



Golden Valley Charter Schools
Regular Meeting of the Board of Trustees
6550 Filbert Ave.
Orangevale, CA 95662

February 12, 2025

Board Meeting Access Information

Date: Wednesday, February 12, 2025
Time: 5:00 p.m.
Primary Location: **Golden Valley Orchard, Room 3, 6550 Filbert Ave, Orangevale, CA 95662**

Remote Location: Golden Valley River School, Room 5, 9601 Lake Natoma Dr., Orangevale, CA 95662

Zoom Link: **Topic: BOT Regular Meeting**
Time: Feb 12, 2025 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
<https://us02web.zoom.us/j/89553249321?pwd=EIMXlrUtfb7aq50ChmDB5sQbJP5bwS.1>

Meeting ID: 895 5324 9321
Passcode: 667964

One tap mobile
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This meeting is being conducted in person and will also be available to the public via teleconference through the Zoom platform.

Members of the public who wish to comment during the Board meeting may do so in person at the primary meeting location, a remote meeting location, or use the “raise hand” tool on the Zoom platform. Members of the public may also email their comments to the Board at bot@qvcharter.org; emailed comments will be summarized by the board chair. Individual comments are 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@qvcharter.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.

February 12, 2025

Regular Meeting Agenda

1. **Call to Order** – 5:00p.m. *(K. Gerski-Keller)*
2. **Roll Call** – 5:00 p.m.
Board Members: Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker, Stephen Quadro, Meredith Wilsen.
3. **Board Member Exigencies and Remote Attendance** – 5:01 p.m. *(K. Gerski-Keller)*
Action: Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?
Information: Members must publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member’s relationship with any such individuals; and ensure their meeting participation using both visual and audio technology.
4. **Flag Salute/Quote/Moment of Silence** – 5:05 p.m. *(C. Buckley)*
5. **Public Comment** – 5:06 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**– 5:21 p.m. *(K. Gerski-Keller)*
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 15, 2025 Regular Meeting Minutes?***
 - 6.2 ***Shall the board accept the revised Uniform Complaint Policy (UCP) Policy Update?***
 - 6.3 ***Shall the board accept the revised Title IX Policy Update?***
 - 6.4 ***Shall the board accept the revised Independent Study (IS) Policy Update?***
 - 6.5 ***Shall the board approve the Golden Valley Orchard School Safety Plan?***
 - 6.6 ***Shall the board approve the Golden Valley River School Safety Plan?***
7. **Finance Report** – 5:25 p.m. *(S. Lefkowitz)*
Discussion: Susan Lefkowitz will report on the status of the 2024/2025 budget for Golden Valley Orchard and Golden Valley River.

February 12, 2025

8. **LCAP Mid-Year Update, GVOS** – 5:40 p.m. *(J. Hoover)*
Discussion: The board shall receive a report on the 2024-2025 Mid-Year LCAP Update for Golden Valley Orchard School.

9. **LCAP Mid-Year Update, GVRS** – 5:50 p.m. *(J. Hoover)*
Discussion: The board shall receive a report on the 2024-2025 Mid-Year LCAP Update for Golden Valley River School.

10. **Enrollment Deadline** – 6:00 p.m.
Action: Shall the board close all enrollment for the 2024-2025 school year at GVOS and GVRS as of Friday, February 14, 2025 at 4:00p.m.?

11. **The board shall review the slides for the GVOS Charter Petition Presentation to SJUSD** – 6:05 p.m. *(C. Buckley)*

12. **Faculty Reports** – 6:20 p.m.
Faculty Chair Report, Orchard: Orchard Faculty Chair, Jennifer Evans, will present items of interest to the board. *(J. Evans)*
Faculty Chair Report, River: River Faculty Chair, Tavia Pagan, will present items of interest to the board. *(T. Pagan)*

13. **Executive Reports** – 6:35 p.m.
Board Chair Report: Board of Trustees Chair, Katie Gerski-Keller, will present items of interest to the board.
Executive Director Report: Executive Director, Caleb Buckley, will present items of interest to the board.

14. **Closed Session: Public Employee Performance Evaluation** – 6:50 p.m. *(C. Buckley)*
Action/Discussion: The board will go into closed session to discuss the annual review of the principals of Golden Valley Orchard, Golden Valley River, and the Compliance Manager pursuant to § 54957.

15. **Recitation of the Motto of the Social Ethic** – 7:05 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.

16. **Adjournment of the meeting** – 7:06 p.m. *(K. Gerski-Keller)*

January 15, 2025

Regular Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 5:04 p.m.**
2. **Roll Call – 5:00 p.m.**
Board Members Present: Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker (arrived at 5:07 p.m.), Stephen Quadro, Meredith Willson.
Board Members Absent: None.
Guests: Caleb Buckley, Jennifer Hoover, Geniel Bratton (Orchard), Becky Page (Orchard).
3. **Board Member Exigencies and Remote Attendance –**
Action: Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?

TABLED. NO ACTION
4. **Executive Director Caleb Buckley read the Thoughtfulness Virtue Card.**
5. **Public Comment –**
There were no public comments.
6. **Consent Agenda–**
It was moved by Adam Errington and seconded by Ekaterina Khmelniker that the board approve the following items by consent.
 - 6.1 The board approved the December 18, 2024, Regular Meeting Minutes.
 - 6.2 The board approved the 2023-2024 School Accountability Report Card (SARC) for Golden Valley Orchard School (GVOS).
 - 6.3 The board approved the 2023-2024 School Accountability Report Card (SARC) for Golden Valley Orchard School (GVOS).
 - 6.4 The board accepted the 2023-2024 Golden Valley Charter Schools Fiscal Audit.
(Ayes: 4, Noes: 0, Abstain: 1, S. Quadro)
7. **Golden Valley Orchard School Charter Renewal (2025-2030) –**
It was moved by Stephen Quadro and seconded by Meredith Willson that the board approve the Golden Valley Orchard School Charter Renewal (2025-2030) for submission to San Juan Unified School District.

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

January 15, 2025

8. **Faculty Reports –**

Faculty Chair Report, Orchard: Orchard Faculty Chair, Jennifer Evans, presented items of interest to the board.

Faculty Chair Report, River: River Faculty Chair, Tavia Pagan, presented items of interest to the board.

9. **Executive Reports –**

Board Chair Report: Board of Trustees Chair, Katie Gerski-Keller, presented items of interest to the board.

Executive Director Report: Executive Director, Caleb Buckley, presented items of interest to the board.

10. **The board recited the Motto of the Social Ethic.**

11. **Chair Katie Gerski-Keller adjourned the meeting at 6:13 p.m.**

Respectfully submitted by Amala Easton.

Katie Gerski-Keller, Chair

Date

UNIVERSAL COMPLAINT POLICY AND PROCEDURES

It is the policy of the Golden Valley Charter Schools (the “Charter School”) to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Charter School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students or someone may believe that a violation of federal or state law is occurring in certain educational programs. The Charter School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the UCP: If, however, the complainant does not feel comfortable with this approach and the complaint relates to any of the topics below, the complainant must use the complaint procedure identified below. If the complaint relates to a different type of complaint, and to obtain information about making a different type of complaint contact:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
(916) 987-6141

The Charter School will investigate relevant complaints, as identified below, and seek to resolve them in compliance with this policy:

- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and section 11135 of the Government Code, including any actual or perceived characteristic as set forth in section 422.55 of the Penal Code, 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 program or activity conducted by the school;
- Improper student fees;
- Failure to accommodate lactating students
- Noncompliance with the rights of pregnant and parenting students;

- Failure to provide Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources;
- Failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education;
- Failure to comply with statutes relating to the education of homeless students, students in foster care, former juvenile court school students, students who are children of a military family, or migratory students;
- A complaint about the Charter School’s safety plan;
- A complaint that the Charter School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable. This complaint may be filed by any member of the public and may be filed anonymously;
- Every Student Succeeds Act;
- A complaint that the governing body of the Charter School has refused to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study and contributions of any individual group consistent with the requirements of Education Code sections 51204 and 60040, unless the study of the role and contributions violates Section 51501 or 60044. A complaint filed for this reason may be filed with the Superintendent of Public instruction directly if immediate action is necessary. The complaint may be filed by any member of the public and may be filed anonymously;
- A complaint that the governing body of the Charter School adopted or approved the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if its use would subject a pupil to unlawful discrimination;
- School or athletic team names, mascots, or nicknames pursuant to Education Code section 221.3;
- Other violation of state or federal law under the following: Consolidated Categorical Aid Programs, including improving academic achievement, compensatory education, English learner programs, Physical Education; School Plans for Student Achievement.

Types of Complaints Not Covered by the UCP

Many complaints do not fit within the above-listed complaints to be made through the UCP. Some of these include, but are not limited to:

- Classroom assignments
- Common core

- Grades and graduation requirements
- Hiring and evaluation of staff
- Homework policies and practices
- Provision of core curricula subjects
- Student advancement and retention
- Student discipline
- Student records
- Employment complaints
- Open meetings and board meetings
- Other general education requirements

Internal Procedures:

As an initial matter, each supervisor has the responsibility to maintain a workplace and educational environment free from any form of sexual or other unlawful harassment, discrimination or conduct. Consequently, should the supervisor become aware of any conduct that may constitute discrimination, harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Making a Complaint: Any person who has experienced or is aware of a situation that relates to a complaint to be made in accordance with this policy (as identified above), has a responsibility to report the situation immediately to:

Golden Valley Orchard

Becky Page, Principal
 6550 Filbert Ave
 Orangevale, CA 95662
 (916) 987-1490

Golden Valley River

Ryan Sutton, Principal
 9601 Lake Natoma Dr,
 Orangevale, CA 95662
 (916) 987-6141

Employees who believe they have been the victim of any employment discrimination should follow the complaint procedures identified in the employee handbook. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the Charter School will assist the complainant in filing the complaint.

When making a UCP complaint, if the employee or student is not comfortable contacting the Principal or if that individual is not available, the employee or student should contact:

Caleb Buckley, EdD, Executive
 1000 River Rock Drive, Suite 220
 Folsom, CA 95630
 (916) 597-1477

The Executive Director and Principals have been designated to handle inquiries regarding the UCP complaints. OCR Non-discrimination notice. A UCP Complaint Form may be obtained from the Executive Director or Principals.

Anonymous Complaints: Students making a complaint of improper fees or complaints that the Charter School has failed to comply with Education Code sections 47606.5 or 47607.3, may make the complaint anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

6 Month Limit on Certain Complaints: Complaints relating to discrimination (other than employment discrimination) must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the Executive Director or his/her designee. Such extension by the Executive Director or his/her designee shall be made in writing. The period for filing may be extended by the Executive Director or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt for extension.

Informal Resolution: If the parties mutually agree, the complainant and the Charter School may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

Investigation of Complaints: If the complaint alleges wrongdoing involving a complaint required to be filed under the UCP, the Charter School will complete an investigation and submit to the complainant a written decision regarding the complaint within 60 days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The 60-day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The Executive Director or his/her designee will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Civil Rights Department (the "CRD") for investigation as required by law.

Written Decision: The Executive Director or his/her designee shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant's right to appeal the Charter

School's decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the Executive Director or his/her designee will send a copy of the written decision to the complainant.

Appeal of School's Decision

Appeal to CDE: Except for complaints that are not required to be processed through the UCP, a complainant may appeal a decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the decision. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution. If the CDE determines that the decision failed to address an issue raised by the complaint, the CDE will refer the matter to the Charter School to make the necessary findings and conclusions on any issue not addressed. The Charter School will have 20 days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible suspension or expulsion.

External Procedures: Filing a Complaint with the CRD.

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment, should follow the complaint process identified in the employee handbook, but may file a complaint directly with the CRD. The CRD serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the CRD finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the CRD may file a formal accusation.

Employees may also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the CRD and a Right to Sue Notice has been issued. For more information, contact the CRD toll free at (800) 884-1684, or email the CRD at contact.center@calcivilrights.ca.gov or visit its website at www.calcivilrights.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

Retaliation Policy

It is in violation of the Charter School's policy for the Charter School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the Charter School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner

in an investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the Charter School's retaliation policy include seeking advice from the CRD or Commission; filing a complaint with the CRD, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the Charter School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the Charter School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

Dissemination

The Charter School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the Charter School's website.



TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCEDURES

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 Personnel/Parties

The Charter School's Title IX Coordinator is:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

Investigator: The Title IX Coordinator may act as investigator of complaints of sex discrimination under Title IX. Alternatively, in the Title IX Coordinator's discretion, the Title IX Coordinator may designate that role to another individual. In any event, the investigator shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The role of the investigator is that of fact finder.

Decisionmaker: The Title IX Coordinator may also act as the decisionmaker of complaints of sex discrimination under Title IX. Alternatively, in the Title IX Coordinator's discretion, the Title IX Coordinator may designate that role to another individual. In any event, the decisionmaker shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The role of the decisionmaker is to evaluate evidence and make a determination regarding the formal complaint, including submitting a written determination of findings.

Complainants: The following person(s) have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the Charter School investigate and make a determination about alleged discrimination under Title IX: 1) A complainant; 2) A parent, guardian, or other authorized legal representative with the legal right to act on behalf of the complainant; and 3) The Title IX coordinator.

If the complaint involves sex discrimination other than sex based harassment, a complaint may be made by any student or employee or any person other than a student/employee who was participating or attempting to participate in the Charter School's education program or activity at the time of the alleged sex discrimination.

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.

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 nonaggressive 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.

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

Title IX Coordinator Responsibilities

The Title IX Coordinator will take the following actions when notified of conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations:

- Treat the complainant and respondent equitably;
- Offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures identified herein are initiated or if an informal resolution process has been offered to the respondent, offer and coordinate supportive measures, as appropriate, for the respondent;
- Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, of the grievance procedures and the informal resolution process, if available and appropriate;
- Monitor the Charter School's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations, and take steps reasonably calculated to address such barriers
- If a complaint is made, notify the respondent of the grievance procedures and informal resolution process, if available and appropriate.

Reporting Allegations of Sex Discrimination

All employees who are not confidential employees are required to notify the Title IX Coordinator when the employee has information about conduct that may constitute sex discrimination under Title IX or its implementing regulations.

Employees, students and/or their parent/guardian/caregiver, may report sex discrimination to the Charter School's Title IX Coordinator, or to any other Charter School employee, who shall inform the Title IX Coordinator of that complaint.

Complaints may be made in writing, orally, via email, telephone or by any other means reasonably contemplated to result in the complaint reaching the Charter School's Title IX Coordinator.

Procedures

The Charter School's Title IX grievance or complaint procedures apply only to conduct that falls within the definition of sex discrimination under Title IX. Other allegedly offensive conduct may not fall within this process, but may be investigated and handled through other complaint procedures. In order to evaluate which complaint procedures apply, the Title IX Coordinator shall review the complaint to determine if the conduct falls within the definition of sex discrimination under Title IX and its implementing regulations. If a complaint falls within both the Title IX definition and within the definition of complaint subject to the Uniform Complaint Procedure, both processes may be followed. Please contact the Schools Principal to understand all of the School's complaint process options.

Response to an Informal Complaint

Upon receipt of a report of sex discrimination without a formal written complaint, the Title IX Coordinator will offer and coordinate supportive measures for the complainant and explain to the complainant (or other person reporting the behavior) the right and process to file a formal complaint.

In the event there is no formal complaint, the Title IX Coordinator shall determine whether to initiate a complaint of sex discrimination that complies with the complaint procedures identified herein. This determination need not be made if the Title IX Coordinator reasonably determines

that the conduct as alleged could not constitute sex discrimination under Title IX or its implementing regulations.

In making this determination, the Title IX Coordinator shall consider the following, within 20 days of receiving an informal complaint:

- 1) The complainant's request not to proceed with initiation of a complaint;
- 2) The complainant's reasonable safety concerns regarding initiation of a complaint;
- 3) The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- 4) The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- 5) The age and relationship of the parties, including whether the respondent is an employee of the Charter School;
- 6) The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- 7) The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- 8) Whether the Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its complaint procedures.

After consideration, if the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the Charter School from ensuring equal access on the basis of sex in its education program or activity, the Title IX Coordinator may initiate a complaint.

Regardless of whether a complaint is initiated, the Charter School shall take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to continue or recur within the Charter School's education program or activity.

A formal complaint means an oral or written request to the Charter School that objectively can be understood as a request for the Charter School to investigate and make a determination about alleged discrimination under Title IX or its implementing regulations. The Title IX Coordinator may request the complainant to fill out a formal complaint form in order to initiate a formal complaint, although that formality is not required.

Supportive Measures

Supportive measures are non-disciplinary and nonpunitive and shall be available at any time during a Title IX investigation. These may include, but are not limited to, counseling, extensions of deadlines and other course-related adjustments, campus escort services, increased security and monitoring of certain areas of the campus, restrictions on contact applied to one or more parties, leaves of absence, changes in class, work, or extracurricular or any other activity regardless of whether there is or is not a comparable alternative, training and education programs related to sex-based harassment.

The complainant or respondent shall have a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. A party will also be provided the opportunity to seek additional modifications or termination of a supportive measure if circumstances change materially.

The Charter School will not disclose information about any supportive measures to persons other than the person to whom they apply, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when a legal exception applies.

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the Charter School's implementation of supportive measures.

Response to a Formal Complaint

In response to a formal complaint, the Title IX Coordinator confirm, in writing as described below, the receipt of the complaint and will determine whether the allegations fall within the definition of sex discrimination under Title IX. If so, the Title IX Coordinator will follow this policy to resolve the complaint. If it does not, the Title IX Coordinator will either dismiss the complaint or refer the complaint to a different division with the Charter School to handle the complaint, such as through the school's Uniform Complaint Procedures.

The Title IX Coordinator will initiate an investigation, by identifying an investigator and/or decisionmaker. A written decision shall be issued within sixty (60) calendar days receipt of the formal complaint.

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the Charter School's implementation of grievance procedures.

Emergency Removal: The Charter School may remove an accused from the Charter School's education program or activity on an emergency basis, provided that the Charter School first undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any student or other individual arising from the allegations of sex discrimination justifies removal, and provides the accused with notice and an opportunity to challenge the decision immediately following the removal.

If the respondent is an employee, the employee may be placed on administrative leave during the formal investigative process. If the respondent is a student, state and federal laws may impose additional procedural requirements for removal.

Written Notice of the Formal Complaint

Within 10 calendar days of the receipt of the formal complaint, the Title IX Coordinator shall provide the parties with a notice of the formal complaint. The notice shall include: (1) a copy of this Policy; (2) the identities of the parties involved in the incident; (3) the conduct alleged to constitute sex discrimination under Title IX and its implementing regulations; and (4) the date(s) and location(s) of the alleged incident(s), (5) a statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence, and if the Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party; and (6) a statement that retaliation is prohibited.

During the Grievance Process:

Investigation

The investigator will review the complaint and other submitted evidence, gather additional evidence, and interview witnesses or parties. The investigator may also offer, modify or terminate supportive measures.

The investigation shall be adequate, reliable, and impartial. To do so, the Charter School shall: 1) ensure that the burden is on the Charter School to conduct the investigation that gathers sufficient evidence to determine whether sex discrimination occurred; 2) provide an equal opportunity for the parties to present fact witnesses and other inculpatory or exculpatory evidence that are relevant or not otherwise impermissible; and 3) review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance, and consistency with implementing regulations.

The investigator shall provide the parties with the opportunity to review the relevant and not otherwise impermissible evidence (or an accurate description of the evidence) that is directly related to the allegations raised in the formal complaint. If provided with an accurate description of the evidence, the Charter School will further provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

Thereafter, the parties will have a period of seven calendar days to review the evidence (or description thereof), respond, ask the investigator additional questions, and provide or suggest additional evidence to be considered by the investigator. The Charter School will also take steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

The investigator/decisionmaker will question the parties and witnesses initially and may reach out to the parties and witnesses again after its first initial round of questions. The investigator/decisionmaker may determine whether to question the parties and/or witnesses in person or remotely with the goal that the questioning must provide the opportunity to adequately assess a party's or witness's credibility to the extent that it is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

If, in the course of the investigation, the Charter School decides to investigate additional allegations of sex discrimination by the accused toward the complainant that are not included in

the initial notice identified above or that are included in a complaint, the Charter School will provide notice of the additional allegations to the parties whose identities are known.

Presumption: There is a presumption that the accused is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.

Extension of Time Frames: While the Charter School endeavors to complete the grievance procedure within the timelines included in this policy, the Charter School may notify the parties of the need for a reasonable extension of time on a case-by-case basis for good cause during any of the major stages of the process, including during evaluation, investigation, determination, and appeal. Additionally, if one of the parties involved requests a reasonable extension of time for cause, the Charter School shall, on a case-by-case basis, reasonably consider such request.

Privacy: The Charter School shall take steps to protect the privacy of the parties and witnesses during the pendency of the grievance procedures, provided that the parties must be able to obtain and present evidence, including speaking to witnesses, consulting with their family members, confidential resources or advisors, or otherwise preparing for and participating in the grievance procedures.

Evaluation: The Charter School's investigator or decisionmaker shall evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, and provide that credibility determinations are not based on a person's status as a complainant, respondent, or witness. The following evidence, and questions seeking that evidence, are impermissible:

- Evidence protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee, unless the privilege or confidentiality has been voluntarily waived;
- A party's or witness's records that are made or maintained by a physician, psychologist or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures;
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Standard of Evidence: For all formal complaints of sex discrimination, the Charter School shall use the preponderance of the evidence standard of proof. The decisionmaker shall evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the standard of proof, the decisionmaker must not determine that sex discrimination occurred.

Dismissal of a Formal Complaint:

The Charter School shall investigate the allegations in a formal complaint and may dismiss a complaint of sex discrimination for any of the following reasons:

- The Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the Charter School's education program or activity and is not employed by the Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX or its regulations even if proven; or
- The Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX or its regulations.

Prior to dismissing the complaint, the Charter School must make reasonable efforts to clarify the allegations with the complainant. Upon dismissal, the Charter School will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant or simultaneously if the notification is in writing.

Consolidation of Formal Complaints. A Charter School may consolidate formal complaints as to allegations of sex discrimination against more than one respondents, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one accused, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

Determination Whether Sex Discrimination Occurred.

