



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

April 9, 2025

### ***Board Meeting Access Information***

**Date:** Wednesday, April 9, 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: Apr 9, 2025 05:00 PM Pacific Time (US and Canada)**

*Join Zoom Meeting*

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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@gvcharter.org](mailto:bot@gvcharter.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@gvcharter.org](mailto:bot@gvcharter.org) at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.*



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

April 9, 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 Willsen.
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 Expanded Learning Opportunities Program Plan for Golden Valley Orchard School?***
  - 6.2 ***Shall the board approve the Expanded Learning Opportunities Program Plan for Golden Valley River School?***
  - 6.3 ***Shall the board approve a Local Assignment Option in a Resolution?***
7. **February 12, 2025 Regular Meeting Minutes** – 5:25 p.m. *(K. Gerski-Keller)*  
**Action:** Shall the board approve the February 12, 2025 Regular Meeting Minutes?
8. **March 12, 2025 Regular Meeting Minutes** – 5:30 p.m. *(K. Gerski-Keller)*  
**Action:** Shall the board approve the March 12, 2025 Regular Meeting Minutes?

April 9, 2025

9. **Faculty Reports – 5:35 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)*

10. **Executive Reports – 5:50 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.

11. **Closed Session: Public Employee Performance Evaluation – 6:05 p.m. *(K. Gerski-Keller)***

**Discussion:** The board will go into closed session to discuss the annual review of the Executive Director of Golden Valley Charter Schools pursuant to § 54957.

12. **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.

13. **Adjournment of the meeting – 7:06 p.m.**

*(K. Gerski-Keller)*



# GOLDEN VALLEY

## CHARTER SCHOOLS

TK-8 Tuition-Free Public Waldorf Schools

### **Expanded Learning Opportunities Program Plan**

### **Golden Valley Orchard**

\*This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

# Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

**Local Educational Agency (LEA) Name:** Golden Valley Orchard School

**Contact Name:** Caleb Buckley

**Contact Email:** cbuckley@goldenvalleycharter.org

**Contact Title:** Executive Director

**Contact Phone:** (916) 597-1478

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Golden Valley Orchard School

**Governing Board Approval Date:**

**Review/Revision Date:**

**Review/Revision Date:**

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## Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

## Definitions

### **“Expanded learning”:**

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

### **“Expanded Learning Opportunities”:**

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

### **Educational Element:**

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

### **Enrichment Element:**

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

### **Off-Site Locations:**

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

# Plan Instructions

## Development/Review of the Plan

### Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

### Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

### Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

## Due Date, Approval, and Posting of the Plan

### Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

### Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.



## Revisions/Changes

### Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three-year timeline.

## 1—Safe and Supportive Environment

### Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Golden Valley prioritizes the health and safety of all students and staff. As such, Golden Valley's Expanded Learning Opportunities Program (Eagle's Nest) is a safe, violence-free, bullying-free nurturing, and supportive learning environment. When students are provided with this type of expanded learning environment they feel safe to develop their potential and grow. Staff are trained and supported by a system of leadership that are available to collaborate and support the staff and address the needs of the program as necessary.

Golden Valley is committed to protecting our students and staff during individual, school, and district emergencies. Drills are on a monthly basis to ensure that all students and staff members are well-practiced in emergency procedures. All of the same procedures and protocols will be used and practiced by both the after-school programs and the regular educational programs to ensure consistency.

Practices and activities to involve students in school in a meaningful way will continue to evolve.

Please refer to the ELO Program Safety Plan in Appendix A and Appendix B: Eagle's Nest Policies and Procedures for more detailed information.

### Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive

environment for students. This may include how the program incorporates social emotional learning.

The staff treat students in a fair and impartial manner by modeling appropriate behaviors. Nurtured Heart approach is used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation. The school has implemented simple and clearly defined expectations that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with regular day staff is supported so that the needs of students, including students with special needs, are not only known but appropriately supported.

## **2—Active and Engaged Learning**

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Golden Valley Expanded Learning Opportunity Program (ELO-P) will provide enrichment opportunities that incorporate project-based learning, social emotional learning, and engaging and hands-on educational experiences. This will include incorporating the following components into our program:

1. Experiential project-based learning
2. Engaging and relevant content
3. Social Emotional learning
4. Extended Day learning that connects to and beyond the classroom
5. Youth development learning (communication, conflict resolution, public speaking, teamwork, etc.)
6. Intervention, tutoring, and homework support

The program will provide an array of physical activities, games, sports, art, nature-based learning, music, practical arts, and student-centered activities designed to engage and nurture student interest and curiosity. Specialty teaching staff will help to plan and provide activities for the ELO-P in handwork, music, gardening, games, and other enrichment opportunities. The expanded learning staff will be supported with coaching and professional development to help support the program design and meeting the needs of the students.

Academic support will include dedicated time to providing homework help, tutoring and learning activities. Targeted evidence-based interventions will be provided to students that have been identified as having an academic need by trained educational support staff.

### **3—Skill Building**

Detail how the program will provide opportunities for students to experience skill building.

The school will provide time daily for structured homework support and completion. Students that are in grades that do not assign homework will practice skills that have already been presented during the instructional day in a fun and engaging manner (i.e., games, activities, projects, etc.). Students will work individually, with partners, or in groups to complete the homework given to them by their classroom teacher. Homework will be checked for accuracy and completion by the ELO-P staff.

Our approach for engagement of youth in projects will be grounded in the best practices for project-based learning and will address multiple learning styles (auditory, kinesthetic, visual, etc.) and allows for student input. The program will focus on providing at least one daily enrichment activity.

Additionally, students will be exposed to lessons that foster healthy lifestyles which will include daily physical activity, sports integration, nutrition, gardening, arts and crafts, and outdoor play in nature.

