be made prior to requesting mediated resolution. Should the conflict involve the school principal/supervisor as an interested party, this level should be skipped and level 3 below should be initiated.

Level 3: Mediated Resolution

The mediated resolution process consists of a meeting or meetings between the parties involved with the executive director. At least one of the involved parties must request mediated resolution in writing and state explicitly that it is being requested under Level 3 of the school grievance policy.

In those cases, in which the matter is not resolved to the satisfaction of the parties involved, an appeal may be made to the conflict resolution committee. The appeal must be in writing and must be submitted to the school principal and executive director within ten (10) business days after conclusion of the mediation.

An attempt at mediated resolution is to be made prior to requesting resolution through the conflict resolution committee. Should the conflict involve the executive director as an interested party, this level should be skipped and level 4 should be initiated.

Level 4: Conflict Resolution Committee

Formal resolution consists of the submission of the particulars of the matter to the conflict resolution committee. The submission consists of a written narrative by all the parties, including the principal/supervisor and the executive director.



The conflict resolution committee is an advisory committee to the Board of Trustees. It consists of three members, one each from the Board of Trustees (who serves as chair), a faculty member appointed by the Board, and a parent appointed by the Board. The members are appointed by the Board of Trustees and serve a two-year term.

Ideally, the committee members will either be experienced in conflict resolution training or encouraged to participate in conflict resolution training.

If any party feels a member of the committee cannot serve due to a conflict of interest, their concern may be submitted to the Board of Trustees and an alternate will be appointed if determined by the Board to be beneficial or necessary.

The committee will review the written submissions. In addition, it may request interviews with any or all of the parties.

The decision of the conflict resolution committee is final unless the matter is appealed to the Board of Trustees and the Board agrees to hear the matter.

Level 5 Board of Trustees

Within fourteen (14) business days after final action is taken by the conflict resolution committee, any involved party may file a written appeal to the Board. The Board shall decide at its next regular meeting whether to hear the matter and set a date for hearing. If it chooses not to hear the matter, the decision of the conflict resolution committee shall be final. If the Board hears and decides the matter, the decision of the Board shall constitute the final decision of the school.

A dissatisfied party may have the right to seek a hearing before the body governing the school and/or may have other avenues of legal redress.

Exceptions

This procedure is designed to moderate the effects of and to assist in the resolution of all of the types of conflicts listed above. An exception will normally be made in the case of student conflicts with other persons and student conflicts with students. In those cases, every effort will be made to resolve the conflict at levels 1 or 2, with deference to the expertise and opinion of the teacher and principal and/or the matter may be subject to one or more other policies of the school. In such cases, the executive director is authorized to determine whether the matter should be resolved through the further levels of this grievance policy.

This policy supersedes all previous policies related to grievances.



GOLDEN VALLEY CHARTER SCHOOLS

BULLYING PREVENTION POLICY AND PLAN

(BOT approved 2017.08.29)

Bullying Behavior Defined

Bullying is defined in California Education Code Section 48900(r)(1). It means **severe** or **pervasive** physical or verbal act(s) or conduct including written or electronically transmitted material. Bullying is **one** or **more** acts committed by a student or group of students, directed toward one or more students which can reasonably be predicted to have the effect of one or more of the following on the targeted student(s):

- fear of harm to person or property
- detrimental effect on physical or mental health
- interference with academic performance
- interference with the ability to participate in or benefit from the services, activities or privileges provided in school

Harassment consists of unwelcome written or spoken comments or conduct which violates an individual's dignity and/or creates an intimidating, degrading, hostile, humiliating or offensive environment.

California Education Code Section 220 prohibits discrimination on the basis of disability, gender, nationality, race, ethnicity, national origin, religion, sexual orientation, gender identity or gender expression, or association with a person or group with one or more of these actual or perceived characteristics or an other characteristic contained in the definition of hate crimes (Penal Code Section 422.55).

Further, in California, required school safety plans must include policies and procedures to reduce **bias-related discrimination, harassment, intimidation and bullying** based on identified actual or perceived characteristics identified above.

Accordingly, the term "bullying" for the purposes of this Prevention and Intervention Plan, is used in a comprehensive way to additionally include bias-related discrimination, harassment and intimidation.

- **Verbal & Written:** name calling, teasing, abuse, putdowns, sarcasm, insults, threats, “jokes” concerning perceived gender expression, sexual orientation or other distinguishing characteristics
- **Physical:** hitting, tripping, punching, kicking, scratching, spitting, interfering with a person’s medical assistive devices such as wheelchairs, hearing aids, etc.
- **Social & Psychological:** ignoring, shunning, excluding, alienating, making inappropriate gestures, spreading rumors, using threatening looks or gestures, hiding or damaging personal property
- **Cyber:** use of electronic devices such as computers, phones, or cameras to accomplish verbal, written or social/psychological bullying behavior

This *Bullying Prevention Policy and Plan* describes our process for **preventing and responding to bullying in our school community and our goal to create a more peaceful world**. This plan includes Golden Valley Charter Schools’ policies and procedures for creating a positive, peaceful education environment, including welfare and discipline policies that apply to student and adult behavior.

Responsibilities

We exist in a society where incidents of bullying behavior may occur. Preventing and responding to this behavior in learning and working environments is a shared responsibility. In order for bullying to be addressed appropriately, all administrators, faculty, staff, students, parents, caregivers and members of the greater school community must recognize bullying behavior and take individual and collective responsibility for its elimination at Golden Valley Charter Schools and in our world.

Faculty and Staff Responsibilities

- Respect and support students
- Model and promote appropriate behavior
- Have knowledge of school policies relating to bullying behavior
- Implement policies relating to bullying behavior
- Respond in a timely manner to incidents of bullying according to the Golden Valley



- Address behavior that is disruptive, abusive and/or destructive to individuals or the class as a whole
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community
- Teach students skills and strategies to recognize and address bullying and destructive behavior as outlined in the Golden Valley Charter Schools Bullying Prevention Policy and Plan.
- Respond to all reported and observed incidents of bullying as described in the Bullying Prevention Policy and Plan and the school discipline policy.
- Ensure that students are supervised at all times.
- Report all instances of bullying.
- Create a culture where it is acceptable and encouraged to report bullying incidents.

Student Responsibilities

- Be kind and helpful to everyone.
- Respect individual differences.
- Behave as responsible citizens at school and in our greater community.
- Act as peacekeepers in the school community.
- Resolve differences with respect, seeking help when needed.
- Follow the Golden Valley Charter Schools *Bullying Prevention Policy and Plan*.
- Act as a responsible witness or bystander by understanding destructive and bullying behavior.
- Report incidents of bullying according to the Golden Valley Charter Schools Bullying Prevention Policy and Plan.
- Know what is unacceptable behavior at Golden Valley Charter Schools.
- Help to create and maintain a culture where bullying is not tolerated by speaking out and exercising kindness, courage and compassion.
- Be assertive. Tell a person who is using bullying behavior that you do not like the



behavior and how it makes you feel.

- Seek help from a teacher or other adult if bullying behavior continues.
- If you see someone else being bullied, tell the person who is “bullying” to stop.
- Report any instances of cyber-bullying to a teacher or another adult.
- Act as a responsible bystander. If you see someone being bullied, help them.

Parent Responsibilities

- Support their children to become responsible citizens and develop responsible behavior.
- Be aware of the Golden Valley Charter Schools *Bullying Prevention Policy and Plan* and assist their children in understanding bullying behavior.
- Support their children in developing positive responses to incidents of bullying, consistent with the school *Bullying Prevention Policy and Plan*.
- Report incidents of school related bullying to the teacher and principal.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

School Community Responsibilities

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- Support the Golden Valley Charter Schools *Bullying Prevention Policy and Plan* through words and actions.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

Practice Empathy And Compassion Everywhere

Bullying Prevention Policy and Plan

This plan outlines our process for preventing and responding to all forms of bullying in our community.

Bullying Prohibited

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, events, function or programs whether on or off school grounds, on field trips, during transportation to or from field trips, or through the use of technology or any electronic device owned, leased or used by Golden Valley Charter Schools.

Bullying is also prohibited at a location, activity, event, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for any person, infringe on the rights of any person at school, or materially and substantially disrupt the education process or the orderly operation of the school.

Golden Valley Charter Schools expects administrators to communicate clearly to students, faculty, staff and the greater school community that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students and termination for employees.

All faculty and staff members are required to report any bullying or harassment they see or learn about. Each allegation of harassment or bullying will be promptly and reasonably investigated. The administration will be responsible for handling all complaints alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

Procedures

Reporting Acts of Bullying, Harassment or Retaliation

1. If any employee of Golden Valley Charter Schools observes, has been reported to, or otherwise becomes aware of a possible act of bullying, harassment, or retaliation, that person must report the event to a school administrator within one full school day, using the Bullying Incident Reporting Form, or other appropriate means of communication.
2. If a student expresses a desire to report or discuss a possible incident of bullying,

- harassment or retaliation with a staff member, the staff member will, in a timely manner, provide the student with a practical, safe, private, and age-appropriate way of doing so.
3. Reporting forms may be obtained in the school's main office, classrooms, on the school website, and other locations determined by the school. All members of the school community (students, faculty, staff, parents, and members of the greater community) may report an act of bullying or retaliation to a school administrator via the Bullying Incident Reporting form or other appropriate means of communication. If a student requires help completing the form, a staff member will provide the necessary assistance.
 4. Golden Valley Charter Schools will create ways in which Bullying Incident Reporting forms may be submitted to the school administration, including means to report anonymously.
 5. Information obtained from the Bullying Incident Report form shall be recorded and filed by the school.

Investigating of Acts of Bullying, Harassment and Retaliation

1. The designated administrator must initiate an investigation of a report of bullying, harassment, or retaliation within one school day after being notified of a possible incident, consistent with due process rights, using the Bullying Investigation and Determination form.
2. The designated administrator will conduct an investigation to determine both whether an act of bullying, harassment, or retaliation occurred, and which person(s) were responsible for the act(s) and/or who played a role in perpetrating it.
3. Other related complaints regarding the involved parties, including those from previous schools, will be reviewed as part of the investigation process.
4. The designated administrator will contact the parents/guardians of all related parties by the end of the administrator's day in which the investigation was initiated and inform them of the status of the investigation.
5. Discussions with all parties should be documented by the investigating administrator as soon as possible after the event.
6. When an act of bullying, harassment, or retaliation has been determined the designated administrator will apply consequences consistent with due process rights using the school Code of Conduct as a guide.

7. Measures will be taken to ensure that any person providing information contributing to the investigation of an incident will be protected from retaliation.
8. If the act of bullying, harassment or retaliation are considered to be delinquent acts, the individual involved shall be reported to the designated administrator promptly and if necessary to the responsible law enforcement agency in accordance with the laws of the State of California.
9. The designated administrator will notify parents/guardians of all parties involved in the incident, the outcome of the investigation and whether disciplinary action was taken.
10. The designated administrator will create a written record of the incident and any disciplinary actions taken, as well as the statements of each party involved.

Following Up on Acts of Bullying, Harassment or Retaliation

1. After the determination that an act of bullying, harassment, or retaliation has occurred and after appropriate disciplinary action has been taken, the designated administrator will develop with all parties involved and their parents or guardians an appropriate plan of action - a Safety Plan for the “target” or a Conduct Plan for the “aggressor”. Both plans will include notifying teachers not only of the incident, but also of all the parties involved, specifying their roles.
2. The Safety Plan will include, but not limited to, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following:
 - No acts of retaliation have occurred.
 - Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
 - Information regarding outside support services are provided to students and family.
 - The frequency and duration of check-ins will be determined on a case-by-case basis, but ***will not be less than two times per week for a period of four weeks.***
 - After two weeks, the check-in person will provide a progress report on the emotional well-being of the student to the designated administrator.
 - The safety plan cannot be discontinued without the agreement of the student, the parents/guardians, the designated check-in person, and the designated

3. The Conduct Plan will include, but not be limited to, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following. Compulsory Conduct meetings will be held by the designated administrator as part of the Conduct Plan.
- No further acts of bullying, harassment, or retaliation have been committed.
 - The student has been educated regarding acceptable alternative behaviors.
 - The student has received further education regarding the school’s bullying prevention policy, including the potential for more severe school consequences and/or criminal charges being filed. In addition, the student will be informed of the consequences for retaliating against targets, reporters or witnesses.
 - The frequency and duration of these meetings will be agreed upon and will depend upon future actions. However, the *minimum requirement will not be less than two times per week for a period for four weeks.*
 - Information regarding outside support resources will be made available to the student and their parents/guardians.
 - A progress report identifying student conduct will be provided after two weeks.
 - Discontinuation of the conduct plan will be determined by the designated administrator. All meetings and the ending of the conduct plan should be documented and kept throughout the student’s school career. Parents/guardians will be notified of the discontinuance of a conduct plan.

Strategies

At Golden Valley Charter Schools we will:

- Openly talk about bullying - what it is, how it affects us, what we can do about it.
- Teach students the skills they need to build their self-esteem.
- Empower students to take responsibility for their own well-being, and give students the opportunity to practice these skills.



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- Investigate all reports of bullying behavior according to the procedures described in the Bullying Prevention Policy and Plan.
- Follow up on all reports of bullying behavior according to the procedures described in the Bullying Prevention Policy and Plan.
- Respond to substantiated instances of bullying behavior according to the discipline policy and all relevant GVCS policies and procedures.
- Involve students, faculty, staff, parents and members of the greater community in creating a positive and peaceful school community.

Programs & Curriculum

Golden Valley Charter Schools utilizes a variety of programs and curriculum in our classrooms. As we are a Waldorf School, each teacher works within the developmental stages of the child as described by Rudolf Steiner and works to educate the whole child - the head, the heart and the hands. Specific curriculum is introduced to the students, at particular times based on this work. Supplementary programs and curriculum are used to complement the Waldorf curriculum to create an environment that is in line with our goals of creating a peaceful school community. Following are the cornerstone pieces that we implement as we strive for that peaceful school community.

Virtues Project

The Virtues Project is an initiative created to inspire the practice of virtues in everyday life. The Virtues Project empowers individuals to live more authentic, meaningful lives, families to raise children of compassion and integrity, educators to create safe, caring, and high performing learning communities, and leaders to encourage excellence and ethics in the work place. It has inspired and mobilized people worldwide to commit acts of service and generosity, to heal violence with virtues.

We work to instill the virtues into everyday life in the classroom and the school community. Golden Valley practices the virtue of the month to focus on one virtue each month during the school year, bringing a consciousness around a particular virtue and working to develop a clear understanding of that virtue as it lives in the individual, the classroom, and the greater community.

Agreements are a specific “code of conduct” by which different groups in our community can interact peacefully. Agreements should be made at all levels of our community: Between Faculty, Staff, Governing Councils and Students. Each body must create agreements together that are attainable and able to be “agreed upon” by all parties involved. Classroom agreements will be made in each grade, complimenting the curriculum for the year and the developmental and social needs of each class. As each body of the school has established agreements, each body must also establish follow-up actions or consequences for breaking agreements.

Class Meetings & Sharing

Regular Class Meetings or an organized Class Sharing Time are important tools toward creating a peaceful school environment. Class meetings can be very effective and have a powerful influence on the trust and honesty as well as the level of communication that exist in a class.

An effective class meeting has very specific ground rules for how individuals interact. These ground rules should be set and agreed upon by the group. In an organized class meeting, the teacher / facilitator leads the meeting so that each student has the opportunity to share something with the group. As students share with the group, the teacher / facilitator has the task of engaging the group in a discussion and keeping that discussion on task and positive by asking guiding questions and participating according the established procedures for the class meeting. A class meeting offers a safe venue for students to make acknowledgements or share concerns with their class as a whole.

Student Council

Our Student Council is a student run governance body that exists in our school. Student Council works to plan special days for students, to recommend changes to policies that directly effect students, and advocate for students in our school community. Student government is a positive way for students to be actively involved in their school, empowering students and giving them a voice in their school. Grades 5 - 8 are involved with Student Council with each grade being represented by two students chosen by their class and their teacher.

Empathy training is simply offering tools and practice to sharpen student's listening skills. The focus is on listening to what is most important to the person talking rather than listening for the story. This program would offer these skills to middle school students who could serve as 'empathy first responders' for the younger grades.

Student Empowerment Project

This concept has been used in other school's to empower students to co-create their school social health experience. It is focused on offering students a new approach to deal with conflict through 'empathy' and basic mediation training. The curriculum would be offered to middle school grades who then could practice and support the younger grades on the playground or during 'buddy' time. It would also include fun, interactive training that will help students develop their sense of values and leadership skills, expanding their 'toolbox' in stressful or conflict situations both when they are directly involved or a witness to conflict.

Cyber Civics

Cyber Civics is a computer literacy program designed to bring an appropriate approach to online communication. It teaches etiquette, as well as respect for this powerful form of communication. Cyber Civics begins in Grade 6 and continues through Grade 8.

Faculty / Staff Development

Throughout the school year, Golden Valley Charter Schools hosts a variety of Faculty / Staff enrichment and development events. Presentations are geared toward a variety of topics, but social health and a peaceful school environment are areas that will be addressed regularly.

Parent Enrichment

Throughout the school year, Golden Valley Charter Schools hosts a variety of Parent Enrichment events. Presentations are often oriented toward Waldorf Education, child development, parenting, responsible use of technology, and creating positive relationships and a positive social environment.

As a result of implementing a *Bullying Prevention Policy and Plan*, we strive to see:

- Golden Valley Charter Schools providing a safe place for students to learn and play.
- an initial increase in the number of students who report bullying behavior, followed by an elimination of bullying behaviors.
- better attendance at school.
- better performance in school work.
- Golden Valley Charter Schools faculty and staff utilizing strategies and procedures as described in the Bullying Prevention Policy and Plan.
- Golden Valley Charter Schools students utilizing strategies and procedures as modeled and taught by school faculty and staff.
- parents and community members recognizing and supporting the school Anti-Bullying Plan.
- the whole school community working to create a peaceful and supportive school environment.

Evaluation

Golden Valley Charter Schools conducts annual parent surveys, as well as faculty and staff surveys. By including questions related to the school climate, we will have the opportunity to gather information from our community as a whole regarding the social health of our school from a variety of perspectives. Student surveys are also an important tool. An annual review of reported bullying behaviors as well as suspensions and expulsions is included in our Local Control Accountability Plan (LCAP). The LCAP is presented to our school district as well as the state and outlines goals and outcomes measuring overall school performance

The Healing Social Life is found, when in the mirror of each human soul, the whole community finds its reflection, and when in the community, the virtue of each one is living.

Rudolf Steiner



ELECTRONIC MEDIA POLICY

Board Approved 2/08/2017

This policy for navigating the electronic media world is intended to create an atmosphere of trust and individual accountability, while keeping in mind that information published by Golden Valley Charter Schools (“GVCS”), our faculty, staff, parents, and/or students is a reflection and extension of the entire school community. Online behavior must reflect the same high standards that one is expected to show on school premises. What is inappropriate in person is inappropriate online.

For purposes of this policy, Electronic Media (“EM”) refers to: Social Media (Facebook, Twitter, LinkedIn, etc.), internet research, cell phones, electronic mail (email), blogs, photo and video sharing, You Tube, podcasts, Wikis, PowerPoint presentations, digital movies, Instant Messaging and any other new technologies that are accessible in the public domain.

When using EM please remember to exercise consideration, respect and discretion at all times. Be mindful that what is published will be public for a long time. Understand that the online world creates an atmosphere where the lines between public and private, professional and personal are often blurred. Please carefully review the privacy settings on any social media or networking sites that are being used. GVCS accepts no liability for public opinion posted by the parent community.

The following policy applies to all GVCS employees, independent contractors, volunteers, interns, and School Leadership (hereinafter collectively referred to as “GVCS Representatives”). For purposes of this policy, “School Leadership” includes, but is not limited to: members of the Board of Trustees, Golden Valley Educational Foundation Board (“GVEF”) members, and Parent Circle (“PC”) Officers and Representatives.

Personal and Professional Boundaries When Using EM. All GVCS Representatives must comply with the following (to the extent applicable):

- Class Teachers of 7th and 8th grade may have electronic communication with their students about school-related business only. Teachers must include parents on all electronic communication with students (“cc-ing” on emails, etc).
- If a Class Teacher and Principal approve an adult/student mentoring program, then Class Teachers, parents and the Principal must all have access to all email correspondence between the adult mentor and the student.
- GVCS Representatives **must not** post identifying information on pornographic, exploitive or illegal EM. Violent sites, torture sites or any other questionable sites should be approached only with extreme caution.
- When GVCS Representatives choose to post information regarding GVCS on blogs, discussion boards, and social media sites, they must clearly identify themselves and state that their personal views do not represent the views of GVCS.
- Only safe and school appropriate sites may be visited from any computer on campus.



- When using personal laptops or other electronic devices (including but not limited to smartphones) on campus, sites deemed inappropriate at school must not be visited.
- Individuals are personally responsible for the sites visited and content published online. However, if someone is a parent as well as an employee, he/she must follow these regulations in his/her role as an employee.
- If someone is a parent as well as an employee, they may not use their GVCS email for communications as a parent.
- There is no expectation of privacy if there is an urgent purpose for GVCS administrators to access employee communications via email.

Classroom / Campus/School Business

(Pertains to all Kindergarten, Grades, Educational Support and Specialty classes)

All EM used in the classroom must be cleared through the Principal

- Employees must model proper use of EM when incorporating it into the classroom environment.
- If using EM in the classroom, the teacher must ensure the safety of all students involved.
- Teachers must monitor all websites used by students in the classroom.
- Teachers must not allow students to use cell phones in the classroom. Teachers must not allow students in class to give out identifying personal information online, such as full name, address, email or phone number.
- Teachers may play recorded music for educational purposes in class with Principal guidance. No ambient recorded music may be played during class time.
- Students must be supervised by an employee at all times when using approved EM.
- Yard Duty personnel must confiscate any electronic media devices (including, but not limited to cell phones) that are being used by students during recess.
- Employees must comply with all driving laws when driving on school business, including, but not limited to: texting and cell phone use. This applies to field trips as well as other school business.

Confidentiality

- Do not post confidential information about a student, employee or parent.
- Do not post information regarding in-process policies or guidelines.
- Do not post “closed session” items that occur during school meetings.
- Computer access at GVCS is limited to school business. GVCS Representatives will not have access to proprietary information other than what is necessary for their particular job or role.

Posting Photos/Videos

- GVCS Representatives must have parent permission (a media release) to post student photos or videos on any electronic media.
- Never post a student’s name on published photos.



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Email Regulations

GVCS Representatives must use proper email behavior when conducting school business. The following will not be tolerated:

- Cyber bullying (insulting, targeting, embarrassing or excluding individuals).
- Using offensive language (including, but not limited to ethnic, religious and racial slurs; profanity; sexually explicit language, etc.).
- Using offensive expressions that include profanity.
- Spamming/phishing to email addresses obtained through GVCS sources.
- Slanderous language directed at an individual or group of individuals.
- Discriminating, harassing, or retaliating against any individual due to that individual's race, color, gender (including gender identity and gender expression), sex (including pregnancy, childbirth, breastfeeding, and related medical conditions), religious creed (including religious dress and grooming practices), marital/registered domestic partner status, age, national origin or ancestry (including native language spoken), physical or mental disability (including HIV and AIDS), medical condition (including cancer and genetic characteristics), taking a leave of absence authorized by law, genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws.

Disciplinary Actions

GVCS Representatives are encouraged to report policy violations to the school Principal. Any GVCS Representative found to have violated this Agreement and/or the Policy may have their right to use EM rescinded. Further, any employee found to have violated this Agreement and/or Policy may face disciplinary action up to and including release from at-will employment.



CONFLICT OF INTEREST POLICY

Approved 2018.04.19

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the charter's and the public. In accordance with law, Board members shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

Board members shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the charter's conflict of interest code. A Board member who leaves office shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office. (Government Codes 87302, 87500)

Conflict of Interest under the Political Reform Act

A Board member shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's participation is legally required. (Government Codes 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the charter's to any course of action, or enters into any contractual agreement on behalf of the charter's. (2 CCR 18702.1)

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

Conflict of Interest under Government Code 1090

Board members, employees, or charter's consultants shall not be financially interested in any contract made by the Board on behalf of the charter's, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest, the charter's is barred from entering into the contract. (Government Code 1090; *Klistoff v. Superior Court*, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a charter's employee for at least one year prior to the Board member's election or appointment. (Government Code 1091.5)



A Board member shall not be considered to be financially interested in a contract if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. However, a Board member who is considered to have "remote interest" shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Even if there is not a prohibited conflict of interest, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the charter's. (Government Codes 1099, 1126)

Gifts

Board members may accept gifts only under the conditions and limitations specified in Government Code 89503, 2 CCR 18730 and Board Policy 2300.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the charter's for Board members and designated employees. (Government Code 89506)

Honoraria



Board members shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Codes 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches.
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the charter's for donation into the general fund without being claimed as a deduction from income for tax purposes.

Conflict of Interest Code for the members of the Board of Golden Valley Charter Schools

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission are incorporated by reference and shall constitute the charter's conflict of interest code.

Board members shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed below. The Statement of Economic Interest shall be filed with the charter's filing officer and/or, if so required, with the charter's code reviewing body. The charter's filing officer shall make the statements available for public review and inspection.

Disclosure Categories

It has been determined that Members of the Golden Valley Charter Schools Board shall file a statement of economic interests in all categories of the Conflict of Interest Code on Form 700.

NEW AND REVISED POLICY

(Approved by the Board of Trustees 2018.11.14)

Purpose

This policy sets forth guidelines and directions related to the discussion and approval of new policies and revisions to existing policies.

Introduction

The basic process for introducing, discussing and ultimately approving both new and revised policies consists of a "three reading" approach; each such new and revised policy is placed on the Board of Trustees agenda three times. The process is detailed below.

First Reading

- The first reading presents the initial draft of the new or revised policy. It is informational in nature and is agendaized under the **Information/Discussion Items** section of the agenda.
- The primary purpose of the first reading is to allow Board members to review new and revised policies well in advance of voting on them and to afford faculty and parent representatives an opportunity to submit such policies to their constituencies for comment.
- Comments should be submitted in writing to the Board at least two weeks in advance of the next Board meeting. Such comments will be considered for possible inclusion.

Second Reading

- The second reading presents a second draft and is agendaized under the **Discussion/Action Items** section of the agenda.
- A summary of comments received is included with the draft.
- If no comments are received from outside parties prior to this second reading, the third reading may be omitted by agreement of the Board and the policy then may be considered for adoption.

Third Reading

- The third reading presents a final draft and is agendaized under the **Consent Agenda** section of the agenda.
- A summary of comments received is included with the draft.
- At this point, the policy is considered for adoption.



Policy Review

All approved policies are reviewed periodically. The purpose of these reviews is threefold:

- To ensure that policies and current practice are aligned
- To confirm that policies comply with current district policies and state law
- To consider comments and suggestions that have been made since the last periodic review

This policy supersedes all previous policies related to new and revised policies.

Homeless Education Policy

(Approved by the Board of Trustees on September 11, 2019)

The Governing Board of Golden Valley Charter Schools (the “Charter School”) desires to ensure 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.

I. 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 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 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.

II. Homeless Liaison

The School's homeless liaison is: Caleb Buckley, EdD, Executive Director, 916-597-1477. The 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 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 Head Start programs (including Early Head Start Programs) and **[if applicable]** early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and 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 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 the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- 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 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.

III. Enrollment

All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paper work. Upon enrollment, 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.



Enrollment Disputes and the Dispute Resolution Process

If a dispute arises over enrollment in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which enrollment 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 in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment 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, 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 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 in the Charter School within ten working days of receipt of the materials.

IV. 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.



V. 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:

- **[If applicable]** Transportation
- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- **[If applicable]** Programs in career and technical education
- Programs for gifted and talented students
- School nutrition programs

STUDENT BEHAVIOR POLICY

(Board Approved March 13, 2019)

Golden Valley Charter School is committed to creating a safe and nurturing learning environment for every student. We are equally committed to helping our students grow into healthy, happy, responsible adults. In order to respect, care for and work with others; students must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a student acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the student to do better in the future. Our approach emphasizes *compassion, consistency and responsibility*.

The Student Behavior Guidelines for Golden Valley Charter Schools are based upon a philosophy of respect and adherence to California State Education Code (48908):

Student Behavior Guidelines

In order to provide a school environment that fosters cooperation, responsibility and respect; students will be expected to follow these guidelines:

1. Students will support a positive learning environment. —Students are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and follow directions when requested to do so.
2. Students will treat all adults and students with respect. —Respectful, courteous language is expected towards teachers, students and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a student asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect. —Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed. —Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules. —Teachers will help their students understand and integrate the school-wide behavior policy into their daily

activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.