Following the investigation and evaluation of all relevant and not otherwise impermissible evidence, the Charter School will notify the parties in writing of the determination whether sex discrimination occurred under Title IX or its implementing regulations, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The Charter School shall provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the Charter School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

If there is a determination that sex discrimination occurred, the Title IX Coordinator is responsible for coordinating the provision and implementation of remedies to a complainant and other persons the Charter School identifies as having had equal access to the Charter School's education program or activity limited or denied by sex discrimination, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary

sanctions, and other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the Charter School's education program or activity.

The Charter School will not discipline a party, witness, or others participating in the Charter School's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the Charter School's determination whether sex discrimination occurred.

If the Charter School dismisses the complaint, it will offer supportive measures to the complainant as appropriate and, if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate.

Appeals

Upon dismissal of a complaint, the Charter School will notify the complainant that a dismissal may be appealed and provide the complainant with an opportunity to appeal the dismissal on the bases set out below. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will notify the respondent that the dismissal may be appealed.

If the dismissal is appealed, the Charter School will:

- Notify the parties of any appeal, including notice of the allegations as required above if notice was not previously provided to the respondent
- Implement appeal procedures equally for the parties
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint
- Ensure that the decisionmaker has been trained
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome
- Notify the parties of the result of the appeal and the rationale for the result

The Charter School shall offer both parties an appeal from a determination whether sex discrimination occurred, and from the Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:

- 1) Procedural irregularity that would change the outcome of the matter;
- 2) New evidence that would change the outcome and that was not reasonably available at the time when the determination whether sex discrimination occurred or dismissal was made; and
- 3) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against a complainant or an accused generally or the individual complainant or accused that would change the outcome of the matter.

The Charter School may offer an appeal equally to both parties on additional bases.

As to all appeals, the Charter School shall:

- 1) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 2) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

- 3) Ensure that the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set forth above;
- 4) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- 5) Issue a written decision describing the result of the appeal and the rationale for the result; and
- 6) Provide the written decision simultaneously to both parties.

Informal Resolution

At any time prior to determining whether sex discrimination occurred, the Charter School may offer to a complainant and respondent a voluntary informal resolution process, unless the complaint includes allegations that an employee engaged in sex based harassment of a student or if such process would conflict with Federal, State or local law. If the Charter School determines the alleged conduct would present a future risk of harm to others, it may decline to allow informal resolution. If an information resolution is followed, the Title IX Coordinator must, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to recur within the Charter School's education program or activity. Such specific steps will be taken depending upon the facts of each case.

The Charter School has discretion to determine whether it is appropriate to offer an informal resolution process when it receives information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations or when a complaint of sex discrimination is made and may decline to offer information resolution despite one or more of the parties' witnesses. This decision may be made if the Charter School determines that the alleged conduct would present a future risk of harm to others.

The Charter School shall not require or pressure the parties to participate in an informal resolution process.

Before initiation of an informal resolution process, the Charter School shall provide notice to the parties that explains: 1) the allegations; 2) the requirements of the informal resolution process; 3) that, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the complaint procedures; 4) that the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming complaint procedures arising from the same allegations; 5) the potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and 6) what information the Charter School will maintain and whether and how the Charter School could disclose the information for use in a complaint procedure if complaint procedures are initiated or resumed.

The facilitator of the information resolution process will not be the same person as the investigator and/or decisionmaker for the Charter School's grievance process. The facilitator will not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Recordkeeping

1) A Charter School must maintain for a period of seven years records of—

(A) For each sex discrimination complaint, records documenting the informal resolution process or the grievance procedures, and if applicable, the resulting outcome.

(B) For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations, including notifications, records documenting the actions the Charter School took to meet its legal obligations.

(D) All materials used to provide required training. The Charter School must make these training materials available upon request for inspection by members of the public.

INDEPENDENT STUDY BOARD POLICY

These policies apply to all pupils participating in independent study at the Golden Valley Charter Schools (the “Charter 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

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed 30 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 Charter 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 towards 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,
 - Chronic absenteeism rates,
 - 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 substantially equivalent to in-person instruction.

Tiered Reengagement: For all pupils participating in independent study for 16 or more schooldays in a school year and who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the Charter School’s approved instructional calendar, found not participatory in required synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable to the student’s grade span, or who are in violation of their written agreement, the Charter School shall have local programs intended to address chronic absenteeism, as applicable, including at least 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 a nonattendance day or lack of participation,
- A plan for outreach from the Charter 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.

Opportunities for Live Interaction and Synchronous Instruction: The Charter School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils participating in independent study for 16 or more schooldays in a school year:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the Charter 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 Charter School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,
- For pupils in grades 9-12 inclusive, the Charter School shall plan to provide opportunities for 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 a teacher of record and the pupil.

Return to In-Person Instruction: For pupils who participate in independent study for 16 or more schooldays in a school year and whose families wish to return to in-person instruction from independent study, the Charter School shall allow the student to return expeditiously, and in no case later than five instructional days.

Exceptions for Pupils Under Professional Care: Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. The Charter School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

Written Agreements: A current written agreement for each independent study pupil shall be maintained on file for each participating student.

For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

For a pupil participating in an independent study program that is scheduled for 15 or fewer school days, each written agreement shall be signed during the school year in which the independent study takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

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 Charter 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.
- 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 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 policy, a parent or guardian may request that the Charter School conduct a phone, videoconference, or in-person pupil-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.

INDEPENDENT STUDY PLAN DUE TO SCHOOL CLOSURE OR MATERIAL DECREASE IN ATTENDANCE FOR AFFECTED STUDENTS

For any student impacted by fire, flood, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a strike involving transportation services to pupils provided by a non-school entity or an order provided for in Education Code section 41422, the Charter School shall offer those students independent study within 10 instructional days of the first day of a school closure or material decrease in attendance. Students with exceptional needs shall receive the services identified in their individualized education programs and may participate in independent study.

As soon as possible, unless prohibited under the direction of the local or state health officer, the Charter School shall reopen for in-person instruction.

Emergency Preparedness Plans
Comprehensive School
Safety Plans



GOLDEN VALLEY
ORCHARD SCHOOL

GOLDEN VALLEY ORCHARD SCHOOL (GVOS) SAFETY PLAN

(UPDATED 2/07/25)

School: Golden Valley Orchard School

Principal: Becky Page

School Site Council Chairperson: Becky Page

Approved on: _____

- All teachers will have updated Safety folders available in a visible and accessible location.
- Fire evacuation routes are **posted in all rooms.**

- These pages are to be updated yearly:
 - Crisis response team (page 11)
- These trainings to take place yearly:
 - Train Designated Section Leaders on Duties (see page 13)
 - Fire drill training
 - Lock down training (teachers and students)
 - Earthquake training
- These tasks are to take place at the beginning of each school year:
 - Check and restock Emergency Supplies
 - Check and restock Classroom First Aid Kits
 - Check expiration and restock batteries.
 - Update Emergency Folders
 - Update Health Alerts in Teacher's Lounge and in Safety Plan
 - Pre-Emergency Preparedness check

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15. Title IX, harassment, intimidation, discrimination, and bullying policy
16. Uniform complaint policy and procedures
17. Visitor’s policy
18. Volunteer policy

CALLING FOR ASSISTANCE

IF YOU ARE BEING PHYSICALLY THREATENED OR ARE IN ANY OTHER KIND OF IMMINENT DANGER, CALL Sheriff Emergency line: 916-874-5111 OR 9-1-1 FIRST – THEN CALL SHERIFF DEPT.

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

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?
 - Who was involved and description of person(s)

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?
- Who, if known

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?

School Contacts

Becky Page	Principal	(916) 597-6861
Jamie Rives	Administrative Assistant	(916) 203-1408
Claudia Vasquez-Cifuentes	Administrative Assistant	(916) 224-8227
Sviatlana Lutsky	Head Custodian	(916) 944-9566
Eileen Worthing	HR Manager	(916) 597-1035
River School		(916) 987-6141

Golden Valley Orchard School, 6550 Filbert Ave, Orangevale, CA 95662, (916) 987-1490
Central Office, 1000 River Rock Dr, Suite 220, Folsom, CA 95630, (916) 597-1478

Emergency Contacts

Potential Poisoning	Poison Control	1-800-222-1222
Suspected child abuse/molest	Call CPS and Call Sheriff's Dispatch	(916) 875-5437 (916) 874-5115
Wildlife services		(916) 875-4311
Animal control issues	Call Animal Control	(916) 875-5656
Traffic Control	Call CHP	(916) 338-6710
Maintenance & Operations Issues	Call M&O	(916) 971-7000
Truant Student	Call Student Services	(916) 597-1025

In Orangevale:

Emergency	(916)874-5111 or 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	(888) 456-7683
Sheriff's Office	Non-Emergency Number	(916) 874-5115
Sacramento Co. Public Works:	General Problems	(916) 875-4311
	Road & Sidewalk Maintenance	311.saccounty.gov
	Sewer & Water Maintenance	
	Animal Control	
Fire Dept, Station 22		(916) 566-4000
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 #</u>
Emergency			(916) 874-5111 or 911
Kaiser Hospital (Main)	2025 Morse Ave.	General Info	(916) 973-5000
		Emergency	(916) 973-6600
Kaiser Medical Center (Roseville)	1600 Eureka Rd.	General Info	(916) 784-4000
		Emergency	(916) 784-5390
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	333 Sunrise Ave.	General Info	(916) 781-1000
		Emergency	(916) 781-1533
(Level 2 Trauma Center)			
UCD Medical Center	2315 Stockton Blvd.	General Info	(916) 734-2011

Safety Folder

Classroom Emergency Information

The center section of your classroom Safety Folder (red and green) will 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
- Earthquake 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

**Please inform Jamie or Claudia in the office if you do not have any of these documents.

GVOS – CRISIS RESPONSE

Evacuation Site

1st Playground Black-Top

2nd Filbert St. parking lot

Incident Management Team & Duties

Incident Commander	Becky Page	
Back-up Incident Commander	Upekkha Evans, Faculty Chair	
Search and Locate	Briana D'Agostini	
	Margie Bailey	
Parent Liaison	Jordan Watkins (Todd)	
	Claudia Vasquez Cifuentes	
Logistics	Sviatlana Lutsyk	
	Susan Hixson	
Campus Safety Liaison	Janice Oliver-Iraci	
	Daniel MacKinnon	
Public Information Spokesperson	Caleb Buckley	
	Becky Page	
Designated Teacher Leaders	Heather Peery	
	Zachary Phillips	
	Michelle McDonough	
	Vanessa Jansen-Hunt	
Incident Log Scribe	Jamie Rives	
Others to Help	Cristina Doyon	
	Brianne Hanley	
	Emily Jacobson	
	Sandra McCann	
Facilities Chief	Sviatlana Lutsyk	

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 in homeroom by emergency kit).

- 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 see page 28).
- 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) Heather Peery
- Wing 2 (Room 9 – 12) Zachary Phillips
- Wing 3 (Room 6 – 8, & 5) Michelle McDonough
- Historic Wing (Room 1-4) Jamie Grutzmacher

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 the 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 2024-2025

Section I: About GVOS

Golden Valley Orchard School (GVOS) is a tuition-free TK-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 site on Filbert Street in Orangevale with grades kindergarten through four. GVOS has since grown into a T 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, cultural studies, 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

The Site Safety Team has a variety of data sources related to school climate, culture, and safety. The data sources our school uses include: Assessment of current (within 12-month period) of school crimes / crimes at school events, Suspension / Expulsion Data, Local area and/or on campus crime analysis data, Incidents related to bullying, harassment, discrimination & other biased or hate motivated violations, Incident Case Reports

Additional / Optional data sources may include: CA Healthy Kids Survey , Site initiated Parent/Student/Staff Surveys, Office Referrals, Attendance Rates / SARB Data.

Section IV: 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 cultural studies, art, music, movement and handwork classes taught by subject specialists.

Section V: 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 two times per school year.

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

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 follow safety protocols on Field Trips.

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

Objective 3-2: Ensure that teachers take emergency cards and permission slips on all off campus walks and field trips.

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 drop off or pick up students at the loop on Central Avenue will wait in their car and students will exit or 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 8:00 am – 8:15 am and 3:00 pm until 3:25 pm to escort students across the lot.

Objective 2-3: Parents in TK-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 problems.

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

Section VI: 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:

- The Safety Committee will review the plan by the 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 CO will be sent one electronic copy.

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
- Medical Emergency Drill

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 (Main Office)

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 (Multipurpose Room)

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: Multipurpose Room

SECONDARY LOCATION: Room 5

Media Center (Central Avenue parking lot)

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: Divine Savior Church, 9079 Greenback Ln, Orangevale

Agency Center (Main Office)

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 (Multipurpose Room)

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

Use of the Campus as Community Shelter

During a local or regional emergency, it may become necessary for the school campus to be used as an emergency shelter, operational center for first responders, or staging area for emergency services or first responder equipment. To meet the needs of the community and non-government volunteer organizations such as the Red Cross, Golden Valley Charter Schools will work collaboratively with law enforcement, fire and other community or charitable emergency responders to support and provide locations for emergency operations. All requests for the use of this facility will be forwarded to the Central Office at 916-597-1478. Golden Valley will coordinate with the school site team for approval and determination of appropriate site access and security needs.

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 warnings 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. 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:

- Take your Safety Folder and lead your students out the door and follow the route indicated on the evacuation map.
- Unlock and close the door behind 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 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 a dangerous person in the area. LOCKDOWNS are initiated by the principal, designee, or any faculty/staff who identify an eminent threat. 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. Do NOT open your door during a LOCK DOWN for any reason!!!
- 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.

Earthquake Plan

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

When indoors:

- All drop down to the floor, duck and cover. Teacher or other person in authority:
 - Moves students out from under heavy suspended light fixtures or glass windows.
 - Take protective positions under desks or tables away from walls and windows.
 - Keep backs to windows and stay away from bookcases, etc. That might fall.
 - All drop down to the floor, duck and cover.
- Stay in duck, cover, and hold position until earthquake is over
- Evacuate the building when the earthquake is over or when instructed to leave by following the Evacuation/Fire procedures previously described.
- Disconnect electrical appliances.
- Report all injured students to the office.
- Avoid touching electrical wires that may have fallen.
- Candles, matches or other open flames must NOT BE USED.
- Designated staff should be posted as guards at a safe distance from all building entrances to see that no one re-enters the building for any reason; use flashlights when lighting is needed.

When outside the building:

- Instruct students to get clear of all buildings, poles, overhead wires and trees and remain there until further instructions are given.
- 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 are 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

- **Fire Detected:** The location of the fire is determined by an adult on campus.
- **Sound the alarm:** Incident Commander or designee immediately sounds the fire alarms
- **Call 911:** The Incident Commander or designee will phone 911
- **Incident Command Structure Activated:** The school follows its emergency response structure.
- **Evacuation Begins:**
 - Staff follow pre-established emergency procedures for fire evacuation.
 - 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.
- **Critical Items Taken:** The Search and Locate Coordinator picks up emergency card binder and student medication and exits the building.
- **Accountability & Safety Checks:** Staff ensure all students are accounted for at the evacuation site.
- **Communication:** The Search and Locate Coordinator prepares to phone parents of any injured child.

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 the 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.
- NO USE of radios, walkie-talkies and phones as the frequencies may set off the bomb(s). Use landline only.

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.

Protocol for Opioid Overdose:

- **Knowing the signs of an overdose:**
 - Falling asleep or losing consciousness
 - Doesn't respond to stimuli like shouting, a pinch or sternum rub
 - Slow, weak or no breathing
 - Choking or gurgling sounds
 - Limp body
 - Cold and/or clammy skin
 - Discolored skin (especially in lips and nails)
 - Small, constricted "pinpoint pupils"
- Call 9-1-1 for medical assistance
- Call parents

- **Sharing treatment resources**, like the 24/7 National Helpline— 800-662-HELP (4357).

Dangerous, Violent, or Unlawful Activity

- Call emergency Lockdown/Shelter-in-Place/Evacuation
- Call 9-1-1
- Communicate via cell phone to any group off campus (field trip or walking field trip)
- If dangerous, violent or Unlawful activity occurs during a field trip/nature walk:
 - Evacuate students/instruct chaperones to escort students to a safe space
 - Call 9-1-1
 - Call school to inform when students are safe and secure
 - School will notify CO and parent body when able

Heat Index/Illness

- Monitor Heat Index through weather.org or phone application
- Follow Guidelines from [Child Care Weather Watch \(c-uphd.org\)](http://c-uphd.org)
- Office notifies faculty of poor heat index 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 heat index.
- Heat Illness Identification:

HEAT EXHAUSTION/HEAT STROKE

Heat exhaustion is common and is due to lack of body fluids. Heat Stroke is life-threatening and occurs when the body is overwhelmed by heat and cannot regulate body temperature. Strenuous activity in the heat may cause heat-related illness. See signs & symptoms of heat emergencies below.

Spending too much time in the heat, especially with exertion, may cause heat emergencies.

Heat emergencies can be life-threatening situations.

Is person unconscious or altered mental status?

- NO**
- Move person to a cooler place
 - Have person lie down
 - Elevate feet
 - Loosen or remove outer clothing
 - Spray with water and fan person

- YES**
- Quickly remove person from heat to a cooler place
 - Put on side to protect airway
 - Look, listen and feel for breathing. If not breathing, see "CPR" (pg. 32)

Are any of the following happening:

- Hot, dry, red skin?
- Altered mental status?
- Vomiting? Fever?
- Confusion, dizziness?
- Rapid shallow breathing?

YES

CALL EMS 9-1-1



- NO**
- Give clear fluids frequently (water, sport drink, etc.), in small amounts, if fully awake and alert
 - If condition improves, may return to class. **NO P.E./Sports**
 - **If no improvement, child NEEDS IMMEDIATE MEDICAL CARE**

Remove outer clothing, as appropriate. Cool rapidly by completely wetting clothing/skin with room temperature water. **DO NOT USE ICE WATER.**

Signs & Symptoms of Heat Related Injury	
Heat Exhaustion	Heat Stroke
•Cool, moist, pale skin	•Hot skin (usually dry)
•Weakness & fatigue	•High temperature
•Sweating, headache	•Rapid, weak pulse
•Vomiting, nausea	•Rapid, shallow breathing
•Confusion, dizziness	•Seizure
•Muscle cramping	•Loss of consciousness

Contact responsible school nurse or administrator & parent or legal guardian.

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

All emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list includes, but is not limited to persons who may be:

- Pregnant
- Have broken bones or other physically limiting injury
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed critical medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents. Staff associated with students meeting above or other special assistance needs shall be made aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life-saving medication has been created. The identification of persons requiring assistance and their respective assistance needs, including a list of medications, is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

The information is maintained and available in the classroom safety folders:

- All office personnel are responsible for updating
- Student information will be added/deleted as our office receives information

Students with Live 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.

2024 – 2025 Safety Team Members:

Administrator: Becky Page

Certificated: Upekkha Evans (Faculty Chair)

Classified: Claudia Vasquez Cifuentes

Classified: Jamie Rives

Parent/Guardian/Community member: Jenny Wroblicky

First Responder (Law Enforcement and/or Fire Fighter): Ryan Steele

Update Verification of Emergency Folder

Completed

(Date): 08/17/24

By: Jamie Rives

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.

Safety Drill Record

Evacuation/Fire Drill				
Month	Day/Date	Time	Total Evacuation Time Length	Administrator's Signature
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
Earthquake Drill				
Month	Day/Date	Time	Length of time	Administrator's Signature
Lockdown Drill				
Month	Day/Date	Time	Length of time	Administrator's Signature
Shelter-in-place				
Month	Day/Date	Time	Length of time	Administrator's Signature

Medical Emergency Drill

Month	Day/Date	Time	Length of time	Administrator's Signature

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

**Replenished yearly, restocked after use*

<u>Custodial closet:</u>	<u>Office storage room:</u>	<u>Homeroom:</u>
Ax	Batteries for emergency equipment	Can opener (manual)
Crowbar or pry bar	Blanket (wool)	Kleenex (1 box)
Gloves (leather)	Blanket (emergency)	Masking tape (1 roll)
Hose (50 foot)	Cups (paper)	Pail
Hammer	Flashlight	Paper Towels (1 package)
Matte Knife	Gloves (non-latex)	Plastic garbage bags
Rope	Goggles	Plastic water container
Saw (multi-use)	Kleenex (1 box)	Pot to boil water
Screwdriver (multi-use)	Hammer	Radio: AM-FM (battery operated)
Shovel	Matte Knife	String
	Masking tape (1 roll)	Tarp
	Matches	Toilet Paper
	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	

First Aid Kit Emergency Supply Box Locations: Office Counter Drawer; Homeroom, Mindfulness room, and Room 5 ** Replenished yearly, restocked after use*

First aid manual	CPR Barrier	Medical tape
Ace bandage	Cotton tipped applicators	Medical scissors
Antiseptic wipes	Eye patch	Pen light
Antibiotic Ointment	Eye Wash	Sharpie
Aspirin	Finger brace	Sling
Bandages	Foil blanket	Sugar packets
Biohazard packs	Gauze pads – various sizes	Technu
Band aids	Gauze rolls	Tweezers
Butterfly closures	Gloves (non-latex)	Tongue depressors
Benadryl	Hand sanitizer	Tourniquet
Blood stopper	Instant ice packs	Tylenol
	Masks – adult and child sized	Various sized Small gauze pads
		Whistle

List of Emergency classroom supplies: In entry way to classroom

** Replenished yearly, restocked after use*

Antiseptic wipes	Eye patch	Instant ice packs
Ace bandage	Gauze pads - Large	Medical tape
Band aids-various	Gauze pads - Small	sharpie
Butterfly closures	Gauze roll	Tongue depressors
CPR Barrier	Gloves (non latex)	Technu (for classes that go on nature walks)
Cotton tip applicators		

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 addressing 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.

Orchard School, Drop off and Pick up Traffic Guidelines

Kindergarten

Before School

- Kindergarten parents drop your students between 8:00-8:15 AM. Teachers will give parents directions for drop off.
- There is NO PARKING in the gravel area between (and including) the crosswalk and Staff Parking Lot on Filbert. This is a walkway for students and their parents.
- Parents of older siblings may choose to drop their Kindergartener off in the grades loop and have the older sibling escort them to class.

After School

- Teachers will give parents directions for end of the day pick up.