### **4—Youth Voice and Leadership**

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Eagle's Nest will follow a continuous quality improvement process to inform its programs, activities, programs, and training. As part of this process, students and parents will periodically be surveyed regarding the quality of staff interaction, program content, activities, ideas for new projects, programs, communication, etc. as a way to capture family and youth voice. School leadership and Eagle's Nest lead staff will review the information in these surveys to determine if any adjustments or changes are necessary. The ELO lead staff will check in with students to determine what is going well and what is not as well as what their experiences are with Eagle's Nest offerings.

### **5—Healthy Choices and Behaviors**

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Gardening, cooking, and nutrition will be part of the weekly program at the school with daily physical fitness (games) and sports. Students are

encouraged to learn through play and by exploring the natural environment. These offerings will help students have a better understanding and relationship between healthy eating and healthy bodies.

Golden Valley provides healthy options and provide snacks that meet state and federal nutritional requirements which are based on the USDA Dietary Guidelines. Some examples of healthy snacks that are provided during Eagle's Nest are string cheese and carrots, bagels with cream cheese, and strawberries and pretzels.

## **6—Diversity, Access, and Equity**

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

Golden Valley strives to ensure that all offerings and programs create an environment in which students and staff experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. This is accomplished by fostering a culture of belonging and empathy for others and reducing barriers to enrollment. The school creates inclusive environments and offers services that promote the development of students' positive personal development. Our Eagle's Nest program is designed to enroll, serve, and prioritize our traditionally underserved students.

## **7—Quality Staff**

### **Staff Engagement**

Detail how the program will provide opportunities for students to engage with quality staff.

Staff go through an onboarding process when hired. Staff are onboarded with the departments and personnel at the Central Office and school sites as well as the internal processes and procedures of the organization. During this time staff are also trained on topics such as mandate reporting, youth suicide, sexual harassment, and drug-free workplace. Staff are expected to have or obtain first aid and CPR certificates. All staff attend a minimum of one day of training at inservice prior to the start of each school year. During the school year the ELO Program closes to provide ongoing training and support based on the needs of the staff, students, school, and program.

### **Minimum Staff Qualifications**

What are the minimum qualifications of an instructional aide pursuant to the

policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

See Appendix D

### **Staff Development**

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non-school days. (See [EC Section 46120(b)(8)]).

Eagle's Nest staff participate in training prior to the school year at the Fall preservice. In addition to the preservice, Eagle's Nest will utilize a needs assessment to identify professional development needs. The program will offer three days of additional training during the instructional calendar. During these three days of training the ELO program will close the program to students in order to offer the training to staff.

Weekly collaboration between the Program Lead and the Site Lead help to identify professional development needs as they develop.

## **8—Clear Vision, Mission, and Purpose**

Explain the program's clear vision, mission, and purpose.

**Mission:** We nurture a passion for learning through head, heart, and hand experiences which prepare students to engage in a dynamic world.

**Vision:** Expanding access for children and families to a community of public Waldorf Schools.

The following extended learning program goals were developed:

- Provide targeted academic interventions for students performing below grade level, special needs, English Learners, foster youth, homeless and other socioeconomically impacted students.
- Provide a safe and healthy environment—both physically and emotionally for students
- Provide fun and engaging activities.
- Provide Social Emotional Learning offerings.
- Provide extended learning educational and enrichment programming that connect with state standards and the Waldorf pedagogy.
- Engage students in healthy choices, wellness, and physical fitness activities.
- All program offerings will be developmentally appropriate for the students that are participating.

-Promote parent and community involvement.

## **9—Collaborative Partnerships**

### **Students and Families**

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The organization is reaching out to the Golden Valley community to see if there is interest from community members in holding and running enrichment activities for students.

### **Community Based Organizations and other Non-LEA Partners**

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The program has utilized local organizations to provide enrichment opportunities and service learning for students participating in the ELO Program. For example, a local non-profit worked with students on disability awareness and inclusion.

Partnerships with other community-based organizations, like Girls on the Run, may evolve to provide more recreational enrichment opportunities for students.

## **10—Continuous Quality Improvement**

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The Quality Standards for Expanded Learning will be used to assess program quality and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include surveys, interviews, observations, and self-assessments. The information will be collected from educational partners, which will include students, parents, community members, and staff. The results will be used to drive improvement of the program.

## 11—Program Management

### Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

See Appendix B

### Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

The program expenses fall into the categories of staff, materials, and food/snacks. The Program Lead approves all purchases to ensure that they are allowable expenditures in accordance with program requirements. A needs assessment is done annually to ensure that the needs of the students and families are considered when creating the annual budget for the program.

<sup>1</sup> (California Public Contract Code (CPC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

<sup>2</sup> (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

<sup>3</sup> (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])



## General Questions

### Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

N/A

### Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The LEA goes to great lengths to incorporate the structure and rhythm and structure of the TK/K classroom into the ELO-P structure. All staff receive ongoing mentoring and support from the Program Lead and Site Lead on working with students in early childhood programs. Staff are also given opportunities to collaborate and observe early childhood teachers during the school day. Lastly, during the three days of training provided during the school year, staff are provided with in-depth training on working with students of all ages. As professional development is advertised locally (e.g., SCOE, CDE, afterschool networks, etc.) the Program Lead or Site Lead may attend and train out program staff on the covered topics.

The Program Lead ensures that students are only accepted into the program as staffing permits to ensure that the 10:1 ratio is maintained. On a daily basis, the Site Lead ensures that the TK/K groups are maintaining ratios at all times, including periods of staff breaks/lunches.

The Site Lead prepares a weekly schedule for all groups, including the



TK/K groups. All schedules are approved by the Program Lead each week to ensure that activities are developmentally appropriate for the given age group.

### **Offer and Provide Access**

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The LEA utilizes ParentSquare as the primary communication platform between families and school staff. The platform translates all communication into the preferred language set by each family, and if translator services are needed for in-person meetings this will be arranged as needed.