6. Parental concerns about the implementation of this policy shall be shared directly with their student's teacher.
7. Due to FERPA Privacy Laws, school personnel are unable to discuss other students' behaviors with parents.
8. Please refer to the Bullying Prevention Policy and Plan for further information regarding bullying prevention and reporting, including use of the Bullying Incident Report.

Consequences for Misbehavior:

At all Golden Valley Schools, consequences for misbehavior begin in the classroom. Repetitive misbehavior will initiate increasing consequences that will involve student, parent, teacher and additional personnel, as needed. Below is an outline of the process from classroom management to expulsion. These procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances. **Please note that some actions are grounds for immediate suspension or expulsion (see list below).**

1. Classroom Management for Student Behavior

Setting Expectations

At the beginning of each school year each teacher will communicate their class management plan with parents at the first parent meeting. Additionally, a written copy of the class expectations for Special Subject classes will be distributed to all parents.

Consequences for Misbehavior:

At this level, misbehavior will be dealt with according to the teacher's class management plan.

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the student will progress to the next step.

2. Referral and Parent-Teacher Conference

Referral

If a student fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a Referral (Student Behavior Report and Action Plan) may be sent home with the student describing this behavior. Teacher will follow this up with a phone call to the parents and letting them know to expect a referral from their student.

The parents and student will discuss the situation and the parents will assist the student in developing a plan to correct the behavior (see Referral Form). It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. It is the parents' responsibility to see that the student returns this signed referral to the school the following day. **Either the parent or the teacher may request a telephone or personal conference.**

Parent-Teacher Conference

When a student receives two referrals, the teacher will schedule a parent-teacher conference. If both parents and teacher agree, the student may be included in the meeting. Student participation is encouraged, when appropriate. A behavior plan may be developed at this time. The teacher or parents may request the principal be present. Parents may request that other individuals be present at the conference.

3. Suspension

Upon receiving a third, sixth and ninth referral, a student may be suspended from school. The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long.

In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension (California Ed Code 48900). These behaviors are:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self-defense.
- Attempting, threatening to cause or participate in hate violence.
- Willfully and knowingly making a terrorist threat against the school.
- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object.
- Possessing an imitation firearm.
- Possessing, selling or otherwise furnishing, or being under the influence of any controlled substance, an alcoholic beverage or an intoxicant of any kind.
- Unlawfully offering, arranging, or negotiating to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering or

otherwise furnishing to any other person a liquid substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.

- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property.
- Stealing or attempting to steal school property or private property while on school grounds.
- Knowingly receiving stolen school property or private property.
- Possessing or using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, e-cigarettes, vape pens, etc., exclusive of physician's prescriptions.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Committing or attempting to commit a sexual assault or committing sexual battery.
- Committing an act of sexual harassment. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (California Ed Code 212.5)
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaging in or attempting to engage in hazing, as defined in California Ed Code 48900
- Engaged in an act of bullying, defined as severe or pervasive physical and verbal acts or conduct, including written or electronically transmitted material, which can reasonably be predicted to have the effect(s) of: fear of harm to person or property, detrimental effects on physical or mental health, interference with academic performance, and interference with the ability to participate in or benefit in the services, activities, or privileges provided in school.

If a student is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The student may return to school after a suspension once a follow-up SST meeting with the teacher and/or administrator stipulating the conditions of the student's return has taken place. During this meeting a behavior plan may be developed.

Student Success Team (SST) Meeting

At any time the teacher deems it necessary or in accordance with the Student Behavior Policy, upon a third referral, an SST Meeting will be convened to support the student and their needs. The meeting will consist of the student's parents, classroom teacher,

administrator, as well as other teachers and support staff, if needed, The team will work to cultivate healthy classroom, playground, and social behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

Special Needs Students and Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

4. Expulsion

Should the above steps and Due Process not prove to correct the student's behavior after 3 suspensions, expulsion may be recommended.

Due Process Summary

Below is a summary of the steps that may be taken prior to a recommendation for expulsion:

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled
4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3rd suspension: Recommendation for expulsion

In addition, there are certain situations in which Mandatory Expulsion is required (Ed Code 48915). They are listed in the Code as follows:

"The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:

1. Possession, as verified by a district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with the principal or

- designee's concurrence.
2. Brandishing a knife at another person.
 3. Sale of drugs.
 4. Committing or attempting to commit sexual assault or battery.”

Clearing Referrals

Referrals are cleared year to year. Suspensions are cumulative from year to year and are part of a student’s cumulative file.

I (We), _____ have read and reviewed the Golden Valley Charter School Student Behavior Policy and Procedures with my (our) student:

Comments:

Parent Signature

Date

Parent Signature

Date

FIELD TRIP POLICY
(Approved by the Board on 01/16/2019)

Class field and study trips away from the school site are considered a regular part of the instructional program and are designed to meet the educational and/or social needs of a particular class. School-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interest among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board of Trustees believes that careful planning can greatly enhance the value and safety of such trips.

Off-Campus Field Trips and Athletic Events

1. Off-Campus student trips for the purpose of educational enrichment or athletic competition are considered field trips or athletic events.
2. The principal shall approve all off-Campus Field Trips or Athletic Events. The principal shall not approve activities, which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.
3. All field trip destinations involving out-of-state travel shall require the prior approval of the Board of Trustees. The principal may approve other trips that are out of state but within a 50-mile radius of a school site or pre-approved locations designated by the Board of Trustees.
4. The principal shall ensure that teachers develop plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips as well as a careful fiscal plan for each trip. Other school employees and parent/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings. The teacher will be in charge of all aspects of the trip while away from school.
5. In advance of a field trip, teachers shall determine educational objectives, which relate directly to the curriculum. Teachers also shall provide appropriate instruction before and after the trip.
6. The ratio of adults to students on school-sponsored trips that require motorized transportation and/or are overnight events (i.e.: camping on the school grounds) shall be at least one to five. The ratio of adults to students on walking field trips shall be at least one to ten.
7. School personnel, adult chaperones and the children in the class may participate in the field trip. Children who are not enrolled in the class may not participate in class field trips.
8. Students must have written parental permission in order to participate in trips requiring transportation. (CA Education Code 35350). Parents will assure all documentation of any medical information, allergy, or diet restrictions.



9. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip. Teachers will provide the office with a list of students participating in the trip, absent students and nonparticipating students (with the name of an alternate teacher responsible for students not attending the field trip) prior to departure.
10. No student shall be prevented from access to the field trip because of lack of sufficient funds (CA Education Code 35330)
11. Parents shall be notified in advance of all Field Trips to allow time for financial planning and gathering of supplies. Guidelines for costs and timelines shall be designated by Administration.
12. Regarding the 8th Grade Field Trip: the total length of the trip is not to exceed seven days, Ideally, it is arranged so that the trip only involves five school days and students have one day rest before returning to school. The principal has discretion to approve the dates and length of the trip, within these parameters. Class parents do not attend this trip unless no other suitable chaperones can be found, and then with the principal's approval.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (CA Education Code 32040, 32041). All chaperones and students will be made aware of the designated person holding the first aid kit. All emergency contact information, medical information, allergy, and diet restrictions shall be kept accessible and immediately available by the teacher, employee, or agent of the school.
2. Any field trip into an area which is commonly known to be infested by poisonous snakes shall have a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites (CA Education Code 32043). All students and adults on the trip shall be informed of the attending adult(s) who is First Aid Certified.
3. Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For chaperones that will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip.

Supervision

1. Students on approved trips are subject to all school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide all adult chaperones that accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be assigned a prescribed group of students and shall be responsible for the supervision of these students' activities.



5. Drivers/Chaperones shall abide by the Adult Code of Conduct, Volunteer Policies, and Chaperone Agreement.
6. Drivers/Chaperones must follow the route prescribed by the teacher.
7. Drivers/Chaperones will be cleared through the Live Scan process.
8. Drivers/Chaperones will provide a copy of their DMV record, required insurance coverage, and TB clearance.
9. Teachers and Chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
10. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor whenever possible.
11. The principal may exclude from the trip any person whose presence on the trip would pose a safety or disciplinary risk.

Trips that include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advance.
2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones of one to five ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
3. Swimming Activities:
 - a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.
 - b. The teacher, employee, or agent of the school shall inspect swimming facilities for safety hazards. Any hazards will be remedied or mitigated before commencing with swimming or wading, per the teacher, employee, or agent of the school.
 - c. Lifeguards must be designated for all swimming activities. Lifeguards must be Red Cross certified or equivalent and must be at least 18 years old.
 - d. The ratio of the adult chaperones to students shall be at least one to five.
 - e. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
 - f. Emergency procedures shall be included with the written instructions to adult chaperones and staff.
 - g. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim.
 - h. A buddy system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

VISITOR'S POLICY

(Approved by the Board of Trustees 04/10/2019)

GVCS shall post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements, penalties for refusing to leave school grounds, and any other announcements required by the local law enforcement agency in order to pursue the arrest of persons found loitering or trespassing.

Immediately upon entering any school building or grounds when school is in session, any person who is not a student of the school, school staff employee, or a school district employee shall report and register their presence and the reason for visiting the school to the office and register. At time of departure, they are to sign out of the registration log. Any person the principal or designee asks to leave school grounds shall promptly comply. Registration is not required when picking up or dropping off students immediately before or after school session.

Any visitor who fails to register within a reasonable time after entering the school grounds, who fails to leave upon request of the principal or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to the law (California Education Code 32210, 32211, 44810, 44811).

All staff members should watch for strangers on school grounds and ask such persons if they have registered in the school office. Staff shall inform the principal or designee when anyone is present who refuses to comply with the registration requirement.

Any possession of unauthorized dangerous instruments, weapons or devices shall be reported immediately to the principal or designee and may be reported to the local law enforcement agency.

Any person who complies with the principal or designee's request to depart from school grounds may appeal to the Board of Trustees, designee, or principal. The written request for a hearing must be made within five days after the person's departure from school and must state why the request to depart was improper. The request also must provide an address to which a hearing notice may be sent. Upon receipt of the request for a hearing, the Board, designee, or principal shall mail a notice of the hearing to the person requesting it. The hearing shall be held within seven days after receipt of the request.

The Board shall consider and decide the matter at the next regular public Board meeting for which it can be placed on the agenda. The Board's decision shall be final.

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

These policies apply to all pupils participating in independent study at Golden Valley Charter Schools (the “School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, 15 days
- For pupils in grades four through eight, 15 days

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete 4 missed assignments during any period of 15 days or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),
 - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),
 - The English learner reclassification rate,
- Pupil engagement, as measured by all of the following, as applicable:
 - School attendance rates,

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

- Chronic absenteeism rates, and
- Middle school dropout rates.
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher,

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Tiered Reengagement: For all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week or 10 percent of required instructional time for over four continuous weeks of the school's approved instructional calendar, who are not participatory in mandated live interaction or synchronous instruction for more than three school days or for more than 60 percent of the scheduled days of synchronous instruction in a school month, and/or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the recording of absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study,

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.

Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days.

Written Agreements: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated, and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.

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(Approved by the Board of Trustees October 13, 2021)

- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-



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(Approved by the Board of Trustees October 13, 2021)

parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

For the 2021-22 school year only, written agreements may be completed and signed as provided above no later than 30 days after the first day a pupil commences independent study.

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION,
AND BULLYING POLICY**

(Approved by the Board of Trustees on October 13, 2021)

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Golden Valley Charter Schools ("GVCS" or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. This policy will supersede all previous policies on these topics.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GVCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GVCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, GVCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GVCS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. GVCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.



Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Golden Valley Orchard School
Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School
Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

Golden Valley Tahoe School
Barbara Linares, Principal
12640 Union Mills Road
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq.*; 34 C.F.R. § 106.1 *et. seq.*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by GVCS.

GVCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) 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.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by GVCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible

- impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

GVCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

GVCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

GVCS informs Charter School employees, students, and parents/guardians of GVCS’s policies regarding the use of technology in and out of the classroom. GVCS encourages

parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

GVCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GVCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GVCS and encourages students to practice compassion and respect each other.

GVCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

GVCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GVCS informs GVCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

GVCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GVCS employees who have regular interaction with pupils.

GVCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem



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GVCS also informs certificated employees about the groups of students determined by GVCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GVCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GVCS’s students.

Grievance Procedures

1. Reporting

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

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Golden Valley Orchard School

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School

Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Road
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

GVCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

GVCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

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

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GVCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the



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complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment, discrimination, intimidation or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

5. Right of Appeal

Should the reporting individual find the Coordinator’s resolution unsatisfactory, he/she may follow the GVCS Dispute Resolution Process.

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by GVCS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____



UNIFORM COMPLAINT POLICY AND PROCEDURES

(Approved by the Board of Trustees on October 13, 2021)

Scope

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

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Education Programs; American Indian Education Centers and Early Child Education Program Assessments; Bilingual Education; California Peer Assistance and Review Programs for Teacher; Consolidated Categorical Aid Programs; Career Technical and Technical Education and Career Technical and Technical Training Programs; Child Care and Development Programs; Child Nutrition Programs; Compensatory Education; Economic Impact Aid; Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Education of Foster or Homeless Youth; Pupils from Military Families; Migratory Pupils; Accommodations for Pregnant and Parenting Pupils; Migrant Education Programs; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; and/or Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be



provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.
 - (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
 - (7) Complaints of noncompliance with the Charter School's School Safety Plan.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes



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keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

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

Compliance Officer

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

Golden Valley Orchard School

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School

Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Road
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477

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



Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Board of Trustees Chair.

Notifications

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

The annual notice shall be in English. Pursuant to Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such pupils in their primary language.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

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



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

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

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

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

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

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

- **Step 2: Mediation**

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

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

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

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

- **Step 3: Investigation of Complaint**



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

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

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

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

- **Step 4: Response**

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

- **Step 5: Final Written Decision**

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

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.



6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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

Appeals to the California Department of Education

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

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

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

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists,



GOLDEN VALLEY
CHARTER SCHOOLS

including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

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



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

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

- | | | |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Compensatory Education | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Economic Impact Aid | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Agricultural Vocational Education | <input type="checkbox"/> Every Student Succeeds Act / No Child Left Behind Programs | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Foster/Homeless Youth Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Juvenile Court School Pupils | <input type="checkbox"/> State Preschool Health/Safety |
| <input type="checkbox"/> California Peer Assistance and Review Programs for Teacher | <input type="checkbox"/> Lactating Pupils | <input type="checkbox"/> Pupil Fees |
| <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> Pupils from Military Families |
| <input type="checkbox"/> Career/Technical Education and Training | | <input type="checkbox"/> Pregnant and Parenting Pupils |
| <input type="checkbox"/> Child Care and Development | | <input type="checkbox"/> Migratory Pupils |
| <input type="checkbox"/> Child Nutrition | | <input type="checkbox"/> Tobacco-Use Prevention Education |

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

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

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

GVTS SAFETY PLAN



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

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

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Golden Valley Orchard School
Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
916-987-1490

Golden Valley River School
Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

GVTS SAFETY PLAN



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CHARTER SCHOOLS

Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Rd.
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477

GVTS SAFETY PLAN



CSMC

Backoffice Service Proposal for:

Golden Valley Charter Schools (GVCS)

1000 River Rock Drive

Folsom, CA. 95630

(916) 597 – 1478

<https://goldenvalleycharter.org>

Attention: Mr. Caleb Buckley, Executive Director

January 31st, 2022

CSMC

43460 Ridge Park Drive

Temecula, CA 92590

www.csmci.com

(888) 994-CSMC



Charter School Management Corporation

HEADQUARTERS
43460 Ridge Park Dr. Ste. 100
Temecula, CA 92590

DATA & TRAINING CENTER
201 N. Brand Blvd. Suite B100
Glendale, CA. 91203

Phone: 951.694.3050

www.csmci.com

January 31st, 2022

RE: **Letter of Transmittal for CSMC Proposal to Golden Valley Charter Schools (GVCS)**

Dear Mr. Buckley,

CSMC is excited to be providing this proposal for back-office services to you and the Golden Valley Charter Schools (GVCS) Board of Directors for yours and their consideration. This proposal will start with basic information about CSMC, our understanding of the GVCS organization, and our response to your request for services.

Charter School Management Corporation is structured as a private corporation (Employment Identification # 330968627) with its headquarters at 43460 Ridge Park Drive in Temecula California.

The primary liaison between CSMC and GVCS will be Mr. Sandro Lanni.

Sandro Lanni, Founder/President of CSMC, is the representative authorized to bind CSMC in a contract. His email is slanni@csmci.com and he can be reached at (951) 233 – 5598.

CSMC is certain of its ability to perform the services requested by the school leadership. Over the last two decades, CSMC has been a leading Backoffice service provider to hundreds of charter schools across the state.

With the award of the contract, CSMC will assign to the GVCS Organization the necessary resources and CSMC staff so that GVCS can meet its obligation under federal and state laws, as well as to their authorizer. Specifically, CSMC will designate a School Business Manager, an Account Manager and their teams, a Payroll Technician, as well as members from the CSMC Operations and Client Service Team to support the GVCS Leadership Team.

By Signing this cover letter, we certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of this proposal are true and binding upon our company.

Signed



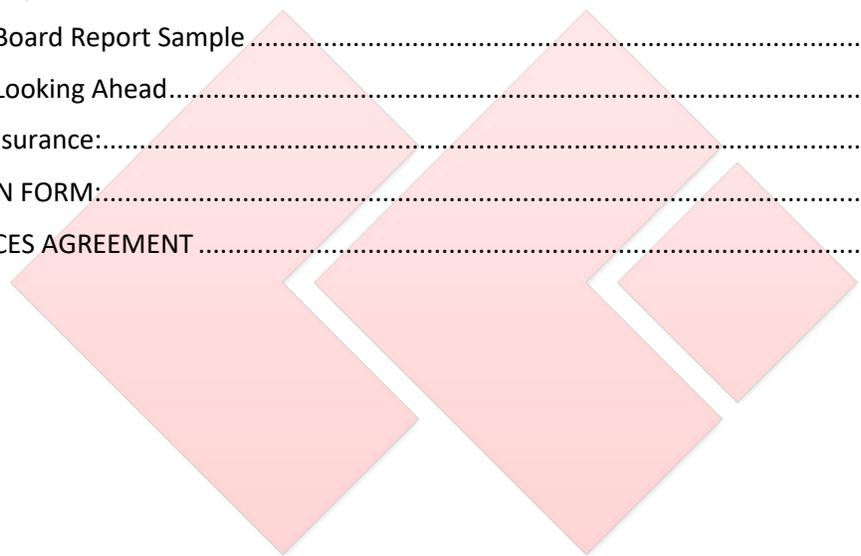
Signature

Sandro Lanni, President
January 31st, 2022

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CSMC

Executive Summary

Dear Golden Valley Charter Schools Leadership Team:

Thank you for the opportunity for CSMC to submit this contract proposal for back office financial services.

CSMC has a proven record of helping multiple charter schools and their boards develop, refine, and implement efficient and strategic fiscal operations plans. Our work with Golden Valley Charter Schools will first focus on the immediate demands of your authorizers and auditors as we work toward establishing more efficient and auditable business operations and fiscal policies.

We have partnered with multiple clients to guide and support them as they have recognized the need and risen to the challenge of “re-setting” fiscal operations to meet the compliance growth areas highlighted in financial audits and authorizer communications. Many CSMC clients who thrive today first hired CSMC when they found themselves needing this kind of “re-set.”

We understand what authorizers want and expect. In addition to CPAs, accountants, and former auditors, CSMC’s client services team includes former authorizers, charter school founders, and experienced charter school administrators. We bring multiple perspectives and have repeatedly helped clients overcome similar challenges to what Golden Valley Charter Schools is facing now. Our collaborative work will focus on reassuring your authorizers, especially Placer County, while addressing their concerns, eliminating audit findings, preventing future ones, and providing customized support and training to your governing board and staff.

With this diverse perspective and experience CSMC will support your school site leadership, business office staff, and governing board in helping strengthen collaborative engagement with your audit firm and authorizers.

Here are specific ways **CSMC can provide immediate support** to Golden Valley Charter Schools to refine and reestablish sound fiscal structures and processes:

CSMC will **provide immediate support** in communications with authorizers and partner with Golden Valley to complete and provide all compliance reporting - including but not limited to:

- For Tahoe, Newcastle wants detailed cash flow projections, a revised LCFF calculator, and explanation of and ADA assumptions by February 18, 2022.
- Coordinating Completion of the 2020-21 Annual Financial Audit
- Support preparing prepare Second Interim Reports.

CSMC will provide the services and supports listed below **during the transition.**

- Assess the revenues for all three schools and determine whether proper amounts have been reported/accrued.
- Meet with Golden Valley's audit firm to determine what additional information is required for the audit. We will assist with project-managing the audit to completion.
- Work directly with Golden Valley's new Business Manager and Grant Manager to determine whether there should be deferred revenue and whether all the existing resources were spent and recorded properly.
- Establish an efficient routine for supporting Golden Valley to code and track to restricted funds and LCAP
- Bring over ending balances for 6/30/21 and convert the information they currently have to full SACS accounting.
- Set up a new database, in Sage, the accounting software used by CSMC, as recommended by your auditor.
- Bring over entire detail for the first seven months of 2021-22 fiscal year and analyze
- Provide SACS training for Golden Valley's staff.
- Facilitate any necessary audit adjustments.
- We will collaborate to provide accurate updates on all balance sheet schedules.

CSMC can also collaborate with Golden Valley Charter Schools leadership team to:

- Draft a strategic and comprehensive improvement plan for all fiscal and business operations including but not limited to:
- Re-writing Fiscal Policies and Procedures to include best current practices.
- Assess and improve ALL existing fiscal and office procedures and internal controls
- Analysis of business office job descriptions and accountabilities
- CSMC's Charter Vision will facilitate increased transparency, timeliness, and accuracy.
- Compliance Webinars and Office Hours – We offer regular professional development opportunities at no additional cost providing direct engagement and Q&A with CSMC's own Executive Leadership and Compliance Advisor.

CSMC is confident in our ability to reshape all fiscal operations and compliance processes in multi-school charter organizations that have faced similar challenges, and we hope we can be Golden Valley's partner and support your continued growth and success.

Our Service Delivery Model - Client Standing Calls

CSMC utilizes a **CLIENT STANDING CALL** routine with most clients.

- This is a pre-set, recurring meeting, set to fit your schedule.
- It gives you direct access to your key CSMC contacts in each service division. One stop.
- Ensures Responsiveness and Accessibility to Your Client Services and Support Team.

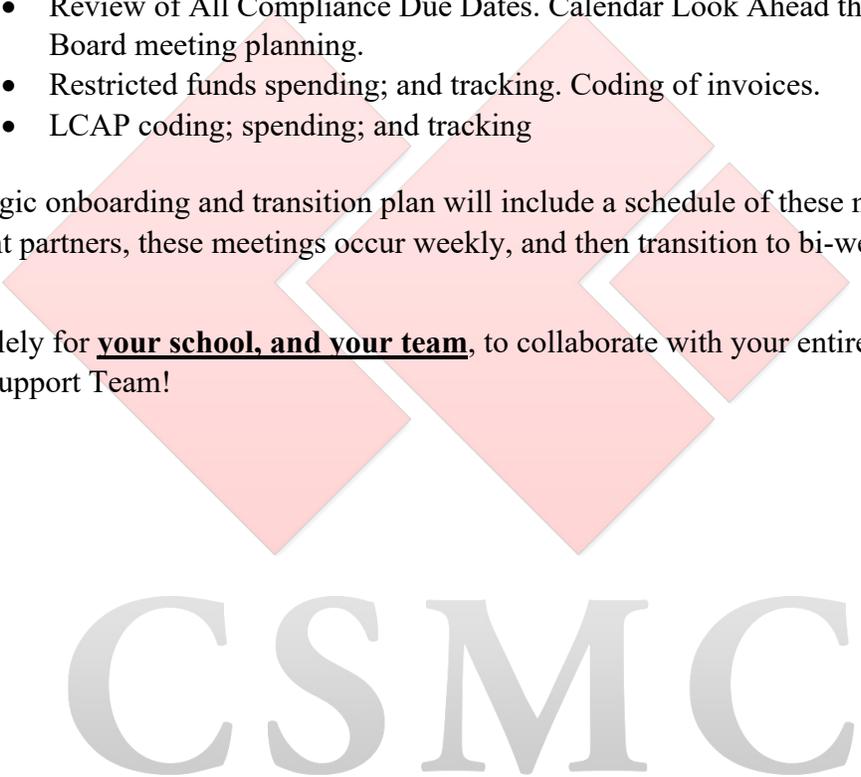
- Your assigned CSMC School Business Manager, Account Manager, and Payroll Tech participate in these calls along with your School Leadership and Business Operations team.
- CSMC facilitates the development of an advance agenda with you to address your priorities while providing your school team with the evolving information, support, and training it needs.
- Each CSMC service division contributes to this agenda to keep everyone ahead of upcoming deadlines and keep your team coordinated with ours.
- CSMC follows up with a written summary of your agreed upon action steps and delegated tasks for our team and yours.

CSMC routinely includes these important topics on these calls:

- Review of All Compliance Due Dates. Calendar Look Ahead that integrates to Board meeting planning.
- Restricted funds spending; and tracking. Coding of invoices.
- LCAP coding; spending; and tracking

CSMC's strategic onboarding and transition plan will include a schedule of these meetings. For most new client partners, these meetings occur weekly, and then transition to bi-weekly or monthly.

This time is solely for **your school, and your team**, to collaborate with your entire CSMC Client Services and Support Team!



CSMC

Information regarding the Organization:

Address to Home Office

Golden Valley Charter Schools
1000 River Rock Drive
Folsom, CA. 95630
Phone: (916) 597 – 1478
Website: <https://goldenvalleycharter.org/>

GVCS Leadership

Chief Executive Officer: Mr. Caleb Buckley (cbuckley@goldenvalleycharter.org)

Executive Board of Directors:

Heather Fraser-Hurt	Board Chair
Brittany Kilby	Parent Member
Stephanie Parmely	Parent Member
Suzanne Dick	Parent Member
Jennifer Huetter	Parent Member
Adrianna Wray	Parent Member
Stephen Quadro	Parent Member
Jennifer Hoover	Faculty Delegate (Non-Voting)
Jenni Walthard	Faculty Delegate (Non-Voting)

Information Regarding the Three Charters

Golden Valley River

District: San Juan Unified
County: Sacramento
CDS Code: 36 67447 0114983
Charter Number: 0946
Administrator: Barbara Ames
School Address: 9601 Lake Natoma Drive, Orangevale, CA. 95662
Open Date: August 2007
Grades Served: K – 8
Enrollment Count: 294 Students

Golden Valley Orchard

District: San Juan Unified
County: Sacramento
CDS Code: 34 67447 0132399
Charter Number: 1728
Administrator: Becky Page
School Address: 6550 Filbert Ave, Orangevale, CA. 95662
Open Date: August 2015
Grades Served: K – 8
Enrollment Count: 261 Students

Golden Valley Tahoe

District: Newcastle Elementary

County: Placer

CDS Code: 31 66852 0138008

Charter Number: 1991

Administrator: Barbara Linares

School Address: 12640 Union Mills Road, Truckee, CA. 96161

Open Date: September 2018

Grades Served: K – 8

Enrollment Count: 79 Students

Our Understanding of the Scope of Engagement that GVCS is requesting

- GVCS is requesting a proposal from CSMC for consideration by the organization's Executive Board of Directors.
- GVCS wishes this proposal to consider providing the following services:
 - Full Accounting Service.
 - Full Payroll Services.
- The organization currently is not considering engaging with CSMC for Full DATA Support that includes: CALPADS Reporting & Support, California Attendance Reporting & Support, as well as SIS support.
- **According to the information provided in our discussion with the school leadership, as well as information gathered by CSMC from the CDE and CDE Dashboard, The Golden Valley Charter Schools is comprised of 3 charters that serves students in grades K - 8 in three campuses.**
- **According to information gathered, the organization's combined enrollment for the 3 schools is around 634 students with a combined budget of around \$6.8M**
- **GVCS is currently doing this work in house.**
- GVCS hopes to engage with CSMC in a contract that will start February 1, 2022 for a period of 41 months that ends on June 30, 2025 .
- As part of this engagement, GVCS leadership can be assured that the following considerations are in the scope of engagement:
 - The partnership will allow the GVCS team to focus on the organization's priorities which is their focus on improving their educational program.
 - Through 24/7 access to CSMC's Charter Vision, the GVCS leadership will have access to accurate and functioning fiscal data that will allow the team to make sound data driven decisions.
 - Through the CSMC team assigned to GVCS, GVCS will have direct access to CSMC's financial experts that are comprised of School Business Manager, Senior Account Manager, Account Manager, Associate Account Manager, Accounts Payable Technician, and Payroll experts that are fully aware of all STRS/PERS reporting requirements.
 - GVCS will also have access to CSMC's HR specialists and a full team of financial experts that will reduce the overall operating costs to the organization; however, allow for the full decision-making control to stay at GVCS and their school sites.
 - This partnership will ensure a timely accuracy in the school's data, and with full support in compliance reporting, we will minimize the liability risk to the school.
 - To make this commitment to GVCS, CSMC provides:

- Timely and quality support to school site and home office personnel
- Prompt Responsiveness to inquiries made by GVCS team
- Setup and maintenance of all GVCS files with appropriate third-party controls and accessibility by GVCS staff
- Advise with respect to collection and reporting of All Title related and other categorical funds
- Budget preparation and presentation as required
- Upkeep of accurate cash flow on a monthly basis or as needed Provision of financial and sensitivity analyses if requested
- Assistance to GVCS on quantifying the implications of strategic initiatives, if requested.
- Attendance at monthly Board meetings and other meetings as requested by CEO and Board
- Process funding adjustments and journal vouchers
- Budget check and posting payroll transactions
- Assist with preparation of annual financial audit and tax/information returns
- Timely submission of all security forms submitted to the appropriate state agencies
- Provide advice as to best financial practices
- Render advice to GVCS as to the appropriate use of state and federal funding sources
- Timely and qualitative grant reporting, as required
- Timely preparation and presentation of monthly financial statements; timely review with executive staff as requested

All the above listed assurances will be described in full detail later in this proposal.