Grades

Before School

- Grades parents will use the Drop-off/Pick-up Loop on Central Avenue to drop-off their children in the morning between 8:00-8:15 AM.
- 1st and 2nd grade students: Watch for a ParentSquare post from your child's teacher with directions
- 3rd through 8th grade students will place backpacks/lunchboxes in their designated spot on the blacktop, then start the day with a brisk walk around the golden mile until the bell rings.

After School

- 1st and 2nd grade students are to be picked up at their classrooms. If you arrive early or need to wait for an older student, please do not wait in the hallways. You may wait on the front lawn or under the awning at the front of the school.
- 3rd through 8th grade classes will walk down as a group to the Pick-up Loop at the end of each school day.

Orchard School Traffic Rules

Driving

- WATCH FOR CHILDREN AND OTHER PEDESTRIANS
- Observe 5 MPH in loop/parking lot
- Follow directions given by our Traffic Monitors

Parking

- Do not park in diagonally lined spaces
- Do not block neighbors' driveways
- Do not move neighbors' trash cans in order to park your car
- Do not park in crosswalks
- Do not park in front of the neighbors on Filbert next to the kinder yard.

Walking

- ALWAYS USE THE CROSSWALKS WHEN CROSSING THE STREETS and the CENTRAL LOOP—Children AND Adults.
- ALWAYS HOLD YOUR CHILD'S HAND when using the crosswalk or walking through any parking lot.

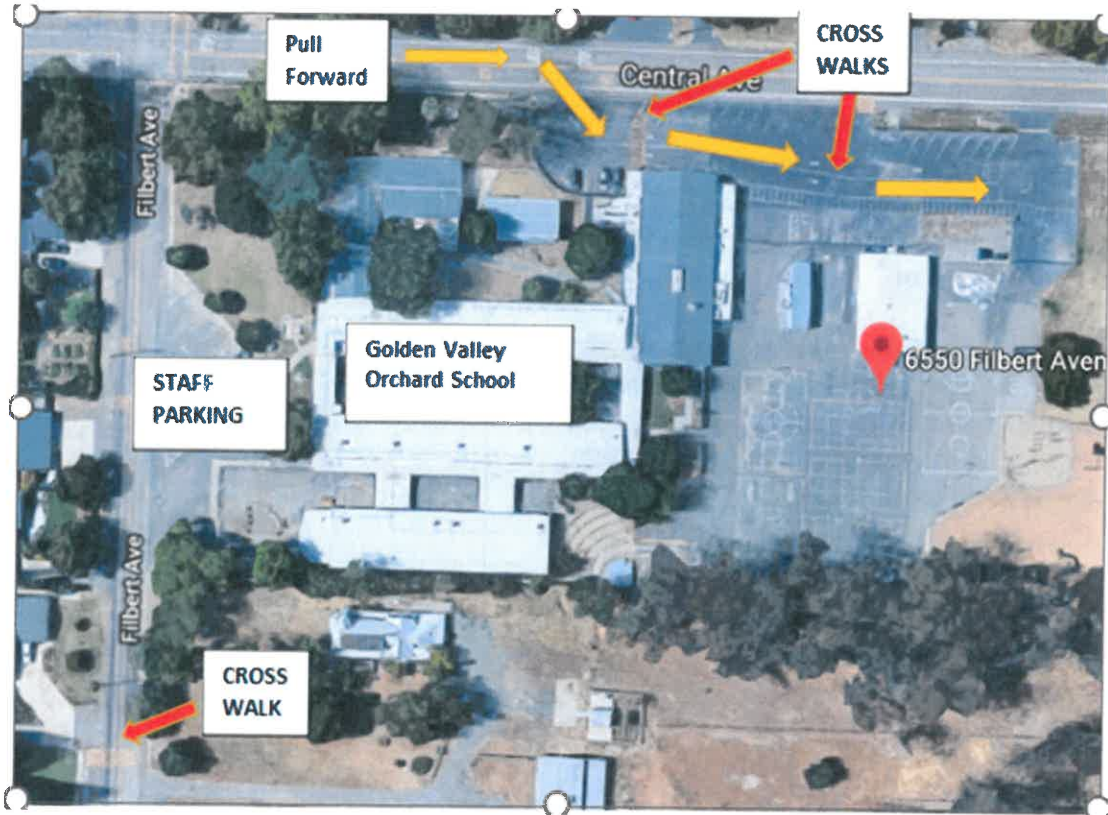
Central Loop/Parking Lot

- THERE IS ONLY ONE ENTRANCE AND ONE EXIT
- Pull all the way forward to the last sign before dropping-off or picking-up
- Form one line and keep right

- 15 second drop-off
- Drivers may not exit the vehicle
- Students may not exit vehicle on left side
- Right-Turns only when exiting Loop onto Central Avenue
- Most importantly—Drive safely and keep traffic flowing

Filbert Avenue STAFF Parking Lot

- STAFF and HANDICAPPED PARKING ONLY
- DO NOT drop off or pick up students in STAFF LOT
- Tardy students must check in at the office and may be dropped off in the Filbert parking lot after 8:15AM



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. School Safety Planning committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities 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 vii. Property Damage Data viii. School Improvement Plan <p>(b) An identification of appropriate strategies and programs that provide/maintain a high level of school safety.</p>			
<p>4. The Site Safety Team committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety:</p>			
<p>a) Child Abuse Reporting Procedures (See District Policy)</p>			
<p>b) Suspension/Expulsion procedures (See District Policy)</p>			

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 plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following: i) Earthquake emergency procedures that includes a school building disaster plan ii) Drop procedures (students and staff take cover). Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools. 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. Safety Folders in every classroom with current site updates/health conditions/ verification by teacher completed.				
9. 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.				
<p>11. 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 – 1 time per trimester ii. Middle School – 4 times per year iii. Secondary – 2 times per year 				
12. Medical Emergency Drill: Hold and log Medical Emergency Drill each sports season including: use of first aid/epi pen use, AED, emergency procedures, contacting first responders.				

13. Site Safety Team Members Selected i. Administrator ii. Teacher iii. Classified Representative iv. Parent iv. Student (High School)				
14. Calendar Regular Meetings of Safety Team/Safe School Task Force Dates.				
15. Review Site Disaster Procedures with Staff				
16. At least one tabletop exercise conducted with staff. Scenarios may be provided for your use.				
17. Visitors must register in the office ; signs posted at entrances. Does staff monitor the visitor check in? Does the office issue visitor pass?				
18. Make sure evacuation routes are posted.				
19. Provisions made for individuals with disabilities for evacuations and lockdown locations.				
20. Off-site evacuation and Parent Reunification Sites identified.				
21. Intercom/Bells (Volume Adequate) working in classrooms. Contingency plan (buddy system/2-way radios) if a bell is not functioning due to construction/malfunctioning.				
22. Traffic directions for pick-up and drop off visible to make parking lot traffic flow as efficient as possible.				
23. Buildings or outside equipment related to heating, cooling, fuel or chemical storage clearly marked and secured.				
24. Hazardous chemicals secured and marked.				

Safety Review Date: December 16, 2024 and January 22, 2025

In Attendance:

12/16/24 – Jamie Rives, Claudia Vasquez Cifuentes, Jenny Wroblicky, Upekkha Evans, Becky Page, Ryan Steele

1/22/25 – Jamie Ries, Claudia Vasquez Cifuentes, Jenny Wroblicky, Becky Page

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 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.

4.

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: _____

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 selfdefense.
- 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

Pupil Suspension and Expulsion Policy

I. Introduction

This Pupil Suspension and Expulsion Policy (the “Policy”) for Golden Valley Charter Schools (“GVCS”) has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, GVCS intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from GVCS.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The Student Services Coordinator shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the school office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student’s behavior or to restrict the student’s freedom of movement, if that drug is not a standard treatment for the student’s medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.

- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

A student identified as an individual with disabilities or for whom GVCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. GVCS will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 (“ADA”) and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom GVCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

II. Suspension

A. Definition

Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another education program or class at GVCS where the pupil will receive continuing instruction for the length of day prescribed by the Principal 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.

Suspended students shall be excluded from all GVCS and School-related activities unless otherwise agreed during the period of suspension.

GVCS shall consider suspension from GVCS only when other means of correction fail to bring about proper conduct or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process.

B. Authority

The Principal or his/her designee may suspend a student from class, classes or the school for a period not to exceed five days. The Principal or his/her designee may extend a student's suspension pending the final decision by the Board of Trustees of GVCS on a recommendation for expulsion. Such extended suspension should not exceed 10 days, unless specific procedural safeguards are met. Those are identified below.

On a recommendation for expulsion, the Board of Trustees may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of GVCS. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, or while going to or coming from a school sponsored activity
- All acts related to school activity or school attendance occurring within GVCS

C. Grounds

The Principal may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused 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 an authorized certificated school employee, with the Principal or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a 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 (as used in this policy, “school property” includes but is not limited to electronic files and databases)
- 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, betel and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- 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 a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone,

wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:

- A message, text, sound or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed 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.
 - Creating a false profile for the purpose of having one or more of the effects listed 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.
- An act of cyber sexual bullying.
 - For purposes of this section, “cyber sexual bullying” means 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 above. A photograph or other visual recording 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.
 - 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.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.
- For students in grades 4 to 12, committed sexual harassment

- Caused or participated in an act of hate violence
- Carried, possessed, sold or otherwise furnished an electronic signaling device
- Committed vandalism/malicious mischief
- Violated academic ethics
- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code
- 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
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: those set forth in Penal Code section 422.55, including immigration status, and Education Code section 220, disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

A student in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties (the "Act"), and those Acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.

A certificated or classified employee may refer a student to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in Education Code section 48900.5(b) for any of the Acts.

A school administrator shall, within five school days, document the actions taken in response to the referral identified above and place that documentation in the student's record to be available for access, to the extent permissible under state and federal law. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

A suspension or expulsion shall not be imposed against a student based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

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

D. Procedures Required to Suspend

Step One

The Principal shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student's attire,¹ personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by a Principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. *Illegally possessed items shall be confiscated and turned over to the police.*

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Principal and the student in which the student shall be orally informed of the reason for the suspension, the evidence against that student, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of that student's side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will 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, hospitalization or detention in a correctional facility.

At the time of the suspension, a GVCS employee shall make a reasonable effort to contact the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, by telephone, by email or in person to inform that person of the suspension and the reasons therefor and the employee may state the date and time when the student may return to school.

If a student is suspended without the informal conference, both the student and the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, will be notified of a student's right to return to school for the purpose of a conference.

The parent or guardian of a student, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker

¹ This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.

and, if applicable, their county social worker, shall respond without delay to a request from school officials to attend a conference regarding the student's behavior.

Penalties shall not be imposed on a student for failure of the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, at the conference.

Step Three

The Principal determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

The Principal fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and to the student. A copy of this form is also placed in the student's cumulative file at GVCS. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if GVCS officials wish to ask the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

The Principal determines whether the offense warrants a police report. The Principal will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.

When the Principal releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the Principal shall take immediate steps to notify the parent, guardian

or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. Education Code § 48906.

Step Six

The Principal may require the student and his/her parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to sign a contract that states the conditions that the student is expected to meet while at GVCS. Copies of the signed contract are kept by the school and given to the parent/guardian.

Step Seven

Upon the request of a parent/guardian/educational rights holder/student, and for foster children, their attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from GVCS for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Special Education and Section 504 Student Suspensions

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The Principal shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify the Director of Special Education of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and the LEA).

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP or 504 Plan, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and

substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Plan Team must conduct a functional behavioral assessment (or other appropriate assessment for the 504 student), create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of GVCS; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of GVCS; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of GVCS.

E. Appeal Process

A student or the student's parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her GVCS related offenses. Appeals must be made first in writing at GVCS level and should be directed to the Executive Director within 10 school days of GVCS sending the Notice of Suspension Form to the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and the student. The Executive Director will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at GVCS level, if further appeal is desired, the student or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, should appeal in writing to the GVCS Board of Trustees within 10 school days of the date of GVCS level written response and should direct it to the chairman of the board for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

III. Expulsion

A. Definition

Expulsion means involuntary disenrollment from the charter school.

B. Authority

A student may be expelled either by the Board of Trustees following a hearing before it or by the Board of Trustees upon the recommendation of an Administrative Panel to be assigned by the Board of Trustees as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board of Trustees, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board of Trustees' determination as to whether the pupil has satisfactorily completed the rehabilitation program.

C. Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

The Principal shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the Principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the Principal or his/her designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

In no event, however, will a student be expelled for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties.

D. Procedures to Expel a Student

Step One

The Principal investigates the incident and determines whether the offense results in a suspension. If so, the Principal follows the procedures to suspend the student as outlined above.

Step Two

In the discretion of the Executive Director, a student's suspension may be extended pending expulsion. If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) GVCS will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at GVCS would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

If the proposed extended suspension is under 10 days, a meeting is held within 5 school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with the Executive Director or his/her designee.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the Executive Director or his/her designee has determined, after the meeting, that the presence of the student at GVCS would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

GVCS shall send a letter to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of GVCS's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at GVCS 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 and/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 present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing; EC 47605(b)(5)(J).
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The Executive Director shall maintain documents that may be used at the hearing and make them available for review by the student and/or parent/guardian, and for foster children, their educational

rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by a principal; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Five

An expulsion hearing shall be held before the GVCS Board of Trustees. 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 a complete written transcription of the proceedings can be made.

While the 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 GVCS Board of Trustees to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the GVCS Board of Trustees that disclosure of their identity or live 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.

Step Six

The decision of the GVCS Board of Trustees shall be in the form of a written recommendation, with findings of fact, to the Board of Trustees who will make a final determination regarding the expulsion. The final decision by the Executive Director shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from GVCS for the incident for which the recommendation for expulsion is made. If GVCS Board of Trustees decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to classroom programs. The decision not to recommend expulsion shall be final.

Step Seven

The Executive Director, or designee, following a decision of the Board of Trustees to expel a student, shall send written notice of the decision to expel, including the GVCS Board of Trustees' findings of fact, to the student or parent/guardian, and for foster children, their educational rights

holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker. The notice shall include the following:

- Notice of the specific offense committed by the student;
- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.
- 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 within the charter school

Within 30 days of the decision to expel, the Executive Director shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for San Juan Unified School District's review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees, or its designee, at the time of the expulsion order, which may include, but is not limited to, a 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.

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 or its designee following a meeting with the Executive Director and the pupil and parent/guardian 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 Executive Director shall make a recommendation to the Board of Trustees following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

Adopted:

Amended:

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.

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.

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 because 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 over 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 with 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 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 Claudia Cifuentes Vasquez.

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:

- o Internal staff bulletins, whether distributed electronically or materially. o Distribution of Safety Chats throughout the site, approximately bi-monthly. o Staff and departmental meetings (documentation of attendance required) o Material postings in high-traffic public areas
- o Anonymous Suggestion Systems, including a policy prohibiting reprisal for reporting a safety concern. o Training (documentation of attendance required)
- o Regularly scheduled Health and Safety Committee meetings (documentation of attendance required) and the posting of minutes in public areas
- o 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 (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 their 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 the 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 it 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 for 30 minutes and rinsed thoroughly before reusing.

2. After cleanup, 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, can transmit 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 people 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 if 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 pupils 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
Covid	Refer to Sacramento County Public Health	Refer to SCPH	Refer to SCPH – OSHA for employee
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

<u>Disease</u>	<u>Ill Pupil</u>	<u>Family Contact</u>	<u>Classroom</u>
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
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 the 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.

APPENDIX – Golden Valley Charter Schools Policies and Administrative Regulations

1. Adult Code of conduct policy
2. Bullying prevention policy and plan
3. Conflict of interest policy
4. Early School Pick up policy
5. Electronic media policy
6. Executive director evaluation policy
7. Grievance policy
8. Homeless education policy
9. Independent study policy
10. New and revised policy
11. Staff-student boundaries policy
12. Student Technology policy
13. Student transportation policy
14. Suicide awareness and prevention policy
15. Title IX, harassment, intimidation, discrimination, and bullying policy
16. Uniform complaint policy and procedures
17. Visitor's policy
18. Volunteer policy

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.



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



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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



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.



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.



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.
- Slandering 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.



EXECUTIVE DIRECTOR EVALUATION POLICY

(Approved by the Board of Trustees on March 8, 2023)

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 September and ending with a contract recommendation in May.

The Director Evaluation Committee

The committee consists of the following Board members:

- The Board chair
- Additional Board members, not to exceed a quorum

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 members will meet with the ED to discuss goals by November.

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

- Board of Trustees, via survey
- Faculty, via survey
 - In addition, Faculty delegates to speak with site staff and present a report to the Board during closed session
- Administration, via direct interviews
- Parents/guardians, via survey
- Central Office, via survey

The evaluation committee is responsible for the solicitation of input from the groups and individuals indicated above.

In order to assure anonymity and confidentiality, the evaluation forms and comments are to be read only by evaluation committee members, which will be summarized for the Board.

Timeline

- September: The committee is organized
- February and March: The Committee designs and creates the surveys and questions to be asked.
- Early March: The ED submits a self-evaluation.
- Early March: An online survey is sent out to the groups for feedback. Interviews with Administration are scheduled.
- Late March: 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 April: The committee, in closed session, presents its final summary of findings to the Board of Trustees without the ED in attendance.
 - Faculty delegates to present report to the Board during closed session.
- 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 Director Evaluation Committee, 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.

Measurements

- Past performance evaluations with goals and feedback
- ED job description, questions for each group as applicable
- Survey responses across all groups
 - Each group will have similar, but different questions asked that are appropriate/in-depth for that group.

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 in writing. 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.

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

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.

INDEPENDENT STUDY POLICY
(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.

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.



STAFF-STUDENT BOUNDARIES POLICY
(Approved by the Board of Trustees on December 14, 2022)

PURPOSE

Golden Valley Charter Schools is a close-knit community, we encourage friendly, heartfelt relationships between students and their teachers. These relationships are at the heart of Waldorf Education. A Waldorf teacher aims to not only teach the whole class, but to reach each child as an individual. At the same time, the school requires employees to follow professional standards of conduct and to maintain appropriate boundaries between themselves and students.

SCOPE

This policy is intended to apply only to Employee - Student interactions. It does not apply to Employee - Employee or Employee - Adult interactions. This policy reasonably excludes Employee - Student interactions that take place within a Parental, Legal Guardian, or Familial relationship.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Golden Valley Charter Schools that no employee will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

GVCS expects that its employees maintain appropriate professional relationships with students and be sensitive to the appearance of impropriety in their conduct with students. Employees are encouraged to discuss issues with their Principal or Executive Director when unsure whether particular conduct may constitute a violation of the policy.

Employees must understand that even an appearance of inappropriate relationships will adversely impact their effectiveness in the school environment. Therefore, employees must be diligent in maintaining the highest ethical standards when interacting with students both inside and outside the school environment and should practice the utmost professionalism with forming any social relationships with students and families outside the classroom.

While the use of appropriate touching is part of daily life and is important for student development, employees must ensure that they do not exceed appropriate behavior. If a child or employee specifically requests that he or she not be touched, then that request must be honored.

DEFINITIONS

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

“Grooming” is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

“Suspicion” means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred.

ACCEPTABLE AND UNACCEPTABLE BEHAVIORS

Some activities may seem innocent from a staff member’s employees point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between employees and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.”

Employees must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the employee discipline up to and including termination. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the School Principal along with the rationale, therefore.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one’s lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. “Dating” or “going out with” a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student

19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the School Principal and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental or legal guardian permission
28. Staff mirroring the immature behavior of minors
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.
30. A visit to the student's home without parental or legal guardian approval or administrative notification.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature or other first aid procedures
5. Consoling an upset student by example: wipe away a tear, remove hair from face, or other similar types of contact
6. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
7. Holding hands while walking with small children or children with significant disabilities
8. Assisting with toileting of small or disabled children in view of another staff member
9. Touch required under an IEP, behavioral contract or 504 Plan

10. Reasonable restraint of a violent person to protect self, others, or property
11. Obtaining formal written pre-approval from the School Principal to take students off school property for activities such as field trips or competitions, including parent’s written permission and waiver form for any sponsored after-school activity whether on or off-campus
12. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment), see Staff Electronic Media Policy and Employee Electronic Media Acceptable Use Agreement
13. Keeping the door wide open when alone with a student
14. Keeping reasonable and appropriate space between you and the student
15. Stopping and correcting students if they cross your own personal boundaries, including touching legs, ~~or~~ buttocks, frontal hugs, kissing, or caressing
16. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
17. Keeping after-class discussions with a student professional and brief
18. Socializing (attending outings) with class or group gatherings with students outside of approved functions with parent or legal guardian approval
19. Prioritizing professional behavior during all moments of student contact

BOUNDARIES REPORTING

1. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
2. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
3. Recognizing the responsibility to report “Unacceptable Behaviors” of students and/or co-workers; see something, say something
4. Involving your direct supervisor in a discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student’s fixation on an adult)
5. Asking another employee to be present or within close supervisory distance, when you must be alone with a student after regular school hours

When any employee, parent or student becomes aware of an employee (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of “grooming behavior,” he or she must report the suspicion to the School Principal promptly. The School Principal shall notify the Executive Director. Prompt reporting of “unacceptable behaviors” observed in adult interactions with minors is essential to protect students, employees, any witnesses, and the school as a whole. When observant employees call attention to a boundaries violation(s), the likelihood of harm is greatly reduced.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse (or you reasonably suspect it), **California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to your county child protective agency (CPS) or local police/sheriff.** The report

shall be made by phone immediately (employees will be provided a break from their duties to file the report), and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse.

You do not need permission to report. No supervisor or administrator can impede or inhibit a report or sanction you for making the report. Your report is confidential, and you are protected from liability as long as you do not discuss the matter with anyone other than law enforcement, CPS and your school's designated responsible administrative person. Failure to meet your reporting obligation can result in a monetary fine and/or jail.

Internal reporting to the School Principal occurs after the phone-in report is made to the police/sheriff or CPS.

Internal Investigations

The School Principal will promptly communicate with the investigating enforcement agency to determine whether an investigation will be conducted by that agency. The administrator will confirm with law enforcement whether the initiation of an internal school investigation would interfere with any criminal investigation. Only law enforcement has the authority to grant clearance to investigate the matter administratively.