The LEA posts the registration paperwork in ParentSquare for the school-year program starting in July. Parents complete the electronic form in ParentSquare. Paper copies of the application can be obtained from the Program Lead. Families must also complete an NSLP Application, which is also available in ParentSquare starting in July of each year or paper copies can be obtained from the Central Office.

A lottery is run to award students with a spot in the ELO Program based on staffing levels. Families must wait for confirmation of their student(s) enrollment and acceptance into the Eagle's Nest program before their student(s) is permitted to attend the program. Any students placed on the waitlist will be notified of their placement on the waitlist and as spots open up students will be moved off of the waitlist and moved into the program.

For non-instructional days there is a separate registration process that has the same process as above.

### **Field Trips**

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements,

such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Occasionally as part of the non-instructional day offerings students will participate in nature walks off campus. During this time appropriate adult to student ratios are maintained. The purpose of these trips is for physical activity as well as

### **Program Fees**

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Before the start of each year the fee schedule will be reassessed and advertised to families prior to the start of the next school year.

#### **Registration Fees**

An annual \$50 registration fee is due at the time of registration. Students will not be permitted to attend until the fee has been paid. The fee will be waived for students that qualify for free/reduced meals, homeless or foster youth, and English language learners. Parents can also contact the Program Lead to discuss the fee being waived if the fee causes a financial hardship and would otherwise hinder a student from attending the program.

#### **Monthly Fees**

The monthly fee is for the school-year and does not include any non-instructional days or summer program. The fee does not waive the attendance requirement asked of all participating families (all students must attend each instructional day for the minimum time).

The monthly fee will be on a sliding scale based on the income provided

in the National School Lunch Program application. Families must complete the NSLP application each year which will become available on ParentSquare in July of each year.

The tiered monthly fee schedule for the school-year program will be as follows:

**Tier 1:** \$300 each week (half off for each enrolled sibling)

**Tier 2:** \$200 each week (half off for each enrolled sibling)

**Tier 3:** \$100 each week (half off for each enrolled sibling)

**Tier 4:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

**Non-Instructional Day Fees:**

The fee for non-instructional days will be on a sliding scale based on the income provided in the meal program application and the ability to pay.

Golden Valley operates roughly 10 non-instructional days throughout the regular school year as well as the summer program during the entire month of June. The fee structure for each of the two programs is different and explained in detail below.

*School Year Non-Instructional Days (scheduled August through May)*

**Tier 1:** \$100 (half off for each enrolled sibling)

**Tier 2:** \$75 (half off for each enrolled sibling)

**Tier 3:** \$50 (half off for each enrolled sibling)

**Tier 4:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

*Summer Non-Instructional Days (month of June)*

Golden Valley operates a summer program each during the entire month of June. The program operates from 8 am to 5 pm Monday through Friday. The program offers many enrichment activities such as yoga, painting, cooking/baking, baseball skills, foreign language, creative writing, etc.

Families can select to sign students up for the full week program where students attend all day and participate in all enrichment offerings. Families can also elect to sign up for individual enrichment classes.

*Full Summer Program Weekly Fees:*

For each week a student is enrolled in the full-day summer program the tiered fee schedule will be as follows:

**Tier 1:** \$300 each week (half off for each enrolled sibling)

**Tier 2:** \$200 each week (half off for each enrolled sibling)

**Tier 3:** \$100 each week (half off for each enrolled sibling)

**Tier 4:** free of charge to families that qualify for free or reduced meals,

homeless or foster youth, and English language learners.

*Summer Program Single Enrichment Fees:*

For each week a student is enrolled in the full-day summer program the tiered fee schedule will be as follows:

**Tier 1:** \$75 (half off for each enrolled sibling)

**Tier 2:** \$50 (half off for each enrolled sibling)

**Tier 3:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

**Refunds**

Golden Valley will not be able to refund fees paid through Stripe but can roll the fee over to the summer program or other non-instructional days. If a student exits the program mid-month or is removed from the program, no refunds or roll-over options will be available. Families that no longer wish to use Eagle's Nest will need to notify the Program Lead prior to the 1st of the next month.

**Late Fees**

There will be a \$20 late fee for children picked up after 6:00pm.

**Sample Program Schedule- Regular School Day**

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports).

**Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Sample schedule located in Appendix C

## **Additional Legal Requirements**

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

### **Operations, Sites, ELO Program Plan, Family Fees, Ratio**

#### **EC Section 46120(b)(2):**

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- The department's guidance.
- Section 8482.6.
- Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **Regular Schooldays and Hours**

#### **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

### **Non-school Days and Hours**

#### **EC Section 46120(b)(1)(B):**

- For at least 30 non-schooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

## **Prioritizing School Sites**

### **EC Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

## **Grades Served**

### **EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **Partners**

### **EC Section 46120(b)(6):**

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

## **Audit**

### **EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **Snacks and Meals**

### **EC Section 8482.3(d)(1-2):**

- [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

## **Program Capacity, Family Fees, Sliding Scale**

### **EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

## **Staff Minimum Qualifications, Ratio**

### **EC sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

## **Program Components**

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

- An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

## **Third Party Notifications**

### **EC Section 8483.4(b-d):**

- When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- For purposes of this section, an “event” includes any of the following:
  - Death of a child from any cause.
  - Any injury to a child that requires medical treatment.
  - Any unusual incident or child absence that threatens the physical or

emotional health or safety of a child.

- Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
  - Epidemic outbreaks.
  - Poisonings.
  - Fires or explosions that occur in or on the premises.
  - Exposure to toxic substances.
  - The arrest of an employee of the third party.
- Any other event as specified by the local educational agency.  
When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.