CSMC's Approach to Working with Golden Valley Charter Schools' Team

Our approach to working with GVCS is the following:

- GVCS Schools will enjoy direct and unfettered access to the CSMC
 - Client Service Team,
 - School Business Managers,
 - Account Managers,
 - Payroll Specialists, and
 - CSMC's Unique Operation's Team comprised of past authorizers, school founders and operators.
- These staff members are available immediately via phone or email.
- Upon need or request by the GVCS Leadership team, CSMC can imbed a CSMC staff person at the GVCS home office (quote does not reflect an imbedded person).
- Total fiscal support including authorizer communications, general ledger, accounts receivable/payable, audit, and budgeting support
- Any member of the GVCS Team (selected by the school's leadership) will have 24/7 access to all pertinent fiscal reports via our proprietary software Charter Vision. The level of access or permissions granted will be determined by the GVCS Leadership Team. This access will be Read-Only.
- State and Federal reporting to assure all the maximization of revenues
- Accurate fiscal assessments, projections, and compliance reporting

Day-to-day Operational Support:

CSMC will pair GVCS with a team of experienced financial professionals to support the day-to-day needs of the organization, while also creating access to the entire CSMC team for direct and indirect training and support. Those charter school back-office experts are:

School Business Manager

There will be a CSMC School Business Managers (SBM) assigned to GVCS. The SBM will regularly engage with GVCS's leadership to serve GVCS with all of the high-level school financial operations that will include:

- Annual financial planning with all revenue & expense projections,
- Budget development, mid-year revisions, fiscal and cash flow analysis
- Reporting school fiscal outlook to Charter Board and Authorizer
- Evaluation of cash needs and lending options,
- Completion and submission of state and federal funding applications

School Account Manager

A CSMC Account Manager (AM) will be assigned to the organization that will be responsible for the school's day to day accounting functions and will be supporting your SBM in all fiscal reporting and processing. Some key AM duties include:

- Prepare and maintain accurate financial reports (general ledger, etc.),
- Accounts payable services – i.e. reviewing and auditing vendor invoices, preparing check requests, monitoring financial activities, aligning monthly spending with budgets, and maintaining vendor files,
- All other needed day-to-day accounting functions

Your Account Manager is supported by an Associate Account Manager and an Accounts Payable Specialist to ensure accuracy and timely delivery of support and services. All members of the accounting team are overseen by a Senior Account Manager and the Vice President of Accounting

Internal Reporting and Budgeting

It is crucial that the budget is constantly reviewed and modified as needed; therefore, there are no limits to the number of budget revisions that may be requested by GVCS. Cash flow projections and Budget to Actual reporting are samples of monthly reporting provided to GVCS.

Internal Monthly Reporting:

CSMC will create and provide to GVCS monthly reports that include but are not limited to:

- Revenue & expense to budget forecasting
- Budget to actual income statement
- Balance sheet
- Cash flow projections
- Fiscal analysis and commentary as applicable

CSMC will provide expert budget versus actual interpretation—flagging necessary changes, adjusting assumptions and forecasts throughout the year, and warning about potential future cash flow issues.

Budgeting/Cash Flow:

CSMC, collaboratively with GVCS, shall develop and modify both current and future year budgets and cash flow models. All state specific mandated development and adoption timelines shall be incorporated into the planning process. At least one budget revision shall occur each

year upon certification of the P1 report. Other modifications are to be performed as necessary or requested by GVCS, including for strategic planning purposes.

Board Meeting Support

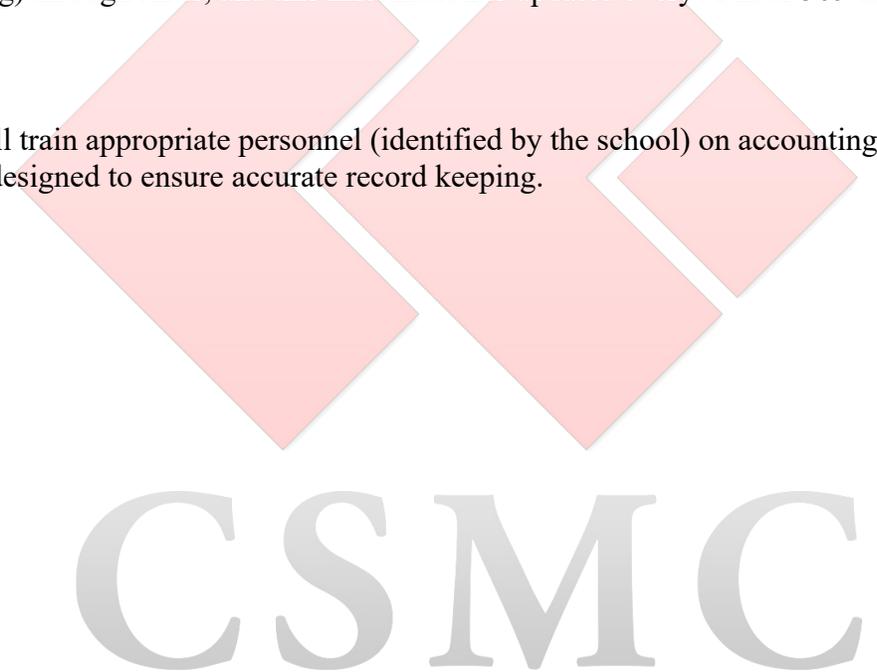
CSMC's School Business Manager or Team member will be available as requested for GVCS board meetings to present financial reports and/or answer financial questions (by teleconference, or in person per prior arrangement).

GVCS may request the School Business Manager's attendance at any of the events that they feel their SBM's presence will provide support.

Additionally, CSMC will provide your board of directors training and access to our Charter Vision system. This will allow the board to retrieve financial statements and "board reports" 24 hours a day, 7 days a week. The information in Charter Vision pulls its content from a variety of sources such as Sage 300 (the accounting system used by CSMC which follows GAAP Accounting) through APIs, and this information is updated every ½ hour 365 days a year.

Training

CSMC will train appropriate personnel (identified by the school) on accounting procedures and practices designed to ensure accurate record keeping.



CSMC

References & Response to Questions that GVCS may have:

CSMC understands that choosing a business back-office service provider like CSMC is an important decision for any organization. For that reason, we are providing a short list of schools and CMOs that we currently work with that have some similarities to GVCS such as being a CMO, size of student population, number of employees, and services that they currently receive.

Current CSMC with Similarities to GVCS									
Organization	CMO	Union	# of Schools	# of Students	# of Employees	Accounting	Payroll	Full Data Services	Full LCAP
Da Vinci Matthew Wunder (CEO) mwunder@davincischools.org	Yes	No	5	1906	262	Yes	Yes	CALPADS SIS Attendance	Yes
ISANA Nadia Shaiq (CEO) nshaiq@isanaacademies.org	Yes	No	6	2952	425	Yes	Yes	CALPADS SIS Attendance	Yes
King Chavez David Wilson (CEO) (619) 395 – 6780	Yes	No	7	1934	227	Yes	Yes	CALPADS SIS Attendance	Yes
New Design Paul Okaiteye Paul.okaiteye@newsignscharter.net	Yes	No	2	1381	122	Yes	Yes	CALPADS SIS Attendance	Yes
Compass Charter Schools Non-Classroom Based JJ Lewis (CEO) jj.lewis@aascalifornia.org	Yes	No	3	1000	85	Yes	Yes	CALPADS SIS Attendance	Yes
Clayton Valley Jim Scheible Jim.scheible@claytonvalley.org	No	No	1	2219	351	Yes	Yes	CALPADS SIS Attendance	Yes
Julian Charter School Jennifer Cauzza (CEO) jcauzza@juliancharterschool.org	Yes	No	6	1700	198	Yes	Yes	CALPADS SIS Attendance	Yes
American Indian Maya Woods (Superintendent) Maya.woods-cadiz@aimsk12.org	Yes	No	3	1311	140	Yes	Yes	Yes	Yes

More references can be provided upon request.

Insurance Requirements

In an attempt to be a responsible partner, CSMC will procure and maintain for the duration of its engagement with GVCS insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of work by the CSMC, its agents, representatives or employees. The broad coverage will include the following:

- (a) Commercial General Liability on an occurrence basis for bodily injury and property damage including products completed operations, personal injury and advertising injury with limits no less than \$2,000,000 per occurrence.*
- (b) Automobile Liability with limits no less than \$1,000,000 per accident for bodily injury and property damage.*
- (c) Workers Compensation Insurance as required by the State of California with Statutory Limits, and Employer's Liability Insurance with a limit of no less than \$1,000,000 per accident for bodily injury or disease.*
- (d) Professional Liability (Errors & Omissions) Insurance appropriate to Provider's profession of financial services with no limits less than \$2,000,000 per occurrence or claim, \$10,000,000 aggregate.*

CSMC carries all insurance necessary and if engaged in a contract with GTA, CSMC will produce certificates for the amounts indicated above, and will indemnify GVCS from any and all liabilities related to its engagement with CSMC.

Conflicts of Interests

CSMC has not been involved in any violations of federal, state or local regulations/laws within the past three (3) years; nor is it involved in any pending or current litigation.

CSMC is not involved in any arrangements with other firms that may pose a potential conflict of interest to the GVCS engagement; or any arrangements that are likely to be made in order to deliver the GVCS engagement.

CSMC

Scope of Services Provided by the SBM and AM Assigned to School

Finance & Accounting:

Budgeting:

- Create annual and multi-year budgets including monthly cash flow projections – CSMC will work with the GVCS leadership team to create annual and multi-year budgets in time for submission to the State and the authorizer. Annual budgets are strategic documents that capture the operations and direction of the Charter School.
- Make budget revisions (as needed and upon Charter School request) – CSMC revises budgets as needed to reflect changing circumstances at the Charter School (e.g. enrollment or personnel changes, grant awards, etc.).
- Updated monthly budget forecasts – CSMC tracks budget to actuals and updates the budget forecast as appropriate.

Financial Statements:

- **Monthly year-to-date financial statements** – CSMC prepares Year to Date (YTD) actual results compared to budget for board meetings or as requested.
- Charter Vision Access for Board Reports - Charter School has access to Charter Vision financial portal, which contains a convenient Board Report function that produces year-to-date financial through the most current closed month. CSMC typically closes books monthly within 15 business days of the following month, provided all supporting documentation has been transmitted to CSMC.
- Monitors cash position – CSMC monitors the Charter School's cash position to anticipate possible cash shortfalls.
- Customized financial analysis – CSMC performs reasonable financial analyses that the Charter School staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms or fulfilling a request of information from the authorizing entity. Upon request, CSMC can also develop financial health analysis so board and staff can quickly focus on the most important financial issues.
- Support in resolving financial issues – CSMC helps the Charter School leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding.

Accounting:

- Setup of Charter School's chart of accounts and general ledger – CSMC sets up and maintains the school's Standardized Account Code Structure (SACS)-compliant chart of accounts.
- Customized account codes – CSMC can add customized account codes for unique features of the Charter School program.
- Restricted funds tracking – CSMC tracks revenue and expenditures by fund, e.g. tracking by implementation grant funds, expenses or Title I expenditures.
- Training using CSMC accounting procedures– CSMC trains Charter School staff on coding and CSMC accounting procedures and practices.
- Transaction recording – CSMC records all transactions in a computerized accounting system that is available for viewing on Charter Vision.

- Journal entries and account maintenance – CSMC prepares and records journal entries and maintains the general ledger according to accepted accounting standards.
- Bank reconciliation – CSMC reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
- Capitalized Assets – CSMC records capital assets in the general ledger according to Charter School financial policy and according to Generally Accepted Accounting Standards. CSMC also records depreciation on an annual basis and maintains a schedule of capitalized assets and accumulated depreciation. Charter School is responsible for tagging and conducting inventory for all fixed assets whether capitalized or non-capitalized for internal control purposes and other compliance reporting
- Charter Vision accounting reports - The Charter Vision portal allows the Charter School and CSMC to generate financial reports on an as needed basis. Charter School can generate reports including, but not limited, to: detailed account activity, including scans of all invoices entered through the accounts payable system; check register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by CSMC); revenues; and general ledger.

Accounts Payable & Receivable:

- Revenue verification – CSMC reviews revenue intake and verifies that the Charter School is receiving accurate amounts of state and federal funds based on its enrollment and other pertinent factors. CSMC reviews revenue intake and verifies through available state Department of Education schedules.
- Revenue collection for improperly calculated payments – if the funds received from the state or the county/district do not reflect the proper amounts and there appears to be a calculation error, CSMC will contact the appropriate officials and alert them of the issue. CSMC will use reasonable efforts to negotiate on behalf of the Charter School in disputes with funding agencies over improperly calculated payments.
- Accounts Payable functions:
 - Invoice processing - CSMC conducts invoice processing for Charter School. After coding from Charter School and approval from the Charter School leader or designee, CSMC enters invoices within 2 business days into financial tracking software. Charter School is responsible for submitting weekly package (unless other time frame is agreed upon) of invoices, deposits, payment documents that conform to CSMC forms and processes.
 - Invoice review - CSMC reviews invoices to assist in the prevention of double payments or double billings on multiple invoices. CSMC alerts Charter School to payment issues with vendors.
 - Invoice payment support - CSMC also verifies that funds are available to pay the bill and notifies Charter School if there are not sufficient funds.
 - Fund verification is only available if there is online read-only bank access and if all checks are processed through CSMC.

Purchasing:

Support with vendor selection – CSMC may provide recommendations of vendors, if requested by GVCS’s leadership team, based on our experience with those that we have seen our schools experience with.

Government & Financial Reporting:

- Preliminary and final budget reports – CSMC prepares and files the preliminary budget report by July 1st (or earlier if required by the authorizer) based on the board adopted budget, unless Charter School agrees to file reports. CSMC also can prepare a final budget upon request.
- Interim financial reports – CSMC prepares and files the two interim financial reports to the county by the December 15 and March 15 (or earlier if required by the authorizer) deadlines.
- Audited financial reports – Subject to timely receipt of information and/or materials from the School and/or the auditor, as applicable, CSMC prepares all financial information for the audit so that the auditor can file reports before state-required deadlines.

SB-740 Compliance:

- SB 740 applications – CSMC works with client to submit SB 740 facilities applications and reimbursements on the Charter School's behalf.
- SB 740 budget compliance – For non-classroom-based schools, CSMC monitors budget compliance with SB 740 and alerts school to potential problems in meeting the requirements for full funding.
- SB 740 funding determination form – CSMC completes, and files the Charter School's funding determination form based on Charter School input.

Business Consulting

- Negotiations – CSMC supports the Charter School director and board in financial negotiations related to issues such as business terms in agreements (non-legal review), facilities, and SPED with SELPAs or districts and others (in non-legal capacity), including developing analyses to support the Charter School's position.
- Strategic Budget Development – CSMC can assist the Charter School director and board with strategic financial planning and budget scenario development.
- Financing support – CSMC assists clients in preparing loan packages and connecting the Charter School with non-traditional/specialized funding.
- Strategic Compliance Development – CSMC can assist the Charter School director and board with strategic compliance calendar planning.

Board Meeting Support

- Board mailouts (Electronic) – Charter Vision allows CSMC, school administrators and board members to automate the emailing of board financial reports. If desired, Charter School can print board meeting materials to have on hand for attendees.
- Board meeting attendance – As requested and pre arranged (subject to availability for in person), CSMC attends board meetings in person or by teleconference, and presents its financial analysis presentation.
- CSMC can provide guidance to assist the board in staying in compliance with the Brown Act.

Facilities

- Facility needs assessment and planning – CSMC works with Charter School to identify available appropriate state funding, create multiple budget scenarios, and help clients think creatively about their facility needs to come up with workable solutions.
- Prop 39 – CSMC provides prior year, current year and upcoming year ADA projections for the preparation of compliant Prop 39 requests and educates Charter School about the Prop 39 process.

Compliance and Accountability

- Compliance support - Charter School is solely responsible for complying with legal requirements. CSMC will provide advice and guidance in a non-legal capacity to support Charter School's compliance efforts. Please note that CSMC's guidance does not constitute professional legal services. Since rules, regulations and interpretations regularly change, Charter Schools should seek independent verification and counsel from their attorneys or other sources to ensure legal compliance.
- Employee files – As noted above, CSMC provides Charter School with templates for employee files, forms, and procedures to assist with compliance efforts. (Note: The Charter School should have an attorney review all legal matters).
- SPED financial reporting – With input and information from Charter School, CSMC provides required SPED financial reports.
- Funding compliance – CSMC makes compliance recommendations regarding funding requirements, such as Federal Public Charter School Grant Program ("PCSGP") implementation grant funding and other restricted funds. Note that funding compliance is especially complex with many requirements the Charter School must satisfy.
- District and state regulation compliance – CSMC can problem solve with the Charter School areas deemed not in compliance with district or state regulations.

Charter Development & Grant Administration

- Financial reports – CSMC will prepare customized financial reports including financial information for grant applications. This financial information will be based upon the expenditure coding provided by GVCS. The grant narratives and programming details will also have to be provided by GVCS.
- Fund accounting – CSMC tracks restricted revenues and expenses based on information received from the Charter School.
- Public Charter School Grant Program (PCSGP) grant reporting – CSMC assists the school in preparing and submitting the PCSGP grant financial report to the CDE.
- The Consolidated Application (ConApp) – CSMC prepares and files the ConApp parts 1 and 2 for eligible schools

Roles and Responsibilities

Clarity on certain roles and responsibilities between CSMC and Charter School will help ensure high quality, timely business services. Table below outlines the roles and responsibilities of both parties:

CSMC	Charter School
<ul style="list-style-type: none"> • Timely and accurate check payments • Payment of invoices according to Charter School’s approval policies • Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors • Payment systems linked to financial statements and creating analyses for informed managerial decision-making • Bank account reconciliations • Invoice/payment research • Advising clients on outstanding checks to ensure adequate cash 	<ul style="list-style-type: none"> • Submission of Payment and Deposit Information • Weekly submission to CSMC of invoices, reimbursement requests, deposits, and other expenditures using CSMC forms and processes • Coding all expenses and non-state funding deposits using CSMC forms and processes and codes from the most recent budget. • Banking: Monitoring and maintaining adequate bank account balances to meet expense obligations • Provide CSMC with online read only access to bank accounts.

Accounting Deadlines and Calendars referenced above shall be provided separately by CSMC.

Late Fees & Warnings:

Weekly Submittal: Charter School will submit a weekly package (unless another time frame has been agreed upon) conforming to CSMC forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to CSMC using CSMC forms/processes. If Charter School fails to submit this package or fails to submit all necessary invoices and receipts to process payment, Charter School will be warned that internal and external reporting will be delayed.

Scope of Support Provided by the CSMC’s Operation Support Team

The CSMC’s Operations Team is supported by a team of past operators, and authorizers. This team will support the GVCS leadership in the following areas as well as areas not listed but the school may consider helpful. **Areas identified by an * may incur additional costs.**

- **Negotiations** – CSMC supports the Charter School director and board in financial negotiations related to issues such as business terms in agreements (non-legal review), facilities, and SPED with SELPAs or districts and others (in non-legal capacity), including developing analyses to support the Charter School’s position.
- **Operations *** - In consultation with the Charter School, CSMC will provide direct operational support to the Charter School. CSMC’s experience as charter school operators and authorizers has enabled CSMC to recently expand its direct on-site support and training.
- **Training ***- CSMC now offers a comprehensive assessment of operational office systems and efficiencies to ensure compliance and efficiency. CSMC provides on-going training to ensure that school site operations run smoothly, and all school staff understand compliance requirements.
- **Real Estate Development** CSMC will work with the Charter School to identify real estate partners, provide budgeting and accounting support for new facilities, and act as facilities advisor to the Charter School.

- **IT infrastructure support *** - CSMC will conduct an IT audit, analyzing the Charter School's current infrastructure before working to identify a cost-efficient solution for supporting its IT needs.
- **Charter Renewal and New Petition Development *** - CSMC's extensive experience working with multiple authorizers enables us to provide an unparalleled level of strategic support and insight in the overall charter petition development and renewal process.
- **CSMC's School Development Division *** will provide robust petition support for existing and future schools.
- **Charter Petition Support *** - CSMC can assist with the creation of charter petitions, petition review, budget and financial plan creation, and advocacy support.
- **Handbooks *** - CSMC will provide the Charter School with resources to create non-financial manuals, including Principal handbooks, Employee Handbooks and Operations Manuals.
- CSMC will create these personnel manuals with support from the Charter School staff, or whole cloth in draft form for the Charter School to review.
- **Communications support, e.g. social media, website, newsletters *** - CSMC has professional experience with the creation and publication of newsletters and other media. CSMC will work with the Charter School to review and redesign its communications function.
- **HR support & systems** - CSMC has 16 years of experience providing Human Resources support for charter schools and looks forward to crafting a hybrid Human Resources solution that works effectively for the Charter School.

Scope of Services Provided by the CSMC Payroll & HR Team

Payroll Support Services

CSMC uses an external payroll processor to accomplish the following tasks. CSMC interfaces between the Charter School and payroll processor and performs quality checking and review so that the School does not need to interact with the payroll processor.

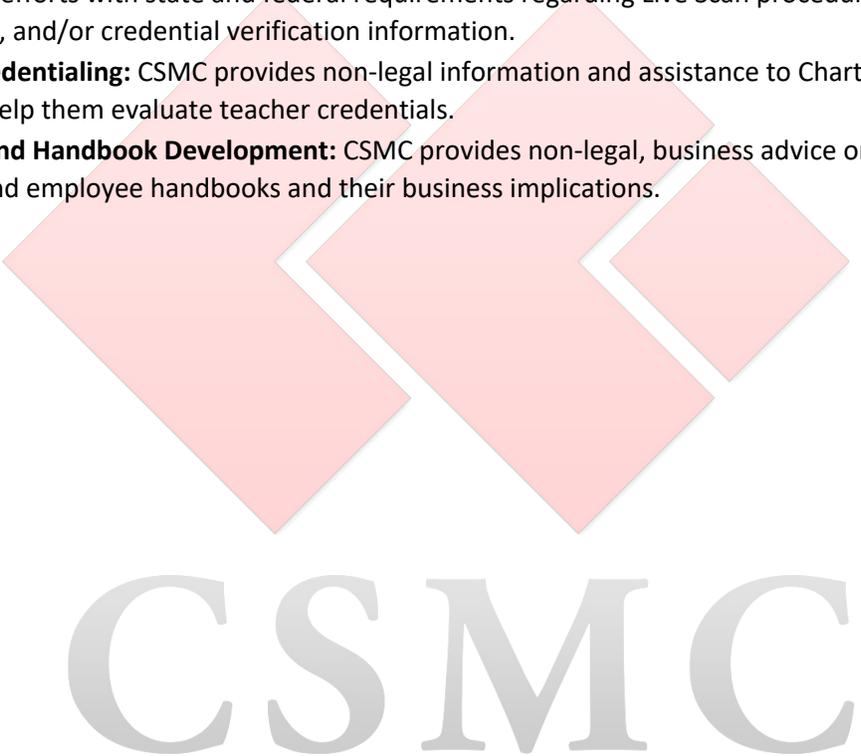
Payroll processing fees will be billed to the school from the external payroll process provider.

- **Payroll Processing:** CSMC calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Charter School representatives. CSMC generates checks for signature by authorized Charter School representatives (or through electronic signature) or facilitates Direct Deposit at the Charter School's request. The fees set forth above include semi-monthly payroll processing.
- **Payroll Reporting:** CSMC and its payroll processor will prepare, and file all required payroll reports for submission to federal and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number. CSMC shall provide payroll reporting services for multiple reporting EDD/tax ID numbers.
- **Payroll Record Maintenance:** CSMC keeps track of employee payroll information. School maintains employee files (based on CSMC-provided template files).
- **W-2 Processing:** CSMC works with payroll processor to prepare W-2 forms, which are mailed to the Charter School, provided that this Agreement remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Charter School, in accordance with CSMC policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of services.

- **IRS, SDI, WC Support:** CSMC assists in resolving payroll tax issues before the IRS and other federal and state reporting agencies in a non-legal capacity. CSMC also assists the Charter School with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports.
- **STRS/PERS and Other Retirement Plan Administration:** CSMC will help the Charter School set up STRS/PERS accounts as requested and make appropriate deductions and payments to the county for STRS and/or PERS based on information provided by the Charter School. Some counties charge separately for this mandated service. The Charter School is responsible for STRS/PERS account set-up, administration and enrollments and any fees from outside parties including late fees and interest levied by STRS/PERS.

Human Resources & Benefits Support Services

- **Employee File Setup:** CSMC provides the Charter School with new hire packets to help support compliance efforts with state and federal requirements regarding Live Scan procedures, TB test information, and/or credential verification information.
- **Teacher Credentialing:** CSMC provides non-legal information and assistance to Charter School leaders to help them evaluate teacher credentials.
- **Contracts and Handbook Development:** CSMC provides non-legal, business advice on employment contracts and employee handbooks and their business implications.



CSMC

Roles & Responsibilities

Clarity on certain roles and responsibilities between CSMC and Charter School will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties.

CSMC	Charter School
<ul style="list-style-type: none"> • Accurate, complete payroll on a semi-monthly basis • Published Payroll Calendar with payroll deadlines • Reminders for payroll deadlines • Final payroll information sent to client for approval by at least one working day prior to Charter School's payroll approval date • Advice on setting up STRS/PERS • CSMC will provide all payroll tax filing and W-2s 	<ul style="list-style-type: none"> • Timecards and Changes: Submission to CSMC of timecards for new hires and other payroll changes by payroll calendar deadlines and using CSMC forms/processes • Payroll Approval: Approval (email or fax) to CSMC by - Payroll Calendar deadlines • New Hires: Timely submission to CSMC of new hire paperwork on CSMC new hire forms • Enrolling (or working with a broker to enroll) staff in any STRS, PERS, 403b, health plans, and other insurance/retirement/contribution/ deduction programs • Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs. • Obtaining all W-9s from vendors

The Payroll Deadlines and Calendars referenced above shall be provided separately by CSMC.

Late Fees and Warnings Related to Payroll

- **Timecards and Payroll Changes:** CSMC shall impose a late fee of \$100 for each business day timecards for hourly staff and payroll changes are submitted late to CSMC based on the published Payroll Calendar. Significant CSMC staff time is necessary to make such late modification. The latest Timecards and Changes can be accepted is three business days prior to Payroll Approval deadlines indicated in the Payroll Calendar.
- CSMC will generate and distribute manual checks, as needed and without charge, for employee terminations and payroll corrections due to CSMC error.

Operations, Training and Compliance

- CSMC will prepare semiannual certifications and/or Personnel Activity Reports for schools to account for salaries paid for with federal funds.
- If appropriate, CSMC will complete After School Educational & Safety program reporting.
- CSMC will place all specific compliance deadlines in Charter Vision for transparency and provide a comprehensive compliance calendar for GVCS leadership, school administrators and staff
- CSMC will arrange for a Professional Development training for school office staff by our Operations and Compliance teams to make sure that they have a clear understanding of the segregation of duties. We know that members of the district's oversight team will look for this and many other important but usually overlooked items during their site visit.
- CSMC's Operations and Compliance Divisions will arrange for Professional Development for school teaching staff to understand what the district's oversight team looks for in the classroom in curriculum delivery as well as support for students with an Individualized Educational Plan.