Upon receiving information from the mandated reporter, the designated responsible administrator must take immediate action to stop the alleged inappropriate conduct—~~¾~~—by removing the employee (or volunteer/vendor/guest) from the classroom or worksite when there is a potential risk to student or school safety. The Executive Director shall consult with legal counsel as appropriate, prior to, during, and after conducting any investigation.

Consequences

Employees who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to the authorities for potential legal action.

1. California Ed Code of Regulations, Section 80303 requires Schools/Districts to report Credential holders change in employment status due to allegations of misconduct



STUDENT TECHNOLOGY POLICY

Board Approved 2/8/2017

The Board of Trustees of Golden Valley Charter School (GVCS or Charter School), adopts this Student Use of Technology Policy and Acceptable Use Agreement.

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. GVCS offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. GVCS intends that technological resources, including equipment, provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students have a duty to use Charter School resources only in a manner specified in the Policy.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by GVCS from time to time.

“Inappropriate use” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

GVCS shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use GVCS's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold GVCS or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless GVCS and Charter School personnel for any damages or costs incurred.

Safety

GVCS shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While GVCS is able exercise reasonable control over content created and purchased by GVCS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither GVCS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

GVCS through its Executive Director and/or teaching staff shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to GVCS, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.



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Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Director or designee shall block access to such sites on Charter School computers with Internet access.

The Director or designee shall oversee the maintenance of GVCS's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with GVCS's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Student Transportation Policy

(Approved by the Board on 10/11/2017)

The safe operation of our motor vehicles is one of the highest priorities at GVCS. For this reason, we have developed the following policy. Please note that transporting students for Charter school business or other Charter school function(s) is voluntary and may be denied at any time, without reason, by GVCS. Furthermore, the signatory of this policy has the right to retract said policy at anytime, without reason, by providing written notification to GVCS that the signatory no longer wishes to provide transportation for students on Charter school business or other Charter school function(s).

Though it is not the intent of GVCS to police operators of Charter school vehicles or to invade privacy of employees, it is necessary to establish a basis for determining safe operating standards for drivers. The following shall apply to all persons operating Charter school vehicles or operating their own vehicles to transport students for Charter school business or Charter school function(s):

Employees or Volunteers

1. GVCS will enroll in the California Department of Motor Vehicles employer pull notice program. Through this program, GVCS will be able to review employee Motor Vehicle Records periodically.
2. Volunteers – both employees and parents - are responsible for providing their own Motor Vehicle Records to GVCS. All volunteers shall notify the school of any changes in their driving record within 10 days of said change.
3. Employee or volunteer must have a valid driver's license at all times when operating a Charter school vehicle or their own personal vehicle when used for student transportation or school business. Employees or volunteers that reach or exceed any of the below listed criteria during the course of the previous 12 months will have their Charter school driving privileges denied upon yearly renewal or revoked (if during the year) for the remainder of the school year.
 - Two (2) or more moving violations;
 - One (1) at-fault accident and (1) moving violation;
 - Two (2) or more seat belt violations.
4. Employees or volunteers convicted of any Major Citations* will not be permitted to transport students or operate any vehicle on Charter school Business.
5. Seatbelts are an essential element of our driver safety policy/procedures. For the purpose of this policy, two (2) seatbelt violations while on Charter school business will equate to one (1) moving violation.
6. For employees or volunteers who drive their personal vehicles for student transportation or charter school business purposes, GVCS requires that the employee or volunteer carry insurance amounts and coverage:



- Automobile Liability - \$100,000 per person; \$300,000 per occurrence
- Property Damage - \$50,000 per occurrence

8. In the event of an accident, the employee's or volunteer's insurance coverage acts as the primary insurance coverage for damages. Evidence of this insurance must be kept on file and updated upon insurance and license renewals. Employees and Volunteers shall notify the school of any changes which result in inadequate coverage (as defined above) in their auto insurance coverage within 10 days of said change. A new copy of the employee's or volunteer's current motor vehicle report (MVR) must be submitted at the beginning of each school year. Deadline set by the site administrator.

***For the purpose of this policy, Major Citations includes but is not limited to:**

- Driving Under the Influence of Drugs or Alcohol
- Failure to Stop for an Accident
- Homicide, manslaughter or assault arising out of the operation of a motor vehicle
- Driving with a Revoked or Suspended License
- Possession of an Opened Container of Alcohol in a Vehicle
- Speed Contest
- Drag or Highway Racing
- Attempting to Elude a Police Officer
- Hit and Run
- Reckless Driving

I HAVE READ AND UNDERSTAND THE DRIVER POLICY AND AGREE TO ITS TERMS.

Grade: _____

Class: _____

Print Name: _____

Sign: _____
Employee or Volunteer

Date: _____

Complete: _____
Driver's License #

State _____

Safety Plan Appendix

SUICIDE AWARENESS AND PREVENTION POLICY
(BOT Approved 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;

- o 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;
- 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

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

Date: _____
Student ID #: _____

Evaluator: _____
Referred by: _____

LOW	MODERATE	HIGH
<ul style="list-style-type: none"> No suicide ideation No immediate crisis Feels slightly down Hopeful for change/future No suicide plan No prior suicide attempts Resources available No "High Risk Group" factors* 	<ul style="list-style-type: none"> Suicide ideation Immediate crisis Feels moderately sad and distressed Limited hope for change/future Developing suicide plan Suicide attempts, low lethality Some resources, low effectiveness "High Risk Group" 1 – 2 factors 	<ul style="list-style-type: none"> Suicide ideation with high frequency Immediate and/or prolonged crisis Feels high level of sadness/distress Hopelessness about future Detailed plan, intent to act, lethal means Previous attempts, one high-lethality or many low to moderate lethality Ineffective or no resources "High Risk Group" 3 – 4 factors
# of checks:	# of checks:	# of checks:

*High Risk Group = mental or physical health issues, drug and/or alcohol abuse, LGBTQ youth, hx suicide in family/friends, hx of risky/impulsive behavior
Ultimately, the decision for intervention level is based on professional judgement and consultation. This matrix is a guide.

Interventions:

- High Risk: Emergency Situation
 - Stay with the student at all times
 - Call the police
 - Try to get them to relinquish means if in possession
 - Call parents to inform of action
 - Share resources and follow up
- Moderate Risk: Crisis Intervention
 - Stay with the student
 - Determine if the situation is the result of caretaker abuse
 - Meet with the parents
 - Determine what to do if the parents are unable or unwilling to assist with crisis intervention
 - Make appropriate referrals for immediate intervention by mental health professional
 - Share resources and follow up
- Low Risk: Safety Plan and Referrals
 - Determine if the situation is the result of caretaker abuse
 - Speak with the parents (see follow-up)
 - Make referrals as appropriate
 - Write a safety plan with the student as appropriate
 - Share resources and follow-up

Follow-up and Notes:

Parents contacted Yes No Time: _____

- Advise to restrict means
- Advise as re-entry as appropriate
- Contact not warranted at this time due to lack of perceived risk and information presented. Confidentiality maintained.

Resources:

- Crisis card with 24 hour Crisis Line 756-5000
- YCMH Provider Guide as appropriate
- www.suicidepreventionvolocounty.org

Safety Plan? Yes No N/A
 Re-Entry Meeting? Yes No N/A
 Nurse and psychologist invited
 Release of Information? Yes No N/A
 Contagion Risk? Yes No N/A
 Consultation

Other District mental health professional: _____
 Admin, teachers, nurse (as appropriate)

Note taking

- Visit Maintenance
- CPS/other agency
- Prevention and Crisis manager notified

Safety Plan App



TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCEDURES

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 Personnel/Parties

The Charter School's Title IX Coordinator is:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

Investigator: The Title IX Coordinator may act as investigator of complaints of sex discrimination under Title IX. Alternatively, in the Title IX Coordinator’s discretion, the Title IX Coordinator may designate that role to another individual. In any event, the investigator shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The role of the investigator is that of fact finder.

Decisionmaker: The Title IX Coordinator may also act as the decisionmaker of complaints of sex discrimination under Title IX. Alternatively, in the Title IX Coordinator’s discretion, the Title IX Coordinator may designate that role to another individual. In any event, the decisionmaker shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The role of the decisionmaker is to evaluate evidence and make a determination regarding the formal complaint, including submitting a written determination of findings.

Complainants: The following person(s) have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the Charter School investigate and make a determination about alleged discrimination under Title IX: 1) A complainant; 2) A parent, guardian, or other authorized legal representative with the legal right to act on behalf of the complainant; and 3) The Title IX coordinator.

If the complaint involves sex discrimination other than sex based harassment, a complaint may be made by any student or employee or any person other than a student/employee who was participating or attempting to participate in the Charter School’s education program or activity at the time of the alleged sex discrimination.

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.

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 nonaggressive 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.

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

Title IX Coordinator Responsibilities

The Title IX Coordinator will take the following actions when notified of conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations:

- Treat the complainant and respondent equitably;
- Offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures identified herein are initiated or if an informal resolution process has been offered to the respondent, offer and coordinate supportive measures, as appropriate, for the respondent;
- Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, of the grievance procedures and the informal resolution process, if available and appropriate;
- Monitor the Charter School’s education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations, and take steps reasonably calculated to address such barriers
- If a complaint is made, notify the respondent of the grievance procedures and informal resolution process, if available and appropriate.

Reporting Allegations of Sex Discrimination

All employees who are not confidential employees are required to notify the Title IX Coordinator when the employee has information about conduct that may constitute sex discrimination under Title IX or its implementing regulations.

Employees, students and/or their parent/guardian/caregiver, may report sex discrimination to the Charter School’s Title IX Coordinator, or to any other Charter School employee, who shall inform the Title IX Coordinator of that complaint.

Complaints may be made in writing, orally, via email, telephone or by any other means reasonably contemplated to result in the complaint reaching the Charter School’s Title IX Coordinator.

Procedures

The Charter School’s Title IX grievance or complaint procedures apply only to conduct that falls within the definition of sex discrimination under Title IX. Other allegedly offensive conduct may not fall within this process, but may be investigated and handled through other complaint procedures. In order to evaluate which complaint procedures apply, the Title IX Coordinator shall review the complaint to determine if the conduct falls within the definition of sex discrimination under Title IX and its implementing regulations. If a complaint falls within both the Title IX definition and within the definition of complaint subject to the Uniform Complaint Procedure, both processes may be followed. Please contact the Schools Principal to understand all of the School’s complaint process options.

Response to an Informal Complaint

Upon receipt of a report of sex discrimination without a formal written complaint, the Title IX Coordinator will offer and coordinate supportive measures for the complainant and explain to the complainant (or other person reporting the behavior) the right and process to file a formal complaint.

In the event there is no formal complaint, the Title IX Coordinator shall determine whether to initiate a complaint of sex discrimination that complies with the complaint procedures identified herein. This determination need not be made if the Title IX Coordinator reasonably determines

that the conduct as alleged could not constitute sex discrimination under Title IX or its implementing regulations.

In making this determination, the Title IX Coordinator shall consider the following, within 20 days of receiving an informal complaint:

- 1) The complainant's request not to proceed with initiation of a complaint;
- 2) The complainant's reasonable safety concerns regarding initiation of a complaint;
- 3) The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- 4) The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- 5) The age and relationship of the parties, including whether the respondent is an employee of the Charter School;
- 6) The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- 7) The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- 8) Whether the Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its complaint procedures.

After consideration, if the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the Charter School from ensuring equal access on the basis of sex in its education program or activity, the Title IX Coordinator may initiate a complaint.

Regardless of whether a complaint is initiated, the Charter School shall take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to continue or recur within the Charter School's education program or activity.

A formal complaint means an oral or written request to the Charter School that objectively can be understood as a request for the Charter School to investigate and make a determination about alleged discrimination under Title IX or its implementing regulations. The Title IX Coordinator may request the complainant to fill out a formal complaint form in order to initiate a formal complaint, although that formality is not required.

Supportive Measures

Supportive measures are non-disciplinary and nonpunitive and shall be available at any time during a Title IX investigation. These may include, but are not limited to, counseling, extensions of deadlines and other course-related adjustments, campus escort services, increased security and monitoring of certain areas of the campus, restrictions on contact applied to one or more parties, leaves of absence, changes in class, work, or extracurricular or any other activity regardless of whether there is or is not a comparable alternative, training and education programs related to sex-based harassment.

The complainant or respondent shall have a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Charter School’s decision to provide, deny, modify, or terminate supportive measures applicable to them. A party will also be provided the opportunity to seek additional modifications or termination of a supportive measure if circumstances change materially.

The Charter School will not disclose information about any supportive measures to persons other than the person to whom they apply, unless necessary to provide the supportive measure or restore or preserve a party’s access to the education program or activity, or when a legal exception applies.

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student’s Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student’s placement decision to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the Charter School’s implementation of supportive measures.

Response to a Formal Complaint

In response to a formal complaint, the Title IX Coordinator confirm, in writing as described below, the receipt of the complaint and will determine whether the allegations fall within the definition of sex discrimination under Title IX. If so, the Title IX Coordinator will follow this policy to resolve the complaint. If it does not, the Title IX Coordinator will either dismiss the complaint or refer the complaint to a different division with the Charter School to handle the complaint, such as through the school’s Uniform Complaint Procedures.

The Title IX Coordinator will initiate an investigation, by identifying an investigator and/or decisionmaker. A written decision shall be issued within sixty (60) calendar days receipt of the formal complaint.

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student’s Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student’s placement decision to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the Charter School’s implementation of grievance procedures.

Emergency Removal: The Charter School may remove an accused from the Charter School’s education program or activity on an emergency basis, provided that the Charter School first undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any student or other individual arising from the allegations of sex discrimination justifies removal, and provides the accused with notice and an opportunity to challenge the decision immediately following the removal.

If the respondent is an employee, the employee may be placed on administrative leave during the formal investigative process. If the respondent is a student, state and federal laws may impose additional procedural requirements for removal.

Written Notice of the Formal Complaint

Within 10 calendar days of the receipt of the formal complaint, the Title IX Coordinator shall provide the parties with a notice of the formal complaint. The notice shall include: (1) a copy of this Policy; (2) the identities of the parties involved in the incident; (3) the conduct alleged to constitute sex discrimination under Title IX and its implementing regulations; and (4) the date(s) and location(s) of the alleged incident(s), (5) a statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence, and if the Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party; and (6) a statement that retaliation is prohibited.

During the Grievance Process:

Investigation

The investigator will review the complaint and other submitted evidence, gather additional evidence, and interview witnesses or parties. The investigator may also offer, modify or terminate supportive measures.

The investigation shall be adequate, reliable, and impartial. To do so, the Charter School shall: 1) ensure that the burden is on the Charter School to conduct the investigation that gathers sufficient evidence to determine whether sex discrimination occurred; 2) provide an equal opportunity for the parties to present fact witnesses and other inculpatory or exculpatory evidence that are relevant or not otherwise impermissible; and 3) review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance, and consistency with implementing regulations.

The investigator shall provide the parties with the opportunity to review the relevant and not otherwise impermissible evidence (or an accurate description of the evidence) that is directly related to the allegations raised in the formal complaint. If provided with an accurate description of the evidence, the Charter School will further provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

Thereafter, the parties will have a period of seven calendar days to review the evidence (or description thereof), respond, ask the investigator additional questions, and provide or suggest additional evidence to be considered by the investigator. The Charter School will also take steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

The investigator/decisionmaker will question the parties and witnesses initially and may reach out to the parties and witnesses again after its first initial round of questions. The investigator/decisionmaker may determine whether to question the parties and/or witnesses in person or remotely with the goal that the questioning must provide the opportunity to adequately assess a party's or witness's credibility to the extent that it is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

If, in the course of the investigation, the Charter School decides to investigate additional allegations of sex discrimination by the accused toward the complainant that are not included in

the initial notice identified above or that are included in a complaint, the Charter School will provide notice of the additional allegations to the parties whose identities are known.

Presumption: There is a presumption that the accused is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.

Extension of Time Frames: While the Charter School endeavors to complete the grievance procedure within the timelines included in this policy, the Charter School may notify the parties of the need for a reasonable extension of time on a case-by-case basis for good cause during any of the major stages of the process, including during evaluation, investigation, determination, and appeal. Additionally, if one of the parties involved requests a reasonable extension of time for cause, the Charter School shall, on a case-by-case basis, reasonably consider such request.

Privacy: The Charter School shall take steps to protect the privacy of the parties and witnesses during the pendency of the grievance procedures, provided that the parties must be able to obtain and present evidence, including speaking to witnesses, consulting with their family members, confidential resources or advisors, or otherwise preparing for and participating in the grievance procedures.

Evaluation: The Charter School’s investigator or decisionmaker shall evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, and provide that credibility determinations are not based on a person’s status as a complainant, respondent, or witness. The following evidence, and questions seeking that evidence, are impermissible:

- Evidence protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee, unless the privilege or confidentiality has been voluntarily waived;
- A party’s or witness’s records that are made or maintained by a physician, psychologist or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the Charter School obtains that party’s or witness’s voluntary, written consent for use in the grievance procedures;
- Evidence that relates to the complainant’s sexual interests or prior sexual conduct, unless evidence about the complainant’s prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant’s prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant’s consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Standard of Evidence: For all formal complaints of sex discrimination, the Charter School shall use the preponderance of the evidence standard of proof. The decisionmaker shall evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the standard of proof, the decisionmaker must not determine that sex discrimination occurred.

Dismissal of a Formal Complaint:

The Charter School shall investigate the allegations in a formal complaint and may dismiss a complaint of sex discrimination for any of the following reasons:

- The Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the Charter School's education program or activity and is not employed by the Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX or its regulations even if proven; or
- The Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX or its regulations.

Prior to dismissing the complaint, the Charter School must make reasonable efforts to clarify the allegations with the complainant. Upon dismissal, the Charter School will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant or simultaneously if the notification is in writing.

Consolidation of Formal Complaints. A Charter School may consolidate formal complaints as to allegations of sex discrimination against more than one respondents, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one accused, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

Determination Whether Sex Discrimination Occurred.

Following the investigation and evaluation of all relevant and not otherwise impermissible evidence, the Charter School will notify the parties in writing of the determination whether sex discrimination occurred under Title IX or its implementing regulations, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The Charter School shall provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the Charter School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

If there is a determination that sex discrimination occurred, the Title IX Coordinator is responsible for coordinating the provision and implementation of remedies to a complainant and other persons the Charter School identifies as having had equal access to the Charter School's education program or activity limited or denied by sex discrimination, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary

sanctions, and other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the Charter School's education program or activity.

The Charter School will not discipline a party, witness, or others participating in the Charter School's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the Charter School's determination whether sex discrimination occurred.

If the Charter School dismisses the complaint, it will offer supportive measures to the complainant as appropriate and, if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate.

Appeals

Upon dismissal of a complaint, the Charter School will notify the complainant that a dismissal may be appealed and provide the complainant with an opportunity to appeal the dismissal on the bases set out below. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will notify the respondent that the dismissal may be appealed.

If the dismissal is appealed, the Charter School will:

- Notify the parties of any appeal, including notice of the allegations as required above if notice was not previously provided to the respondent
- Implement appeal procedures equally for the parties
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint
- Ensure that the decisionmaker has been trained
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome
- Notify the parties of the result of the appeal and the rationale for the result

The Charter School shall offer both parties an appeal from a determination whether sex discrimination occurred, and from the Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:

- 1) Procedural irregularity that would change the outcome of the matter;
- 2) New evidence that would change the outcome and that was not reasonably available at the time when the determination whether sex discrimination occurred or dismissal was made; and
- 3) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against a complainant or an accused generally or the individual complainant or accused that would change the outcome of the matter.

The Charter School may offer an appeal equally to both parties on additional bases.

As to all appeals, the Charter School shall:

- 1) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 2) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

- 3) Ensure that the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set forth above;
- 4) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- 5) Issue a written decision describing the result of the appeal and the rationale for the result; and
- 6) Provide the written decision simultaneously to both parties.

Informal Resolution

At any time prior to determining whether sex discrimination occurred, the Charter School may offer to a complainant and respondent a voluntary informal resolution process, unless the complaint includes allegations that an employee engaged in sex based harassment of a student or if such process would conflict with Federal, State or local law. If the Charter School determines the alleged conduct would present a future risk of harm to others, it may decline to allow informal resolution. If an information resolution is followed, the Title IX Coordinator must, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to recur within the Charter School's education program or activity. Such specific steps will be taken depending upon the facts of each case.

The Charter School has discretion to determine whether it is appropriate to offer an informal resolution process when it receives information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations or when a complaint of sex discrimination is made and may decline to offer information resolution despite one or more of the parties' witnesses. This decision may be made if the Charter School determines that the alleged conduct would present a future risk of harm to others.

The Charter School shall not require or pressure the parties to participate in an informal resolution process.

Before initiation of an informal resolution process, the Charter School shall provide notice to the parties that explains: 1) the allegations; 2) the requirements of the informal resolution process; 3) that, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the complaint procedures; 4) that the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming complaint procedures arising from the same allegations; 5) the potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and 6) what information the Charter School will maintain and whether and how the Charter School could disclose the information for use in a complaint procedure if complaint procedures are initiated or resumed.

The facilitator of the information resolution process will not be the same person as the investigator and/or decisionmaker for the Charter School's grievance process. The facilitator will not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Recordkeeping

- 1) A Charter School must maintain for a period of seven years records of—
 - (A) For each sex discrimination complaint, records documenting the informal resolution process or the grievance procedures, and if applicable, the resulting outcome.
 - (B) For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations, including notifications, records documenting the actions the Charter School took to meet its legal obligations.
 - (D) All materials used to provide required training. The Charter School must make these training materials available upon request for inspection by members of the public.