# Appendix A: ELO Program Safety Plan

## CALLING FOR ASSISTANCE

### **BEFORE you call for officer assistance:**

Have emergency cards of involved parties available for correct spelling, grade level, and any other information that may be requested by dispatch.

Be prepared to answer these BASIC questions:

1. What happened?
2. How many people are/were involved?
3. When did the incident happen?
4. Where did the incident happen?
5. Who was involved and description of person(s)?

### **Missing Students:**

6. Physical description
7. Clothing description
8. Where and when was the student last seen?
9. Have parents been contacted?
10. Custody/Restraining Order on file?

### **Out of control Parent/Student:**

7. Is the person threatening anyone?
8. Is the person endangering self or others?
9. Have parents been contacted?

### **If a vehicle is involved:**

8. Description of vehicle
9. License number of vehicle
10. Number and description of occupants.
11. Location of vehicle

### **If a weapon is involved:**

9. What type of weapon is it?
10. Has the weapon been secured? By whom?
11. Where is the weapon now?
12. 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?

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

**School Contacts**

Becky Page	Principal
Jamie Rives	Administrative Assistant
Claudia Maniscalco	Administrative Assistant
Lana Lutsyk	Head Custodian
Eileen Worthing	HR Manager
River Campus	
Jennifer Hoover	
Jessica Zwane	



**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		
Emergency Type	Agency to Call	Phone Number
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
Truant Student	Call Student Services	(916) 597-1025
Potential Poisoning	Poison Control	(800) 222-1222
In Orangevale		

Emergency Type	Agency to Call	Phone Number
Emergency	Sheriff's Department	(916) 874-5111
To make a report	Sheriff's Department	(916) 875-5484
Non-Emergency	Sheriff's Department	(916) 874-5115
Other Emergency Numbers		
Emergency Type	Agency to Call	Phone Number
Gas	PG&E Emergency line	(916) 383-2323
Gas	24-Hour Service	(800) 743-5000
Electric	Sacramento Municipal Utilities Department	(916) 452-7811
Street or Storm Drain	Sacramento Public Works	(916) 440-6544
General Problems	Sacramento Public Works	(916) 366-2271
Highway Maintenance	Sacramento Public Works	(916) 366-2271
Sewer & Water Maintenance	Sacramento Public Works	(916) 855-8330
After-Hours	Sacramento Public Works	(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	California Highway Patrol	(916) 445-7623
Non-Recorded Message	California Highway Patrol	(916) 455-5710
Medical Facilities Phone Numbers		
Facility	Address	Phone Number
Kaiser Hospital (Main) (A) General Info (B) Emergency	2025 Morse Avenue	(916) 973-500 (916) 973-6600
Kaiser Hospital (Roseville) (A) General Info (B) Emergency	1001 Riverside Blvd.	(916) 784-4000 (916) 973-6600
Mercy Hospital (General) (A) General Info (B) Emergency	4001 J St.	(916) 453-4545 (916) 453-4424
Mercy Hospital (Folsom) (A) General Info (B) Emergency	223 Fargo Way	(916) 983-7400 (916) 983-7470
Mercy San Juan (A) General Info (B) Emergency	6501 Coyle Way	(916) 537-5000 (916) 537-5120
Sutter General Hospital 1. General Info 2. Emergency	2820 L St.	(916) 454-2222 (916) 734-3797

Sutter Memorial Hospital <ul style="list-style-type: none"> <li>• General Info</li> <li>• Emergency</li> </ul>	52 <sup>nd</sup> and F St.	(916) 454-3333 (916) 7333-1000
Sutter Roseville Med Center <ul style="list-style-type: none"> <li>• General Info</li> <li>• Emergency</li> </ul>	333 Sunrise Ave.	(916) 781-1000 (916) 781-1533
UCD Medical Center <ul style="list-style-type: none"> <li>• General Info</li> <li>• Emergency</li> </ul>	2315 Stockton Blvd.	(916) 734-2011 (916) 734-3797

## Safety Folder

### *ELO Program Emergency Information*

The center section of your classroom Safety Folder should contain site-specific plans. Included in each folder is the following:

- 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 (elementary)

## GVOS – CRISIS RESPONSE

### Evacuation Site

- 1<sup>st</sup> Playground Black-Top
- 2<sup>nd</sup> Filbert St. parking lot

### Incident Management Team & Duties

Role	Name	Phone Number
Incident Commander	Becky Page	
Back-up Incident Commander	Jennifer Hoover	
Search and Locate	Site Lead	
Parent Liaison		
Logistics	Jessica Zwane	
Campus Safety Liaison		
Public Information Spokesperson	Becky Page	
	Caleb Buckley	
Incident Log Scribe		
Others to Help		
Facilities Chief	Lana 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
  - 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 Leaders:***

- Supervise defined wings/areas (per school emergency maps).
- Maintain basic emergency supplies
- 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) \_\_\_\_\_
- Wing 2 (Room 9 – 12) \_\_\_\_\_
- Wing 3 (Room 6 – 8, & 5) \_\_\_\_\_
- Historic Wing (Room 1-4) \_\_\_\_\_

Designated Section Leaders should:

- 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***

(A) Site Custodian or Head Custodian assigned by San Juan.

## EMERGENCY PREPAREDNESS

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

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

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

### Emergency Response Plan

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

#### Command Center

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

- PRIMARY LOCATION: Room 5
- SECONDARY LOCATION: Room 2 - Teacher's Lounge

The Command Center will be equipped with:

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

#### Medical Center

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

- PRIMARY LOCATION: Room 13
- SECONDARY LOCATION: Room 3



### **Media Center**

The Media Center will be used for all media personnel as an information center. The Public Information Spokesperson will be responsible for directing all media personnel to the Media Center and coordinating 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**

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

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

### **Parent Center**

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

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

## **CIVIL DEFENSE PROCEDURES**

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

### **Emergency Alert Signals**

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

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

### ***Evacuate/Fire***

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

Take the following steps:

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

### ***Lock Down/Take Cover:***

The lock down procedure is used in situations when there is a high likelihood of imminent danger to students or staff. Examples are an intruder on campus or dangerous person in the area. Lock downs 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 (or on the walkie-talkie when the office is not staffed). This requires that the staff 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 B’s group,”) etc.
- Remain in room with door locked until all-clear signal is given.