Cost Proposal

Based on our discussion and understanding, GVCS, wishes to receive a proposal for a 3+year contract to take advantage of the savings associated with a longer contract. The costs associated to each service will be identified, but waived due to the longer contract

Cost Proposal Summary

CSMC COST PROPOSAL

Term of Contract: 2/1/2022 to 6/30/2025

Full-Service Contract (Using CSMC Systems)

Services Selected	41-Month Contract
<i>Full Accounting Services with Full SBM Related Support for all 4 schools</i> <i>Full Payroll Services for All Full and Part-Time Employees (There will be an additional 3rd Party Vendor Fees paid directly to Paycom)</i>	2.50% of Total Annual Revenue Distributed over 12 months (Excluding Local Fundraised dollars)
<i>Full Support in developing the Accountability Plan for the 3schools (*\$8,750 per CDE Code per Year) OPTIONAL SERVICE</i>	*\$ 26,250 (OPTIONAL)
<i>One Time Setup Fee</i>	Waived
Total Annual Contract	
Monthly Rate	

Early Termination Clause: If at any time prior to contract termination date, the client decides to terminate the contract (*without cause*), the client must first provide CSMC with 60 days written notice informing CSMC of the last day of service and shall pay CSMC in immediately available funds a lump-sum amount of 12 months (or balance months of contract whichever is less) termination fee as liquidated damages.

Charter Vision[®]

CharterVision.net is CSMC's easy to use online portal giving each school 24/7 access to their financial standing and reports.

Charter Vision has GTA's real time detailed financial metrics and reports, shared document templates, latest announcements, and upcoming deadlines. Every financial report needed to lead a cutting-edge charter school is available at the tip of your fingers.

Charter Vision Key Features

1. Real-Time Financial Report Access

Get 24/7 access to GTA's vital financial reports in real time. Track accounts receivable and payable, view paid invoices, revenue and expenses by category, cash flow projection and more.

2. Compliance Calendar

Never miss a state-reporting deadline again! On CSMC's Compliance Calendar, you can view GTA's annual state and federal reporting calendar.

3. Subscriptions

Don't have time to log in to Charter Vision? Simply want reports delivered to your e-mail box at a time you choose? With Charter Vision, you can set up subscriptions to have all Charter Vision reports delivered to your e-mail box as often as you would like.

4. Customizable Home Page

You can now customize the home page in a way that works for your specific interest. Interested in Expenses Year to Date? Choose the Expenses Year to Date widget for your home screen. From Revenue to Budget to Projected Net Income, mix and match the financial widgets to fit your needs.

5. Sorting reports by parent organization or by individual schools

If your organization leads more than one charter school, often it can be challenging to get network wide or individual school reports. Charter Vision allows you to sort through every school in your organization with the ease of a drop-down selection. No more searching through multiple files, Charter Vision is your one stop shop.

6. Fiscal Transparency Like No Other

Charter Vision is not just for your school leader or business manager; all key stakeholders can get up to date access to GTA's financial data. Charter Vision is free to CSMC clients, so key staff members, board members, auditors, or anyone you decide can each have their own unique logon.

Charter Vision Board Report Sample



"At CSMC We Rise by Lifting Others"



Financials through May 31, 2021

Monthly Financial Board Report

Prepared for: Your School's Governing Board

Prepared by Your CSMC School Business Manager

Financial Summary

Actual to Budget:

This report is as of **May 31, 2021** compared against our board -approved 2nd interim budget.

YTD Revenues Through **May 31, 2021** are **\$6,814,962** or **3.4% over** our current budget due largely to receipt of \$540k for SB -740 funding earlier than budgeted this year.

YTD Expenses Through **May 31, 2021** are **\$7,614,494** or **4.7% under** our current budget due to several factors: \$88k underspent on personnel related costs or 2% of the total annual budgeted amount, \$175k underspent in materials and supplies, or 26.8%, \$ 179k underspent in Services or 6.6%, depreciation offsets some of the underspending by \$48k of additional expenses as we added capitalized purchases made this year to our depreciation schedule.

Therefore, net income is **(\$799,532)**. As a reminder, our 2nd interim adopted budget reflects an estimated (\$295k) ending deficit.

Balance Sheet:

As of **May 31, 2021**, we had total cash of **\$1,138,814**, short-term liabilities of **\$1,085,872**, and long-term liabilities of **\$549,686**. The ending fund balance is **\$645,460**.

Leadership has been able to carefully manage cash balances throughout the spring deferrals and we are thrilled to report YOUR SCHOOL was able to weather the deferral storm without securing external financing.

CSMC



Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

Current Ratio (Liquidity)

Ability to pay short-term obligations



Current: **1.1** Target: **> 1.0**

Formula:
(Current Assets) / (Current Liabilities)

Cash Ratio

Ability to meet short-term obligations with cash



Current: **104.9 %** Target: **> 100.0 %**

Formula:
(Cash) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds



Current: **2.8** Target: **> 3 months**

Formula:
(Cash + Securities + AR) / (Average Expenses for Past 12 Months)

At the current time, the areas of concern that the school needs to keep a close eye on are ...

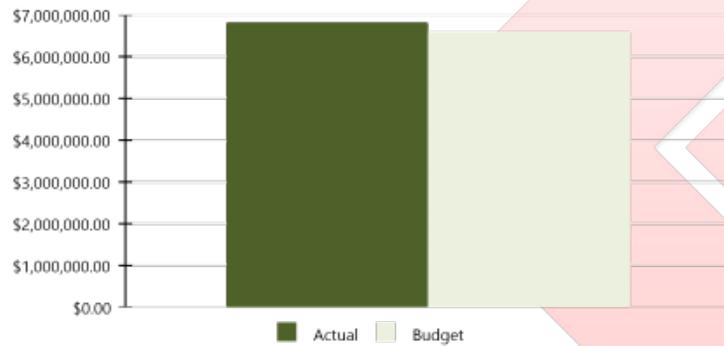


Your School's Financial Snapshot

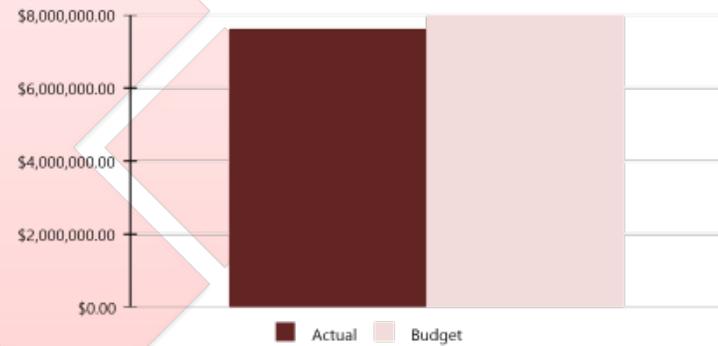
FY 2020-2021, July - May

Cash Balance  **\$1,138,814**

Revenue to Date



Expense to Date



Revenue Summary

Actual	\$6,814,962
Budget	\$6,591,077
Actual to Budget	3.4 %

Expense Summary

Actual	\$7,614,494
Budget	\$7,993,586
Actual to Budget	-4.7 %



Actual to Budget Summary

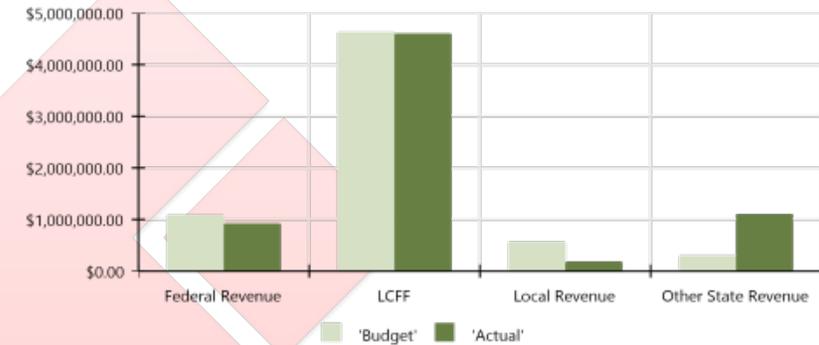
FY 2020-2021, July - May

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in ensuring you receive your revenue in a timely manner and that you stay within the board approved expenditure levels.

Revenue	Expenses	Surplus / (Deficit)
\$6,814,962	\$7,614,494	(\$799,532)

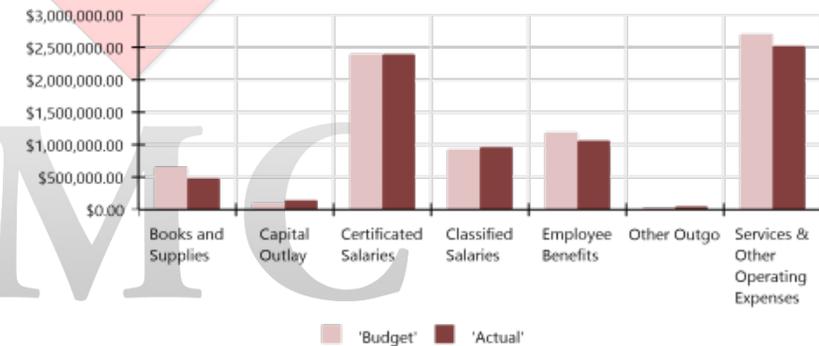
Account Description	July - Last Closed			
	Actual	Budget	Variance \$	Variance %
LCFF	\$4,601,985	\$4,629,425	(\$27,440)	-0.6 %
Federal Revenue	\$922,282	\$1,090,536	(\$168,254)	-15.4 %
Other State Revenue	\$1,106,491	\$300,363	\$806,128	268.4 %
Local Revenue	\$184,204	\$570,753	(\$386,549)	-67.7 %
Total Revenue	\$6,814,962	\$6,591,077	\$223,885	3.4 %

Revenue by Category



Account Description	July - Last Closed			
	Actual	Budget	Variance \$	Variance %
Certificated Salaries	\$2,393,756	\$2,396,439	\$2,684	0.1 %
Classified Salaries	\$964,497	\$926,817	(\$37,680)	-4.1 %
Employee Benefits	\$1,062,007	\$1,185,876	\$123,869	10.4 %
Total Personnel Expenses	\$4,420,260	\$4,509,133	\$88,873	2.0 %
Books and Supplies	\$480,611	\$656,585	\$175,975	26.8 %
Services & Other Operating Expenses	\$2,521,595	\$2,701,059	\$179,464	6.6 %
Capital Outlay	\$144,885	\$96,185	(\$48,700)	-50.6 %
Other Outgo	\$47,143	\$30,624	(\$16,520)	-53.9 %
Total Operational Expenses	\$3,194,233	\$3,484,452	\$290,219	8.3 %
Total Expenses	\$7,614,494	\$7,993,586	\$379,092	4.7 %
Net Income	(\$799,532)	(\$1,402,509)	\$602,977	43.0 %

Expense by Category



Balance Sheet Summary

FY 2020-2021 - May

Liquidity Ratio

1.1

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

Assets	
Current Assets	
Cash	\$1,138,814
Accounts Receivables	\$63,927
Prepaid Expenses	\$22,460
Total Current Assets	\$1,225,201
Fixed Assets	
Buildings and Improvements	\$1,896,116
Computer Equipment	\$197,965
Furniture and Fixtures	\$243,084
Accumulated Depredation	(\$1,421,702)
Total Fixed Assets	\$915,463
Other Assets	
Security Deposits	\$140,355
Total Other Assets	\$140,355
Total Assets	\$2,281,019

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$863,284
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$88,028
Deferred Revenue	\$134,560
Total Current Liabilities	\$1,085,872
Long Term Liabilities	
Loans Payable	\$549,686
Total Long Term Liabilities	\$549,686
Total Liabilities	\$1,635,558
Net Assets	
Restricted Net Assets	\$27,582
Unrestricted Net Assets	\$1,417,410
Profit/Loss YTD	(\$799,532)
Total Net Assets	\$645,460
Total Liabilities and Net Assets	\$2,281,018



Looking Ahead

7/31/2021	ASES attendance and expenditure reports
8/2/2021	Pupil Estimates for New or Significantly Expanding Charters (PENSEC)
8/31/2021	Mandate Block Grant opt-in
9/3/2021	Varies: Special education final expenditure reports for prior year
9/15/2021	Unaudited Actuals Report (for Prior Fiscal Year)
9/30/2021	Clean Energy / Prop 39 prior year expenditures
10/1/2021	Varies: Special education current year Level 3 placement requests; timing varies
10/6/2021	CARES, ESSER, ESSER II, ESSER III expenditure report

CSMC



Charter Vision Looking Ahead

 Looking Ahead	
Your School's Compliance and Financial Reporting Due Dates	
1/31/2022	Annual Financial Audit Report extended deadline Federal Cash Management Data Collection (CMDC) ASES attendance and expenditure reports
2/2/2022	CSMC Webinar, open to all CSMC clients
2/10/2022	CSMC Workshop, Preparing for FPM & State/ Federal Programs Compliance
2/15/2022	Property tax exemption requests due
2/16/2022	CSMC Virtual Office Hours, open to all CSMC clients
2/17/2022	CSMC Workshop, Preparing for FPM & State/ Federal Programs Compliance
2/18/2022	Due Mid February: ASES applications for next year due
2/21/2022	Due Late February: Consolidated Application Winter data collection due
2/23/2022	CSMC Workshop, open to all CSMC clients
2/28/2022	LCAP Supplement needs to be presented/reviewed by Board
3/2/2022	CSMC Webinar, open to all CSMC clients
3/15/2022	Second Interim Financial Report
3/16/2022	CSMC Virtual Office Hours, open to all CSMC clients
3/18/2022	Due Date Varies: Special education MOE pre-test; timing and steps vary
4/1/2022	A-G Completion Improvement Grant plan due
4/4/2022	Due Early April: CARES, ESSER, ESSER II, ESSER III expenditure report Due Early April: P-2 Attendance Report
4/15/2022	Due Date Varies: Special education ADA and enrollment report; timing and steps vary
4/20/2022	CSMC Virtual Office Hours, open to all CSMC clients
4/22/2022	Due Date Varies: Special education federal and level 3 reports; timing and steps vary
4/30/2022	Federal Cash Management Data Collection (CMDC) ASES attendance and expenditure reports SB740 application possibly due
5/2/2022	Due May: Form 990 Return of Exempt Organization Due Date Varies: Special education low incidence reimbursement; timing and steps vary
5/4/2022	CSMC Webinar, open to all CSMC clients
5/16/2022	Due Mid May: Public Hearing for Preliminary Budget and LCAP Due Mid May: Preliminary Budget for next fiscal year
5/18/2022	CSMC Virtual Office Hours, open to all CSMC clients
6/1/2022	CSMC Webinar, open to all CSMC clients
6/15/2022	CSMC Virtual Office Hours, open to all CSMC clients Charter school information survey due to CDE
6/29/2022	CSMC Webinar, open to all CSMC clients
6/30/2022	Consolidated Application (ConApp) Approval of LCAP and Budget
In case you missed it	
11/8/2021	CSMC Workshop, LCAP Version 3.0
11/15/2021	CSMC Workshop, LCAP Version 3.0 Reminder: Public hearing required for Educator Effectiveness Plan
11/17/2021	CSMC Virtual Office Hours, open to all CSMC clients
12/8/2021	CSMC Workshop, open to all CSMC clients
12/15/2021	First Interim Financial Report CSMC Webinar, open to all CSMC clients
12/24/2021	ESSER III required Safety Plan updates
12/30/2021	Educator Effectiveness Plan
1/3/2022	Due Early January: CARES, ESSER, ESSER II, ESSER III expenditure report

Certificate of Insurance:



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
7/23/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER AMIS/ALLIANCE MKTG&INS SVCS/PHS 165749 P: (866) 467-8730 F: (888) 443-6112 PO BOX 33015 SAN ANTONIO TX 78265	CONTACT NAME: PHONE (A/C, No, Ext): (866) 467-8730 FAX (A/C, No): (888) 443-6112
	E-MAIL ADDRESS:
INSURER(S) AFFORDING COVERAGE	
INSURER A: Sentinel Ins Co LTD	INSURER B:
INSURER C:	INSURER D:
INSURER E:	INSURER F:

INSURED
 CHARTER SCHOOL MANAGEMENT CORP CORP.
 43560 RIDGE PARK DR STE 100
 TEMECULA CA 92590

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDD INSR	SUBR WED	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR X General Liab GENL AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC <input type="checkbox"/> OTHER		X	72 SBA AG8896	08/16/2018	08/16/2019	EACH OCCURRENCE \$2,000,000 (DAMAGE TO RENTED PREMISES (Ea occurrence) \$1,000,000 MED EXP (Any one person) \$10,000 PERSONAL & ADV INJURY \$2,000,000 GENERAL AGGREGATE \$4,000,000 PRODUCTS - COMP/PROP AGG \$4,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY			72 SBA AG8896	08/16/2018	08/16/2019	COMBINED SINGLE LIMIT (Ea accident) \$2,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE						EACH OCCURRENCE \$ AGGREGATE \$
	DEF. RETENTION \$ EMPLOYERS COMPENSATION AND EMPLOYERS LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE/IN OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Standard 101, Additional Remarks Schedule, may be attached if more space is required)
 Those usual to the Insured's Operations. Certificate holder is an additional insured per the Business Liability Coverage Form SS0008 attached to this policy.

CERTIFICATE HOLDER MCS Temecula Corporate Center LLC James Crone and Associates Inc. 555 ENTERPRISE ST ESCONDIDO, CA 92029	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Suzanne Castaneda</i>
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NON-COLLUSON FORM:

Sandro Lanni is the President of CSMC and affirms the following:

1. That I am the duly authorized agent of the bidder making the foregoing bid or proposal.
2. That I am fully aware of the facts and circumstances surrounding the making of the contract to which this Form is attached and has been personally and directly involved in the proceedings leading to the procurement of said contract.
3. That bidder has not colluded, conspired, connived or agreed directly or indirectly, with any bidder or person, to put a sham bid or refrain from bidding.
4. That bidder has not in any manner, directly or indirectly, sought by agreement of collusion, or communication or conference, with any person to fix the bid price of affiant or of any other bidder, or to fix any overhead, profit or cost element of said price, or of that of any other bidder.
5. Neither the vendor nor anyone subject to the vendor's direction or control has paid, given, or donated or agreed to pay, give, or donate to any officer or employee of GVCS any money or other thing of value, either directly or indirectly, in procuring the contract to which this Form is attached.

Sandro Lanni
Name (Print)



Signature

President
Title

January 4th, 2022
Date

Charter School Management Corporation (CSMC)
Company

MASTER SERVICES AGREEMENT

BETWEEN CSMC & Golden Valley Charter School

This Master Services Agreement ("Agreement") is entered into as of 2/1/2022 ("Effective Date"), by and between Charter School Management Corporation ("CSMC"), and Golden Valley Charter School ("Charter School" or "Client"), for CSMC's provision of back office services to Charter School on the terms set forth herein:

- 1. Term:** The term of this Agreement shall be from the Effective Date until 6/30/2022 (the "Initial Term"). This Agreement shall automatically renew for consecutive additional 3 year terms unless either party provides written notice of non-renewal to the other at least 60 days prior to the expiration of the then-current term (each, a "Renewal Term"). The Initial Term and any Renewal Term(s) are referred to as the Term.
- 2. Services:** CSMC shall perform the services set forth in Scope of Services attached hereto and incorporated herein, which may include finance and accounting, payroll and human resources support, business consulting, board meeting support, facilities guidance, compliance, and charter development and grants administration support services. Upon mutual written agreement, the parties may modify the scope of Services by revising Scope of Services at any time.
- 3. Excluded Services:** Other than the Services set forth in Scope of Services, CSMC is not responsible for any other services, unless mutually agreed to in writing. Examples of excluded services include, but are not limited to, legal services or legal costs, technology installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant-writing or fund-raising, hiring, meetings with outside parties (e.g., the Charter School Board or authorizer) beyond those meetings required to accomplish the Services, Special Education administration, testing, assessment, compliance with the Every Student Succeeds Act, compliance with government grant requirements, audits, attendance accounting, employee performance reviews, Student Information Systems support, and other outside professional services costs ("Excluded Services"). If the Charter School wishes to obtain Student Information Systems support, the parties shall enter into a supplemental service level agreement that outlines the parameters of all student data services.
- 4. Compensation:** In exchange for CSMC's provision of the Services, Charter School agrees to pay as follows:
 - **Services Fee:** CSMC does not solely base its fees on the number of students at a charter school. Instead, it provides an economic, tailored flat rate that is a result of CSMC's discussion with the school about its specific needs. The fee for Services for Charter School shall be as set forth in Scope of Service ("Services Fee"). This Services Fee shall apply to the provision of Services starting 2/1/2022.
 - **Revision of Services Fee During Term:** Upon mutual written agreement, the parties may modify the Services Fee by revising Scope of Services at any time, e.g. to reflect an agreed-upon change in the scope of Services. CSMC also closely tracks the hours it spends on performing the tasks for Charter School. If at any time CSMC or Charter School believes the Services Fee does not accurately reflect the amount of work and resources expended by CSMC, the parties shall enter into good faith discussions to increase or decrease the Services Fee.
 - **Rate for A La Carte Services:** Should Charter School desire a la carte services at any time during the Term, CSMC would be pleased to provide such a la carte services subject to CSMC's capacity and written agreement. A la carte services shall be provided at the Discounted Fee Rate described in subsection 4.b above, unless the parties mutually agree on another rate.

- The A la carte services may include: grant-writing (e.g., PCSGP), any in-person board attendance beyond 24 hours in a year, drafting new and renewal charter petitions, facility acquisition and lease negotiation support, charter revocation and notice compliance support, and implementation of computer systems.

For services work, CSMC shall send invoices and all fees due to CSMC must be received by CSMC within 30 days of the date of invoice. CSMC reserves the right to suspend the provision of Services in the event an invoice is 30 days past due. Additionally, CSMC retains the right to assess a 1.5% per month (18% per annum) late charge or the maximum legal rate of interest, whichever is less, on unpaid balances that are over 30 days past due. Charter School shall reimburse CSMC for all reasonable costs incurred, including reasonable attorney's fees, in collecting past due amounts owed by Charter School.

5. Charter School Obligations: In addition to the obligations listed in Scope of Services, Charter School shall be responsible for the following:

- **Timely Submission of Information:** In order to provide the Services, CSMC relies on Charter School to provide timely, accurate and complete information, and to cooperate reasonably with CSMC. CSMC shall not be responsible for any missed deadlines if Charter School and/or Charter School's contractors (e.g. auditors) fails to timely provide necessary information and materials to CSMC. A submission is timely under this Agreement if CSMC, in its sole discretion, determines it has sufficient time to complete its required tasks.
- **Right to Rely:** CSMC has the right to rely upon the truthfulness, completeness and accuracy of the information and data provided by Charter School, its directors, officers, employees and agents. CSMC shall not be expected to, and Charter School may not rely on CSMC to, discover and disclose errors, fraudulent financial reporting, and misappropriation of assets, or illegal acts that may exist at one or more schools or offices operated by Charter School. Charter School understands and agrees that CSMC has no responsibility to identify and communicate deficiencies in Charter School's internal controls as part of CSMC's provision of Services under this Agreement.
- **Notice of Material Changes:** Charter School shall immediately inform CSMC of any material change in Charter School or Charter School's operations that might impact CSMC's ability to provide the Services under this Agreement.
- **Compliance:** CSMC's services will assist Charter School's back office operations, but CSMC shall not be responsible for auditing Charter School's information and operations for completeness and compliance. Charter School is solely responsible for adopting and adhering to reasonable policies and procedures, and for ensuring the Charter School remains in compliance with all applicable rules and regulations, its charter(s) and any MOUs or other contracts, and sound fiscal operations.
- **Direction:** Charter School acknowledges that by providing the Services, CSMC performs an advisory and task-related function, and therefore provides the Services at the direction of Charter School. Charter School retains ultimate decision-making authority on the execution of agreements, transactions and payments, and the determination of rights, processes, controls and obligations rests entirely in the discretion and control of Charter School. The Charter School is responsible for attendance tracking and reviewing employee performance

6. Document Retention: Charter School shall be responsible for providing CSMC with all records pertinent to the Services, including information stored electronically such as e-mails and other computerized records. Charter

School agrees to retain, and not destroy, such records for the duration of any period mandated by applicable laws. CSMC shall retain its files for 3 years or may return them to Charter School, after which time CSMC shall destroy its files unless Charter School requests in writing that CSMC retain files for shorter or longer retention period.

- 7. No Legal Services:** Charter School acknowledges and agrees that CSMC does not provide legal services or licensed accounting services, and such licensed professional services are not included within the services which CSMC may provide under this Agreement. Charter School agrees to consult a lawyer and/or licensed accountant if Charter School seeks legal or accounting advice, and shall not rely on CSMC for such advice, consultation or services.
- 8. Support Regarding Charter Notices and Revocation:** Unless expressly included within the Services or otherwise mutually agreed upon by the parties, CSMC shall not be responsible to perform any services related to any charter revocation, notice to cure, notice of concern or related notices, and CSMC shall not be responsible for performing any services related to any closure of any school operated by Charter School.
- 9. Limitation of Services:** CSMC cannot guarantee that the Services it provides under this Agreement will yield the results sought by Charter School. CSMC will use good faith efforts in providing Services to secure the reasonable objectives sought by Charter School during CSMC's performance of its Services under this Agreement. Charter School understands and agrees that it is retaining CSMC to perform only those Services defined herein and in Scope of Services. Charter School agrees that CSMC will have no liability for, or indemnity obligations arising out of, CSMC's provision of any services, task or work not included within the definition of Services.
- 10. Limitation of Liability:** The parties agree that CSMC's liability for any and all claims, damages and costs (including legal fees) of the Charter School arising from this Agreement is limited to the amount of fees paid by the Charter School to CSMC for the services rendered under this Agreement. In addition, Charter School expressly agrees to waive (among other damages) any and all punitive and exemplary damages in any proceeding.
- 11. Limitation of Liability for Referral:** The Services which CSMC is required to perform under this Agreement do not include referring Charter School to any other service provider, person or company. If CSMC is asked and elects to make a referral, Charter School acknowledges and agrees that Charter School shall be solely responsible for interviewing, researching, and retaining any such service provider, person or company, and Charter School shall rely on its own assessment in making any hiring decision. CSMC does not warrant or guarantee the services, work or results of any service provider, person or company which CSMC may refer to Charter School.
- 12. Employee Recruitment Restriction:** Charter School recognizes and acknowledges that CSMC expends considerable time and effort and incurs substantial costs in recruiting, training, and retaining qualified personnel. Charter School agrees to not hire as an employee or independent contractor, either directly or indirectly, any employee of CSMC, who has provided services to Charter School under this Agreement, during the term of this Agreement and for period of 6 months after such person's termination of employment with CSMC. Charter School agrees that a breach of the foregoing restriction would cause irreparable harm to CSMC's business and the damages therefrom would be difficult if not impossible to measure. Consequently, if Charter School breaches this provision, Charter School agrees to pay to CSMC an amount equal to 25% of the individual's projected annual compensation from CSMC.
- 13. Governing Law and Dispute Resolution:** This Agreement shall be construed in accordance with the laws of the State of CA. CSMC and Charter School agree that any and all disputes or controversies of any nature relating to or arising at any time under this Agreement or otherwise in connection with the rights and obligations under this Agreement shall be resolved by binding arbitration, which shall constitute the sole forum for any disputes between the parties to this Agreement. This means by signing this Agreement, each party is waiving the right to take court action and is waiving the right to a jury. Each party also agrees to, and hereby does, waive any right to compel the other party to participate as a defendant, cross-defendant or in any other capacity in any court action, including any action for indemnity. Arbitration shall be governed by the JAMS Comprehensive Arbitration Rules and Procedures conducted in California. The parties to this Agreement further agree that any arbitration demand must be filed with JAMS

within 12 months from the time of any breach of this Agreement, and that any claim commenced or filed after that time shall be time - barred as a matter of law.

14. Termination:

- A. Either party may terminate this Agreement for breach of a material term or condition of this Agreement upon 60 days written notice to the other party. Such written notice shall specifically identify the breach and provide 30 days to cure. Upon any termination under this section, Charter School shall pay CSMC for all services rendered by CSMC prior to the effective date of termination.
- B. CSMC may terminate this Agreement immediately upon written notice and without liability in the event: (i) Charter School, in CSMC's reasonable judgment, violates any of its obligations described in Section 4. Upon any termination under this section, Charter School shall pay CSMC for all services rendered by CSMC prior to the effective date of termination, and Charter School shall also pay CSMC for any and all costs resulting from such early termination, such as costs related to demobilization.
- C. **Early Termination Clause:** If at any time prior to contract termination date, the client decides to terminate the contract (*without cause*), the client must first provide CSMC with 60 days written notice informing CSMC of the last day of service and shall pay CSMC in immediately available funds a lump-sum amount of 12 months (or balance months of contract whichever is less) termination fee as liquidated damages.