UNIVERSAL COMPLAINT POLICY AND PROCEDURES

It is the policy of the Golden Valley Charter Schools (the “Charter School”) to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Charter School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students or someone may believe that a violation of federal or state law is occurring in certain educational programs. The Charter School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the UCP: If, however, the complainant does not feel comfortable with this approach and the complaint relates to any of the topics below, the complainant must use the complaint procedure identified below. If the complaint relates to a different type of complaint, and to obtain information about making a different type of complaint contact:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
(916) 987-6141

The Charter School will investigate relevant complaints, as identified below, and seek to resolve them in compliance with this policy:

- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and section 11135 of the Government Code, including any actual or perceived characteristic as set forth in section 422.55 of the Penal Code, 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 program or activity conducted by the school;
- Improper student fees;
- Failure to accommodate lactating students
- Noncompliance with the rights of pregnant and parenting students;

- Failure to provide Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources;
- Failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education;
- Failure to comply with statutes relating to the education of homeless students, students in foster care, former juvenile court school students, students who are children of a military family, or migratory students;
- A complaint about the Charter School’s safety plan;
- A complaint that the Charter School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable. This complaint may be filed by any member of the public and may be filed anonymously;
- Every Student Succeeds Act;
- A complaint that the governing body of the Charter School has refused to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study and contributions of any individual group consistent with the requirements of Education Code sections 51204 and 60040, unless the study of the role and contributions violates Section 51501 or 60044. A complaint filed for this reason may be filed with the Superintendent of Public instruction directly if immediate action is necessary. The complaint may be filed by any member of the public and may be filed anonymously;
- A complaint that the governing body of the Charter School adopted or approved the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if its use would subject a pupil to unlawful discrimination;
- School or athletic team names, mascots, or nicknames pursuant to Education Code section 221.3;
- Other violation of state or federal law under the following: Consolidated Categorical Aid Programs, including improving academic achievement, compensatory education, English learner programs, Physical Education; School Plans for Student Achievement.

Types of Complaints Not Covered by the UCP

Many complaints do not fit within the above-listed complaints to be made through the UCP. Some of these include, but are not limited to:

- Classroom assignments
- Common core

- Grades and graduation requirements
- Hiring and evaluation of staff
- Homework policies and practices
- Provision of core curricula subjects
- Student advancement and retention
- Student discipline
- Student records
- Employment complaints
- Open meetings and board meetings
- Other general education requirements

Internal Procedures:

As an initial matter, each supervisor has the responsibility to maintain a workplace and educational environment free from any form of sexual or other unlawful harassment, discrimination or conduct. Consequently, should the supervisor become aware of any conduct that may constitute discrimination, harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Making a Complaint: Any person who has experienced or is aware of a situation that relates to a complaint to be made in accordance with this policy (as identified above), has a responsibility to report the situation immediately to:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

Employees who believe they have been the victim of any employment discrimination should follow the complaint procedures identified in the employee handbook. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the Charter School will assist the complainant in filing the complaint.

When making a UCP complaint, if the employee or student is not comfortable contacting the Principal or if that individual is not available, the employee or student should contact:

Caleb Buckley, EdD, Executive
1000 River Rock Drive, Suite 220
Folsom, CA 95630
(916) 597-1477

The Executive Director and Principals have been designated to handle inquiries regarding the UCP complaints. OCR Non-discrimination notice. A UCP Complaint Form may be obtained from the Executive Director or Principals.

Anonymous Complaints: Students making a complaint of improper fees or complaints that the Charter School has failed to comply with Education Code sections 47606.5 or 47607.3, may make the complaint anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

6 Month Limit on Certain Complaints: Complaints relating to discrimination (other than employment discrimination) must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the Executive Director or his/her designee. Such extension by the Executive Director or his/her designee shall be made in writing. The period for filing may be extended by the Executive Director or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt for extension.

Informal Resolution: If the parties mutually agree, the complainant and the Charter School may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

Investigation of Complaints: If the complaint alleges wrongdoing involving a complaint required to be filed under the UCP, the Charter School will complete an investigation and submit to the complainant a written decision regarding the complaint within 60 days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The 60-day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The Executive Director or his/her designee will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Civil Rights Department (the "CRD") for investigation as required by law.

Written Decision: The Executive Director or his/her designee shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant's right to appeal the Charter

School's decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the Executive Director or his/her designee will send a copy of the written decision to the complainant.

Appeal of School's Decision

Appeal to CDE: Except for complaints that are not required to be processed through the UCP, a complainant may appeal a decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the decision. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution. If the CDE determines that the decision failed to address an issue raised by the complaint, the CDE will refer the matter to the Charter School to make the necessary findings and conclusions on any issue not addressed. The Charter School will have 20 days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible suspension or expulsion.

External Procedures: Filing a Complaint with the CRD.

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment, should follow the complaint process identified in the employee handbook, but may file a complaint directly with the CRD. The CRD serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the CRD finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the CRD may file a formal accusation.

Employees may also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the CRD and a Right to Sue Notice has been issued. For more information, contact the CRD toll free at (800) 884-1684, or email the CRD at contact.center@calcivilrights.ca.gov or visit its website at www.calcivilrights.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

Retaliation Policy

It is in violation of the Charter School's policy for the Charter School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the Charter School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner

in an investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the Charter School's retaliation policy include seeking advice from the CRD or Commission; filing a complaint with the CRD, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the Charter School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the Charter School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

Dissemination

The Charter School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the Charter School's website.

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.

VOLUNTEER POLICY

(Approved by the Board of Trustees on June 8, 2022)

Children and schools gain a great deal when each part of a community comes together to support education. This is why the Golden Valley Charter Schools (GVCS) school administration and the Board of Trustees encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with our schools. Volunteers help to enrich educational programs and to strengthen the schools' relationships in the community. The presence of volunteers in the classroom and on school grounds also enhances supervision of students and contributes to school safety.

Definitions

For the purpose of clarification, the definitions of a Volunteer and a Visitor are listed below:

Volunteer – An individual who is voluntarily assisting with activities at GVCS and is in proximity or direct contact with students. This includes but is not limited to those who are regularly in the classroom, chaperoning nature walks or outdoor activities, teaching and non-teaching aides in the classroom, volunteer instructional aides in the classroom, those who lead after-school activities, clubs, or programs, and field trip or athletic trip chaperones and drivers. Volunteers may work with small groups under the direction of the teacher. During school hours, volunteers must register at the office. Volunteers are required to submit to a Background Check via Live Scan Process, and a Tuberculosis (TB) Clearance. Additional screenings may be necessary, as deemed by Federal, State, or Local law or requirements, including but not limited to additional public health requirements. Volunteers are required to comply with the Volunteer Policy.

Visitor – An individual who visits the school, occasionally. They may be observing or participating in school activities. A visitor to the campus may include those who are under the direct supervision of school staff such as a classroom presenter or a parent attending an information or enrollment meeting. Visitors also include those attending a school event where parents are required to supervise their own children, including but not limited to festivals, celebrations, parent-teacher nights, open houses, music, theater, or sporting events. During school hours, visitors must register at the office. Visitors are never left alone with students. Visitors do not require a Background Check and Live Scan Process or a TB Clearance. The site Principal and/or Executive Director will have final authority regarding requirements for visitors. Visitors are required to comply with the Visitors Policy.

Volunteer Supervision, Behavior, and Responsibilities

All volunteers shall read and sign the Volunteer and/or Chaperone Agreement before being cleared as a volunteer. Volunteers are also expected to follow the Adult Code of Conduct Policy at all times.

Volunteers shall register their presence and report their volunteer responsibilities to the office when they enter campus for the purpose of volunteering. They shall wear volunteer identification whenever required by the school. The teacher, staff, and administration retain primary responsibility for the instruction and supervision of students, and volunteers should defer to these professionals at all times.



Training shall be provided by Golden Valley staff to volunteers when needed.

Any volunteer may be asked to cease volunteering at any time. Volunteers work under the direct supervision of the professional staff or their designees. GVCS is responsible for the education, safety, and well being of each student, as well as providing a hostile free workplace. For this reason, a teacher, staff member, or volunteer coordinator may request the reassignment or removal of a volunteer whose actions are not in the best interest of the school or its students. The Principal and/or Executive Director and/or Board of Trustees shall make a final determination regarding whether a volunteer shall be reassigned or if a volunteer is no longer needed, eligible or welcome to volunteer at the school or at school sponsored events.

Serving as a volunteer on the Board of Trustees or on any Board or Administrative designated committee as a volunteer, is also a privilege. Members of the BOT are considered volunteers for the purposes of complying with the requirements outlined in this policy. To prevent a conflict of interests, the Board of Trustees shall solely be responsible for the dismissal or reassignment of volunteers serving under its capacities according to its bylaws and charter. Any person who has at any time been served a reprimand letter from the school pursuant to California Penal Code Section 626.7 or California Education Codes 32210, 32211, 44810 and 44811 may be barred from serving on the Board of Trustees or on any school committee.

Confidentiality and Student Records

All volunteers shall follow State and Federal Laws regarding confidentiality and personally identifiable information (PPI) of students included in The Family Education Rights and Privacy Act (FERPA), The Individuals with Disabilities Education Act (IDEA), and relevant California Education Code. The problems, abilities, relationships, and confidences of students, parents, and staff should never be discussed with any volunteer unless he or she has a professional need to know. Volunteers will not have access to student records.

Tuberculosis (TB) Clearance

Per California Health and Safety Codes 1597.005; 121525; 121545; 121555 and California Ed Code 49406.87408.6, school volunteers must be screened through a risk assessment and/or tested and cleared for tuberculosis by a health care provider. This clearance must be obtained every four years. Transfer of certification done within the past four years with another school district is acceptable. Volunteers must provide evidence that negative TB results are current (within four years). An X-ray of the lungs shall be required if the intradermal test is positive. . If the X-ray indicates positive results, the volunteer will not be permitted to participate in any activities involving school children during school hours or for school-sponsored events after school hours. The cost of obtaining such certification is the responsibility of the volunteer. If a potential volunteer has questions or concerns about this process, they should contact their School Principal.

Background Check via Live Scan Process

Per California State Law, school volunteers who have direct contact with students are required to submit to a criminal background check. This background check is done via fingerprinting and submitted to the FBI and California Department of Justice (DOJ) through the Live Scan process. As part of this process, valid



identification and secondary verification is required. Volunteers are screened for convictions involving crimes against children and/or the community, such as assaults, sexual abuse, physical abuse, reckless driving or DUI's (the later two, which would disqualify a volunteer from driving students on field or athletic trips. See below). This information is reported to the authorized custodian of records for the site, as either verifying "no criminal record" or "contains a record of convictions." The volunteer is then either cleared to volunteer or not cleared to volunteer. This information is kept confidential. It may not be shared with any other entity. The DOJ prohibits sharing background information and individuals records with other organizations. The Live Scan process for volunteers only needs to be completed once. The clearance is active and updated for the duration of the volunteer's time at Golden Valley Schools. The cost of the background check and Live Scan Process is the responsibility of the volunteer. If a potential volunteer has questions or concerns about this process, they should contact their school principal.

Volunteer Chaperone Drivers for Field or Athletic Trips

In order to protect students, in addition to the other volunteer requirements, volunteers who drive students on field or athletic trips are subject to further requirements. They must read and comply with the Field Trip Policy, submit a DMV Driving Record print out in the manner prescribed by the school office, submit proof of current California State Driver's License, current vehicle registration, and current auto insurance, as required by Golden Valley Charter Schools. This must be done in the time and manner prescribed by the school office in order to be cleared to be a chaperone driver for each specific field or athletic trip.

We appreciate our volunteers for their cooperation and support, to ensure a quality education and safety for our schools, students, and community.

Emergency Preparedness Plans
Comprehensive School
Safety Plans



GOLDEN VALLEY
RIVER SCHOOL

GOLDEN VALLEY RIVER SCHOOL (GVRS) SAFETY PLAN

(UPDATED 02/12/2025)

School: Golden Valley River School

Principal: Ryan Sutton

School Site Council Chairperson: Ryan Sutton

Approved on: _____

- All teachers should have updated Safety folders available in a visible and accessible location.
- Fire evacuation routes are **posted in all rooms.**

- These pages to be updated yearly:
 - Crisis response team (page 11)
- These trainings to take place yearly:
 - Train Designated Section Leaders on Duties (see page 13)
 - Fire drill training
 - Lock down training (teachers and students)
 - Earthquake training
- These tasks are to take place at the beginning of each school year:
 - Check and restock Emergency Supplies
 - Check and restock Classroom First Aid Kits
 - Check expiration and restock batteries.
 - Update Emergency Folders
 - Update Health Alerts in Teacher's Lounge and in Safety Plan
 - Pre-Emergency Preparedness check

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1. Adult Code of conduct policy
2. Bullying prevention policy and plan
3. Conflict of interest policy
4. Early School Pick up policy
5. Electronic media policy
6. Executive director evaluation policy
7. Grievance policy
8. Homeless education policy
9. Independent study policy
10. New and revised policy
11. Staff-student boundaries policy
12. Student Technology policy
13. Student transportation policy
14. Suicide awareness and prevention policy
15. Title IX, harassment, intimidation, discrimination, and bullying policy
16. Uniform complaint policy and procedures
17. Visitor’s policy
18. Volunteer policy

CALLING FOR ASSISTANCE

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 the 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 the party transported?
- Who accompanied the injured party to hospital?

School Contacts

Ryan Sutton 6141 ext 224	Principal	(916) 987-
Matthew Brown 6141 ext. 221	Administrative Assistant	(916) 987-
Jessica Haynes 6141 ext.229	Administrative Assistant	(916) 987-
Paul Thompson 2188	Head Custodian	(916) 402-
Eileen Worthing 1035	HR Manager	(916) 597-
Orchard School 1490		(916) 987-

Golden Valley River School, 9601 Lake Natoma Dr., Orangevale, CA 95662,
(916) 987-6141

Central Office, 1000 River Rock Dr, Suite 220, Folsom, CA 95630, (916) 597-1478

Emergency Contacts

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
Maintenance &Operations Issues	Call M&O	(916) 971-7000
Student Transport Home	Call Site Director	
Truant Student	Call Student Services	(916) 971-7310
Potential Poisoning	Poison Control	1 800-222-1222

In Orangevale:

Emergency (916) 874-5111

Sheriff Dept. to make a report
Sherrif Dept. Non-emergency

(916) 875-5484
(916) 874-5115

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 #</u>
Emergency		(916) 874-5111 or 911
Kaiser Hospital (Main)	2025 Morse Ave.	General Info (916) 973-5000 Emergency (916) 973-6600
Kaiser Medical Center (Roseville)	1600 Eureka Rd.	General Info (916) 784-4000 Emergency (916) 784-5390
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

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)

****Please inform Matt or Jessica in the office if you do not have any of these documents.**

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	Ryan Sutton - Principal	[REDACTED]
Back-up Incident Commander	Tavia Pagan – Faculty Chair	[REDACTED]
Search and locate	Jessica Haynes	[REDACTED]
	Stephanie Lorenz	[REDACTED]
Parent Liaison(s)		[REDACTED]
	Ryan Miller	[REDACTED]
Logistics	Paul Thompson	[REDACTED]
	Jessica Haynes	[REDACTED]
Campus Safety Liaison(s)	Matt Brown	[REDACTED]
	Paul Thompson	[REDACTED]
Public Information Spokesperson	Ryan Sutton	[REDACTED]
Designated Teacher Leaders	Lynn Freund	[REDACTED]
	Alfred Lacoste	[REDACTED]
Incident Log Scribe	Ryan Sutton - Principal	[REDACTED]
Others to help	Tavia Pagan	[REDACTED]
	Jessie Wadkins	[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:

- 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)	Alfred Lacoste
B Wing (3 rd -5 th)	Danuta Dias
C Wing (6 th -8 th , Meadow Brook)	Amanda Parker
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

The Site Safety Team has a variety of data sources related to school climate, culture, and safety. The data sources our school uses include: Assessment of current (within 12-month period) of school crimes / crimes at school events, Suspension / Expulsion Data, Local area and/or on campus crime analysis data, Incidents related to bullying, harassment, discrimination & other biased or hate motivated violations, Incident Case Reports

Additional / Optional data sources may include: CA Healthy Kids Survey , Site initiated Parent/Student/Staff Surveys, Office Referrals, Attendance Rates / SARB Data.

Section IV: 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.
- 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. 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
- Earthquake Drill
- Medical Emergency Drill

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 (Main Office)

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
- School Safety Plan

Medical Center (Library)

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 (Parent Loop)

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 (Main Office)

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 (Multipurpose Room)

The Parent Center is designed to communicate information to parents during an emergency. 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)

Use of the Campus as Community Shelter

During a local or regional emergency, it may become necessary for the school campus to be used as an emergency shelter, operational center for first responders, or staging area for emergency services or first responder equipment. To meet the needs of the community and non-government volunteer organizations such as the Red Cross, Golden Valley Charter Schools will work collaboratively with law enforcement, fire and other community or charitable emergency responders to support and provide locations for emergency operations. All requests for the use of this facility will be forwarded to the Central Office at 916-597-1478. Golden Valley will coordinate with the school site team for approval and determination of appropriate site access and security needs.

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 strike is essential if we are to provide maximum protection for students and school staff. 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 role 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 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 a 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. Do NOT open your door during a LOCK DOWN for any reason!!!
- 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.

Earthquake Plan

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 your head with arms or hold to the cover and be prepared to move with it.
- Hold the position until the ground stops shaking.
- When the 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 arising and in the event of an emergency 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. 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 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.
- The 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 the 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.

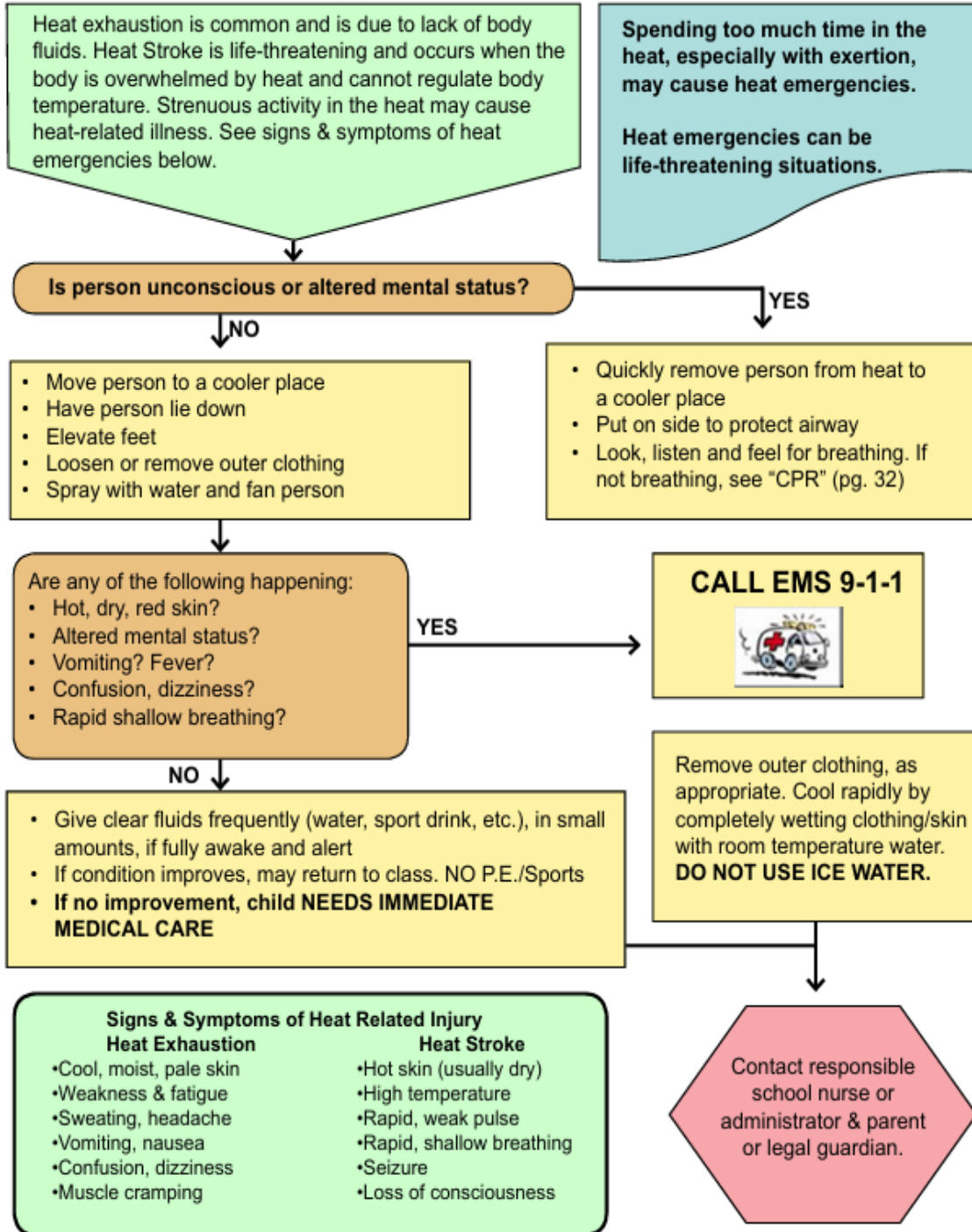
Poor Air Quality

- 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.

Heat Index/Illness

- Monitor Heat Index through weather.org or phone application
- Follow Guidelines from [Child Care Weather Watch \(c-uphd.org\)](http://Child Care Weather Watch (c-uphd.org))
- Office notifies faculty of poor heat index 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 heat index.
- Heat Illness Identification:

HEAT EXHAUSTION/HEAT STROKE



Protocol for Opioid Overdose:

- **Knowing the signs of an overdose:**
 - Falling asleep or losing consciousness
 - Doesn't respond to stimuli like shouting, a pinch or sternum rub
 - Slow, weak or no breathing
 - Choking or gurgling sounds
 - Limp body
 - Cold and/or clammy skin
 - Discolored skin (especially in lips and nails)
 - Small, constricted "pinpoint pupils"
- Call 9-1-1 for medical assistance
- Call parents
- **Sharing treatment resources**, like the 24/7 National Helpline— 800-662-HELP (4357).

Dangerous, Violent, or Unlawful Activity

- Call emergency Lockdown/Shelter-in-Place/Evacuation
- Call 9-1-1
- Communicate via cell phone to any group off campus (field trip or walking field trip)
- If dangerous, violent or Unlawful activity occurs during a field trip/nature walk:
 - Evacuate students/instruct chaperones to escort students to a safe space
 - Call 9-1-1
 - Call school to inform when students are safe and secure
 - School will notify CO and parent body when able

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

All emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Pregnant
- Have broken bones or other physically limiting injuries
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed critical medication

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.