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

### ***Earthquakes***

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

#### ***If indoors:***

- All drop down to the floor and duck and cover.
- Turn away from windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover and be prepared to move with it.
- Hold the position until the ground stops shaking.
- When initial shaking stops, Incident Commander or designee sounds alarms to evacuate the building.
- Follow Evacuate/Fire procedures previously described

#### ***If outdoors:***

- Move away from buildings, poles, overhead wires and trees.
- 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, or walkie talkie when office is not staffed. 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.*

### ***Pre-Emergency Preparedness***

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

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

## **GENERAL DISASTER PLANS**

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

### **Fire**

- The location of the fire is determined by an adult on campus.
- The Incident Command structure is put into effect.
- The Incident Commander or designee will phone 911.

- The Search and Locate Coordinator picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
- Incident Commander or designee sounds the fire alarms.
- Staff to follow emergency procedures previously described.
- Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

### **Flood/Severe Weather**

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

### **Electrical Failure**

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

### **Gas Line Break**

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

### **Water Main Break**

- Incident Commander or designee will notify the water department at (916) 874-6851
- Facilities Chief shuts off water.
- Incident Commander or designee notifies the police.
- Incident Commander determines if it is necessary to initiate emergency procedures to evacuate students and staff.

### **Water Contamination**

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

### **Chemical Spill/ Incident**

*If Indoors:*

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

*If Outdoors:*

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

**Bomb Threat**

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

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

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

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

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

In all cases:

- If Incident Commander determines to evacuate, staff follows emergency procedures previously described.

- Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
- If you see any suspicious object, steer clear of it and report it to the Incident Commander and/or any outside emergency agency that has responded.
- Follow all outside emergency agency and bomb squad directives.
- 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**

- All exterior gates should be closed and locked to maintain appropriate egress of individuals coming onto school grounds.
- Call the school main office when staffed 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, or Site Lead when the office is not staffed, 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](http://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.

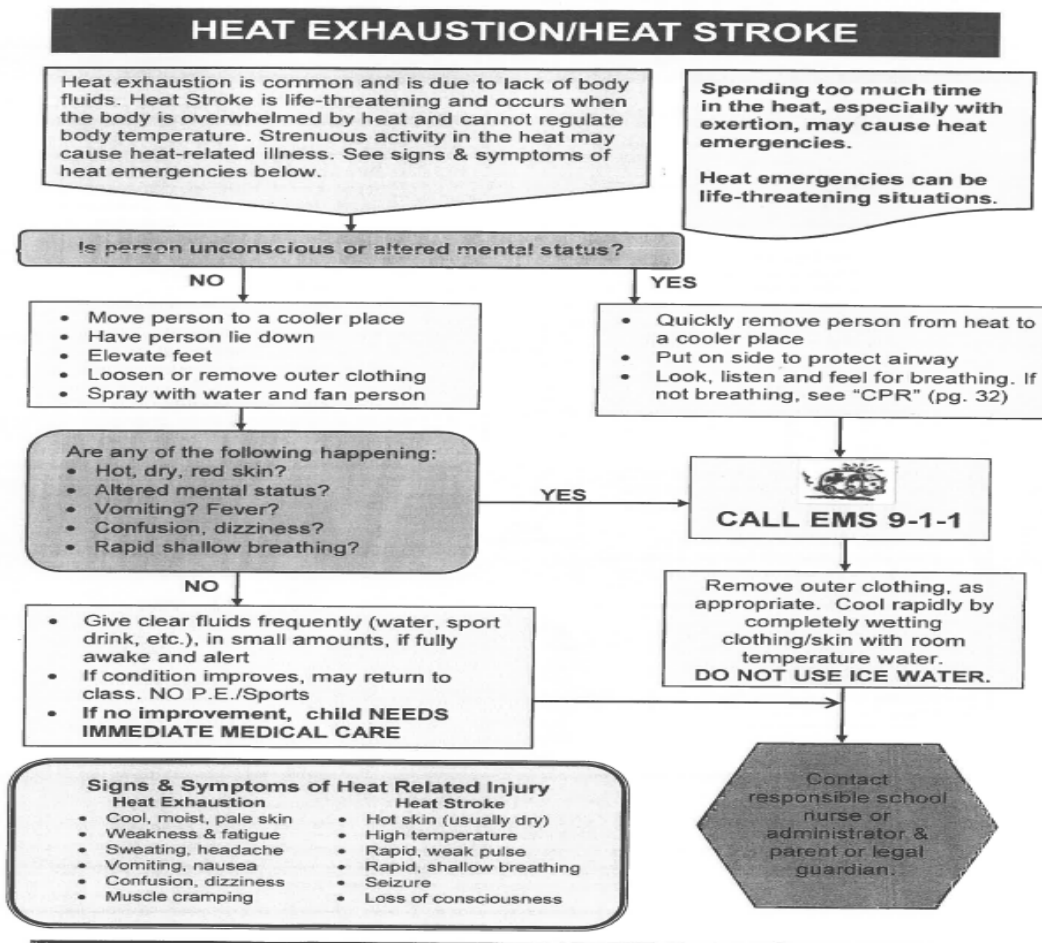
### Heat Index/Illness

- Monitor Heat Index through [weather.org](http://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.

The Executive Director will determine if school closure is necessary due to poor heat index.