15. Insurance: Charter School represents and warrants that it has obtained property general liability insurance, workers compensation insurance, automobile insurance (to the extent applicable), and insurance coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability as may be required and in amounts as set forth in its charter(s).

16. Indemnification: Charter School shall indemnify CSMC and hold harmless its directors, officers, employees, and agents from and against any and all actions, claims, damages and losses, including attorney's fees that may arise out of or in any way result from the negligent or intentional acts, errors, or omissions of Charter School. To the extent that Charter School properly directs CSMC, and to the extent that CSMC fails to properly perform the Services, CSMC shall indemnify and hold Charter School and its officers and employees harmless from and shall defend at its own expense all claims, demands, or suits at law or equity arising in whole or in part, but only to the extent that they arise from CSMC's active negligence or express breach of its obligations under this Agreement. Nothing in this Agreement shall require CSMC to indemnify Charter School against claims, demands or suits based upon intentional or negligent acts of Charter School, its agents, officers or employees.

17. Proprietary Information: The parties acknowledge and agree that in the course of this Agreement they may have access to certain information proprietary of each other, which may include but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information, and employee information (collectively, the "Proprietary Information"). Each party's Proprietary Information shall be and remain the sole property of that party at all times. Each party shall maintain the confidentiality of all Proprietary Information to the extent applicable and shall not divulge such information to any third parties, except (i) as may be necessary for the discharge of its obligations under this Agreement and (ii) as required by law. Each party shall take reasonable precautions against disclosure of any of the other party's Proprietary Information to unauthorized persons by any of its officers, directors, employees or agents. In the event that either party receives a request for disclosure of the other party's information, including Proprietary Information, (whether pursuant to a CA Public Records Act request or otherwise), the party that received the request shall provide the other party with prompt notice of the request. Each party agrees to keep all communications and work product confidential to the extent allowable by law.

18. No Joint Venture: The parties acknowledge that they will not hold themselves out as an agent, partner or co-venturer of the other and that this Agreement is not intended and does not create an agency, partnership, joint venture or any other type of relationship except the contract relationships established herein. CSMC shall be free to provide similar services for other clients.

- 19. Parties Are Sole Obligor:** This Agreement is entered into by the Charter School for itself alone and not on behalf of, or as an agent for, any other entity, agency, school, or school district. Any obligation of the parties to this Agreement is and shall remain the sole responsibility of the parties. CSMC agrees that no employee, executive, officer or director of Charter School shall be personally liable for payment or any breach of this Agreement, and that CSMC may only look to Charter School for payment or performance of the obligations required under this Agreement. Likewise, Charter School agrees that no employee, executive, shareholder, officer or director of CSMC shall be personally liable for payment or any breach of this Agreement, and that Charter School may only look to CSMC for payment or performance of the obligations required under this Agreement. In addition, CSMC will be providing Services only to Charter School under this Agreement, and will not be required to perform work or services to any company or person affiliated with Charter School.
- 20. Communication Between Parties:** Charter School will direct all communication to the CSMC Account Manager and/or the School Business Manager. CSMC will direct all communication to Charter School’s designated primary contact defined in the Notice section below.
- 21. Notice:** All notices, requests, offers or demands or other communications (each, a “Notice”) given to or by the parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the party to whom Notice is to be given, by electronic mail at the address below, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the party to whom Notice is to be given, at such party’s address set forth below, or such other address for such party as shall be specified in a Notice given in accordance with this Section.

For CSMC	For Charter School
CSMC 43460 Ridge Park Drive Temecula, CA. 92590 Attention: Sandro Lanni slanni@csmci.com	Golden Valley Charter Schools 1000 River Oak Rock Drive Folsom, CA. 95630 Attention: Caleb Buckley cbuckley@goldenvalleycharter.org

- 22. Headings:** The descriptive headings of the sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.
- 23. Assignment:** Charter School shall not assign this Agreement, any interest in this Agreement, or any of its rights or obligations under this Agreement without the express prior written consent of the CSMC. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns. CSMC reserves the right, in its sole discretion, to subcontract Services to qualified subcontractors.
- 24. Entire Agreement:** This Agreement, including its attachments, constitutes the entire agreement between the parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.
- 25. Compliance with Laws:** Each party agrees to comply with all applicable laws in connection with the performance of such party’s obligations under this Agreement and the operation of such party’s business. As used herein, “law” means any federal, state, local or foreign law, statute, ordinance, franchise, permit, concession, license, write, rule, regulation, order, injunction, judgment or decree.
- 26. Amendments:** No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both parties.

- 27. No Waiver:** No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.
- 28. Severability:** If any provision of this Agreement is invalid or contravenes CA law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.
- 29. Counterparts- Electronic Signatures:** This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed copy or .PDF copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

Please note that CSMC does not provide legal services and all work should be reviewed by Charter School's legal counsel as appropriate. Please also note that we will review and possibly revise these fees after the first year if there are appreciable student enrollment changes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

Charter School Management Corporation	Golden Valley Charter Schools
Name: <u>Sandro Lanni</u>	Name: <u>Caleb Buckley</u>
Title: <u>President</u>	Title: <u>Executive Director</u>
Date: <u>1/31/2022</u>	Date: <u>2/01/2022</u>

CSMC

Zachary Phillips

Faculty Chair Golden Valley Orchard

Board Report February 3, 2022

Dear Board of trustees and chairperson,

Since our last board meeting the students and the teachers have really settled into the new year, each grade is now facing their upcoming grade and looking the part. This is the time of the year when we will start to see our students reflecting their upcoming grade more.

We celebrated the 100th day of school, more so in the lower grades, but the eighth grade calculated how many Fridays we have left to sell pizza, and we have 14 remaining Fridays in the school year!

The highlight of last month was a weeklong event: The Great Kindness Challenge! It was held together and orchestrated by Jordan Todd our 2nd grade teacher, and Michelle McDonough, our 4th grade teacher. Each day brought a new spirit day, all in the spirit of kindness, and many students young and old were using the language of virtues hourly. During the week we decorated our classroom doors with messages of kindness, and we are all going to have doughnut parties for our participation.

At the end of my last board report, I expressed a concern of the teachers that the covid surge was causing serious concerns about being able to finish the school year all together. This last month has shown that we can respond within the protocols we have established. The administration and the support from the central office turned the testing and the contact tracing into overdrive and we feel confident that we have effectively contained an outbreak that could have ruined us. For this, my colleagues and I are so grateful and evermore confident that we will finish the school year all together.

With warmth,

Zachary Phillips

Faculty Chair report
Jenni Walthard
GVCS River School
Feb 2, 2022

January was a bumpy road of inconsistent attendance, teaching, and learning due to many students and staff quarantining with COVID. It seems that things are finally beginning to calm down in many classes. The current challenge is catching students up, reteaching concepts, and scaffolding for different levels of learning.

Current points of interest at the River School

- Faculty has been joyfully practicing for our Friday Gathering offering this week
- Our Festival Committee, consisting of our wonderful kindergarten teachers, proposed an “in house” May Day celebration which was approved by faculty. Eight and first grades will participate in the traditional May Pole dance during school time on Friday, May 6. This gives the whole student body the opportunity to come together and honor the tradition.
- Student council is holding a Kindness challenge the week of February 14.
- Classes working consistently with the support of Farmer Jim on beautifying the garden. It is thriving in their care!
- Faculty sharing out on ideas and treasures from the Alliance Conference, so we can all benefit from the renewal

BOD Faculty Report 2.2022

As the Interim Faculty Chair, I wish to offer this report
submitted by class teachers with classroom activities at GVTS.

Our teachers are one of our greatest assets, for it is they who are most responsible for making our school such an extraordinary educational offering for their students. We are fortunate to have an entire team of gifted teachers. I am inspired and humbled by their daily offerings.

I enjoy opportunities to share insights about our individual classes. Each teacher has added a snippet of thoughts and activities from their classrooms:

The Willow Class finished out 2021 with a pine salve making day after weeks of collecting pine tar sap on our hikes (hopefully these "presents" made it to Christmas for the parents...). Since returning to school we have been busy making gnome traps, harvesting ice, making paper snowflakes, exploring different shades of purple watercolor, and acting out the Bremen Town Musicians. We even joined forces with the Aspen's during Ms. Beth's absence to make our own puppet plays! We are looking forward to the coming weeks of making Valentines, celebrating more birthdays, exploring green watercolor, and returning to our weekly visit to the creek!

The Aspen Kindergarten class has been busy living deeply into the fairy tale of the Bremen Town Musicians, singing songs about it, helping teachers put on a puppet play, and finally, this week, acting it out themselves. It is so fun to see them get so immersed in a story and find such joy in it, and the play this week has been full of dramatic acting, enthralled audience members, and lots of laughter. During our outside time, we began to join the Willow Class on the playground near the modulars, which is currently full of amazing snow caves and forts that have formed under the picnic tables and logs. It is sweet to see those inter-class friendships grow, particularly among the rising first grade. Looking ahead, we are excited to have some fun celebrating love as we move toward Valentine's Day!

The Chickarees and Dragonflies just began their second math block. Chickarees are learning about regrouping numbers using manipulatives and t-charts, further exploring the relationship between all operations. Dragonflies are learning place value this week and will be transitioning into times tables next week. In handwork we are continuing to work on knitting by making a square which we will stitch together and stuff to make it into a chicken! After visiting the third-grade class on Monday, the children have also been very excited to spend some of their recess time crafting things to "sell" in their homemade Little One Shops.

Grade Three is deep in learning about measurement – both dry and liquid. We have been playing with weighing items on scales, learning about the Capacity Kingdom and working diligently to hone in on our crochet skills. We are also enthusiastically learning a new 3-part round song and are busy as ever at recess time creating stores and wares owned and operated by their Little Ones.

Grade Four has just completed their first fraction block in which they have focused their studies around food and sharing. Each student took turns bringing in a food item (we were treated with apples, brownies, quesadillas, popcorn and more!), and we designed our math work based on sharing our food. Through food, we learned to add fractions with like denominators, balance improper fractions into mixed numbers, and find equivalent fractions. We celebrated our final day of our fractions block today by going on a fraction treasure hunt, recognizing that fractions are everywhere: in the clock, when we cook, on plant leaves, on rulers, on gas tanks and windows and book shelves, and more! It was fun to put all our culminated fraction knowledge to use, then end with adding up mixed numbers with pancakes ($2 \frac{3}{4} + 3 \frac{2}{4} = 6 \frac{1}{4}$ pancakes). We've also begun our journey playing ukulele this January, learned to fold window stars in multiple ways, and continued practicing wet-on-wet watercolor painting. Next up: learning to cross stitch and returning to our language arts block on Norse Myths.

The Mountain Lion class have just finished up Physics discovering some mysteries of light and observing and witnessing how sound moves through different objects. The students are enjoying the legends of Julius Caesar and the Gladiators of Ancient Rome and will continue to relish in these stories and Roman innovations for another week. They will then enter the Middle Ages. The 5th and 6th graders are also enjoying music and have been practicing their violins for over a month. When they play together it is a beautiful sound.

Warmly, Barbara Linares

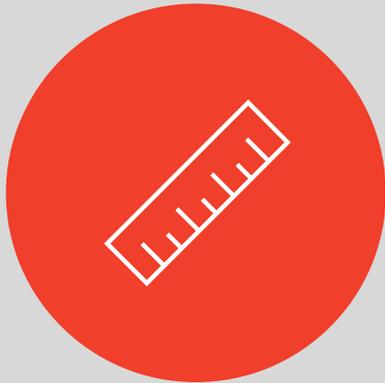


MID-YEAR LCAP UPDATE

Golden Valley Orchard School

February 9, 2022

GVOS Mid-Year LCAP Update



GOAL METRICS
UPDATE



GOAL EXPENDITURE
UPDATE



BUDGETARY IMPACT

Goal 1: The school will provide students with appropriate learning environment and conditions

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
GV evaluation process and forms	100% were evaluated in 2020-21. Due to pandemic, not teachers we formally observed in-person.	In progress. The evaluation process is typically completed in the Spring.	100% of teachers will be formally evaluated in-person and will achieve 75% of their evaluation in "Meeting Expectation" range.
Attendance rate of teachers attending professional development opportunities.	Due to pandemic, PD was offered online via Zoom or online self-study during the 2020-21 school year	Over 95% of full-time teachers have attended PD offered at in-service days at GVOS.	95% of full-time teachers will attend annual professional development opportunities in person.
Monitoring teachers' credential status	91% teaching staff fully credentialed	77% of certificated positions are held by staff that hold a preliminary or clear teaching credential	100% of teaching staff fully credentialed.

Goal 1: The school will provide students with appropriate learning environment and conditions

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Induction Program	\$12,000	\$13,850
2	School Site	\$245,350.00	\$166,137
3	Teaching Staff	\$592,350	\$379,985

Goal 2: The school will provide a high-quality educational system and comprehensive instructional public Waldorf inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability targets.

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Smarter Balanced Math	The 20-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP	CAASPP testing to begin Spring 2022.	Increase or maintain percentage of students who have met or exceeded standard on the Math CAASPP
Smarter Balanced ELA	The 20-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP	CAASPP testing to begin Spring 2022.	Increase or maintain percentage of students who have met or exceeded standard on the ELA CAASPP
Broad Course of Study for all students	In 20-21, all students had access to a broad course of study	All students have access to and receive instruction, aligned to content standards, as well as any necessary interventions and accommodations.	All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220.
Fastbridge ELA	2021 data will become baseline	aReading: 67% of students are meeting or exceeding grade level benchmarks (Fall data) AUTOREading: 55% of students are meeting or exceeding grade level benchmarks (Fall data)	Maintain or improve performance as measured by Fastbridge aReading and AUTOREading.
Fastbridge Math	2021 data will become baseline	aMath: 47% of students are meeting or exceeding grade level benchmarks (Fall data) CBMmath: 51% of students are meeting or exceeding grade level benchmarks (Fall data)	Maintain or improve performance as measured by Fastbridge aMath and CBMmath.

Goal 2: The school will provide high-quality educational system and comprehensive instructional public Waldorf inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability targets.

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Educational Support Staff	\$127,403	\$78,738
2	Intervention Curriculum	\$2,000	\$678.56
3	Instructional Aides	\$100,000	\$60,843
4	Professional Development	\$1,000	\$1,000
5	Supplemental Instructional Materials and Supplies	\$20,000	\$23,455
6	Specialty Class Staff	\$131,830	\$61,530
7	Illuminate DnA	\$4,610.28	\$6000

Goal 3: The school will enhance parent engagement and improve communication among home and school stakeholders educational partners.

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Maintain strong parent communication--measured by Aeries Communication/ Parent Square at GVOS	In 20-21, 100% of the school utilized Parent Square to communicate with families. The school also will be utilizing the Aeries platform starting in the 21-22 school year.	100% of all GVOS families utilize the Parent Square platform.	100% of school will utilize Aeries Communication/ Parent Square to communicate with parents.
Provide Parent Enrichment opportunities to all parents.	In 20-21, GVOS was able to offer 7 virtual parent enrichment opportunities on various relevant topics.	GVOS has offered 1 parent enrichment opportunity.	GVOS will offer enrichment opportunities for all parents.

Goal 3: The school will enhance parent engagement and improve communication among home and school stakeholders educational partners.

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Parent Engagements, Support Services, and Supplies	\$2,000	\$0
2	Aeries Communication/ Parent Square	\$7,200	\$4,100
3	Parent Enrichment Opportunities	\$1,000	\$0
4	Parent Circle	\$0	\$0
5	Diversity, Equity, and Inclusion Committee	\$500	\$0

Goal 4: The school will promote a complete education, both academically and socially, by providing support systems to ensure that all students can successfully access the curriculum.

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Maintain student attendance above the 95% average.	97.442%	84.64%	More than 95%
Decrease pupil chronic absenteeism rate annually between 0.1-0.3%	4.37%	2.29%	4.07% or lower
Maintain 1% or lower suspension rate	0.1%	0.76%	1.00% or lower
Students in grade 5 and higher will participate annually in the GVOS Feedback survey	Students in grades 5-8 were provided an opportunity to participate in the GVOS feedback survey via link in Google Classroom.	Survey will be given in Spring 2022 to students in grades 5-8.	Students in grades 5-8 will be provided with an opportunity to participate in the annual feedback survey.

Goal 4: The school will promote a complete education, both academically and socially, by providing support systems to ensure that all students can successfully access the curriculum.

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Social-Emotional Screener and Interventions	\$0 (included in Fastbridge)	\$0
2	Student Survey	\$100	\$0

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget

Budget Item	Projected 21-22 Budget Amount	Actual 21-22 Budget Amount	Difference
Total LCFF Funds	\$1,425,498	\$2,441,230	+\$1,015,732
LCFF Supplemental and Concentration Grants	\$127,233	\$120,280	-\$6,953
All other state funds	\$872,271	\$431,858	-\$440,413
All local funds	\$72,634	\$35,000	-\$37,634
All federal funds	\$0	\$0	\$0
Total projected revenue	\$2,370,403	\$2,770,096	+\$399,693
Total budgeted general fund expenditures	\$2,563,582	\$2,966,574	+\$402,992

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley Orchard	Caleb Buckley, Executive Director	cbuckley@goldenvalleycharter.org (916) 597-1478

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The LEA used the feedback from its educational partners from the LCAP process to help prioritize the focus and use of the one-time funds. The funds were used to ensure that students could be physically at school to the greatest and safest extent possible. The funds were also used to address the learning loss that occurred during remote learning and ways to accelerate learning in students.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

LEA does not receive a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA used the feedback from its educational partners from the LCAP process to help prioritize the focus and use of the one-time federal funds (such as the LLMF and ELO-G funds). The top priorities were keeping students in school and to address the learning loss that was the result of remote learning from the previous two school years.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

LEA did not receive ESSER funds or ARP funds other than those that were part of the ELO-G funding. The LEA implemented the ELO-G plan that was approved by the local governing board in Spring 2021 and engaged the LEA educational partners in the development of the plan. The LEA is using these funds to develop social-emotional supports for students and staff, and to develop intensive academic intervention services in an after-school setting utilizing community-based organizations and partners.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The LEA is prioritizing unduplicated pupils and students with disabilities to receive additional services and supports with the additional funds (ex. ELO-G and ELO-P funding). The funds were used to ensure that students could be physically at school to the greatest and safest extent possible. The funds were also used to address the learning loss that occurred during remote learning and ways to accelerate learning in students. Supporting the social-emotional health and wellbeing of the LEA’s staff and students also was an identified need and the LEA plans to prioritize a portion of funding for training, services and supports in this area.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

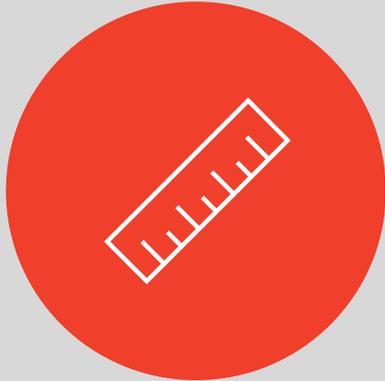


MID-YEAR LCAP UPDATE

Golden Valley River School

February 9, 2022

GVRS Mid-Year LCAP Update



GOAL METRICS
UPDATE



GOAL EXPENDITURE
UPDATE



BUDGETARY IMPACT

Goal 1: The school will provide students with appropriate learning environment and conditions

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Teachers will be evaluated using the approved Golden Valley evaluation process and forms	100% of teachers evaluated	In progress. The evaluation process is typically completed in the Spring.	100% of teachers evaluated
Attendance rate of teachers attending professional development opportunities.	Due to pandemic, PD was offered online via Zoom or online self-study during the 2020-21 school year	Over 95% of full-time teachers have attended PD offered at in-service days at GVOS.	Teacher attendance rates for annual professional development opportunities will be at least 95%.
Monitoring teachers' credential status	95% teaching staff fully credentialed	100% of certificated positions are held by staff that hold a preliminary or clear teaching credential	100% of teaching staff fully credentialed.

Goal 1: The school will provide students with appropriate learning environment and conditions

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Summer Waldorf Training	\$2,800	\$3,911
2	Waldorf Certification	\$32,000	\$34,934
3	Induction Program	\$4,100	\$12,300
4	Mentorship	\$7,200	\$840
5	Evaluation	\$6,000	\$0

Goal 2: The school will provide a high-quality educational system and comprehensive instructional public Waldorf inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability targets.

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Smarter Balanced Math	The 20-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP	CAASPP testing to begin Spring 2022.	Increase or maintain percentage of students who have met or exceeded standard on the Math CAASPP
Smarter Balanced ELA	The 20-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP	CAASPP testing to begin Spring 2022.	Increase or maintain percentage of students who have met or exceeded standard on the ELA CAASPP
Broad Course of Study for all students	In 20-21, all students had access to a broad course of study	All students have access to and receive instruction, aligned to content standards, as well as any necessary interventions and accommodations.	All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220.
Fastbridge ELA (aReading)	2021 data will become baseline	64% of students are meeting or exceeding grade level benchmarks (Fall data) AUTOreading: 63% of students are meeting or exceeding grade level benchmarks (Fall data)	Maintain or improve performance as measured by Fastbridge Reading.
Fastbridge Math (aMath)	2021 data will become baseline	56% of students are meeting or exceeding grade level benchmarks (Fall data) CBMmath: 61% of students are meeting or exceeding grade level benchmarks (Fall data)	Maintain or improve performance as measured by Fastbridge Math.

Goal 2: The school will provide high-quality educational system and comprehensive instructional public Waldorf inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability targets.

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Professional Development	\$1,000	\$1,000
2	Analysis of Assessments	\$0	\$0
3	Educational Support Services	\$139,525	\$57,232
4	Illuminate DnA	\$5,175.80	\$6,583

Goal 3: The school will enhance parent engagement and improve communication among home and school stakeholders educational partners.

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Provide Parent Enrichment opportunities to all parents.	In 2020-21, GVRS was able to offer 7 virtual parent enrichment opportunities on various relevant topics.	GVRS has offered 1 parent enrichment opportunity.	GVRS will offer parent enrichment opportunities for all parents.
Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs.	Full implementation according to the local indicator self-reflection tool: Fall 2021 Dashboard.	Parent feedback survey to go out Spring 2022. There was no Town Hall in the fall, but one will be held in the Spring.	Full implementation and sustainability according to the Fall 2024 Dashboard

Goal 3: The school will enhance parent engagement and improve communication among home and school stakeholders educational partners.

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Parental Involvement	\$0	\$0
2	Aeries Communication/ Parent Square	\$7,500	\$5,002
3	Parent Enrichment Opportunities	\$1,000	\$0
4	Enrollment	\$0	\$0

Goal 4: The school will promote a complete education, both academically and socially, by providing support systems to ensure that all students can successfully access the curriculum.

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Maintain student attendance above the 95% average.	97.442%	86.21%	More than 95%
Decrease pupil chronic absenteeism rate annually between 0.1-0.3%	2.24%	2.40%	1.94% or lower
Maintain 0.5% or lower suspension rate	No suspensions during 2020-21 school year	1.03%	0.5% or lower
Students in grade 5 and higher will participate annually in the GVOS Feedback survey	Students in grades 5-8 were provided an opportunity to participate in the GVRS feedback survey via link in Google Classroom.	Survey will be given in Spring 2022 to students in grades 5-8.	Students in grades 5-8 will be provided with an opportunity to participate in the annual feedback survey.

Goal 4: The school will promote a complete education, both academically and socially, by providing support systems to ensure that all students can successfully access the curriculum.

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Social-Emotional Screener and Interventions	\$0 (included in Fastbridge)	\$0
2	Student Survey	\$100	\$0

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget

Budget Item	Projected 21-22 Budget Amount	Actual 21-22 Budget Amount	Difference
Total LCFF Funds	\$2,859,469	\$2,516,470	-\$342,999
LCFF Supplemental and Concentration Grants	\$147,603	\$139,212	-\$8,391
All other state funds	\$195,989	\$472,004	+\$276,015
All local funds	\$81,160	\$40,000	+\$40,000
All federal funds	\$0	\$0	\$0
Total projected revenue	\$3,136,618	\$3,028,474	-\$108,144
Total budgeted general fund expenditures	\$2,979,030	\$3,214,864	-\$235,834

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley River	Caleb Buckley, Executive Director	cbuckley@goldenvalleycharter.org (916) 597-1478

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The LEA used the feedback from its educational partners from the LCAP process to help prioritize the focus and use of the one-time funds. The funds were used to ensure that students could be physically at school to the greatest and safest extent possible. The funds were also used to address the learning loss that occurred during remote learning and ways to accelerate learning in students.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

LEA does not receive a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA used the feedback from its educational partners from the LCAP process to help prioritize the focus and use of the one-time federal funds (such as the LLMF and ELO-G funds). The top priorities were keeping students in school and to address the learning loss that was the result of remote learning from the previous two school years.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

LEA did not receive ESSER funds or ARP funds other than those that were part of the ELO-G funding. The LEA implemented the ELO-G plan that was approved by the local governing board in Spring 2021 and engaged the LEA educational partners in the development of the plan. The LEA is using these funds to develop social-emotional supports for students and staff, and to develop intensive academic intervention services in an after-school setting utilizing community-based organizations and partners.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The LEA is prioritizing unduplicated pupils and students with disabilities to receive additional services and supports with the additional funds (ex. ELO-G and ELO-P funding). The funds were used to ensure that students could be physically at school to the greatest and safest extent possible. The funds were also used to address the learning loss that occurred during remote learning and ways to accelerate learning in students. Supporting the social-emotional health and wellbeing of the LEA’s staff and students also was an identified need and the LEA plans to prioritize a portion of funding for training, services and supports in this area.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

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- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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- The 2022–23 LCAP
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- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

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In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

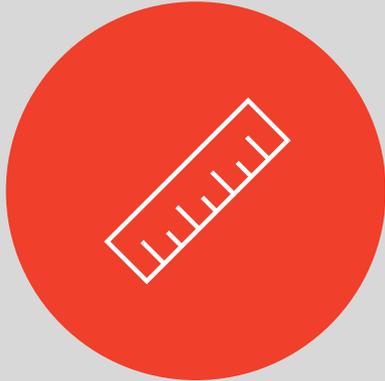


MID-YEAR LCAP UPDATE

Golden Valley Tahoe School

February 9, 2022

GVTS Mid-Year LCAP Update



GOAL METRICS
UPDATE



GOAL EXPENDITURE
UPDATE



BUDGETARY IMPACT

Goal 1: The school will provide students with appropriate learning environment and conditions

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Monitoring teachers' credential status	60% of teachers currently hold a preliminary or clear California teaching credential.	86% of certificated positions are held by staff that hold a preliminary or clear teaching credential	100% of teachers will hold a California preliminary or clear teaching credential
Teachers will be evaluated using the Golden Valley evaluation process and forms.	Due to pandemic and distance learning no teachers were formally evaluated during the 20-21 school year.	In progress. The evaluation process is typically completed in the Spring.	100% of teachers will be formally evaluated and will achieve 75% of their evaluation in the "Meeting Expectation" range.
Attendance rate of teachers attending professional development opportunities.	Due to the pandemic no formal professional development was offered during the 2020-21 school year.	No PD opportunities yet. PD is scheduled for Feb/March.	Teacher attendance rates for annual professional development opportunities will be at least 95%.

Goal 1: The school will provide students with appropriate learning environment and conditions

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Induction Program	\$8,200	\$0
2	School Site	\$120,000	\$83,312
3	Teaching Staff	\$460,000	\$160,695

Goal 2: The school will provide a high-quality educational system and comprehensive instructional public Waldorf inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability targets.

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Smarter Balanced Math	The 20-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP	CAASPP testing to begin Spring 2022.	Increase or maintain percentage of students who have met or exceeded standard on the Math CAASPP
Smarter Balanced ELA	The 20-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP	CAASPP testing to begin Spring 2022.	Increase or maintain percentage of students who have met or exceeded standard on the ELA CAASPP
Broad Course of Study for all students	In 20-21, all students had access to a broad course of study	All students have access to and receive instruction, aligned to content standards, as well as any necessary interventions and accommodations.	All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220.
Fastbridge ELA (aReading)	2021 data will become baseline	GVTS has not completed benchmark assessments during 21-22 school year	Maintain or improve performance as measured by Fastbridge (aReading and AUTOreading).
Fastbridge Math (aMath)	2021 data will become baseline	GVTS has not completed benchmark assessments during 21-22 school year	Maintain or improve performance as measured by Fastbridge (aMath and CBMmath).