2024-2025 Safety Team Members:

Administrator: Ryan Sutton

Certificated: Tavia Pagan, Faculty Chair

Classified: Jessica Haynes, Matt Brown

Classified: Paul Thompson, Custodian

Parent/Guardian/Community member: Ryan Miller

First Responder: Ryan Williams (Roseville Fire Department Battalion Chief)

Update Verification of Emergency Folder

Completed 08/20/2024
(Date):

By:

Jessica Haynes, Ryan Sutton

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.

Safety Drill Record

Evacuation/Fire Drill					
Month	Date	Time	Total Evacuation Time Length	Pull Station Location	Administrator's Signature
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
Earthquake Drill					
Month	Day/Date	Time	Length of time	Administrator's Signature	

Lockdown Drill

Month	Day/Date	Time	Length of time	Administrator's Signature

Shelter-in-place

Month	Day/Date	Time	Length of time	Administrator's Signature

Medical Emergency Drill

Month	Day/Date	Time	Length of time	Administrator's Signature

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 care 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

**Replenished yearly, restocked after use*

<p><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</p>	<p><u>Office storage room:</u> Batteries for emergency equipment Blanket (wool) Blanket (emergency) Cups (paper) Flashlight Gloves (non-latex) Goggles 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</p>	<p><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</p>
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First Aid Kit **Emergency Supply Box Locations:** Office Counter Drawer; Homeroom, Mindfulness room, and Room 5 * *Replenished yearly, restocked after use*

<p>First aid manual Ace bandage Antiseptic wipes Antibiotic Ointment Aspirin Bandages Biohazard packs Band aids Butterfly closures Benadryl Blood stopper</p>	<p>CPR Barrier Cotton tipped applicators Eye patch Eye Wash Finger brace Foil blanket Gauze pads – various sizes Gauze rolls Gloves (non-latex) Hand sanitizer Instant ice packs Masks – adult and child sized</p>	<p>Medical tape Medical scissors Pen light Sharpie Sling Sugar packets Technu Tweezers Tongue depressors Tourniquet Tylenol Various sized Small gauze pads Whistle</p>
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List of Emergency classroom supplies: In entry way to classroom

** Replenished yearly, restocked after use*

Antiseptic wipes	Eye patch	Instant ice packs
Ace bandage	Gauze pads - Large	Medical tape
Band aids-various	Gauze pads - Small	sharpie
Butterfly closures	Gauze roll	Tongue depressors
CPR Barrier	Gloves (non latex)	Technu (for classes that go on nature walks)
Cotton tip applicators		

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.

River School, Drop off and Pick up Traffic Guidelines

Main Loop and Staff Lot:

- Pull ALL THE WAY forward before dropping off or picking up.
- Form one line and keep right.
- 15 second drop-off/pick-up.
- Drivers may not exit the vehicle.
- Students may not enter/exit vehicle from driver's side.
- Please wait until your child is safely away from your vehicle & onto the curb/ or in pedestrian walkway before driving off.
- You may safely merge out of the drop-off/pick-up lane to exit the Lot or Loop, to keep the flow.
- NO LEFT TURNS OUT OF THE MAIN LOOP.
- Left turns out of the Staff Parking Lot are okay.
- Please use your blinker when exiting the Staff Lot; it is okay to form two lines to exit left or right.

Driving:

- Observe 5 MPR in loop/parking lot.
- No cell phone use please – stay focused.
- No U-Turns on Lake Natoma Drive.
- Do not cause traffic back-ups on Lake Natoma. Instead, please continue on around the block & come back through when traffic is flowing.
- Watch for children and other pedestrians.

Parking:

- Do not park or stop in crosswalks or red zones.
- Do not block neighbors' driveways or vehicles.
- Do not double-park/stop in the street to drop off your child.
- Do not move neighbors' trash cans in order to park your car.
- Do not park or drop-off in the red zone in front of the school office.
- Do not park in the staff parking lot unless you are staff and have a parking permit, or have a handicapped placard.
- Please allow vehicles to access to enter/exit Handicap spaces in Staff Lot.

Walking:

- Always use the crosswalks when crossing the street—children AND adults.
- Do not walk across the middle of the parking lot or loop —please use the striped yellow path and/or sidewalks instead.

Please be courteous and follow the directions given by our Traffic Monitors. If you have any questions or concerns, please contact the office.

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. School Safety Planning committee consulted with a representative from a law enforcement agency, a fires department, and other first responder entities 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 viii. School Improvement Plan <p>(b)An identification of appropriate strategies and programs that provide/maintain a high level of school safety.</p>			
<p>4. The School Site Safety Team committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety:</p>			
<p>a) Child Abuse Reporting procedures (See District Policy)</p>			
<p>b) Suspension/Expulsion procedures (See District Policy)</p>			

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 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 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	Req. Met	In Progress	Not Started	Comments
8. Safety Folders in every classroom with current site updates/health				

conditions/verification by teacher completed.				
9. 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.				
11. 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 i. Elementary – monthly ii. Middle School – 4 times per year iii. Secondary – 2 times per year <u>Lockdowns (recommended)</u> i. Elementary – 4 times per year ii. Middle School – 4 times per year iii. Secondary – 2 times per year <u>Earthquake (recommended)</u> i. Elementary – 4 times per year ii. Middle School – 4 times per year iii. Secondary – 2 times per year				
12. Medical Emergency Drill: Hold and log Medical Emergency Drill each sports season including: use of first aid/epi pen use, AED, emergency procedures, contacting first responders				
13. Site Safety Team Members Selected i. Administrator ii. Teacher iii. Classified Representative iv. Parent v. Student (High School)				
14. Calendar Regular Meetings of Safety Team/Safe School Task Force Dates.				
15. Review Site Disaster Procedures with Staff				
16. At least one tabletop exercise conducted with staff. Scenarios may be provided for your use.				

17. Visitors must register in the office; signs posted at entrances. Does staff monitor the visitor check in? Does the office issue visitor pass?				
18. Make sure evacuation routes are Posted.				
19. Provisions made for individuals with disabilities for evacuations and lockdown locations.				
20. Off-site evacuation and Parent Reunification Sites identified. Contact name: _____ Phone #: _____.				
21. Intercom/Bells (Volume Adequate) working in classrooms. Contingency plan (buddy system/2-way radios) if a bell is not functioning due to construction/malfunctioning.				
22. Traffic directions for pick-up and drop off visible to make parking lot traffic flow as efficient as possible.				
23. Buildings or outside equipment related to heating, cooling, fuel or chemical storage clearly marked and secured.				
24. Hazardous chemicals secured and marked.				

Safety Review Dates: _____

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 "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.
- 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) if an employee of the school is known or suspected of being 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 instances 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.

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 coworkers.

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: _____

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 selfdefense.
- 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



Pupil Suspension and Expulsion Policy

Introduction

This Pupil Suspension and Expulsion Policy (the “Policy”) for Golden Valley Charter Schools (“GVCS”) has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, GVCS intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from GVCS.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The Student Services Coordinator shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the school office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student’s behavior or to restrict the student’s freedom of movement, if that drug is not a standard treatment for the student’s medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

A student identified as an individual with disabilities or for whom GVCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. GVCS will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 (“ADA”) and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom GVCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

Suspension

Definition

Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another education program or class at GVCS where the pupil will receive continuing instruction for the length of day prescribed by the Principal 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.

Suspended students shall be excluded from all GVCS and School-related activities unless otherwise agreed during the period of suspension.

GVCS shall consider suspension from GVCS only when other means of correction fail to bring about proper conduct or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority

The Principal or his/her designee may suspend a student from class, classes or the school for a period not to exceed five days. The Principal or his/her designee may extend a student's suspension pending the final decision by the Board of Trustees of GVCS on a recommendation for expulsion. Such extended suspension should not exceed 10 days, unless specific procedural safeguards are met. Those are identified below.

On a recommendation for expulsion, the Board of Trustees may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of GVCS. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, or while going to or coming from a school sponsored activity
- All acts related to school activity or school attendance occurring within GVCS

Grounds

The principal may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused 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 an authorized certificated school employee, with the principal or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a 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 (as used in this policy, “school property” includes but is not limited to electronic files and databases)
- 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, betel and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- 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 a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property.
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
 - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
 - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:

- Message, text, sound or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed 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.
 - Creating a false profile for the purpose of having one or more of the effects listed 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.
- An act of cyber sexual bullying.
 - For purposes of this section, “cyber sexual bullying” means 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 above. A photograph or other visual recording 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.
 - 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.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.
- For students in grades 4 to 12, committed sexual harassment
- Caused or participated in an act of hate violence
- Carried, possessed, sold or otherwise furnished an electronic signaling device

- Committed vandalism/malicious mischief
- Violated academic ethics
- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code
- 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
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: those set forth in Penal Code section 422.55, including immigration status, and Education Code section 220, disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

A student in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties (the “Act”), and those Acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.

A certificated or classified employee may refer a student to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in Education Code section 48900.5(b) for any of the Acts.

A school administrator shall, within five school days, document the actions taken in response to the referral identified above and place that documentation in the student’s record to be available for access, to the extent permissible under state and federal law. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

A suspension or expulsion shall not be imposed against a student based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

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

Procedures Required to Suspend

Step One

The principal shall investigate the incident and determine whether it merits suspension.

Searches: In order to investigate an incident, a student's attire,¹ personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by a principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. *Illegally possessed items shall be confiscated and turned over to the police.*

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Principal and the student in which the student shall be orally informed of the reason for the suspension, the evidence against that student, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of that student's side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will 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, hospitalization or detention in a correctional facility.

At the time of the suspension, a GVCS employee shall make a reasonable effort to contact the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, by telephone, by email or in person to inform that person of the suspension and the reasons therefor and the employee may state the date and time when the student may return to school.

If a student is suspended without the informal conference, both the student and the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, will be notified of a student's right to return to school for the purpose of a conference.

The parent or guardian of a student, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, shall respond without delay to a request from school officials to attend a conference regarding the student's behavior.

Penalties shall not be imposed on a student for failure of the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian, and for foster children, their educational rights holder, attorney, and

¹ This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.

county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, at the conference.

Step Three

The principal determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

The principal fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and to the student. A copy of this form is also placed in the student's cumulative file at GVCS. The Notice of Suspension Form shall state the facts of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if GVCS officials wish to ask the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

The principal determines whether the offense warrants a police report. The principal will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.

When the Principal releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the Principal shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. Education Code § 48906.

Step Six

The principal may require the student and his/her parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to sign a contract that states the conditions that the student is expected to meet while at GVCS. Copies of the signed contract are kept by the school and given to the parent/guardian.

Step Seven

Upon the request of a parent/guardian/educational rights holder/student, and for foster children, their attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from GVCS for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Special Education and Section 504 Student Suspensions

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The principal shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify the Director of Special Education of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and the LEA).

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP or 504 Plan, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Plan Team must conduct a functional behavioral assessment (or other appropriate assessment for the 504 student), create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of GVCS; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of GVCS; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of GVCS.

Appeal Process

A student or the student's parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her GVCS related offenses. Appeals must be made first in writing at GVCS level and should be directed to the Executive Director within 10 school days of GVCS sending the Notice of Suspension Form to the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and the student. The Executive Director will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at GVCS level, if further appeal is desired, the student or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, should appeal in writing to the GVCS Board of Trustees within 10 school days of the date of GVCS level written response and should direct it to the chairman of the board for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

Expulsion

Definition

Expulsion means involuntary disenrollment from the charter school.

Authority

A student may be expelled either by the Board of Trustees following a hearing before it or by the Board of Trustees upon the recommendation of an Administrative Panel to be assigned by the Board of Trustees as needed. The Panel may recommend the expulsion of any student found to have committed an expellable offense.

The Board of Trustees, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board of Trustees' determination as to whether the pupil has satisfactorily completed the rehabilitation program.

Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

The principal shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion

- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the principal or his/her designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

In no event, however, will a student be expelled for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties.

Procedures to Expel a Student

Step One

The principal investigates the incident and determines whether the offense results in a suspension. If so, the principal follows the procedures to suspend the student as outlined above.

Step Two

In the discretion of the Executive Director, a student's suspension may be extended pending expulsion. If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) GVCS will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at GVCS would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

If the proposed extended suspension is under 10 days, a meeting is held within 5 school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with the Executive Director or his/her designee.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the Executive Director or his/her designee has determined, after the meeting, that the presence of the student at GVCS would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

GVCS shall send a letter to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing.
- A statement of the facts, charges and offenses upon which the proposed expulsion is based.
- A copy of GVCS's disciplinary rules relating to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at GVCS 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 and/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 present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing; EC 47605(b)(5)(J).
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The Executive Director shall maintain documents that may be used at the hearing and make them available for review by the student and/or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by a principal; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Five

An expulsion hearing shall be held before the GVCS Board of Trustees. 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 a complete written transcription of the proceedings can be made.

While the 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 GVCS Board of Trustees to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the GVCS Board of Trustees that disclosure of their identity or live 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.

Step Six

The decision of the GVCS Board of Trustees shall be in the form of a written recommendation, with findings of fact, to the Board of Trustees who will make a final determination regarding the expulsion. The final decision by the Executive Director shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from GVCS for the incident for which the recommendation for expulsion is made. If GVCS Board of Trustees decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to classroom programs. The decision not to recommend expulsion shall be final.

Step Seven

The Executive Director, or designee, following a decision of the Board of Trustees to expel a student, shall send written notice of the decision to expel, including the GVCS Board of Trustees' findings of fact, to the student or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker. The notice shall include the following:

- Notice of the specific offense committed by the student.
- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.

- 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 within the charter school

Within 30 days of the decision to expel, the Executive Director shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for San Juan Unified School District's review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees, or its designee, at the time of the expulsion order, which may include, but is not limited to, a 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.

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 or its designee following a meeting with the Executive Director and the pupil and parent/guardian 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 Executive Director shall make a recommendation to the Board of Trustees following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

Adopted:

Amended:

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.

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.

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 because 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 over 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 with 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 PLAN

Title 8 California Code of Regulations Section 3203

RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) primary administrator, Ryan Sutton, has the authority and the responsibility for implementing and maintaining this program for the Golden Valley Orchard School. The alternate program administrators are Jessica Haynes and Matthew Brown.

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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Matthew Brown, matthewbrown@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.

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 their 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 the 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 it 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 for 30 minutes and rinsed thoroughly before reusing.
2. After cleanup, 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, can transmit 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 people 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 if 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
Covid	Refer to Sacramento County Public Health	Refer to SCPH	Refer to SCPH – OSHA for employee
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

<u>Disease</u>	<u>Ill Pupil</u>	<u>Family Contact</u>	<u>Classroom</u>
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
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.

APPENDIX – Golden Valley Charter Schools Policies and Administrative Regulations

1. Adult Code of conduct policy
2. Bullying prevention policy and plan
3. Conflict of interest policy
4. Early School Pick up policy
5. Electronic media policy
6. Executive director evaluation policy
7. Grievance policy
8. Homeless education policy
9. Independent study policy
10. New and revised policy
11. Staff-student boundaries policy
12. Student Technology policy
13. Student transportation policy
14. Suicide awareness and prevention policy
15. Title IX, harassment, intimidation, discrimination, and bullying policy
16. Uniform complaint policy and
17. Visitor's policy
18. Volunteer policy

Golden Valley Orchard FY24-25 Budget

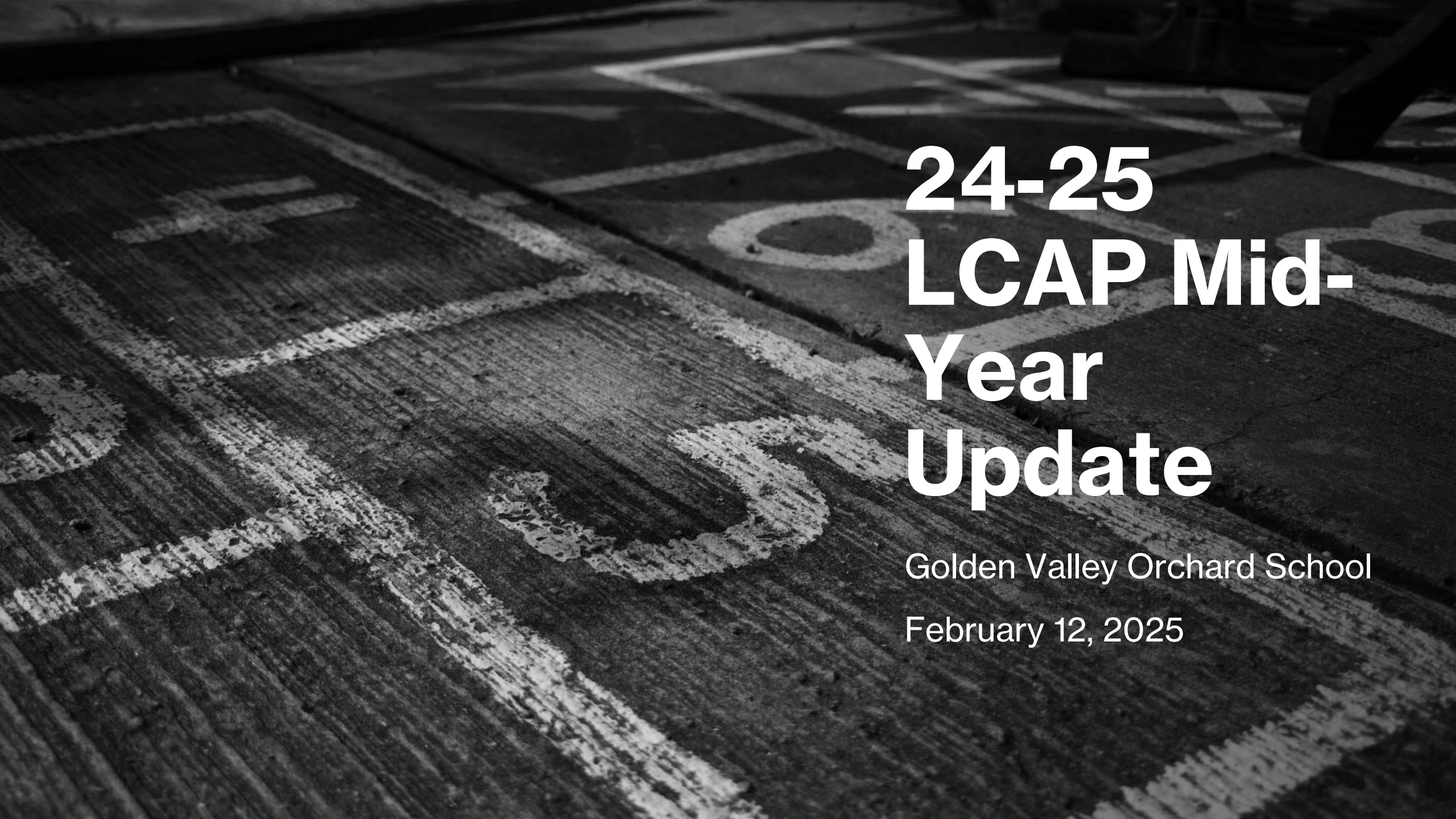
	CATEGORY	PY ACTUALS/FINAL	CURRENT YEAR INITIAL	CURRENT YEAR	VARIANCE	CURRENT YEAR	VARIANCE
		BUDGET		REVISION #1		REVISION #2	
	TOTAL ENROLLMENT		318	293	(25)	293	-
	AVERAGE DAILY ATTENDANCE		297.3	274.0	(23.4)	274.0	-
REVENUE	State LCFF Revenue	3,138,669	3,425,594	3,219,968	(205,626)	3,219,968	-
	Federal Revenue	137,585	74,908	93,107	18,199	118,582	25,475
	Other State Revenue	825,310	550,462	616,110	65,648	616,110	-
	Local Revenue	55,650	120,000	120,000	-	120,000	-
	TOTAL REVENUE	4,157,214	4,170,964	4,049,185	(121,779)	4,074,660	25,475
EXPENSES	Certificated Salaries	1,190,406	1,286,488	1,135,330	(151,158)	1,135,330	-
	Classified Salaries	537,118	502,396	548,554	46,158	548,554	-
	Benefits	789,121	623,126	648,382	25,256	655,882	7,500
	TOTAL PERSONNEL EXPENSES	2,516,645	2,412,010	2,332,266	(79,744)	2,339,766	7,500
	Books and Supplies	327,817	277,200	277,500	300	277,500	-
	Services and Other Operating Expenses	1,335,612	1,472,689	1,414,606	(58,083)	1,414,606	-
	Capital Outlay	(2,865)	-	-	-	-	-
	Other Outgoing	-	-	-	-	-	-
	TOTAL OTHER EXPENSES	1,660,565	1,749,889	1,692,106	(57,783)	1,692,106	-
	TOTAL EXPENSES	4,177,209	4,161,899	4,024,372	(137,527)	4,031,872	7,500
SUMMARY	SURPLUS\DEFICIT	(19,995.34)	9,065.00	24,813.21	15,748	42,788.21	17,975
	% of Expenses	-0.5%	0.2%	0.6%		1.1%	
	BEGINNING FUND BALANCE	140,119	\$ 120,123	\$ 120,123		\$ 120,123	\$ -
	ENDING BALANCE	120,123	\$ 129,188	\$ 144,937		\$ 162,912	\$ 33,723
	% of Expenses	2.88%	3%	4%		4%	

	25-26	26-27
	321	321
	300.1	300.1
	\$ 3,579,362	\$ 3,668,001
	\$ 89,731	\$ 89,731
	\$ 548,395	\$ 539,515
	\$ 120,000	\$ 120,000
	\$ 4,337,488	\$ 4,417,247
	\$ 1,169,390	\$ 1,204,472
	\$ 565,011	\$ 581,961
	\$ 668,058	\$ 688,100
	\$ 2,402,459	\$ 2,474,533
	\$ 279,210	\$ 284,524
	\$ 1,461,791	\$ 1,484,578
	\$ -	\$ -
	\$ -	\$ -
	\$ 1,741,001	\$ 1,769,102
	\$ 4,143,460	\$ 4,243,635
	194,027.79	173,612.50
	4.7%	4.1%
	\$ 162,912	\$ 356,939
	\$ 356,939	\$ 530,552
	9%	13%