## Heat Illness Identification:



## **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 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 through:

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

## **Students with Life Threatening Health Concerns**

**CONFIDENTIAL**

Student Name	Health Concern	Care Plan

**Special Needs Students – Describe:**


**Safety Drill Record**

Evacuation/Fire Drill				
Month	Date	Time	Duration	Administrator's Signature
August				
September				
October				
November				
December				
January				
February				

March				
April				
May				
<b>Earthquake Drill</b>				
<b>Month</b>	<b>Date</b>	<b>Time</b>	<b>Duration</b>	<b>Administrator's Signature</b>
<b>Lockdown Drill</b>				
<b>Month</b>	<b>Date</b>	<b>Time</b>	<b>Duration</b>	<b>Administrator's Signature</b>
<b>Shelter-in-place</b>				
<b>Month</b>	<b>Date</b>	<b>Time</b>	<b>Duration</b>	<b>Administrator's Signature</b>
<b>Medical Emergency Drill</b>				
<b>Month</b>	<b>Day/Date</b>	<b>Time</b>	<b>Duration</b>	<b>Administrator's Signature</b>

## EMERGENCY ROLES OF STAFF

As public employees, staffs are by law “Disaster Service Workers” when so assigned. (California Governmental Code, Title 1, Division 4, Chapter 8, Section 3100).

### ELO Program Administrator

The ELO Program Administrator has the overall responsibility for the ELO Program safety plan, in accordance with district policy and education code. The ELO Program 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 ELO Program 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.

### **ELO Program Site Lead**

The ELO Site Lead's primary responsibility is for the safety and welfare of the pupils.

The ELO Site Lead will:

- Keep accurate and current information about the emergency plans for the program.
- Know what to do and how to do it.
- In accordance with the school ELO 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 staff member.
- Have a sense of permission to act independently, if necessary, based upon emergency needs to ensure student safety.

### **Support Staff**

Support staff should work in unity with site leadership. In some cases, individuals may have specific assignments.

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**

<b>Custodial Closet</b>	<b>ELO-P Storage Closet</b>	<b>Homeroom:</b>
<ul style="list-style-type: none"> <li>• Axe</li> <li>• Crowbar or pry bar</li> <li>• Gloves (leather)</li> <li>• Hose (50 foot)</li> <li>• Hammer</li> </ul>	<ul style="list-style-type: none"> <li>• Batteries for emergency equipment</li> <li>• Blanket (wool)</li> <li>• Blanket (emergency)</li> <li>• Cups (paper)</li> <li>• Flashlight</li> </ul>	<ul style="list-style-type: none"> <li>• Can opener (manual)</li> <li>• Kleenex (1 box)</li> <li>• Masking tape (1 roll)</li> </ul>

<ul style="list-style-type: none"> <li>• Matte Knife</li> <li>• Rope</li> <li>• Saw (multi-use)</li> <li>• Screwdriver (multi-use)</li> <li>• Shovel</li> </ul>	<ul style="list-style-type: none"> <li>• Gloves (vinyl)</li> <li>• Goggles</li> <li>• Kleenex (1 box)</li> <li>• Hammer</li> <li>• Matte Knife</li> <li>• Masking tape (1 roll)</li> <li>• Matches</li> <li>• Pail</li> <li>• Paper Towels (1 package)</li> <li>• Plastic garbage bags</li> <li>• Radios: Two-way ("walkie-talkies")</li> <li>• Rope</li> <li>• Saw (multi-use)</li> <li>• Screwdriver (multi-use)</li> <li>• String</li> <li>• Wire</li> <li>• Wire cutters</li> <li>• Wrench</li> </ul>	<ul style="list-style-type: none"> <li>• Pail</li> <li>• Paper Towels (1 package)</li> <li>• Plastic garbage bags</li> <li>• Plastic water container</li> <li>• Pot to boil water</li> <li>• Radio: AM-FM (battery operated)</li> <li>• String</li> <li>• Tarp</li> <li>• Toilet Paper</li> </ul>
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## First Aid Kit

**Location of Emergency Supply Box:** Office Counter Drawer; Homeroom, Mindfulness room, and Room 5

**List of Emergency classroom supplies:** In entry way to classroom

- Antiseptic wipes
- Ace bandage
- Band aids of various sizes
- Butterfly closures
- CPR Barrier
- Cotton tip applicators
- Eye patch
- Gauze pads - Large
- Gauze pads – Small
- Gloves (vinyl)
- Instant ice packs
- Medical tape
- Tongue depressors
- Gauze roll

## 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:

- Keep answers simple and succinct. Avoid education or technical terms, jargon, or acronyms.
- 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.”
- Do not go “off the record.” Everything you say is subject to publication or broadcast.
- 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.”
- 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...”
- 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.
- 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.
- Take questions one at a time and answer one question at a time.
- 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.”
- Do not disclose personal information about students or staff.

## **Appendix B: Eagle's Nest Policies and Procedures**

# **Eagle's Nest Policies and Procedures**





## PROGRAM DESCRIPTION AND GOALS

The Eagle's Nest Program provides academic enrichment, youth development, career awareness, and related educational development activities for students and families to support the academic achievement of participating students. Through the Eagle's Nest activities, Golden Valley Charter School strives to increase the social, physical and emotional well-being of participating students.

Eagle's Nest is a partnership among school staff, parents, legal guardians, students, community members and community-based organizations. Programs are created through partnerships to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades K-8. By working together, we can create a program that offers all students the opportunity to be successful.

## PROGRAM ELEMENTS

The Eagle's Nest program is aligned with the Golden Valley's instructional vision, and the after-school programs must consist of the two elements below:

- An educational and literacy element must provide tutoring and/or homework assistance designed to help students meet state standards.
- The educational enrichment element must offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests.