Goal 2: The school will provide high-quality educational system and comprehensive instructional public Waldorf inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability targets.

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Educational Support Staff	\$75,000	\$34,226
2	Intervention Curriculum	\$1,000	\$1,213
3	Instructional Aides	\$55,125	\$12,161
4	Professional Development	\$4,000	\$0
5	Supplemental Instructional Materials and Supplies	\$13,000	\$14,605
6	Specialty Class Staff	\$15,000	\$9,289.42
7	Illuminate DnA	\$2,313.92	\$2,517

Goal 3: The school will enhance parent engagement and improve communication among home and school stakeholders educational partners.

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Maintain strong parent communication--measured by Aeries Communication/ Parent Square at GVOS	In 20-21, 100% of the school utilized Parent Square to communicate with families. The school also will be utilizing the Aeries platform starting in the 21-22 school year.	100% of all GVTS families utilize the Parent Square platform.	100% of school will utilize Aeries Communication/ Parent Square to communicate with parents.
Provide Parent Enrichment opportunities to all parents.	In 20-21, GVTS was able to offer 7 virtual parent enrichment opportunities on various relevant topics.	GVTS has offered 1 parent enrichment opportunity.	GVTS will offer enrichment opportunities for all parents.

Goal 3: The school will enhance parent engagement and improve communication among home and school stakeholders educational partners.

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Parent Engagements, Support Services, and Supplies	\$0	\$0
2	Aeries Communication/ Parent Square	\$2,086.40	\$1,822
3	Parent Enrichment Opportunities	\$0	\$0
4	Parent Circle	\$0	\$0

Goal 4: The school will promote a complete education, both academically and socially, by providing support systems to ensure that all students can successfully access the curriculum.

Metric	Baseline (20-21)	Year 1 Mid-Year Progress (21-22)	Desired Outcome for 2023-24
Maintain student attendance above the 95% average.	98.264%	88.37%	More than 95%
Decrease pupil chronic absenteeism rate annually between 0.1-0.3%	4.17%	1.28%	3.87% or lower
Maintain 1% or lower suspension rate	No suspensions during 2020-21 school year	0%	1%
Students in grade 5 and higher will participate annually in the GVOS Feedback survey	Students in grades 5 were provided an opportunity to participate in the GVTS feedback survey via link in Google Classroom.	Survey will be given in Spring 2022 to students in grades 5-8.	Students in grades 5-8 will be provided with an opportunity to participate in the annual feedback survey.

Goal 4: The school will promote a complete education, both academically and socially, by providing support systems to ensure that all students can successfully access the curriculum.

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1	Social-Emotional Screener and Interventions	\$1000	\$0 (cost included with Fastbridge fee)
2	Student Survey	\$100	\$0

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget

Budget Item	Projected 21-22 Budget Amount	Actual 21-22 Budget Amount	Difference
Total LCFF Funds	\$1,202,711	\$615,540	-\$587,171
LCFF Supplemental and Concentration Grants	\$129,526* (\$50,336)	\$37,689	-\$91,837 (-\$12,647 from the amount that should have been listed on LCAP)
All other state funds	\$27,401	\$122,677	+95,276
All local funds	--	\$150,00	+150,000
All federal funds	--	\$22,103	+\$22,103
Total projected revenue	\$1,230,112	\$973,357	-\$256,755
Total budgeted general fund expenditures	\$1,174,716	\$1,048,206	-\$126,510

*LCFF Supplemental and Concentration Grant funds were documented incorrectly in the GVTS 21-22 LCAP. Mistakenly, the LCFF base funding was added to the supplemental grant funds (\$129,526). The correct amount of LCFF Supplemental and Concentration Grant funds projected for 21-22 was \$50,336. GVTS does not receive any Concentration Grant funds.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley Tahoe	Caleb Buckley, Executive Director	cbuckley@goldenvalleycharter.org (916) 597-1478

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The LEA used the feedback from its educational partners from the LCAP process to help prioritize the focus and use of the one-time funds. The funds were used to ensure that students could be physically at school to the greatest and safest extent possible. The funds were also used to address the learning loss that occurred during remote learning and ways to accelerate learning in students.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

LEA does not receive a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA used the feedback from its educational partners from the LCAP process to help prioritize the focus and use of the one-time federal funds (such as the LLMF and ELO-G funds). The top priorities were keeping students in school and to address the learning loss that was the result of remote learning from the previous two school years.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

LEA did not receive ESSER funds or ARP funds other than those that were part of the ELO-G funding. The LEA implemented the ELO-G plan that was approved by the local governing board in Spring 2021 and engaged the LEA educational partners in the development of the plan. The LEA is using these funds to develop social-emotional supports for students and staff, and to develop intensive academic intervention services in an after-school setting utilizing community-based organizations and partners.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

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If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

ENVIRONMENTALLY PREFERABLE PURCHASING (EPP) POLICY

(Presented to the Board of Trustees February 9, 2022)

By developing an Environmentally Preferable Purchasing (EPP) Policy, Golden Valley Charter Schools Board of Trustees will be a leader in waste prevention, recycling efforts, and in sustainable procurement within its programs of oversight. When feasible and legally permissible, this policy will provide Golden Valley Charter Schools (GVCS) with the ability to consider environmental, health and safety factors when purchasing for GVCS programs and services along with traditional factors such as performance and price.

By incorporating environmental considerations into its purchasing process, GVCS intends to achieve three goals:

- (1) Reduce the adverse environmental impact of its operations;
- (2) Support the market for recycled and environmentally preferable goods; and
- (3) Realize cost savings resulting from better utilization of resources.

This EPP Policy provides that GVCS programs will purchase, when possible and legally permissible, Environmentally Preferable Products and Services provided that they are: (1) available within a reasonable time frame; (2) cost-effective; and (3) perform to the requirements of GVCS's program intended use. This EPP Policy will augment, not replace, the procurement policy and practices of GVCS. Nothing contained in this policy shall be construed as requiring GVCS programs to take any action that conflicts with local, state, or federal requirements.

Product Standards which GVCS programs should consider when purchasing products:

1. Reduce energy and water consumption and explore renewable and clean energy technologies.
2. Reduce the consumption of disposable materials, by reusing materials and by using electronic communication rather than paper when feasible.
3. Minimizing environmental impacts, toxins, pollutants, odors and hazards.
4. Source products that contain post-consumer recycled and biobased content.
5. Source products that are durable and long-lasting.
6. Source products that have limited packaging.

GVCS shall work to ensure that products and services meet or exceed the standards set by independent accredited organizations in order to be deemed environmentally preferable.

Specifications, Solicitation Language, and Purchasing Regulation:

GVCS's Purchasing Division shall ensure wherever possible and legally permissible, that specifications, solicitation language, and purchasing regulations are amended to expand the use of more environmentally preferable products in all procurements.



Legal Reference:

EDUCATION CODE

8700-8707 Environmental Education

32370-32376 Recycling Paper

33541 Environmental Education

PUBLIC CONTRACT CODE

12400-12404 Environmentally preferable purchasing

DRAFT

GOLDEN VALLEY CHARTER SCHOOLS COVID-19 SAFETY PLAN

INTRODUCTION

Golden Valley Charter Schools has worked closely with faculty, staff, parents, and community members to develop a safe, supportive, academically robust and developmentally appropriate reopening plan for the 2020/2021 school year. This plan has been informed by the following:

California Safe Schools for All Hub: <https://schools.covid19.ca.gov/>

California Department of Public Health: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Center for Disease Control: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. This plan may be adjusted based on local conditions and mandates. All Golden Valley Schools (Orchard, River, and Tahoe) will use Sacramento County Public Health recommendations. Please remember that this is a fluid situation and the plan will be revisited at regular board meetings to reflect new guidance.

Commented [AE1]: Add comment about 'In person instruction to the greatest extent possible'

An attempt has been made to unify the approach among the three schools. Where the sites or programs dictate a difference, it has been highlighted in a unique section for each school.

CONTACTS

Golden Valley Charter Schools conducted a committee process for developing this plan at each site with the school principal as the main organizer. If you have questions, comments, or concerns about this plan unique to your school, please address the school principal. If you have questions regarding the overall return to school and the shared aspects of the plan, please contact the Executive Director, Caleb Buckley, EdD, cbuckley@goldenvalleycharter.org

Name	Title
Caleb Buckley, EdD	Executive Director

2021-2022 GVCS COVID-19 SAFETY PLAN – BOT 2022.02.09

Barbara Ames	Principal, River
Becky Page	Principal, Orchard
Barbara Linares	Principal, Tahoe
Devin Lombardi	Director of Special Education
	<i>Last updated 2022.02.03</i>

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- SAMPLE SCREENING TOOL FOR CHILDREN**
- SYMPTOM DECISION TREE**
- COVID-19 REPORTING & CONTACT TRACING FORM**
- COVID-19 FAQ FOR SCHOOLS**
- HEALTH OFFICER LETTER TO FAMILIES**

CLEANING AND DISINFECTION

Protocols for cleaning and disinfecting the school site have been established. This includes regular cleaning schedules using EPA-approved cleaning products, descriptions of how shared surfaces will be regularly cleaned and disinfected, and how use of shared items will be minimized.

- A daily cleaning schedule has been developed to follow the path of student space usage. The school buildings, while not in use as daily classrooms, will be cleaned daily using the San Juan EPA approved cleaning protocols during the time of COVID-19. We will be using child-safe and ecologically friendly products that meet State and licensing guidelines.
- All high touch surfaces and bathrooms will be cleaned throughout the day. Common areas (sinks, bathrooms, doorknobs, table-tops, shared items, etc.) will be cleaned and sanitized a minimum of twice daily. Daily janitorial services will use stringent cleaning practices during the day while deep disinfection of the full campus will be conducted each evening.
- Students will use all their own supplies, labeled with names and kept organized and separated. If sharing is unavoidable, supplies or equipment will be sanitized thoroughly before use by the next cohort. Sharing food is never allowed on campus.
- **In the event of a positive Covid case has been identified:** The classroom and all spaces where case spent significant time will be deep cleaned and disinfected using enhanced cleaning protocols and using approved disinfecting/cleaning protocols during the time of COVID-19. Disinfection will be done when students are not present.

COHORTING AND SOCIAL DISTANCING

While indoors, students will remain with their own class throughout the day reducing the number of contacts.

Gatherings will follow current guidance from California Department of Public Health. Anticipated gatherings for the Fall Semester include the opening day Rose Ceremony, the outdoor dragon play/Courage Day, and the Eagle Chase jog-a-thon. These events will be outdoors, follow guidelines, and will not be open to the general public. Principals will work with teachers to determine which parent groups will be invited. Volunteers at these events will be selected from the parent body after they have been cleared as volunteers (fingerprints, TB test, Covid vaccine, etc.)

Until further notice, the school will not schedule any large community gatherings including festivals.

Parent Meetings that are scheduled at the school can be held outdoors or indoors with masks or by zoom.

Class cohorts will eat outside to the greatest extent possible. If indoors, students will be socially distanced to the greatest extent possible.

CLASS PLAYS –

Class Plays will be performed outdoors and indoors. The class teacher will decide whether a play is performed during the year.

For Indoor Performances

- For student performance, up to four classes in the audience or as space allows
- Only immediate family (same household) may attend the “parent performance”
 - Family groups will sit in pods spaced 6 feet apart
 - Maximum Occupancy – 85 at River
 - Maximum Occupancy – 76 at Orchard
 - Tahoe – no indoor performance space
- Performers will wear masks
- All audience members over 2 will wear masks

For Outdoor Performances

- Performers may perform unmasked

- Audience members must wear masks as long as the masked visitor rule stands

Sports will follow current Sacramento County Public Health guidance.

INDEPENDENT STUDY

GVCS will not offer distance learning in the format it was presented during the 2020-21 school year. Instead, parents may request to participate in independent study. The guidelines for this request have just been published and the new policy will be amended by the board to reflect these changes. Any student may request up to 15 days by filling out a request form in the school office or through registration at the central office. More information will be available soon.

ENTRANCE, EGRESS, AND MOVEMENT WITHIN THE SCHOOL

The movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Parents and visitors are not permitted on campus during drop off and pick up.

Golden Valley Orchard School

Drop off is from 8:00 - 8:15

Pick up: Kindergarten, 11:45 am at designated area; LBAK at 3:15 pm

Grades 1-2 at 2:40 pm – Parking Lot on Central Ave.

Grades 3-8 3:10 pm – Parking Lot on Central Ave.

Grades 1- 8: Thursday Minimum Day pick up at 12:45 pm

Golden Valley River School

Drop off is from 8:00 - 8:15

Pick up: Kindergarten, 11:45 am

Grades 1-2, at 2:40 pm

Grades 3-8, 3:10 pm

Meadow Brook Home Study 1:45 pm

Grades 1- 8: Thursday Minimum Day pick up at 12:45 pm

Golden Valley Tahoe School

Drop off is from 8:15 – 8:30 am

Pick up: Kindergarten, 2:30 pm

Grades 1-6, 3:05 pm

Grades K-6: Friday Minimum Day pick up at 12:45 pm

FACE COVERINGS

- Golden Valley Charter Schools (“GVCS”) follows all California Department of Public Health (“CDPH”) requirements for face coverings and the COVID-19 and Safe Schools for All Hub-
- Golden Valley Charter Schools requires face coverings for all students, kindergarten through 8th grade while on campus (regardless of vaccination status) unless they are exempt. GVCS has developed mask exemption protocol and a corresponding form to be used when requesting an exemption.
- All adults (faculty, staff, and parents) on campus are required to wear face coverings regardless of vaccination status while indoors. All child visitors over age two are required to wear face coverings. [See CDC](#) for acceptable face coverings.
- Masks are required indoors and outdoors by all visitors and community members.

Visitor (defined) - A visitor is any person who is on campus other than a student, staff, or volunteer. Examples include: being on campus to complete a task or business such as dropping off or picking up their children; dropping off or picking up paperwork; attending a parent teacher conference; attending an event such as a class play; etc.

Volunteer (defined) – A volunteer is an extension of employees of the school to deliver the program to the students. Volunteers are on campus for a specific purpose, known to the class teacher or principal, and signed in at the office. They will also wear a badge or name tag provided by the school.

STUDENTS

- All students must wear face coverings while indoors on campus.
- Students who arrive without a mask will be provided a disposable mask.
- Face coverings must fit properly and fully cover the nose and mouth.
- GVCS must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. GVCS will offer an alternative educational opportunity for these students who are excluded from campus because they will not wear a face covering.

STAFF

- All staff must use face coverings at all times while indoors on campus.
- Face coverings must fit properly and fully cover the nose and mouth.
- GVCS will teach and reinforce use of face coverings.
 - GVCS will not tolerate mistreatment of employees, students, or community members being targeted for their decision to wear a mask, even when it is not required.

VISITORS

- All visitors over the age of 2 must wear face coverings while indoors, outdoors, and in accordance with CDPH guidelines
- Face coverings must fit properly and fully cover the nose and mouth

GVCS reserves the right to update this policy as further guidance becomes available and to modify this policy as needed in the absence of further guidance.

COVID-19 Student Mask Exemption Protocol

The Golden Valley Charter Schools (“GVCS” or the “Charter School”) Board approves the following protocols to provide to Charter School staff when implementing mask requirements at school and reviewing exemption requests:

Mask Requirement

Per "[COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)" (August 2, 2021) *Students in all grade levels K-12 are required to wear face coverings indoors at all times, while at school, unless exempted.*

Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it. - p. 18

In order to protect the health and safety of the entire community and in compliance with California Department of Public Health (“CDPH”), GVCS requires all students, kindergarten through 8th grade, to wear face masks at all times indoors when attending in-person school, while mandated by State and/or Local Public Health Agencies. GVCS reserves the right to update these protocols as further guidance becomes available and to modify this policy as needed in the absence of further guidance.

Persons Exempt from the Mask Requirement

Per “[CDPH Memo: Guidance for the Use of Face Coverings](#)” (November 16, 2020) the following persons are exempt from wearing face coverings at all times when outside the home:

- *Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance. Such conditions are rare.*
- *Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.*

GVCS recognizes that in rare cases, some students may have a medical or mental health condition or disability as outlined above. Those students will be provided reasonable accommodations.

Process to Request a Mask Exemption

Students who wish to pursue a face mask exemption must adhere to the following protocol. Each step must be completed entirely before proceeding to the next. This process must be completed and approved by GVCS Administration prior to the first day of physical attendance.

- STEP 1: Parent/Guardian meeting with Principal¹
 - Parent/Guardian *requests a meeting* with the Principal.
 - Parent/Guardian *shares the concerns* and issues that may prevent the student from wearing a face mask.

Per CDC guidelines, “When deciding if children and people with certain disabilities should wear a mask, determine if they can:

- (1) Wear a mask correctly
- (2) Avoid frequent touching of the mask and their face
- (3) Limit sucking, drooling, or having excess saliva on the mask
- (4) Remove the mask without assistance”

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#evidence-effectiveness>

- Parent/Guardian *provides medical documentation*, with the attached form (GVCS Mask Exemption Form), documenting the specific mental health or medical issue(s) that prevent a face mask from being worn and the accommodations or modifications that may be indicated.
 - Medical documentation must indicate and document the specific issues that prevent the student from wearing a face mask.
 - An alternative face covering of a face shield with a drape will be allowed.
 - Medical documentation should include suggested accommodations or modifications, including alternative face coverings, trial periods, breaks, education, support, and/or training.
 - Medical documentation must be signed by a local, currently practicing and licensed medical doctor.
- Parent/Guardian works with the Principal and Administration and Staff in good faith to remedy the concerns and mitigate risk assessment, including an alternative face covering (i.e. a face shield with an attached neck drape), and/or trial periods, education, support, and training.
- STEP 2: Implementation of Exemptions
 - The exemption will be documented with the attached form. All modifications or accommodations will be noted on the exemption. It will be reviewed, verified, and signed off by the Charter School health team: the Principal, the Teacher of Record, and the Executive Director.

¹ If the student is a student with an individual education program (“IEP”) or Section 504 Plan, this meeting will occur within an IEP/504 meeting.

- Administration will communicate with student families regarding this process.
- All faculty and staff that interact with the student or student's cohort will be notified of the exemption and accommodation while maintaining student privacy.
- Additional mitigation strategies and to optimize safety may be put into place in cohorts where there is a student with a mask exemption. This may include regular or increased COVID screening or testing, increased social distancing, clear plastic barriers, reducing time in shared environments, decreased number of students in the cohort, and/or outdoor or highly ventilated indoor spaces.

Those who receive an exemption may be more susceptible to COVID-19 spread and quarantine, as that student will not have the same level of protection as those who wear a face mask. This protocol may continue to be updated per CDPH and Local Public Health Agency guidelines and requirements.

Mask Exemptions will be reviewed each school year by administration.

Development of this plan was informed by:

Memo: California Department of Education - 2/11/21
COVID-19: Students with Disabilities and Face Coverings:
<https://www.cde.ca.gov/sp/se/lr/om021121.asp>

CDC: Guidance for Wearing Masks - 2/18/21:
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#evidence-effectiveness>

CDPH: Guidance for the Use of Face Coverings - 11/16/20:
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>

CDPH: Blueprint for a Safer Economy - 2/23/21 - See "Risk Criteria"
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID19CountyMonitoringOverview.aspx>

CDPH: COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year - January 14, 2021
https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Consolidated_Schools_Guidance.pdf

Sacramento County Public Health Order -2/11/21 "ORDER OF THE HEALTH OFFICER OF THE COUNTY OF SACRAMENTO DIRECTING ALL INDIVIDUALS LIVING IN THE COUNTY TO CONTINUE TO STAY AT HOME OR AT THEIR PLACE OF RESIDENCE AND CLOSING OR MODIFYING CERTAIN OPERATIONS"; p. 3, #7
https://www.saccounty.net/COVID-19/Documents/20210208_Sacramento_County_Order.pdf

CDPH - Face Shield: FAQ (November 2020)
https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/faceshield_handout.pdf

FIELD TRIPS

All field trips must meet the safety criteria of Golden Valley Charter Schools (“GVCS”), California Department of Education (“CDE”), and California Department of Public Health (“CDPH”). Field trips are approved on a case-by-case basis by the school administrator.

SCREENINGS FOR STUDENTS AND STAFF

Parents and/or caregivers are required to monitor their children for signs of infectious illness and COVID-19 every day using the *COVID-19 SCREENING TOOL FOR CHILDREN (see appendix)*. Faculty and staff are required to self-monitor for signs and symptoms of COVID-19 using the *COVID-19 SCREENING TOOL FOR ADULTS (see appendix)*.

Students who have symptoms of any infectious illness or symptoms consistent with COVID-19 may not attend school in-person. All faculty and staff will refer to the *STUDENT SYMPTOM DECISION TREE (see appendix)* to determine when to send students home.

Students or staff who become ill while on campus must be isolated from others and sent home as soon as possible.

HEALTHY HYGIENE PRACTICES

Golden Valley Charter Schools will promote healthy hygiene practices that incorporates handwashing and hand sanitizing into routines. Students and staff should wash their hands:

- when entering school/class
- before and after eating
- after coughing or sneezing
- after using the restroom
- periodically throughout the day

IDENTIFICATION AND TRACING CONTACTS

Golden Valley Charter Schools will initiate contact tracing when there is a confirmed case of COVID-19. Each school site has a designated staff person to support contact tracing. The designated contact tracer has completed the [Johns Hopkins COVID-19 online contact tracing course](#). If positive cases in the school community are identified, contract tracing staff will work with the county health department to identify contacts and determine appropriate course of action, such as quarantine, cohort closure, and notifications. Golden Valley Charter Schools will use the *COVID-19 REPORTING AND CONTACT TRACING FORM FOR SCHOOLS* (see appendix).

Students shall have assigned seating. Schools should maintain accurate classroom seating charts, including approximate average distance between seats, and make them accessible to designated contact tracing staff.

Orchard Contact Tracer: Becky Page
Email: bp@goldenvalleycharter.org
Phone: 916-987-1490

Becky Page has completed the [Johns Hopkins COVID-19 online contact tracing course](#)

Contact tracing will be conducted utilizing the *COVID-19 REPORTING AND CONTACT TRACING FORM FOR SCHOOLS* (see appendix).

All GVOS confirmed cases of COVID-19 are reported to Sacramento County Public Health, 916-661-7331.

River Contact Tracer: Barbara Ames
Email: bames@goldenvalleycharter.org
Phone: 916-987-6141

Barbara Ames has completed the [Johns Hopkins COVID-19 online contact tracing course](#)

Contact tracing will be conducted utilizing the *COVID-19 REPORTING AND CONTACT TRACING FORM FOR SCHOOLS* (see appendix).

All GVRS confirmed cases of COVID-19 are reported to Sacramento County Public Health, 916-661-7331.

Tahoe Contact Tracer: Barbara Linares
Email: blinares@goldenvalleycharter.org
Phone: 530-717-3019

Designated contract tracer will complete the [Johns Hopkins COVID-19 online contact tracing course](#)

Contact tracing will be conducted utilizing the *COVID-19 REPORTING AND CONTACT TRACING FORM FOR SCHOOLS* (see appendix).

All GVTS confirmed cases of COVID-19 are reported to Placer County Public Health, 530-889-7198.

AFTERCARE

Golden Valley Charter Schools will offer childcare according to revised guidance by CDPH and SCPH (Eagle's Nest, After Care, Before Care).

In the Eagles Nest Program, students are mostly outdoors. Students in the program will be mixed with students from other classes and will be allowed to eat and drink. When indoors, students will need to wear masks. Students at school fall under school guidelines when in aftercare and do not fall under "Child Care Center" guidelines which are made for a different setting. The majority of our children in aftercare are waiting for an older sibling to be dismissed and are in school while students are still in classes that are in session.

BELL SCHEDULE

Golden Valley Charter Schools will maintain the minimum instructional minutes required by the California Department of Education. Instruction will take place in person.. The Bell Schedule will reflect typical school day such as the 2019-2020 school year.

SPECIAL EDUCATION

Golden Valley Charter Schools will continue to implement education support and IEP accommodations while following all health and safety guidelines. All assessments will take place in person. IEP accommodations and services are implemented during the school day following public health guidance. Contracted and in-house service providers will conduct observations in the classrooms following current guidelines.

STAFF TRAINING AND FAMILY EDUCATION

Each school Safety Officer, in coordination with GVCS Human Resources, is responsible for training staff and families on the application and enforcement of the school reopening plan. Training will include expectations for student, staff, and parent behavior as it relates to physical distancing and face covering use while on and off campus.

The Safety Officer is responsible for responding to COVID-19 concerns.

Orchard Safety Officer: Becky Page
Email: bpage@goldenvalleycharter.org
Phone: 916-987-1490

GVCS Human Resources: Marnie Whitworth
Email: mwhitworth@goldenvalleycharter.org
Phone: 916-597-1035

River Safety Officer: Barbara Ames
Email: bames@goldenvalleycharter.org
Phone: 916-987-6141

GVCS Human Resources: Marnie Whitworth
Email: mwhitworth@goldenvalleycharter.org
Phone: 916-597-1035

Tahoe Safety Officer: Barbara Linares
Email: blinares@goldenvalleycharter.org
Phone: 530-717-3019

GVCS Human Resources: Marnie Whitworth
Email: mwhitworth@goldenvalleycharter.org
Phone: 916-597-1035

TESTING OF STAFF AND STUDENTS

On August 11, 2021 the CDPH mandated all school employees show proof of full and complete vaccination for Covid19 or submit to weekly surveillance testing for Covid19.

(<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Order-of-the-State-Public-Health-Officer-Vaccine-Verification-for-Workers-in-Schools.aspx>)

To promote safer in-person learning environments, the California Department of Public Health (CDPH), in partnership with the California COVID-19 Testing Task Force, is providing free rapid COVID-19 tests for teachers, staff and students at participating schools. Along with other safety practices such as masking, distancing, and improved ventilation, routine testing of students and staff can help school communities reduce the spread of COVID-19. Golden Valley Charter Schools is using this program for weekly screening of unvaccinated staff, students under modified and full quarantine, staff that have been exposed to a positive COVID case, and individuals that experience possible COVID symptoms.

The program provides the following resources and tools:

- Abbott BinaxNow antigen test cards that provide results in 15-30 minutes
- Molecular tests (e.g., PCR) to confirm positive results
- Robust training for school personnel to perform on-site testing
- Use of the online platform, [Primary.Health](#) to register students for testing
 - Parent must give consent each time their student is tested
 - Parent may be present for testing or give consent on the phone
- **Surveillance Testing:** Golden Valley Charter Schools will utilize a surveillance testing program for all employees who are not fully vaccinated. Unvaccinated teachers and school site staff are tested for COVID- 19 weekly. Surveillance testing can help detect asymptomatic infections and reduce the likelihood of outbreaks.
 - **Human Resources** is responsible for implementing and monitoring the testing schedule. Faculty and staff refusal to complete testing will be referred to Human Resources.
- **Symptomatic testing:** Individuals with symptoms of COVID19, either at home or at school, are required to stay home and isolate in case they are infectious. The individual may return to school in the case of a negative test for SARS-CoV-2 **and** 24 hours after fever is resolved and symptoms are improving.
- **Response testing:** When a case has been identified in a given stable group, symptomatic individuals or asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2 will be tested. In the event the individual does not get tested, they may return to school after 14 days from last contact and no symptoms for 10 days.

We recognize that a negative test does not rule out COVID-19 infection. Unless the individual has gone to a medical provider and that provider has been able to provide an alternative diagnosis such as flu or RSV, Public Health recommends that the symptomatic individual be isolated for 10 days even with a

negative test result.

Orchard Safety Officer: Becky Page
Email: bp@goldenvalleycharter.org
Phone: 916-987-1490

[Sacramento County Testing Information](#)

This testing is for all school staff in Sacramento County. Please see Sacramento County's [COVID-19 Testing webpage](#) for an updated list of all sites.

River Safety Officer: Barbara Ames
Email: bames@goldenvalleycharter.org
Phone: 916-987-6141

[Sacramento County Testing Information](#)

This testing is for all school staff in Sacramento County. Please see Sacramento County's [COVID-19 Testing webpage](#) for an updated list of all sites.

Tahoe Safety Officer: TBD
Email: **TBD**
Phone: 530-717-3019

[Nevada County Testing Information](#)
[Placer County Testing Information](#)

Community Testing Locations:

Placer County COVID Testing Site
10990 Donner Pass Road in Truckee
<https://www.lhi.care/covidtesting>
Free of cost. Asymptomatic or symptomatic. Must register online.