Golden Valley River FY24-25 Budget

	CATEGORY	PY ACTUALS/FINAL BUDGET	CURRENT YEAR INITIAL	VARIANCE	CURRENT YEAR REVISION #1	VARIANCE	CURRENT YEAR REVISION #2	
REVENUE	TOTAL ENROLLMENT		315	315	297	(18)	297	
	AVERAGE DAILY ATTENDANCE		296.1	296.1	279.2	(16.9)	279.2	
	State LCFF Revenue	3,303,026	3,455,586	152,560	3,270,802	(184,784)	3,270,802	
	Federal Revenue	132,238	87,016	(45,222)	90,757	3,741	107,675	
	Other State Revenue	906,208	581,652	(324,556)	616,268	34,616	616,268	
	Local Revenue	54,414	82,025	27,611	82,025	-	82,025	
	TOTAL REVENUE	4,395,886	4,206,279	(189,607)	4,059,852	(146,427)	4,076,770	
	EXPENSES	Certificated Salaries	1,321,905	1,299,985	(21,920)	1,295,584	(4,401)	1,295,584
		Classified Salaries	583,950	631,050	47,100	579,407	(51,643)	579,407
		Benefits	887,595	696,223	(191,372)	709,191	12,968	716,691
TOTAL PERSONNEL EXPENSES		2,793,449	2,627,258	(166,191)	2,584,182	(43,076)	2,591,682	
Books and Supplies		306,644	265,880	(40,764)	265,880	-	265,880	
Services and Other Operating Expenses		1,435,354	1,308,443	(126,911)	1,250,908	(57,535)	1,250,908	
Capital Outlay		(1,248)	-	1,248	-	-	-	
Other Outgoing		-	-	-	-	-	-	
TOTAL OTHER EXPENSES		1,740,750	1,574,323	(166,427)	1,516,788	(57,535)	1,516,788	
TOTAL EXPENSES		4,534,200	4,201,581	(332,619)	4,100,970	(100,611)	4,108,470	
SUMMARY	SURPLUS\ (DEFICIT)	(138,314.17)	4,698.02	143,012	(41,118.30)	(45,816)	(31,700.30)	
	<i>% of Expenses</i>	-3.1%	0.1%		-1.0%		-0.8%	
	BEGINNING FUND BALANCE	886,962	\$ 748,647		\$ 748,647		\$ 748,647	
	ENDING BALANCE	748,647	\$ 753,345		\$ 707,529		\$ 716,947	
<i>% of Expenses</i>	17%	18%		17%		17%		

25-26	26-27
337	357
316.8	335.6
\$ 3,808,713	\$ 4,155,878
\$ 86,346	\$ 86,346
\$ 508,702	\$ 513,770
\$ 82,025	\$ 82,025
\$ 4,485,786	\$ 4,838,019
\$ 1,334,451	\$ 1,374,485
\$ 596,790	\$ 614,693
\$ 730,691	\$ 752,612
\$ 2,661,932	\$ 2,741,790
\$ 271,198	\$ 276,622
\$ 1,315,061	\$ 1,370,786
\$ -	\$ -
\$ -	\$ -
\$ 1,586,259	\$ 1,647,407
\$ 4,248,191	\$ 4,389,198
237,594.50	448,820.79
5.6%	10.2%
\$ 716,947	\$ 954,542
\$ 954,542	\$ 1,403,362
22%	32%



24-25 LCAP Mid- Year Update

Golden Valley Orchard School

February 12, 2025

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Appropriately assigned teachers	82.3% of teachers are clear out of the 13.68 FTE teachers	Will be in Fall 2 reporting.	85% of teachers, or higher, will be clear out of the FTE teachers
Access to instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials
Implementation of academic content standards	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)
EL access to CA standards including ELD standards	Full Implementation (local indicator Priority 2 Self-Reflection tool)	Full Implementation (local indicator Priority 2 Self-Reflection tool)	Full Implementation (local indicator Priority 2 Self-Reflection tool)

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil achievement on statewide assessments-ELA Academic Indicator (DFS)	<u>All</u> : -7.9 points <u>SED</u> : -12.4 points <u>White</u> : -4.6 points <u>Hispanic</u> : -31.4 points * <u>Two or more races</u> : -9.2 points* <u>SWD</u> : -113.8 points*	<u>All</u> : -20.9 points <u>SED</u> : -23.3 points <u>White</u> : -23.3 points <u>Hispanic</u> : -29.8 points* <u>Two or more races</u> : 18.8 points* <u>SWD</u> : -136.8 points*	At or above: <u>All</u> : -6 points <u>SED</u> : -10 points <u>White</u> : -3 points <u>Hispanic</u> : -25 points <u>Two or more races</u> : -7 points <u>SWD</u> : -100 points
Pupil achievement on statewide assessments-Mathematics Academic Indicator (DFS)	<u>All</u> : -48.2 points <u>SED</u> : -65.9 points <u>White</u> : -44.1 points <u>Hispanic</u> : -70.1 points * <u>Two or more races</u> : -9.2 points* <u>SWD</u> : -113.8 points*	<u>All</u> : -56.6 points <u>SED</u> : -73.6 points <u>White</u> : -51.5 points <u>Hispanic</u> : -83 points* <u>Two or more races</u> : -54.5 points* <u>SWD</u> : -166.9 points*	<u>All</u> : -43 points <u>SED</u> : -58 points <u>White</u> : -40 points <u>Hispanic</u> : -63 points <u>Two or more races</u> : -52 points* <u>SWD</u> : -100 points*

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil achievement on statewide assessments-CAST (% met/exceeded)	34.5% of students met or exceeded standards for science	32.73% of students met or exceeded standards for science	38% of students will meet or exceed standards for science
A broad course of study including courses described in EC Sections 51210 and 51220 as applicable	All students had access to a broad course of study that included all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)	All students have access to a broad course of study that includes all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)	All students will have access to a broad course of study that includes all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)
Other Pupil Outcomes: Fastbridge aReading	56.6% of students in grade 3-8 are at or above grade level	56.2% of students in grade 3-8 are at or above grade level	60% of students in grade 3-8 are at or above grade level

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Other Pupil Outcomes: Fastbridge AUTOread	58.2% of students in grade 4-8 are at or above grade level	51.6% of students in grade 4-8 are at or above grade level	62% of students in grade 4-8 are at or above grade level
Other Pupil Outcomes: Fastbridge aMath	46.6% of students in grade 3-8 are at or above grade level	46.7% of students in grade 3-8 are at or above grade level	50% of students in grade 3-8 are at or above grade level
Other Pupil Outcomes: Fastbridge CBM Math Automaticity	54.2% of students in grade 3-8 are at or above grade level	67.8% of students in grade 3-8 are at or above grade level	58% of students in grade 3-8 are at or above grade level

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Actions and expenditures related to goal:

Action Title	Total Funds	Year-to-Date Expenditures
Math	\$10,300.00	\$2,544.78
ELA	\$10,300.00	\$1,638.35
Interventions	\$110,300.00	\$24,158.49
Academic Supports for EL Students	\$45,000.00	\$20,901.66
Title I Supports	\$0.00	\$0.00
Enrichment Opportunities	\$150,000.00	\$147,758.92
Professional Development	\$53,400.00	\$23,612.27
Specialty Classes	\$237,340.00	\$88,690.38

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Actions and expenditures related to goal:

Action Title	Total Funds	Year-to-Date Expenditures
Central Office System Supports for Continuous Improvement	\$489,344.00	\$178,118.12
Supports and Services for Students with Exceptional Needs	\$319,411.00	\$266,293.85
Class Teachers	\$890,617.00	\$598,006.40
Classroom Materials	\$55,000.00	\$52,261.33

Goal 2- Intentional Culture of Care: The school will promote the complete education, both academically and socially, to ensure the success and safety of all students.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Safe, Clean & Functional School Facility (SARC)	Instances where facilities do not meet the “Good Repair” standard: 0	Instances where facilities do not meet the “Good Repair” standard: 0	Instances where facilities do not meet the “Good Repair” standard: 0
School attendance rate	93.5%	94.22%	>95%
Middle school dropout rate	0%	0%	0%
Local school climate survey (ASSC School Climate Assessment Instrument)	Overall School Climate: Staff: 3.75 Parents: 3.92 Students: 3.32	Survey to be administered in mid-February	Overall School Climate: Staff: 4.00 Parents: 4.00 Students: 3.50

Goal 2- Intentional Culture of Care: The school will promote the complete education, both academically and socially, to ensure the success and safety of all students.

Actions and expenditures related to goal:

Action Title	Total Funds	Year-to-Date Expenditures
Facility	\$324,900.00	\$227,349.97
Mindfulness Room	\$70,000.00	\$23,378.75
School Climate Improvement	\$3,500.00	\$0.00
Universal Meals	\$170,000.00	\$76,331.77

Goal 3- Vibrant Learning Community: The school will build relationships to connect with programs and resources to help foster healthy learning opportunities for all students.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Promote parental participation in programs (Local Indicator Priority 3 Self-Reflection Tool: Parental Improvement and Family Engagement)	Full implementation in all areas	Full implementation in all areas	Full implementation in all areas
Chronic Absenteeism Rates	<u>All</u> : 30% <u>SED</u> : 47.2% <u>White</u> : 32.7% <u>Hispanic</u> : 26% <u>Two or more races</u> : 15%* <u>SWD</u> : 48.3%*	<u>All</u> : 19.1% <u>SED</u> : 25% <u>White</u> : 21.3% <u>Hispanic</u> : 20% <u>Two or more races</u> : 3.7%* <u>SWD</u> : 18.9%*	Less than 10% for all student subgroups

Goal 3- Vibrant Learning Community: The school will build relationships to connect with programs and resources to help foster healthy learning opportunities for all students.

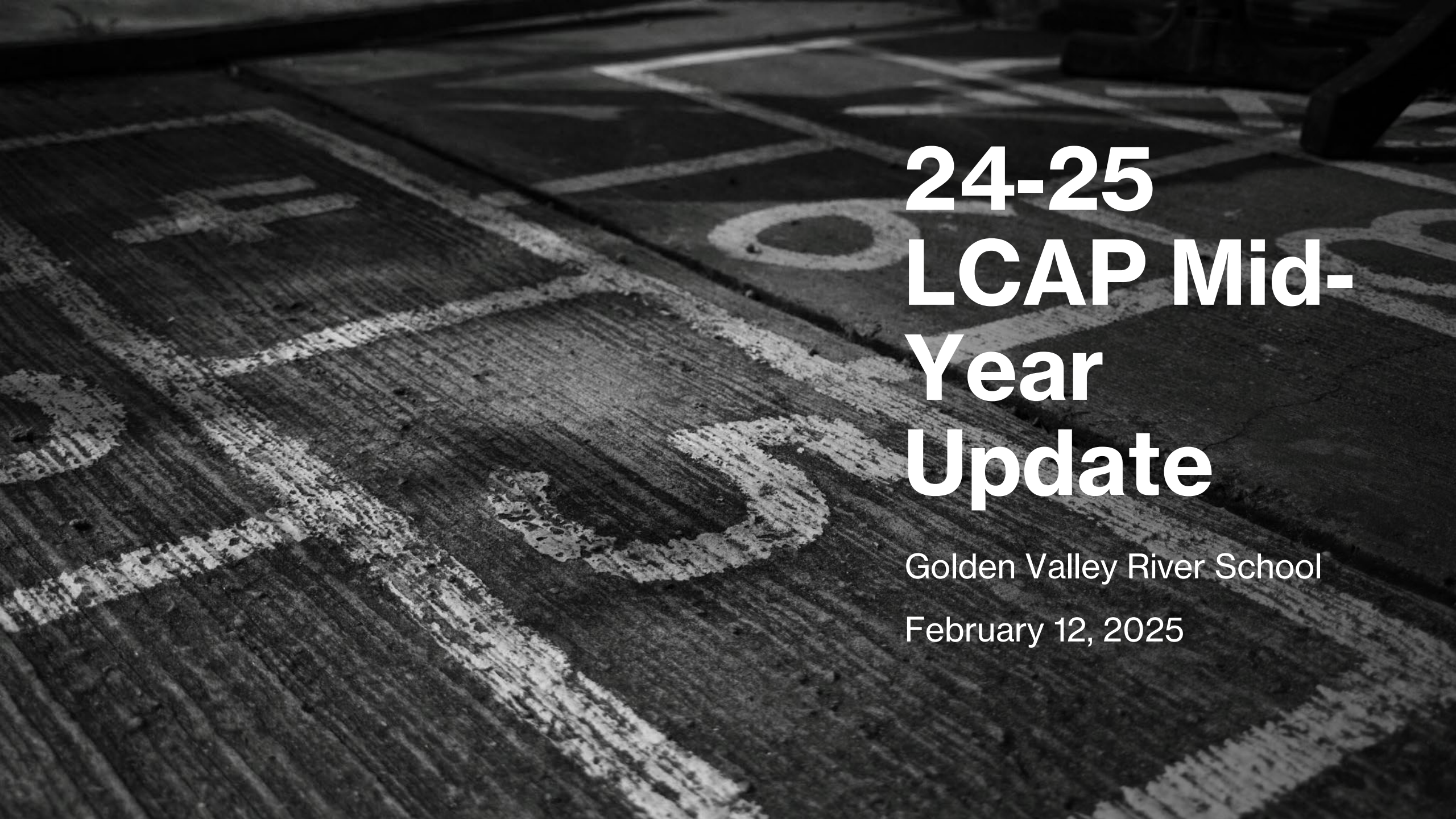
Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil Suspension Rates	<u>All</u> : 2.7% <u>SED</u> : 5.5% <u>White</u> : 2.3% <u>Hispanic</u> : 6.0% <u>Two or more races</u> : 0%* <u>SWD</u> : 6.7%	<u>All</u> : 3.8% <u>SED</u> : 5.4% <u>White</u> : 4.2% <u>Hispanic</u> : 4.8% <u>Two or more races</u> : 3.7%* <u>SWD</u> : 7.9%	<u>All</u> : 1.5% <u>SED</u> : 3.0% <u>White</u> : 1.5% <u>Hispanic</u> : 3.0% <u>Two or more races</u> : 0% <u>SWD</u> : 4.0%
Pupil Expulsion Rates	0%	0%	Maintain 0%

Goal 3- Vibrant Learning Community: The school will build relationships to connect with programs and resources to help foster healthy learning opportunities for all students.

Actions and expenditures related to goal:

Action Title	Total Funds	Year-to-Date Expenditures
Accessible and Responsive Schools for Students with Exceptional Needs	\$54,346.00	\$33,291.55
Accessible and Responsive Schools for Unduplicated Pupils	\$54,346.00	\$33,291.58
Family and Community Engagement	\$18,000.00	\$5,179.01



24-25 LCAP Mid- Year Update

Golden Valley River School

February 12, 2025

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Appropriately assigned teachers	85.2% of teachers are clear out of the 14.7 FTE teachers	Will be in Fall 2 reporting.	85% of teachers, or higher, will be clear out of the FTE teachers
Access to instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials
Implementation of academic content standards	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)
EL access to CA standards including ELD standards	Full Implementation (local indicator Priority 2 Self-Reflection tool)	Full Implementation (local indicator Priority 2 Self-Reflection tool)	Full Implementation (local indicator Priority 2 Self-Reflection tool)

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil achievement on statewide assessments- ELA Academic Indicator (DFS)	<u>All</u> : -16.9 points <u>SED</u> : -26.5 points <u>White</u> : -16.5 points <u>Hispanic</u> : -20.6 points <u>SWD</u> : -65.6 points*	<u>All</u> : -19 points <u>SED</u> : -41.2 points <u>White</u> : -26.3 points <u>Hispanic</u> : -8.8 points <u>Two or More Races</u> : -10.4* <u>SWD</u> : -65.9 points*	At or above: <u>All</u> : -10 points <u>SED</u> : -20 points <u>White</u> : -13 points <u>Hispanic</u> : -16 points <u>SWD</u> : -60 points
Pupil achievement on statewide assessments- Mathematics Academic Indicator (DFS)	<u>All</u> : -71.5 points <u>SED</u> : -81.4 points <u>White</u> : -68.2 points <u>Hispanic</u> : -80.2 points <u>SWD</u> : -150.8 points*	<u>All</u> : -59.9 points <u>SED</u> : -88.6 points <u>White</u> : -61.9 points <u>Hispanic</u> : -76.2 points <u>Two or More Races</u> : -37.8* <u>SWD</u> : -166.9 points*	<u>All</u> : -65 points <u>SED</u> : -76 points <u>White</u> : -63 points <u>Hispanic</u> : -75 points <u>SWD</u> : -145 points

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil achievement on statewide assessments-CAST (% met/exceeded)	21.17% of students met or exceeded standards for science	24.14% of students met or exceeded standards for science	30% of students will meet or exceed standards for science
A broad course of study including courses described in EC Sections 51210 and 51220 as applicable	All students had access to a broad course of study that included all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)	All students have access to a broad course of study that includes all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)	All students will have access to a broad course of study that includes all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)
Other Pupil Outcomes: Fastbridge aReading	61.5% of students in grade 3-8 are at or above grade level	57.2% of students in grade 3-8 are at or above grade level	63% of students in grade 3-8 are at or above grade level

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Other Pupil Outcomes: Fastbridge AUTOread	55.8% of students in grade 4-8 are at or above grade level	53.7% of students in grade 4-8 are at or above grade level	57% of students in grade 4-8 are at or above grade level
Other Pupil Outcomes: Fastbridge aMath	47.9% of students in grade 3-8 are at or above grade level	47.9% of students in grade 3-8 are at or above grade level	51% of students in grade 3-8 are at or above grade level
Other Pupil Outcomes: Fastbridge CBM Math Automaticity	55.8% of students in grade 3-8 are at or above grade level	68.9% of students in grade 3-8 are at or above grade level	57% of students in grade 3-8 are at or above grade level

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Actions and expenditures related to goal:

Action Title	Total Funds	Year-to-Date Expenditures
Math	\$9,619.00	\$2,193.71
ELA	\$9,619.00	\$1,287.27
Interventions	\$109,619	\$42,332.27
Academic Supports for EL Students	\$45,000	\$21,487.04
Title I Supports	\$0	\$0
Enrichment Opportunities	\$117,402	\$116,918.48
Professional Development	\$23,400	\$22,941.53
Specialty Classes	\$242,855	\$99,756.90

Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Actions and expenditures related to goal:

Action Title	Total Funds	Year-to-Date Expenditures
Central Office System Supports for Continuous Improvement	\$484,728	\$183,212.53
Supports and Services for Students with Exceptional Needs	\$320,272	\$277,107.78
Class Teachers	\$900,000	\$575,525.94
Classroom Materials	\$65,000	\$43,788.76

Goal 2- Intentional Culture of Care: The school will promote the complete education, both academically and socially, to ensure the success and safety of all students.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Safe, Clean & Functional School Facility (SARC)	Instances where facilities do not meet the “Good Repair” standard: 0	Instances where facilities do not meet the “Good Repair” standard: 0	Instances where facilities do not meet the “Good Repair” standard: 0
School attendance rate	94.3%	96.58%	>95%
Middle school dropout rate	0%	0%	0%
Local school climate survey (ASSC School Climate Assessment Instrument)	Overall School Climate: Staff: 4.27 Parents: 4.18 Students: 3.64	Survey to be administered in mid-February/early March	Overall School Climate: Staff: 4.27 Parents: 4.18 Students: 3.85

Goal 2- Intentional Culture of Care: The school will promote the complete education, both academically and socially, to ensure the success and safety of all students.

Actions and expenditures related to goal:

Action Title	Total Funds	Year-to-Date Expenditures
Facility	\$323,263	\$227,581.76
Mindfulness Room	\$62,500	\$24,549.13
School Climate Improvement	\$3,500	\$0
Universal Meals	\$170,000	\$72,877.98

Goal 3- Vibrant Learning Community: The school will build relationships to connect with programs and resources to help foster healthy learning opportunities for all students.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Promote parental participation in programs (Local Indicator Priority 3 Self-Reflection Tool: Parental Improvement and Family Engagement)	Full implementation in all areas	Full implementation in all areas	Full implementation in all areas
Chronic Absenteeism Rates	<u>All</u> : 27.8% <u>SED</u> : 33.6% <u>White</u> : 26.3% <u>Hispanic</u> : 34.8% <u>Two or more races</u> : 37.5%* <u>SWD</u> : 35.3%	<u>All</u> : 15.1% <u>SED</u> : 25.7% <u>White</u> : 16% <u>Hispanic</u> : 14.9% <u>Two or more races</u> : 10.7%* <u>SWD</u> : 22.6%	Less than 10% for all student subgroups

Goal 3- Vibrant Learning Community: The school will build relationships to connect with programs and resources to help foster healthy learning opportunities for all students.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil Suspension Rates	<u>All</u> : 1.9% <u>SED</u> : 3.5% <u>White</u> : 2.3% <u>Hispanic</u> : 1.5% <u>Two or more races</u> : 0%* <u>SWD</u> : 5.7%	<u>All</u> : 0.9% <u>SED</u> : 1.8% <u>White</u> : 0.5% <u>Hispanic</u> : 1.5% <u>Two or more races</u> : 0%* <u>SWD</u> : 1.9%	Maintain 1% or lower for all student groups
Pupil Expulsion Rates	0%	0%	Maintain 0%

Goal 3- Vibrant Learning Community: The school will build relationships to connect with programs and resources to help foster healthy learning opportunities for all students.

Actions and expenditures related to goal:

Action Title	Total Funds	Year-to-Date Expenditures
Accessible and Responsive Schools for Students with Exceptional Needs	\$87,960.00 (should have been half this amount-- \$43,980)	\$29,638.19
Accessible and Responsive Schools for Unduplicated Pupils	\$87,960.00 (should have been half this amount-- \$43,980)	\$29,638.22
Family and Community Engagement	\$21,290	\$5,179.01



GOLDEN VALLEY
ORCHARD SCHOOL

A TK-8 Tuition-Free Public Waldorf School

Public Hearing Presentation

San Juan Unified Board of Education

February 25, 2025



GOLDEN VALLEY
ORCHARD SCHOOL

A TK-8 Tuition-Free Public Waldorf School

***Golden Valley
Orchard School
Charter
Development
Team***

Caleb Buckley,
Executive
Director

Becky Page,
School
Principal

Jennifer
Hoover,
Accountability
& Compliance
Manager

Geniel
Bratton,
Director of
Special
Education

Agenda



Introduction to
Golden Valley
Orchard



Track Record of
Successes at
Golden Valley



Thank you and
Next Steps



Public Comment
and Questions
from the Board



GVOS founded in 2015



GVRV founded in 1999



Introduction to Golden Valley Charter Schools

Golden Valley Charter Schools is a Charter Management Organization (CMO)

- **Founded: 1999**
- **Vision:** Expanding access for children and families to a community of public Waldorf Schools.
- **Mission Statement:** We nurture a passion for learning through head, heart, and hands experiences which prepare students to engage in a dynamic world.