## REGISTRATION

In order to register families must complete a Golden Valley Eagle's Nest enrollment application, which is available electronically on ParentSquare. Paper copies of the application can be obtained from the Program Lead. Families must also complete a Meal Program Application—the online application can be completed at <https://lingconnect.com/public/meal-application/new?identifier=73RZVM> . Families must wait for confirmation of their student(s) enrollment and acceptance into the Eagle's Nest program before their student(s) is permitted to attend the program.

## PROGRAM FEES

### Registration Fees

An annual \$50 registration fee per family is due at the time of registration. Students will not be permitted to attend until the fee has been paid. The fee will be waived for students that qualify for free or reduced meals, homeless or foster youth, and English language learners.

### Monthly Fees

The monthly fee is for the school-year program and does not include any non-instructional days or summer program. The fee does not waive the attendance

requirement asked of all participating families (all students must attend each instructional day for the minimum time).

The monthly fee will be on a sliding scale based on the income provided in the National School Lunch Program application. Families must complete the NSLP application each year which will become available on ParentSquare in July of each year. The tiered fee schedule will be as follows:

- **Tier 1:** \$300 each month (half off for each enrolled sibling)
- **Tier 2:** \$200 each month (half off for each enrolled sibling)
- **Tier 3:** \$100 each month (half off for each enrolled sibling)
- **Tier 4:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

### **NON-INSTRUCTIONAL DAY FEES:**

The fee for non-instructional days will be on a sliding scale based on the income provided in the meal program application and the ability to pay.

Golden Valley operates roughly 10 non-instructional days throughout the regular school year as well as the summer program during the entire month of June. The fee structure for each of the two programs is different and explained in detail below.

#### *School Year Non-Instructional Days (scheduled August through May)*

- **Tier 1:** \$100 (half off for each enrolled sibling)
- **Tier 2:** \$75 (half off for each enrolled sibling)
- **Tier 3:** \$50 (half off for each enrolled sibling)
- **Tier 4:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

#### *Summer Non-Instructional Days (month of June)*

Golden Valley operates a summer program each during the entire month of June. The program operates from 8 am to 5 pm Monday through Friday. The program offers many enrichment activities such as yoga, painting, cooking/baking, baseball skills, foreign language, creative writing, etc.

Families can select to sign students up for the full week program where students attend all day and participate in all enrichment offerings. Families can also elect to sign up for individual enrichment classes.

#### **Full Day Fees**

For each week a student is enrolled in the full-day summer program the tiered fee schedule will be as follows:

- **Tier 1:** \$300 each month (half off for each enrolled sibling)
- **Tier 2:** \$200 each month (half off for each enrolled sibling)
- **Tier 3:** \$100 each month (half off for each enrolled sibling)

- **Tier 4:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

#### Summer Program Single Enrichment Fees

For each week a student is enrolled in the individual enrichment offering in the summer program the tiered fee schedule will be as follows:

- **Tier 1:** \$75 (half off for each enrolled sibling)
- **Tier 2:** \$50 (half off for each enrolled sibling)
- **Tier 3:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

#### **REFUNDS**

Golden Valley will not be able to refund fees paid through Stripe but can roll the fee over to the summer program or other non-instructional days. If a student exits the program mid-month or is removed from the program, no refunds or roll-over options will be available. Families that no longer wish to use Eagle's Nest will need to notify the Program Lead prior to the 1st of the next month.

#### **Late Fees**

There will be a \$20 late fee for children picked up after 6:00pm.

### **SCHEDULE, OPERATING HOURS & DAYS**

Eagle's Nest will operate every instructional day. However, Eagle's Nest will close for three days during the regular instructional calendar for training purposes. The days are selected prior to the start of each school year. For the 2024-25 school year Eagle's Nest will be closed on the following days:

- October 31<sup>st</sup>
- February 14<sup>th</sup>
- May 30<sup>th</sup>

In addition to the instructional day program, Eagle's Nest also operates 30 non-instructional days. Students do not need to participate in the instructional day program to enroll in any of the non-instructional day offerings, there will be a separate registration process that will open a minimum of three weeks prior to each non-instructional program offering. There will be separate fees assigned for each of the non-instructional offerings. The non-instructional days are selected prior the start of each new school year. The non-instructional days to be offered during the 2024-25 school year are as follows:

- August 13<sup>th</sup>
- August 14<sup>th</sup>
- November 1<sup>st</sup>
- February 18<sup>th</sup>-21<sup>st</sup>
- February 24<sup>th</sup>
- March 21<sup>st</sup>
- The summer program will run from June 2<sup>nd</sup> through June 27<sup>th</sup>

Students must attend Eagle's Nest every instructional day. After 10 unexcused absences, a student will be removed from the program (including all non-instructional day offerings) for the remainder of the school year. In an effort to accurately plan and staff all activities and snacks, students must commit to staying until the minimum pick up times:

- TK-K students-until 2:15 p.m. daily
- Grade 1-8 students must attend until 4:00 p.m., and 2:15 on minimum days

Excused absences/early pick up include illness, appointments, funeral services, court appearances, religious holiday, extra-curricular activities (gymnastics, karate, sports teams, etc.). If students have a routine schedule for outside extra-curricular activities, please communicate this to the Eagle's Nest Site Leader. An accumulation of 10 unexcused absences can be considered excessive and a student's enrollment in the program may be revoked.

Students must be picked up promptly at the end of Eagle's Nest operating day (by 6 pm). If a student has not been picked up by the end of the program, Eagle's Nest staff will contact the parent/guardian and individuals designated as emergency contacts. Eagle's Nest After-School may dismiss a student from the program after 3 late pick-ups or unexcused early pick-ups. A late pick-up fee of 10% of the assigned monthly fee will be imposed for each late pick-up. During regular instructional days.