TTUSD Staff and Student COVID Testing Site
Rideout Community Center at 740 Timberland Lane, Tahoe City
[COVID-19 Updates & Resources / COVID-19 Testing-Public & Asymptomatic Staff \(ttusd.org\)](#) Only for symptomatic or exposed staff and students

Tahoe Forest Respiratory Illness Clinics

Tahoe Forest Hospital in Truckee and Incline Village (soon to be a Tahoe City site)

Call COVID hotline (530) 582-3450 to have an RN triage symptoms and assist in scheduling appointments for medical evaluation and testing. This is a medical appointment by a provider (MD, NP, or PA). Billed to insurance. Symptomatic patients only.

VISITORS

In order to maintain safety precautions, Golden Valley Charter Schools discourages visitors at all schools.

A visitor is any person who is on campus other than a student, staff, or volunteer. Examples include: being on campus to complete a task or business such as dropping off or picking up their children; dropping off or picking up paperwork; attending a parent teacher conference; attending an event such as a class play; etc.

PARENT VOLUNTEERS

Volunteers are an extension of employees of the school to deliver the program to the students. Volunteers are on campus for a specific purpose, known to the class teacher or principal, and signed in at the office. They will also wear a badge or name tag provided by the school.

Volunteers with proof of vaccination for COVID –19 and meeting all other requirements will be allowed on campus upon prearrangement. The number of parent volunteers will be limited. Volunteers with administrator's approval can support classes.

Typical roles for parent volunteers during the school day are to help with handwork, accompany classes on walks off campus, and support reading groups. Current policy requires all volunteers to be fingerprinted with a Dept. of Justice background check and proof of a clear TB test. Drivers on fieldtrips also need to submit paperwork such as insurance, ID, registration, etc. A Covid immunization card will be a temporary additional requirement for volunteering. Volunteers should be prepared to wear a mask indoors and follow all current CDPH guidelines.

ADDRESSING POTENTIAL EXPOSURE AND/OR COVID-19 POSITIVE STUDENTS, TEACHERS, AND STAFF AT SCHOOL AND IN THE WORKPLACE

This guidance includes several scenarios for school settings (teachers, staff, and students on campus) and for office settings (district offices or schools with staff, but no students on campus). It also includes templates for communicating with staff and/or parents about the variety of scenarios that may impact school sites. In the event that your school or district office is experiencing a scenario that is not covered in this document, contact Sacramento County Public Health for guidance on your specific situation.

A positive covid case in the community will be reported to the local public health department. The most current letter and notice instructions will be distributed based upon the local public health recommendations.

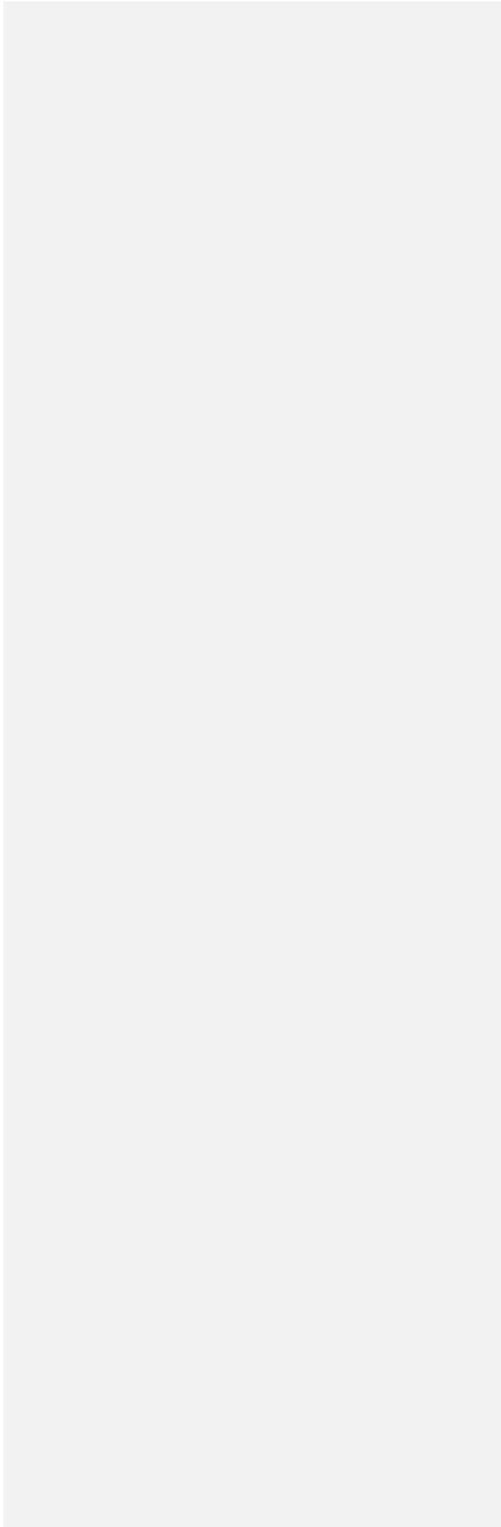
MODIFIED QUARANTINE

Modified quarantine is a new exemption to full quarantine that allows **students** who would otherwise be in full quarantine to attend class if their exposure was mask-on-mask in a school setting. To participate in modified quarantine, **students** must:

- Be asymptomatic;
- Continue to appropriately mask, as required;
- Undergo at least twice weekly testing during the 10-day quarantine; AND
 - GVCS will accept test results from the following sources
 - GVCS Testing Program
 - Family physician
 - Official Covid-19 testing facility
 - Any testing method approved by Sacramento County Public Health
 - Photo proof of at home test result must be provided and uploaded to Primary.health
 - Student name and date must be written on the test and visible in the photo
- Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.
- Students under modified quarantine may continue to participate in GVCS before and after school care following the same safety plan.

Item 9a in the CDPH guidance is also applicable to students in modified quarantine, meaning a student in modified quarantine can test out of quarantine altogether and return to extracurricular activities after Day 7 if they test negative on a sample collected after Day 5.

Students unwilling or unable to meet all of these conditions must complete full quarantine.



QUARANTINE RECOMMENDATIONS SCPH quarantine recommendations may vary based on the extent to which school personnel are able to conduct detailed contact tracing (identify close contacts, describe extent of mask usage, etc.). In the absence of detailed contract tracing information, expect quarantine recommendations to be broader and include a larger number of potential contacts.

Close contacts in the outdoor setting should be treated the same as indoor close contacts with regard to quarantine recommendations.

RESOURCES

COVID-19 GENERAL INFORMATION

[Exposure Risk \(CDC\)](#)

[Glossary of Key Terms \(CDC\)](#)

[Symptoms \(CDC\)](#)

[Screening K-12 Students for Symptoms of COVID-19 \(CDC\)](#)

SACRAMENTO COUNTY INFORMATION AND RESOURCES

[COVID-19 Dashboards \(SCPH\)](#)

[COVID-19 Community Testing Sites in Sacramento County](#)

[Sacramento County COVID-19 Website](#)

[Sacramento County COVID-19 Schools Page](#)

[Sacramento County Public Health Orders](#)

[School Year Planning: A Guide to Address the Challenges of COVID-19 \(SCOE\)](#)

ISOLATION AND QUARANTINE

[Home Isolation for People with COVID-19 \(SCPH\)](#)

[Home Quarantine Guidance for Close Contacts to COVID-19 \(SCPH\)](#)

[Quarantine vs. Isolation \(CDC\)](#)

[Sacramento County Public Health General Quarantine Orders](#)

[Sacramento County Public Health General Isolation Orders](#)

CONTACT TRACING

[Johns Hopkins Online Contact Tracer Training](#)

QUESTIONS?

Sacramento County Public Health

(916) 661-7331

COVID19@saccounty.net

APPENDIX

COVID-19 SCREENING TOOL FOR ADULTS

Before coming to campus each day, adults should screen themselves for symptoms of illness by answering the following questions.

- Do you have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Do you have a loss of smell or taste?
- Do you have a cough?
- Do you have muscle aches?
- Do you have a sore throat?
- Do you have congestion or a runny nose?
- Do you have shortness of breath?
- Do you have chills?
- Do you have a headache?
- Have you experienced any new gastrointestinal symptoms such as nausea, vomiting, diarrhea, or loss of appetite in the last few days?
- Have you, or anyone you have been in close contact with, been diagnosed with COVID-19 or placed in quarantine for possible exposure to COVID-19 within the last two weeks?
- Have you been asked to isolate or quarantine by a medical professional or a local public health official in the last two weeks?

COVID-19 SCREENING TOOL FOR CHILDREN

Before coming to campus each day, children should be screened for symptoms of illness by answering the following questions.

- Does the child have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Does the child have a sore throat?
- Does the child have a new uncontrolled cough that causes difficulty breathing (for children with chronic allergic/asthmatic cough, a change in their cough from baseline)?
- Does the child have diarrhea or vomiting?
- Does the child have new onset of severe headache, especially with a fever?

COVID-19 Symptom & Quarantine INTERIM Decision Forest for K-12 Schools

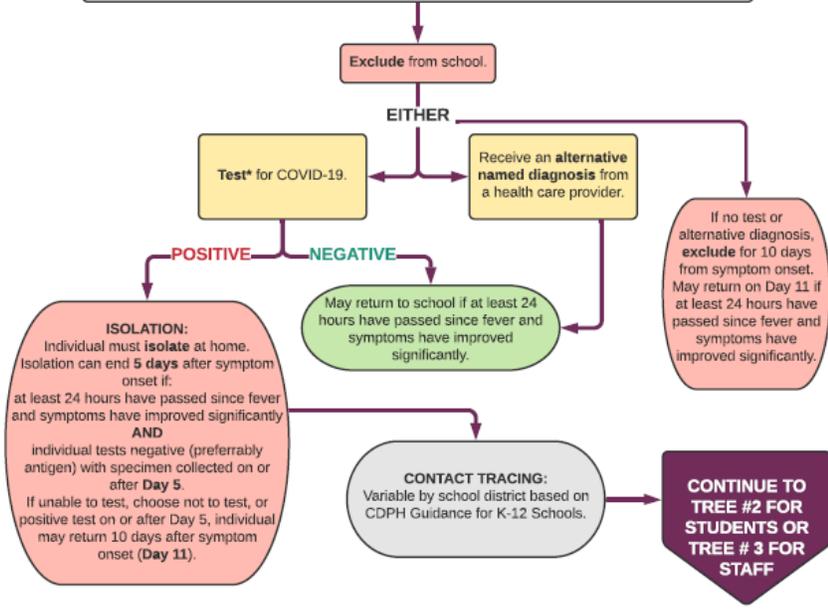
The Decision Forest is based on guidance from the California Department of Public Health and local recommendations from Sacramento County Public Health. It is updated regularly to align with evolving guidance. Schools should ensure they are using the latest version and discard all previous versions. The Decision Forest provides general guidance for common scenarios, but cannot account for every possible situation. Schools requiring technical assistance can contact the SCPH Schools Team for guidance at SCPHschools@saccounty.net.

TREE #1: STUDENT OR STAFF WITH SYMPTOMS

Please Note: If an individual tested positive for COVID-19 in the previous 90 days, please proceed to Tree #5.

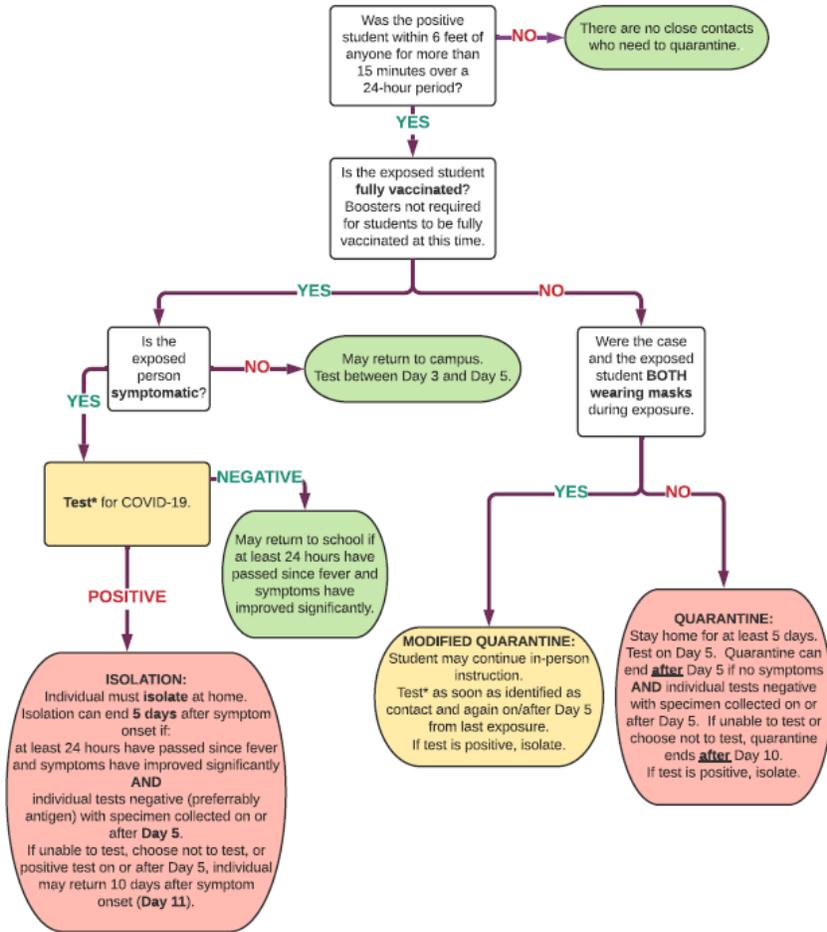
Student or staff has any of the following **NEW** symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea



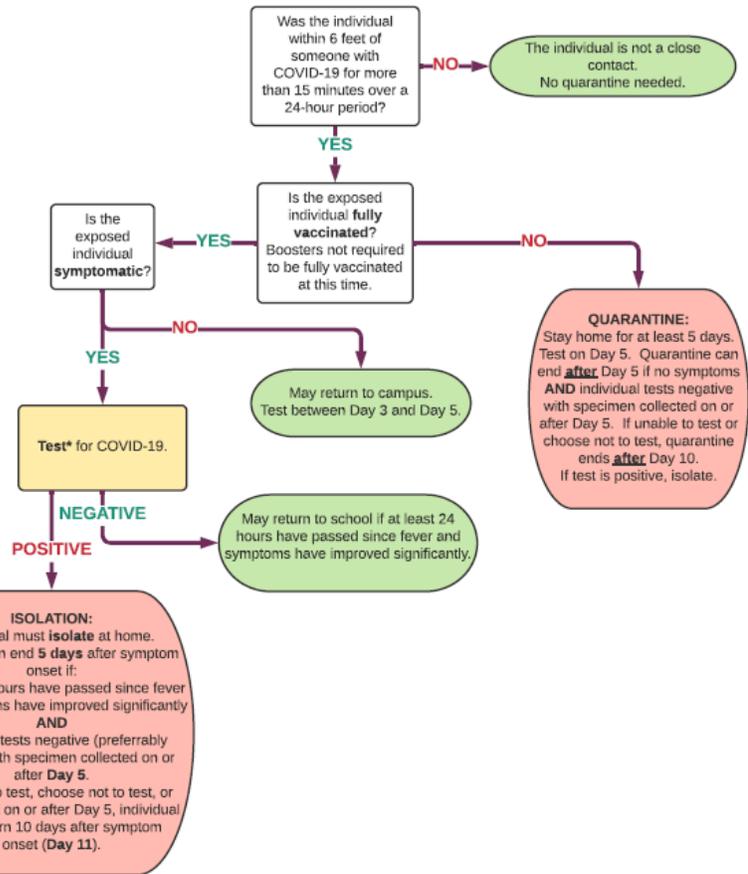
* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.
January 20, 2022

TREE #2: STUDENT EXPOSURE AT SCHOOL



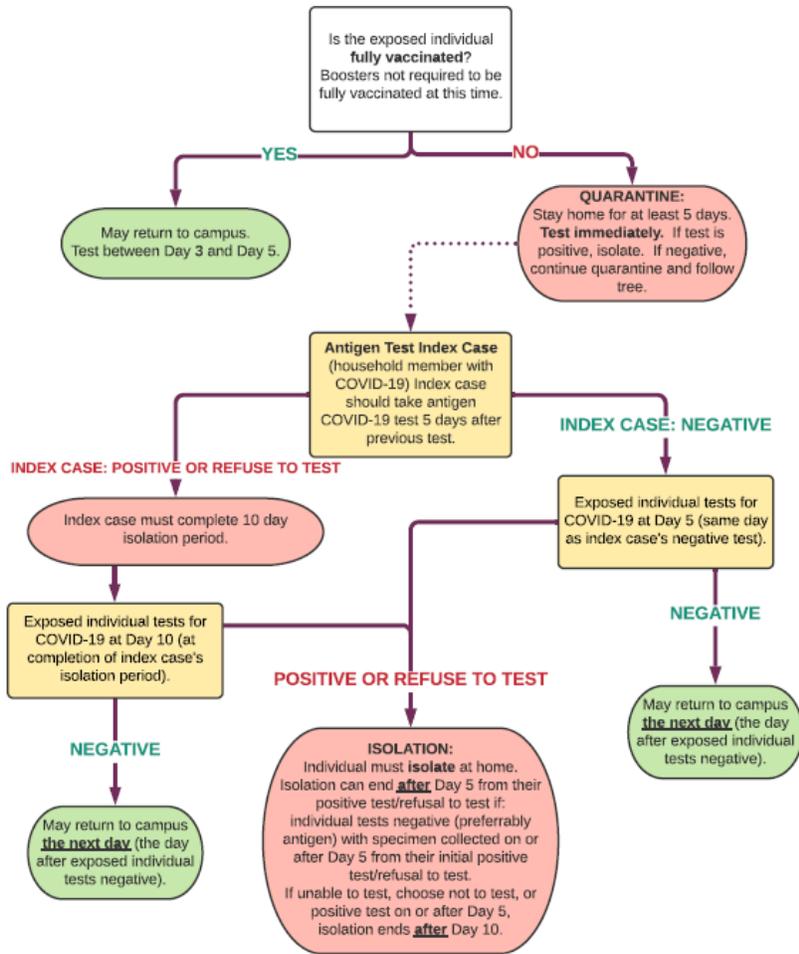
* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.
 *Exposure at School" is for school settings in which students are supervised by school staff, including indoor or outdoor school settings and school buses.
 January 20, 2022

**TREE #3: STUDENT EXPOSURE OUTSIDE OF SCHOOL
OR
STAFF EXPOSURE ON OR OFF CAMPUS**



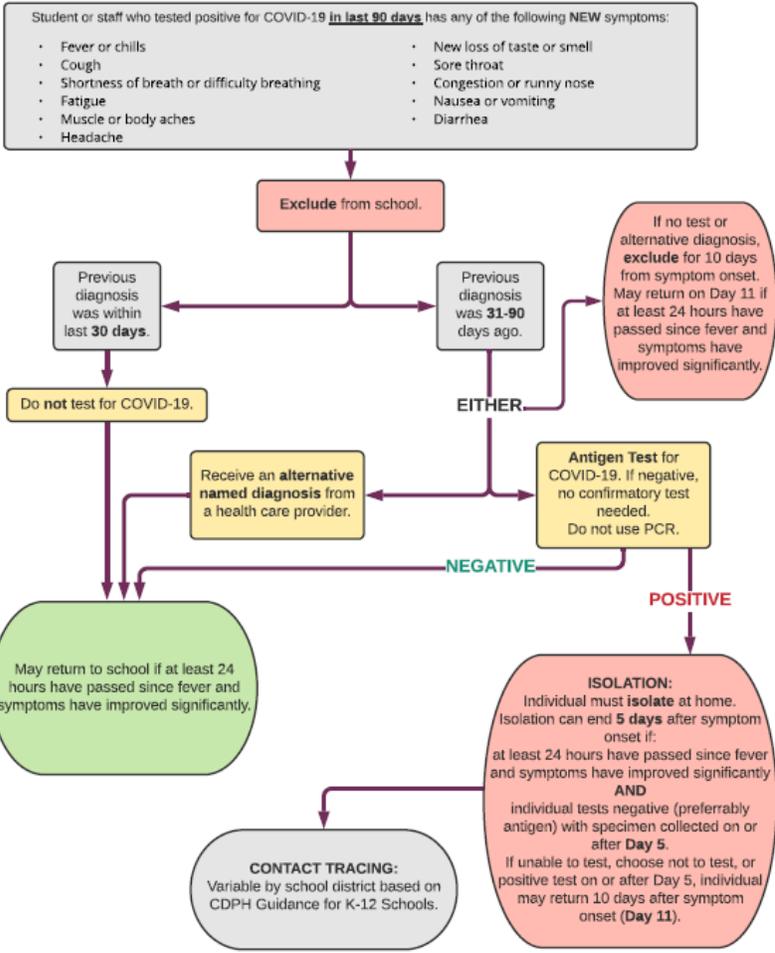
* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.
January 20, 2022

TREE #4: STUDENT OR STAFF LIVES WITH SOMEONE WHO TESTS POSITIVE



* PCR, rapid antigen, and OTC home testing are acceptable testing methods. Home test kits used to exit isolation/quarantine should be accompanied with an attestation declaring that the test specimen was obtained from the individual represented on the form, including the date the specimen was collected, and that the test was processed according to the instructions provided.
January 20, 2022

TREE #5: PERSON WHO TESTED POSITIVE FOR COVID-19 IN PAST 90 DAYS



Individuals who have tested positive for COVID-19 in the last 90 days may be exempt from surveillance testing.
 January 20, 2022



COMMUNICATIONS TEMPLATES FOR K-12 SCHOOLS

SACRAMENTO COUNTY PUBLIC HEALTH

The following pages include sample letters for communicating with families and/or staff regarding COVID-19 cases or exposures at school. Note that every scenario is unique and these templates are provided only as guides for some common scenarios. Schools and school districts should tailor their communications for their specific situations.

SAMPLE LETTER

STUDENT OR STAFF EXPOSURE OUTSIDE OF SCHOOL

To be utilized when a student or staff member lives with a person or has been in close contact with a person who has tested positive for COVID-19.

Date

Dear [School/Classroom] Parents/Guardians and Staff,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's class [lives with/has been in close contact with] a person who has tested positive for COVID-19.

In accordance with California Department of Public Health (CDPH) guidance, the class will continue to operate. The individual and their immediate household members have been advised of all relevant isolation and/or quarantine guidance.

Please continue to follow all health and safety protocols, monitor your child's health, **keep your child home if they are feeling sick**, wash your hands frequently, practice physical distancing, and continue to wear your face covering.

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher]
[School Name]

SAMPLE LETTER

COVID-19 POSITIVE PERSON AT SCHOOL – NOT A CONTACT

To be utilized to inform families that someone at school tested positive for COVID-19, but that their student was not identified as a close contact.

Date

Dear [School/Classroom] Parents/Guardians,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's class at [School Name] has tested positive for COVID-19.

Your child was not a close contact with the person who tested positive for COVID-19.

Please continue to follow all health and safety protocols, monitor your child's health, **keep your child home if they are feeling sick**, wash your hands frequently, practice physical distancing, and continue to wear your face covering.

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher]

[School Name]

SAMPLE LETTER

MODIFIED QUARANTINE (ALL PARTIES MASKED)

To be utilized to inform families when their student was a close contact of a student or staff member who tests positive for COVID-19. Students only.

Date

Dear [School/Classroom] Parents/Guardians,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's class at [School Name] has tested positive for COVID-19.

Your child was identified as a close contact of the person who tested positive for COVID-19. Since your child and the person they were in contact with were both wearing masks, your child is eligible to participate in **modified quarantine**. Under modified quarantine, your child:

- must quarantine (stay home) until [Date] with the exception of coming to school;
- may not participate in extracurricular activities, including sports; **AND**
- must complete COVID-19 testing twice per week.

If your child is unable or unwilling to complete the testing requirements of modified quarantine, they will be subject to full quarantine and will need to stay home until [Date].

Quarantine periods can be shortened with a negative COVID-19 test. If your child tests negative for COVID-19 on a sample collected on or after [Date], they may return to school without restrictions on our after [Date].

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher]

[School Name]

SAMPLE LETTER

QUARANTINE (STUDENT; ALL PARTIES NOT MASKED)

To be utilized to inform families when their student was a close contact of a student or staff member who tests positive for COVID-19.

Date

Dear [School/Classroom] Parents/Guardians,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's class at [School Name] has tested positive for COVID-19.

Your child was identified as a close contact of the person who tested positive for COVID-19. Since your child and the person they were in contact with were **not** both wearing masks, your child is required to quarantine (stay home) until [Date]. They may not leave home except to seek medical care during this period.

Quarantine periods can be shortened with a negative COVID-19 test. If your child tests negative for COVID-19 on a sample collected on or after [Date], they may return to school without restrictions on our after [Date].

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher]

[School Name]

SAMPLE LETTER

QUARANTINE (STAFF)

To be utilized to inform staff when they are identified as a close contact of a student or staff member who tests positive for COVID-19.

Date

Dear [Staff],

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member at [School Name] has tested positive for COVID-19.

You were identified as a close contact of the person who tested positive for COVID-19. You are required to quarantine (stay home) until [Date]. You may not leave home except to seek medical care during this period.

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher] [School Name]

GVCs COVID-19 REPORTING & CONTACT TRACING FORM

Schools (including daycare, childcare, and K-12) should:

- Report cases of confirmed COVID-19 in students or staff to Sacramento County Public Health by using this reporting form OR by submitting a line list (if there are multiple cases and it is easier for the school)
- Follow Sacramento County Public Health guidance after identification of a student or staff with confirmed COVID-19
- PLACER COUNTY PUBLIC HEALTH

School Site/Location: _____

School Point of Contact & Phone Number: _____

POSITIVE PATIENT INFORMATION

Student/Staff Name: (Last, First)		Date of Birth:	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
Home Address:		City, Zip Code:	Phone #:
Race: <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Asian/Pacific Islander		Ethnicity: <input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/> Unknown <input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic	Teacher(s) and/or Room Location:
Date of Illness Onset:	Date of Last Attendance:	COVID-19 + Test Date:	COVID-19 Symptoms: (if yes, please list) <input type="checkbox"/> Yes <input type="checkbox"/> No

COMPLETE LIST OF CLOSE CONTACTS OF PATIENT

For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting **from 2 days before** illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated. Symptoms can include: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting and diarrhea.

Contact Name	Location	Phone #	Relation to Positive Case	Duration of Contact More Than 15 min AND Distance Between Contact Less Than 6 ft.?	COVID-19 Symptoms Y/N (If yes, list)	COVID-19 Test Y/N (if yes, date)	COVID-19 Test Results Date, Pos/Neg	Date Notified by School Contact Tracer Team
SAMPLE: Mrs. Franklin	Room 1	555-555-5555	Teacher	Y	N	Y 9/22/20	Neg 9/24/20	
SAMPLE: Jimmy Lee	Room 1	555-555-5555	Student	Y	Y Fever 101	Y 9/22/20	Pos 9/24/20	

Please send/fax report to:
 Sacramento County Public Health
 COVID19@saccounty.net or Secure Fax: (916) 854-9709

GVCS OSHA CPP 2021.03.10 (BOT)

COVID-19 Prevention Program (CPP) for Golden Valley Charter Schools (OSHA)

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date: August 5, 2021

Authority and Responsibility

Caleb Buckley, EdD, Executive Director, has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by participation in weekly meetings to discuss safety issues and reporting concerns to the site principal. If resolution is not received at the school site, human resources will be notified by the site principal.

Employee screening

We screen our employees by:

- Following all CDPH guidelines regarding self-monitoring
- Requiring all staff to self-monitor using the *COVID19 SCREENING TOOL FOR ADULTS*
 - Located in the [Orchard Covid Prevention Plan](#)
 - Located in the [River Covid Prevention Plan](#)
 - Located in the [Tahoe Covid Prevention Plan](#)
-
- The school site Safety Officer will oversee Covid-19 Surveillance Testing of all staff members

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented and corrected in a timely manner based on the severity of the hazards, as follows:

- Site principals will document and correct all reports of unsafe/unhealthy conditions.

Control of COVID-19 Hazards

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Any concerns with this mandate or compliance issues should be brought to the attention of the principal. The office will have paper masks and PPE as needed.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.

Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

- **Mandatory face coverings**

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- River and Orchard
 - HVAC system disinfected with EPS approved agent for COVID 19
 - Outside air exchange rates are set to maximum levels
 - Upgraded high-efficiency air filters installed
 - Constant airflow programmed
 - Building air flush programmed before and after school hours

Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Ensuring adequate supplies and adequate time for it to be done properly.
- Informing the employees and authorized employee representatives of the frequency and scope of cleaning and disinfection.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Full disinfecting of all work areas the employee entered.

Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by **using appropriate wipes**.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Evaluated handwashing facilities.
- Encourage and allow time for employee handwashing.
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e., methyl alcohol).
- Encourage employees to wash their hands for at least 20 seconds each time.
- Post signage on proper handwashing techniques in all bathrooms.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

Investigating and Responding to COVID-19 Cases

Employees who had potential COVID-19 exposure in our workplace will be:

- Notified by the Site Safety Officer.
- Provided no-cost Covid19 testing during working hours.
- Provided with information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- That employees can report symptoms and hazards without fear of reprisal.
- Employees should report COVID-19 symptoms and possible hazards to the Site Safety Officer/school principal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing: please see the list of testing sites in the community.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. **Educators receive free Covid-19 testing.**
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of facecoverings.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by **direct communication from HR.**
- Providing employees at the time of exclusion with information on available benefits.
- Quarantine if you have been in [close contact](#) (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period) with someone who has COVID-19, unless you have been [fully vaccinated](#). People who are fully vaccinated do NOT need to quarantine after contact with someone who had COVID-19 unless they have [symptoms](#). However, fully vaccinated people should get tested 3-5 days after their exposure, even they don't have symptoms and wear a mask indoors in public for 14 days following exposure or until their test result is negative.

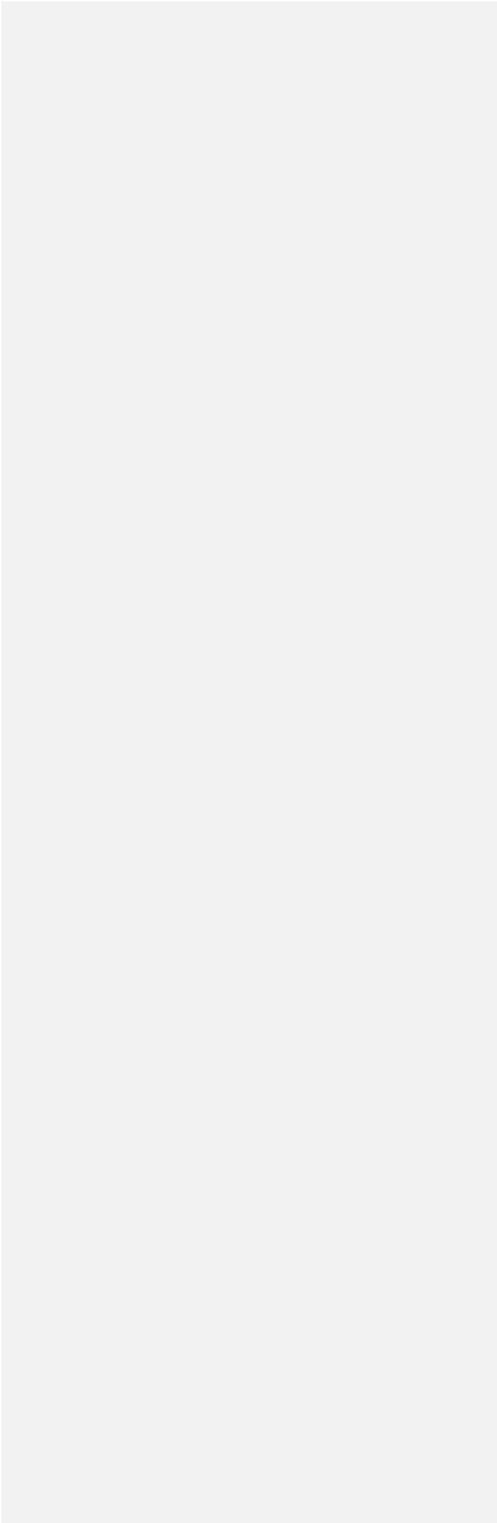
Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
 - Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
 - Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
 - Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
 - Keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.
 - Return-to-Work Criteria COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
 - COVID-19 symptoms have improved.
 - COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
 - A negative COVID-19 test will not be required for an employee to return to work.
 - If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.
 -
-

Executive Director

8/4/2021





2022/2023 GVOS, GVRS

DRAFT 2022.02.05

2022							2022							2022						
JULY (0)							AUGUST (15)							SEPTEMBER (21)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	16	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				36
OCTOBER (20)							NOVEMBER (15)							DECEMBER (16)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			51
2023							2023							2023						
JANUARY (15)							FEBRUARY (15)							MARCH (23)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	
																				53
APRIL (15)							MAY (20)							JUNE (0)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6					1	2	3
4	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				37

Holidays/Non-Instructional/No School

- August 10-12 – Teacher Work Day
- September 5 - Labor Day
- October 10 - Indigenous Peoples' Day
- November 11 – Veteran's Day
- November 14 – Teacher Work Day
- November 21-25 – Thanksgiving Break
- December 23-January 6 – Winter Break
- January 13 – Teacher Work Day
- January 16 – Martin Luther King Jr. Day
- February 20-24 – Presidents Week
- April 3-7 – Spring Break
- May 29 – Memorial Day

Days of Note (Minimum)

- August 15 – First Day of School (Minimum Day)
- November 15-18 – Conference Week (Minimum Days)
- December 23 – Winter break (Minimum Days)
- March 14-16 – Conference Days (Minimum Days)
- May 26, 30, 31 – Last Day of School (Minimum Day)*
- All Thursdays – Minimum Day

* May 30 and 31 are “emergency days” and may be used as a smoke day, storm day, covid day, etc. If an emergency day is not taken during the year, the last day of school is May 26

175 Instructional Days

AIR CRE
Option to Extend
Lease Addendum

Date: February 9, 2022

By and Between

Lessor: Friends of Tahoe Truckee Waldorf

Lessee: Golden Valley Charter School

Property Address: 12640 Union Mills Rd, Truckee, CA 96161

Lessee extends option of lease agreement for the premises (Exhibit A of original lease) until June 30, 2022.

As stated in A. (iii) of the extension option, the below terms have been modified from the original lease:

1.5 - The terms shall be amended to include a base monthly rent of: \$11,500 until June 30, 2022.

1.6 (d) Additional costs: Invoices from Sierra College for use of classroom space will be paid directly by GVCS.

1.6 (b) Deposit currently held by Lessor is \$15,000.

11. Monthly utilities paid at \$3500 to be reconciled quarterly. This will include Snow removal.

7.1 Lessor's maintenance obligations shall include necessary restoration, replacements and renewals not caused by a student of, an employee of, or a guest of Lessee. All harm caused by an employee, guest or student of Lessee will be the responsibility of the Lessee.

8.2 (a) Golden Valley will maintain insurance policies of \$2m per occurrence/\$3m aggregate and name both FOTTW and Sierra College as additional insured. Certificate showing such will be required within 10 days of lease commencement date.

FOTTW and Golden Valley will work together to find space for FOTTW to run aftercare and additional community programming on the premises after school hours.

Caleb Buckley, EdD, Executive Director
Golden Valley Charter Schools

Date

Heather Fraser-Hurtt, Chair, Board of Trustees
Golden Valley Charter Schools

Date

Print name
Friends of Tahoe Truckee Waldorf Representative

Date

Signature
Friends of Tahoe Truckee Waldorf Representative

Date

DRAFT



GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT
Submitted by Caleb Buckley, EdD

February 9, 2022

K-8 Tuition-Free Public Waldorf Schools

THE CHARTER MANAGEMENT OFFICE



Golden Valley has a record number of COVID cases this week. Hopefully the cases have peaked and the faculty will remain healthy to keep the schools open. On the administrative side, COVID testing for classes under modified quarantine is now taking additional hours of work and requiring additional personnel. Almost everyone in the central office has either been out sick or is home with a family member. Even our auditors were out or hospitalized and we have received extensions to file the audit by March 15, 2022. Public Health experts all agree now that schools should remain open and should continue to support the social emotional health of our students. Perhaps we will look back at February 2022 as the highest impact of the pandemic and the warm weather will eventually bring relief. All of this means that our attendance and enrollment continue to be extremely low. The California legislature is proposing several options to increase funding for this year but we are unlikely to know which bill will prevail until the Governor's May revision.

In this agenda you will see new school calendars which have been out for a 60 day comment period and are now ready for approval. GVCS is proposing a contract with CSMC for accounting and payroll services. With the complexity added to the multitude of categorical funding models by the state times three schools, we will need to transition our quickbooks general ledger to a SACS coded accounting software that can track all of the new spending. The additional support will help us to finish the audit, prepare a clear path for future audits, and assume the expertise in reporting to the retirement systems and state funding programs.

Looking long term for Golden Valley, the strategic planning committee will hold its next meeting on February 18. Over 135 families completed our initial survey and there remains strong support for the mission and vision of the organization.

GOLDEN VALLEY ORCHARD SCHOOL



February finds Orchard recovering from a record number of Covid cases from January. Classes, teachers, and the office were greatly impacted by cases. Perseverance and patience from staff and families paid off as the numbers finally began to subside. Thank you to the dedicated faculty from Orchard and the CO who helped with student testing for the 58 cases and supported the 24 independent study requests in this one month. We celebrated at the end of the month with Kindness Week bringing joy and levity to all of Orchard at a much-needed time. Classes decorated their doors, students and faculty participated in daily spirit days, students made kindness chains and gave daily all-school announcements sharing kindness quotes. As we look forward to spring, enthusiastic parents with a green thumb have put together plans for invigorating our Sunshine Garden for grade students. Plans include developing a chicken run area, additional garden beds, and compost and fully developing an outside classroom area.

Orchard February 2, 2022 Enrollment					
	21.22	20.21	19.20	18.19	17.18
TK	15	15	15	20	13
K	32	35	29	26	33
ABK	7	10	N/A	N/A	N/A
LBAK	19	20	22	24	19
OBK	21	18	22	22	22
1	30	26	30	29	31
2	29	30	29	26	31
3	28	24	24	20	30
4	25	25	27	30	30
5	26	28	29	27	30
6	24	29	31	29	27
7	28	26	25	23	29
8	25	22	25	28	N/A
Total	262	258	264	258	255

GOLDEN VALLEY RIVER SCHOOL



Per Sacramento County Public Health (SCPH) January 26, "Local case rates are starting to trend downward and we're hopeful that the worst of the current surge is behind us. " Gratitude goes out to all families who followed through with home testing, uploading and attestations, school testing to clear quarantines, cooperation and understanding, adherence to SCPH guidance and showing outstanding patience. River had a lower occurrence of positive cases this week, so the principal can second the county in its estimation.

Services through CATAPULT have begun. Students were referred by teachers and when granted parent permission worked with Miss Geneva on Friday. They will continue to work with her on Fridays through the end of May. Academic services also started. Again, students with learning loss due to school closures and virtual learning were referred by teachers. Parents signed permission slips and agreed to additional time after school. Both math and ELA needs will be addressed.

Finally, Student Council is sponsoring a week of kindness activities. They created a Kindness Bingo Board with squares like hold the door for someone, pick up trash, and cheer someone up. There are rules of the game that include: squares cannot be crossed off until ANOTHER teacher acknowledges the class, and "you never know when you are being watched." In turn, they are posting children's virtues acknowledgements on a big board for all to read beginning February 14. River students have a fun week to look forward to in February.



GOLDEN VALLEY RIVER SCHOOL

River February 2, 2022 Enrollment					
	21.22	20.21	19.20	18.19	17.18
TK	25	24	25	27	22
K	36	38	39	39	32
CBK	19	19	20	20	10
LBK	20	23	22	23	22
PBK	22	24	22	23	20
1 st	30	30	31	31	31
2 nd	30	29	29	31	30
3 rd	28	26	29	29	30
4 th	26	24	28	29	30
5 th	26	23	30	28	27
6 th	27	31	30	26	29
7 th	23	24	29	20	29
8 th	20	22	17	28	25/24
1 st HS	8	4	8	9	N/A
2 nd HS	3	7	7	4	N/A
3 rd HS	7	7	4	4	N/A
4 th HS	3	3	3	1	N/A
5 th HS	N/A	3	2		N/A
Total	291	299	311	306	307



GOLDEN VALLEY TAHOE SCHOOL



GVTS has experienced stunning winter days with no new snow for several weeks. Snow play remains on the top of the list for many grades. On Friday one could hear the children saying at pickup, "I'm going skiing... I'm going ice skating...I'm going snowboarding...I'm going snow shoeing...Hurry up, Let's go!" After an eventful return after Winter Break, we are finding a rhythm for testing, tracking, and reporting COVID cases.. Thanks to Jennifer Hoover for her patient and informative support and assistance with additional training. Stephanie Lorenz also came up to work with the teachers on assessments and Devin Lombardi has been here to support the special education program.

Staff mentoring is ongoing and evaluations for staff are in process. As we look forward to next year, we are beginning to schedule meetings to discuss staffing and opportunities for continued growth and development. The hire of an Administrative Assistant for 15 hours per week is a supportive addition to our daily tasks. We are excited about enrollment interest and have provided tours after school for several families that have requested a tour and opportunities to ask additional questions after attending a Parent Information Meeting.

Beth Taylor has resigned as Faculty Chair. The Principal will provide reports until the faculty select a new chair. Our focus continues to give attention to community, staff and student overall wellness and social-emotional health. This is an area of great need as we continue to exercise resilience during this time - a tall task.

Tahoe February 2, 2022 Enrollment					
	21.22	20.21	19.20	18.19	17.18
TK	7	18	7	6	N/A
K	22	21	12	5	N/A
ATK	11	23	19	11	N/A
RRK	18	17	N/A	N/A	N/A
1	12	16	7	12	N/A
2	8	17	14	6	N/A
3	13	14	8	5	N/A
4	7	11	5	N/A	N/A
5	5	8	N/A	N/A	N/A
6	4	N/A	N/A	N/A	N/A
Total	78	106	53	34	N/A

MARKETING & COMMUNICATION

Marketing: Social Media posting for GVCS is at least three times a week and up to daily. **Open Enrollment Parent Information Meeting dates** are on Eventbrite, the website, and Facebook with online ads running for all three schools. The schools are listed as an option in local school guides. **Radio Ads** for all three schools are live now through the end February. Our Tahoe School principal will be interviewed on 101.5FM and recorded for us to achieve on our website. Enrollment postcards for 22-23 are printed and physically available at the school sites for distribution. Letters with postcards were mailed at the end of January to local preschools with a letter from the enrollment coordinator.

Website Project: Continues in its second stage of development. The project manager changed hands and another meeting to communicate all template changes occurred last week. We will have one domain for the CMO and all three schools. We are approaching in the migration of content stage for February.

Retention, Social Media, & Newsletters Enrollment information and program glimpses into our schools is shared weekly.

Outreach: Early Childhood Educator's Craft & Tea: Annie Bosque, the Early Childhood Mentor, is offering an Early Childhood Educator's Tea & Craft evening online for the local preschool directors to attend on February 7th at 6:30pm. We mailed the local preschool directors and sent the crafts materials, tea packet, and invitation to the event. Thirty preschools were contacted by mail and email in the Tahoe and Sacramento area. This event is an outreach effort for all three schools.

Badfish Coffee Gallery Art Show: The art teachers of River and Orchard Schools are working together with the Enrollment Coordinator in installing an art gallery of student work at Bad Fish Coffee in Orangevale during the month of March. Student work is already being selected and the students are excited! Bad Fish Coffee will also donate a percentage of its profits to GVCS as well as have a gallery opening gathering for parents.



SPECIAL EDUCATION

Thanks to on-going support from Stephanie Lorenz, Assessment Coordinator, at Golden Valley River School, the Tahoe school has successfully begun the process of rolling out their first round of school-wide assessments called Fast Bridge, which measures Literacy and Mathematics for grades 3-6. The Resource Specialist for GVT will support these grades and the teachers in completing these assessments which also prepares them for state-wide testing in the Spring. Additionally, Newcastle Elementary School District is providing GVT with a Board Certified Behavior Analyst (BCBA) for once-a-month support and services to address social, emotional, and behavioral needs.

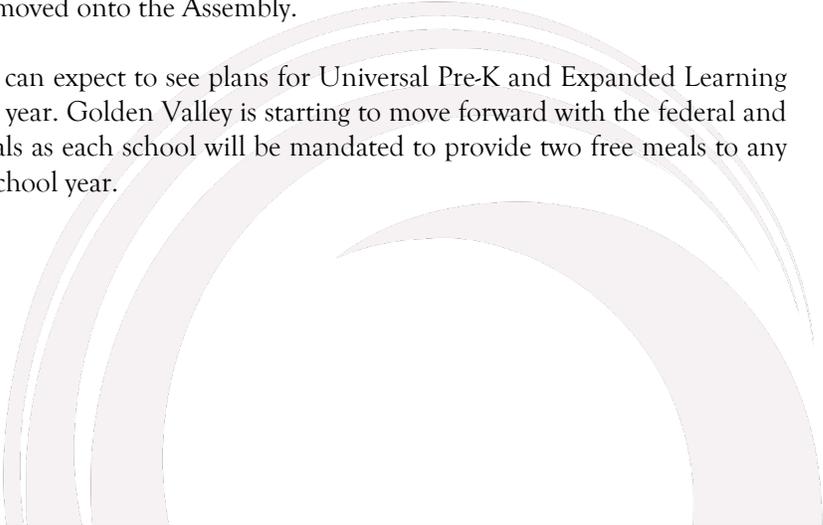
Catapult Learning services for Social/Emotional Learning (SEL) and Academic intervention have been up and running at Orchard school for two weeks. River's Academic intervention services began this week, Jan. 31st. Both schools, in collaboration with Catapult, are working hard to establish a successful schedule and work out the kinks of this new relationship. We appreciate everyone's patience, flexibility, and diligence in order to make this most beneficial for our students.

COMPLIANCE AND ACCOUNTABILITY

The CDE is slowly approving the sections of the LCAP Federal Addendum that was approved last month. Once all sections are approved the River and Orchard sites should receive their Title funds shortly after. These funds will help to improve services for high-need students that are identified. The schools will need to form School Site Councils and will be looking to recruit parents, classified staff, certificated staff, and other community members interested in identifying the needs of school and how to address the identified needs.

AB 579 recently moved through the California Senate and now includes language that will provide Hold Harmless protection for charter schools for the 2021-22 school year. The bill will also allow schools to claim ADA from previous school years for the 2022-23 school year as all California schools are dealing with declining ADA numbers. The bill has moved onto the Assembly.

In the next couple of month the board can expect to see plans for Universal Pre-K and Expanded Learning Opportunities for the upcoming school year. Golden Valley is starting to move forward with the federal and state application process for school meals as each school will be mandated to provide two free meals to any student each day starting in the 22-23 school year.



DEVELOPMENT

The Annual Giving campaigns at River and Orchard and the Build and Bloom campaign at Tahoe continue to receive new donors and additional donations from current donors. Year to date we have received \$160,414 with total pledges at \$251,661. Collectively, including GVEF donations/events and Ripple Effect accounts (Amazon Smile etc.) Year to date is \$231,502 with projected pledges of \$332,749. Personalized letter and annual statements were mailed to our 2021 donors. Up next is a Pledge-a-Thon for Orchard and River, maybe Tahoe.

DEVELOPMENT FUND CAMPAIGNS					
<i>Campaign</i>	<i>Donors/Households</i>	<i>YTD Rec'd</i>	<i>Pledged</i>	<i>Goal</i>	<i>Goal (%)</i>
AGC - Orchard	85/~	\$40,572	\$69,259	\$100,000	69%
AGC - River	105/~	\$52,483	\$76,542	\$100,000	76%
AGC - Tahoe	51/~	\$57,001	\$105,343	\$150,000	62%
AGC - Unclassfd	4/na	\$358	\$518	~	~
GVEF 9/21 (Fireworks)	~	\$40,000 (\$36,003)		~	~
GVEF 10/21 (Eagle Chase)	~	\$40,000 (\$35,825)		~	~
Amzn Smile (GVEF)	~	\$742		~	~
Farm Fresh	~	\$346		~	~
Total to Date		\$231,502			
Projected Total				\$332,749	

*Annual Giving includes Benevity.

HUMAN RESOURCES

Congratulations to Ryan Sutton on his new position as Golden Valley River Principal beginning in the 2022-2023 school year.

Golden Valley Welcomes:

- Ms. Patti Melvold, Business Services Coordinator/payroll - GVCS
- Ms. Serenity Enriquez- Administrative Assistant - GVTS

We are advertising to hire a Guest Teacher at GVTS.

ENROLLMENT

Enrollment – Open Enrollment for the 22-23 school year for all three sites began January third and will close at midnight on February 26th. Enrollment for the 21-22 school year is open for TK -5th grade for River and Orchard Schools and TK-6th grade for the Tahoe School. We have 11 new students across all three schools, 5 for Orchard, 5 for River, and one for Tahoe.

We have had three Open Enrollment Parent Information Meetings on Zoom for all three schools and our Home Study Hybrid programs. For the Tahoe School PIM we had 23 participants, 29 participants for the Home Study Hybrid programs at Orchard and River, and 65 participants for Orchard and River Schools. At total of 160 applications have been submitted for the 22-23 school year; 99 unique. We have three more PIMs scheduled for the month of February.

2022/2023 ENROLLMENT APPLICATIONS											
SCHOOL NAME	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
GVOS	17	11	4	1	7	0	0	2	3	1	46
GVOS – AFTERNOON K	10	9	0	0	0	0	0	0	0	0	19
GVRS	20	19	6	3	5	2	1	3	2	0	61
GVRS – HOME STUDY	9	8	3	2	0	0	0	0	0	0	22
GVTS	6	5	0	1	0	0	0	0	0	0	12

ENROLLMENT

Orchard Enrollment Movement 1/1-1/31				
	January 1	Gain	Loss	January 31
TK/K				
1		1		
2			(1)	
3				
4				
5		1		
6			(1)	
7				
8				
Total Enrollment	262	2	(2)	262
River Enrollment Movement 1/1-1/31				
	January 1	Gain	Loss	January 31
TK/K		6	(1)	
1		2		
2		1		
3		3		
4		2	(2)	
5		3		
6				
7			(1)	
8			(1)	
Total Enrollment	279	17	(5)	291
Tahoe Enrollment Movement 1/1-1/31				
	January 1	Gain	Loss	January 31
TK/K				
1			(1)	
2			(1)	
3				
4				
5		1	(1)	
6				
Total Enrollment	78	1	(3)	76



BOT Chair Report

DATE: 2/9/22

Seeking Board Member Candidates

Do you value the Public Waldorf-Inspired Education that your student receives from Golden Valley? Do you want to ensure that this education is available to others? If so, consider serving on the Golden Valley Board of Trustees. The Board is actively recruiting community members who have a desire to support the governance of the Golden Valley Organization. We need several active Parents/Guardians in our community, from each of our three schools, to join in the work and oversight of our organization. Interested parties should contact the Board at bot@gvcharter.org for more information.

Acknowledging the Service of our Former Board Members

Suzanne Dick resigned from the Board in January due to personal reasons. We send our heartfelt gratitude and support to Suzanne at this time. Suzanne became a Trustee in 2020. The Board has appreciated Suzanne's knowledge and experience, both as an attorney and as a long-time Golden Valley Parent. I have personally enjoyed working with Suzanne. Her practicality and even keel approach has been a welcome voice on the Board. We thank her and acknowledge her for her service. We will miss her very much and wish her and her family the best, going forward.

Brittany Kilby recently resigned from the Board to accept a position with our schools. She has been one of the many staff supporting our schools as the recent COVID surge has left us short-staffed. Brittany served on the Board since 2020, taking on the Board Officer position of Secretary in 2021. We have appreciated having Brittany's keen eye for detail and expertise in child development on the Board as we have navigated through a difficult two years of this pandemic. We wish Brittany the best in her future endeavors and are grateful that GVCS is able to have her on staff.

The Recent COVID Surge and GVCS Response

The Board of Trustees continues to work with Sacramento County Public Health Department (SCPH), the California Department of Public Health (CDPH), and the California Department of Education (CDE) to work through this pandemic, while continuing to provide education to our students in the safest ways possible. Extraordinary efforts by all staff members, layered mitigation measures, and responsive changes from State government has helped to remain open, staffed, and keep students in class. We want to acknowledge the perseverance of our Faculty and Staff throughout this difficult time. This has been a long haul. We know you are tired. We see your efforts at keeping our students safe and continuing to connect with them and educate them throughout this pandemic. Thank you to our support staff for stepping up to get our students through this time, as well.

As this surge subsides, the Board will look proactively at measures that will continue to keep our schools open, keep all our students attending to the greatest extent possible, and build a new normal for resuming activities, as permitted. The COVID Safety Plan and Policies will be



reviewed and updated, looking at data metrics and vetted research from experts in this field. This will be executed within the requirements and guidance of State and Local health orders. As this surge of Omicron subsides, transmission rates, hospital capacity, and case rates stabilize, we will be as responsive as possible to those measures. We will also continue to utilize layered risk mitigation strategies, such as vaccination, rapid antigen testing, modified quarantine, ventilation, and face coverings, while looking at ways to pull back or push in on these, as the data indicate in the future. As I look through the most recent research and data, I am encouraged that we are being responsive with many of these measures.

Vaccines continue to be the most effective tool we have against COVID-19 infection and spread. Now that the COVID vaccine is available to children over 5 years old, this allows access to another layer of protection against COVID for our students at school. Research also shows that adults who are vaccinated provide a significant level of protection to the children around them. Experts are recommending that the best way to protect kids is to vaccinate those around them, at home and school. Vaccine clinics at schools and making vaccination normal again will go a long way to contain this pandemic and lift the other risk mitigation measures we have had to use over the last two years.

- Johns Hopkins: Even More Safety and Effectiveness Data for COVID-19 Vaccines for Children 2/1/22
 - <https://publichealth.jhu.edu/2022/even-more-safety-and-effectiveness-data-for-covid-19-vaccines-for-children>
- JOS: Indirect protection of children from SARS-CoV-2 infection through parental vaccination 1/27/22
 - <https://www.science.org/doi/10.1126/science.abm3087>
- JON: Community-level evidence for SARS-CoV-2 vaccine protection of unvaccinated individuals 6/1/21
 - <https://www.nature.com/articles/s41591-021-01407-5>

The Board will continue to review our COVID-19 Safety Plan in Committee and at Board Meetings. Changes will be communicated through official communications from our schools. The community can access the COVID-19 Dashboard and the most current COVID-19 Safety Plan on each of our schools' websites.

Vaccines and Mandates:

As there have been recent questions from the community about potential vaccine mandates for students, I am repeating the communication from the November BOT Chair Report with some updates.

As we support vaccinations in our community, this helps us with our stated goal of having all students have safe and full in-person instruction, and as much instructional time as possible.

While there are many questions and concerns regarding the State mandate for the COVID-19 vaccine, it is important to understand that the process and projected timeline for such a mandate is unlikely to impact this school year. The Governor's staff has informed school



districts that they see this mandate taking effect at the earliest date in the 2022-23 school year, and this would likely be for older students 16+, covered by the current full authorization for the vaccine and would not affect our schools. There is no State mandate now and no statute or orders are in place for a student vaccine mandate for any K-12 schools currently. If a State vaccine requirement for students is approved, this process will be implemented by the State and all public schools will be required to follow the requirements, just as we do with all other current vaccine and public health requirements. Rules for exemptions are unclear at this point and there will have to be legislative action for clarification on this element.

As this process unfolds at the State level, avenues where you can share your perspective on this important issue will be through your State elected officials. The Board will take action at some critical point when more information is known and action is required, consistent with legal guidance. This issue will be shaped and addressed by patience as this process and policy unfolds. We are committed to following scientifically researched solutions that will provide the best protection and safety for our staff, students, and families.

The Latest Financial Picture for GVCS

As the California Legislator sorts out its priorities and funding gaps, amidst record revenues and severe challenges to the academic landscape, schools and districts wait to see where our bottom-line will end up with funding. There has been recent movement in the legislature and indications that some additional funding to address enrollment issues will be provided to Charter schools, in addition to school districts.

It is clear that schools have not been prioritized effectively during this crisis. The problems, gaps, and inequities that existed pre-pandemic have only been amplified, particularly as this pandemic continues. The Board is aware and actively planning for several scenarios that will inevitably develop over the next several months. Based upon these funding formulas, we will move forward in the most responsible ways to preserve our schools and provide the best financial decisions, staffing, education, and support possible. Stay apprised of this situation by following Board Meeting and information that comes out of our Charter Advocacy associations, such as Charter Schools Development Center (CSDC) and California Charter Schools Association (CCSA). You can help your schools by contacting your State representatives and expressing support and funding for your charter school.

Warm regards,

Heather Fraser Hurtt
Board Of Trustees, Chair
Golden Valley Charter Schools