Who We Are

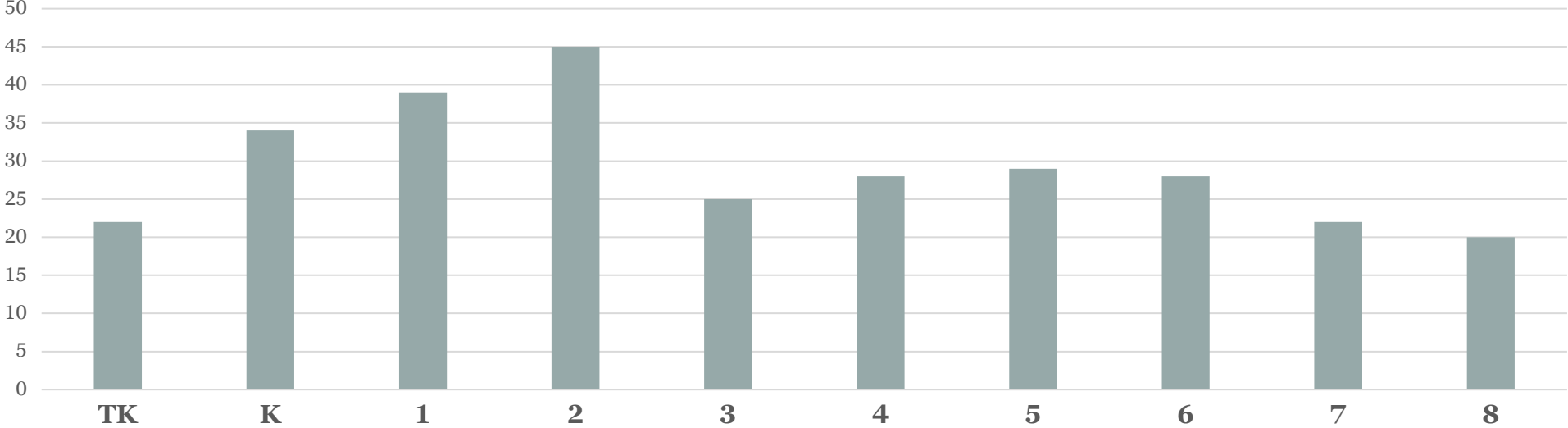
- Waldorf charter school
- Serves roughly 300 students in grades TK-8
- All teachers hold both California teaching credential and Waldorf teaching certificate.
- Arts-based education



Student Demographics

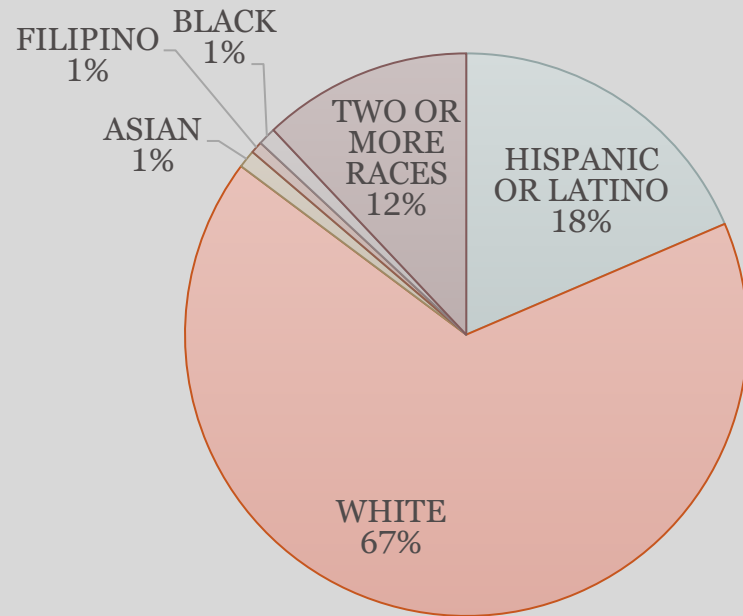


Enrollment Across Grade Levels



Student Demographics

Distribution of Student Ethnicity/Race



**GVOS Student Groups
Percentage of Total Enrollment**

- Socioeconomically Disadvantaged: 31.51%
- Students with Disabilities: 11.64%
- Homeless: 1.37%
- English Learners: 2.39%

Notable Achievements



- Model school for other Waldorf charter schools
 - Hosted the 2024 Alliance Conference
- Successfully replicated a site and expanded to full TK-8 school
- GVOS its teachers has been nominated multiple times for Best of Orangevale awards
- Fully implemented new state mandated programs (Universal Meals, ELO-P, Universal TK)
- Well-rounded student athletics program
- Invested and engaged families
- Successfully reduced chronic absenteeism rate from 30% to 19% from the 2022-23 school year to the 2023-24 school year

Track Record of Success



*Growth Data released on
CA School Dashboard on
January 31, 2025

Student Group	ELA Growth	Math Growth
All	Above Typical Growth	Above Typical Growth
Hispanic	Typical Growth	Typical Growth
Students with Disabilities	Typical Growth	Typical Growth
Two or More Races	Above Typical Growth	Typical Growth
White	Above Typical Growth	Above Typical Growth
Socioeconomically Disadvantaged	Above Typical Growth	Typical Growth



GOLDEN VALLEY
ORCHARD SCHOOL

A TK-8 Tuition-Free Public Waldorf School



Looking to the Future...

Implementing

- Implementing program improvements to best facilitate student achievement for Students with Disabilities subgroup

Adapting

- Adapting to ongoing facility needs

Continuing

- Continuing to implement state programs and build community partnerships (Meal Program, ELO-P, Universal TK)

Thank You and Next Steps



- Golden Valley Orchard has **successfully met the requirements for a five-year renewal** under AB 1505 and is looking forward to continuing to serve and build relationships with students and their families.
- We look forward to returning to the San Juan Unified School District Board on **April 22, 2025**, and to continuing to strengthen our collaboration in support of our shared mission to serve students.

Orchard School Board Report, February

By Jennifer Evans, Faculty Chair

Our Journey Around the World Festival was a great success. Thank you to Dan, Cristina, and Vanessa for coordinating this large event. We had so many countries represented at our festival: Sweden, Italy, France, Iran, Moldova, Ethiopia, Vietnam, Netherlands, Brazil, and Philippines. Many classes sold food for fundraisers for \$5 or less. The food options were delicious and nicely varied. There were two puppet shows in one of the kindergarten rooms, and two amazing shows by a traditional Hula troupe. They told us of the legends, gods, and traditions of the Hawaiian people and were so friendly and welcoming to our questions. Each grade set up a table displaying various aspects of each grade for families to enjoy. It was one of the best Journey Around the World Festivals we have held in recent years.

Many of the classes are in full swing with their class plays. Janice Oi has finished her Waldorf Teacher credentialing and we have several others who are close to finishing. We are so proud of them for their dedication, hard work, and lack of sleep. Cristina Doyon is in her second week of observations for her Waldorf teacher's credential, and Josh Flexman is in his first week of observations.

Ms. Hixson has graciously stepped in to sub for Mr. Phillips and we are so grateful for her flexibility.

8th Grade is working on their play and they are studying the U. S. Constitution. From time to time they work on various science experiments.

3rd grade had their play – Jacob and Isop which Janice wrote herself. They are working on liquid measurement.

5th grade is studying the states and capitals, the students wrote books about a state they chose. Some wrote children's books and others wrote factual books about their states. They will share these with their buddies.

River School Board Report, February
By Tavia Pagan, Faculty Chair

The Gardening and Handwork programs at River School are thriving, and these specialty teachers are excited about the work they are doing with the children today, as well as for projects coming soon.

Farmer Becky primarily works with the Manzanita Third Grade class, also spending time with small groups from kindergarten, Meadowbrook, and Cottonwood Seventh Grade.

Kindergarten children have the opportunity to work in the kindergarten yard garden beds during their Eagle's Nest hours. This year, Farmer Becky has enjoyed singing songs with them in Spanish while planting winter vegetables, creating a pea trellis, and transplanting marigolds from starter pots into the garden beds.

The Manzanita class has a class gardening journal to which each student has the opportunity to contribute. They experienced a garden planning block, utilizing seed catalogs and regional planting schedules to create a planting calendar for our school garden. Farmer Becky has been reading the book Rabbit Hill, by Robert Lawson—a chapter book with a message of land stewardship. She has enjoyed the moments when students make the correlation between the chapter she has read and the gardening activity of the day.

The Manzanita class is currently in a dyeing block in Handwork class. They have utilized calendula flowers and rosemary to naturally dye cotton fabric. They will then use this fabric to sew “surprise pouches” for Valentine's Day—their first opportunity to sew during Handwork instruction.

The Laurel Tree Sixth Grade class is working on their Coats of Arms, which they will wear to the medieval games in the spring. This project requires the children to needle-felt their choice of symbol to represent two virtues—one that they feel lives strongly within them and one that they want to nurture and develop.

The Olive Tree 8th Grade class is finishing sewing their pajama pants. Their next big endeavor, in which Ms. Keyser-Petty is looking forward to leading them, is to start practicing dancing around the May Pole!



February 2025

This month finds the school a bit soggy and attempting to stay positive while slogging through the flu and other illnesses. Attendance is important, but please remember to keep kids home if they are showing signs of illness.

Through the rain we are now looking forward to the community events to come—basketball games, Golden Valley’s exhibit at the Crocker Art Museum, the 25th anniversary Gala, and more to come. These events remind us of the creativity, generosity, and inspiration that is found within ourselves and our community.

The Orchard Rechartering process is underway—stay tuned for the opportunity to participate and continue to support our schools. Shout-out to Jennifer Hoover for her hard work keeping this process on track.

As a charter school we are funded based on attendance, and ensuring attendance is the easiest and most powerful way families can financially support our schools.

We are pleased there has been a renewed interest in Board Service from the community. As part of our ongoing efforts to recruit a robust Board of highly qualified candidates, the Board will continue to reach out to the community for those who would be well-equipped for Board service. As the process for qualification and preparation for Board service can take many months, it is important that the Board continue to recruit and network, bringing new members into this process throughout the year. For training, support, and organization purposes, most new members are brought on at the beginning of the school year, in August. If you or someone you know are interested in our schools’ governance, please contact the Board at bot@gvcharter.org

Annual Giving Campaign: Donations are vital in allowing us to provide the best programs and services we can. Please help us reach our goal of \$100,000 for each campus by contributing. Annual Giving Campaign.

Volunteering: Please consider offering your unique skills and services to one or more of these tremendous groups:

- Classroom: See your class Teacher
- Diversity, Equity and Inclusion (DEI): diversity@gvcharter.org
- Golden Valley Education Fund (GVEF): gvef@gvcharter.org
- Parent Circle (PC) Orchard and River: pc_orchard@gvcharter.org

Kindly,

Katie Gerski-Keller
Board of Trustees, Chair
Golden Valley Charter School
Meredith Willsen

Board of Trustees, Vic Chair
Golden Valley Charter School



GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Caleb Buckley, EdD

February 12, 2025

K-8 Tuition-Free Public Waldorf Schools

THE CHARTER MANAGEMENT OFFICE

You will notice our attendance has dipped this flu season, as is typical. Enrollment, while overall lower this year, has improved with a few children starting in 2025. Hundreds of families have toured our schools and been on zoom. The Orchard Charter Petition was delivered to SJUSD and the slides will be presented in tonight's meeting. We feel confident the school is in good standing for a 5 year approval. After the March meeting, I recommend the board hold its annual town hall to discuss topics around planning for next year. With several employee transitions and needs for more academic support, we need to find space in the budget for additional teachers. The enrollment acceptances of March will be critical to planning 2025-26.

There are several federal orders and new state laws that give conflicting directions to schools and we are reviewing them with staff. For a moment, there was a freeze on federal reimbursements which would effect our Title 1 money, meal program reimbursement, and special education funding. In all these changes, I would like to reassure the families at Golden Valley that everyone has a home here and it is a safe place where stability reigns. For the board, we may wish to dramatically increase our ending fund balances over the next two years to handle any disruptions to cash flow.



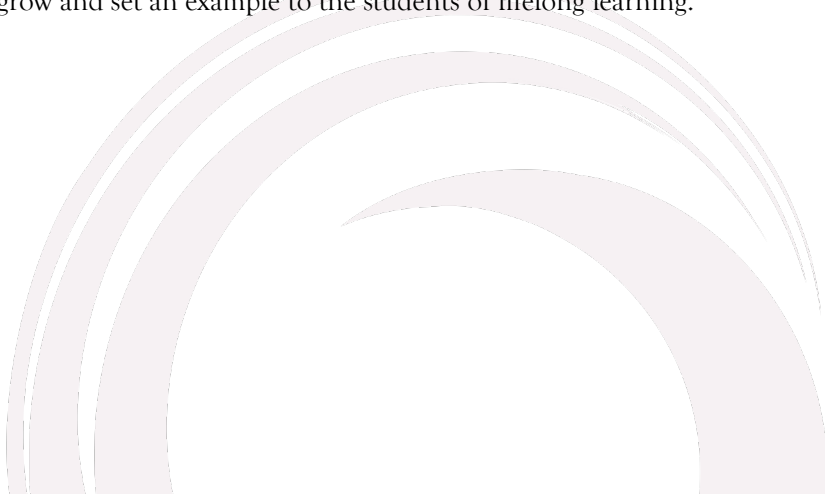
ORCHARD – Orchard School is in the midst of play season, and the joy of theatrical performances has filled our classrooms since returning from Winter Break. Students have delighted in watching and participating in a variety of productions. Sequoia’s 7th grade brought laughter to the stage with their playful comedy, "The Trial of the Wicked Witch," in which the audience took on the role of jurors, voting on the witch’s fate! Shortly after, third grade took the stage with their moving presentation of "Jacob and Esau," a beautifully written play by their teacher, Ms. Oi. Both performances showcased the students’ creativity, dedication, and growing confidence in storytelling and stagecraft.

In addition to play season, our community came together for the Journey Around the World Festival, a day filled with connection, learning, and celebration. Each class embraced the beauty of cultural diversity, offering an interactive experience where attendees could taste traditional foods, engage in crafts and games, and explore customs from around the world. The Ohana Dance Group captivated audiences with their storytelling and dance, enriching our appreciation for cultural traditions. Families also had the opportunity to enjoy a shared meal and explore a curriculum display highlighting student learning across the grades.

This special event truly reflected the spirit of Orchard School’s vibrant community—one that values curiosity, inclusion, and shared experiences. Thank you to everyone who contributed to making these celebrations so meaningful!

RIVER – The River School community continues to thrive, with strong parent engagement and exceptional teacher dedication at the heart of our success. Our recent parent education events and volunteer initiatives have seen increased attendance at PC meetings, reflecting a deepening commitment to our Waldorf charter mission. Parents continue supporting our school through their involvement both inside and outside the classroom in a wide range of capacities, from volunteering to lead reading groups or chaperoning field trips, to becoming a festival or art auction representative. Parent engagement and volunteerism is the backbone of the River School, and we always welcome more!

Equally important, our teachers continue to demonstrate remarkable skill, creativity, and dedication. Their commitment to professional growth is evident in ongoing training and curriculum development, ensuring that our Waldorf pedagogy remains vibrant and responsive to student needs. A special acknowledgement goes out to Amanda Parker who has recently completed her Waldorf certification, and to Josh Flexman, who is nearing the end of his Waldorf certification program. It is an arduous and demanding process that requires immense commitment to our school and our pedagogy. Through ongoing mentorship and collaboration, our faculty continues to grow and set an example to the students of lifelong learning.



Enrollment and Attendance - Orchard							
	2024-2025	ADA Month 6	Movement	<i>24/25 Budget Assumptions</i>			
TK	22	92%	0				
K	34	87%	0				
ABK	22	Tk 98%/K 92%	0				
OBK	22	Tk 87%/K 82%	0				
MBK	12	Tk 91%/K 87%	0				
1	39	92%	0				
2	45	94%	0				
3	25	96%	+1(1)				
4	28	94%	0				
5	30	89%	0				
6	28	95%	0				
7	22	92%	+1				
8	20	84%	0			<i>Enrollment</i>	<i>ADA</i>
Total	293	92%	02/01=292				

Enrollment and Attendance - River							
	Current Enrollment	ADA Month 6	Movement	<i>24/25 Budget Assumptions</i>			
TK	25	93%	(1)				
K	40	94%	+2				
CBK	21	Tk 98%/K 100%	+1(1)				
LBK	22	Tk 98%/K 93%	0				
PBK	22	Tk 83%/K 88%	(1)				
1	32	90%	0				
2	28	91%	0				
3	27	92%	+3(1)				
4	30	85%	0				
5	30	94%	0				
6	27	93%	0				
7	20	79%	(1)				
8	24	90%	0				
HS 1	1	100%	0				
HS 2	4	100%	0				
HS 3	5	100%	+1(1)				
HS 4	2	98%	0			<i>Enrollment</i>	<i>ADA</i>
Total	295	Reg Program:90% Hybrid Program:100% Total: 91%	02/01=295				

Enrollment – Enrollment is still open for the 2024-25 school year. We have recorded Parent Information Meetings and in-person tours available for prospective families that are interested in applying. We will continue to accept applications and make offers for enrollment when there is an open seat in a class.

Outreach– Up to 32 local Waldorf-inspired and play-based preschools have received invitations to sign up for upcoming Parent Information Meetings during GVCS Open Enrollment for 2024-25. Sign-ups are also available for prospective families through GVCS social media accounts and Eventbrite. These Waldorf-inspired and play-based preschools, as well as families that have RSVP'd for our PIM's were invited to our festival, A Journey Around the World at the GV Orchard School.

Our 2025-26 Open Enrollment period opened on January 1, 2025. Open Enrollment will close on Friday, February 29 at midnight. All applications received during the Open Enrollment period will receive qualifying priorities and will be included in the Open Enrollment Lottery Pool taking place Wednesday, March 12, 2025. We have scheduled Parent Information Meetings (PIM) available both in-person and virtually. New for the 2025-26 school year, children turning four years old by September 1, 2025, are eligible for Transitional Kindergarten.

2025-26 Parent Information Meeting dates:

GV Orchard School
January 13, 27 and February 3 (In-Person)

GV River School
January 15, 29 and February 9 (In-Person)

GV River Home Study Hybrid
January 22 (Virtual)
February 11 (In-Person)

GV River & GV Orchard
February 6 (Virtual)



Marketing & Outreach Focus: Communicating we are an established Charter School: 25th Anniversary Messaging

- Posting Actively on Social Media to keep followers engaged
- Open Enrollment Marketing Jan - March
 - Cap Radio ads
 - Social Media ads
 - Post card at the Crocker Art Museum
 - Parent Information Meetings on Social Media & website

Outreach

- All student art from 1st - 8th grade selected by the art teachers is going to be on display in the Education & Community gallery at the Crocker Art Museum from January 16th through March 23rd 2025
 - They will host an art reception that is free to the public on Sunday, March 16 at 1pm - 3pm
 - Our River School Art Teacher Teresa Thorman will present a 50-minute lecture on March 16 @1pm

Communications

- ParentSquare Groups for Crocker Art team, Gala Committee, PC & GVEF
- Time, Talent, and Treasure Campaign: Tri-fold, video communications from principals and other staff and faculty presented through ParentSquare school newsletters
 - Campaign message focused on attendance, volunteering, serving a committee, and donating directly to the Annual Giving Campaign
- Principal Videos about engagement for Time & Talent on ParentSquare

DevelopmentANNUAL GIVING CAMPAIGN

- Targeted Group for Each school of Parents not donating on ParentSquare. Each communication sent results in a minor trickle of new donors.
- Earnie the Eagle has visited four classes so far. Top percentage increase class for each school announced at Friday Gathering each month.
 - Communications with photos of Earnie the Eagle in the classroom are communicated in the school newsletters and social media
 - Twice a month, the teachers receive a communication of their class percentage and tips on what to communicate to their families to engage them with giving to the school

FUNDRASING with GVEF

- GVEF meetings are focused on the upcoming Art Auctions and Gala, Recruitment, and Looking Ahead to Summer Fundraiser.
 - Subcommittee for the Gala meet once a month.
 - GVEF mixers will be scheduled before the end of the school year
 - Gala Committee meets 2/6 at the venue to walk through logistics and how many volunteers are needed

- So far 150 tickets sold. We have another 100 to go.
- We have not been able to secure a Golden Ticket Package or Experience
 - This is a 3,000 dollar fundraiser and would be beneficial to obtain. Call out messages have gone out to the community as well as direct ones

SCHOOL	Donors/Enrollment	YDT Received	Projected AGC Receivables	Goal
GVOS	145/293	\$32,475		\$100,000.00
GVRS	201/295	\$51,211		\$100,000.00
General Donation	n/a	\$1,493		
TOTAL	346/588	\$85,179	\$125,171	\$200,000.00

25TH ANNIVERSARY

Gala & Auction

PROM NIGHT

March 8th, 2025 • 6-10 PM
 Folsom Community Center

GOLDEN VALLEY
 CHARTER SCHOOLS

For more details, visit
goldenvalleycharter.org/Events

CROCKER ART MUSEUM
GVCS ART GALLERY EXHIBIT

JAN 13 - MARCH 23, 2025

GOLDEN VALLEY STUDENTS 1ST-8TH PRESENT THEIR EXPLORATION OF A VARIETY OF ARTISTIC MEDIUMS, INCLUDING CRAFTS, WET-ON-WET PAINTING, CHARCOAL, GRAPHITE, AND PASTELS.

ARTIST RECEPTION
SUN. MARCH 16, 2025

FREE LECTURE ON A CHILD'S CHANGING CONSCIOUSNESS THROUGH ART BY TERESA THORMAN

FREE ADMISSION DURING RECEPTION
3/16/25