Parents are to go to the assigned Eagle's Nest room (Room 3 at River and Room 5 at Orchard) to sign out their student(s) and have staff call for the student(s) to meet their parents in, or outside of the room. Once a student has signed out of the program, they must leave all Eagle's Nest activities and spaces. Students cannot be signed out and signed back in.

An accumulation of 10 unexcused absences can be considered excessive and a student's enrollment in the program may be revoked. Excused absences/early pick up include illness, appointments, funeral services, court appearance, religious holiday, extra-curricular activities (gymnastics, karate, sports teams, etc.).

## Students With Special Needs

Students with special needs will be given equal access to participate in the Eagle's Nest program. For all students with special needs who participate, the Eagle's Nest staff will receive a copy of the students' required accommodations and/or modifications at enrollment. The RSP teachers at each campus and/or the Eagle's Nest Program Lead will review modifications in the Individualized Education Program (IEP) to determine what is feasible in the program setting. No student shall be excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity because of gender, race, religion, belief, national origin, age, disability or ethnic group.

## Student Discipline Policy

The Eagle's Nest Program is an extension of the school day. Thus, student behavior

expectations and disciplinary procedures are the same as during regular school hours. The staff will manage student behavior in the classrooms/activities, and the site leader and/or program director will intervene as needed. If an incident or behavior report is necessary, the site leader will interview the students, staff and any witnesses, and apply consequences according to school policy.

Eagle's Nest staff will follow progressive discipline policy which may include being placed on "time-out", suspended and/or expelled from the program for severe or chronic misbehavior. Parents will be notified by the Site Leader when incidents occur. Students can be called into a conference with the Site Leader and/or the site principal to discuss possible solutions and next steps.

### **Zero Tolerance Disciplinary Infractions**

- Committing acts of a sexual nature
- Violence or threats against a staff member or another student
- Possession of or use of weapons
- Possession of or use of drugs or alcohol

### **Student Accident/Incident Reporting Policy**

Staff are required to complete the Eagle's Nest incident report on any accidents and/or incidents that occur during the operation of the Eagles Nest program. The site leader should be made aware of any incidents within 24 hours. Staff should refrain from writing the names of other students in the reports. The parents, the office, and the class teacher should all be given a copy of the incident form. The original form will be retained by the Site Lead.

### **Daily Operations**

Golden Valley Charter Schools Eagle's Nest afterschool program operates using the following procedures:

- The Site Lead is responsible for day-to-day program operations at their site. They plan and develop daily and weekly schedules for each group.
- If a staff member sees a need to be absent from work or needs to adjust his/her work schedule for the week, or any other problem arises, he/she should contact the Site Lead and Program Lead. The employee is responsible for reporting all PTO into Paycom and notifying the subfinder as soon as the employee knows they will be absent from work.
- All staff are required to put in for PTO for ALL absences. Once PTO is exhausted, UTO (unpaid time off) will be utilized.
- All Eagle's Nest staff should assume responsibility for the care and safety of the program.
- Eagle's Nest staff should not engage in any activity that is not directly related to the approved Eagle's Nest activities during the program hours. It is the responsibility of all Eagle's Nest staff to directly supervise/instruct all students. Staff members should not have personal visitors during instructional time and should not have non-program children or other youth present during assigned

working hours.

- All Eagle's Nest staff members shall adhere to all policies established by Golden Valley Charter Schools.
- It is the staff's responsibility to be familiar with and enforce the program's discipline code.
- Problems and concerns relating to families and children shared during staff meetings or conferences are considered confidential and should remain so. Information about a child or parent should never be shared with other children or parents.
- Only emergency telephone calls should be made during program hours; no personal calls are permitted. Personal cell phones should be put away during program hours.

### **Arrival Procedures**

The program begins promptly upon dismissal of the regular school-day program at each site location. Students are to leave classrooms and proceed to designated areas. Staff members are to monitor students as they report to the designated areas, ensuring that they reach their destinations in a timely, orderly manner. Staff take daily attendance by utilizing the school student information system.

### **Late Pick-Up Procedures**

Parents must pick up students by the designated ending time for the Eagle's Nest program. However, in the event that parents are more than 15 minutes late the program will attempt to contact the parents by phone. Families are in jeopardy of being suspended from the program after repeated late pick-ups. Families must sign out each student on the paper roster provided. The Site Lead inputs all pick-up times into the school student information system daily.

### **Visitor Procedure**

Visitors must report to the site office immediately upon arriving on campus and secure a visitor pass.

## **Emergency Preparedness Procedures**

In the event that Eagle's Nest program closes early and/or is evacuated between the hours of 3 p.m. and 6 p.m. because of an emergency, parents will be notified. If a situation requires relocating students, the police department will be contacted. Throughout the year, emergency drills are conducted during Eagle's Nest program hours, and program staff will follow these same procedures in the event of an emergency. Please refer to Golden Valley Charter Schools' emergency folders and/or safety plan for details about evaluation routes, relocation sites and specific guidelines for each type of emergency that may occur.

### **Injuries**

In the event that a student is injured during program hours, these actions will be taken:

- The Site Lead, and Program Lead should be contacted immediately.
- Follow first aid procedures immediately.

- Contact additional emergency personnel (if necessary) and notify parents immediately.
- Complete the Eagle's Nest incident form and submit it to the site leader

### **Emergency Drills**

Each site will hold a minimum of four emergency drills each school year. This process will be coordinated by site office staff and the site leaders.

### **Communication**

All staff need to have a walkie-talkie on them at all times while working. It is the responsibility of each staff member to ensure the walkies are charged and working. If there are any problems with the devices, this should be reported to the site leader immediately. Staff are not to be on their cell phones, or other devices, while working with students.

## **Reporting Child Abuse and Sexual Harassment**

Certain professionals are required by law to report suspected child abuse or maltreatment to the appropriate authorities. The law also assigns civil and criminal liability to those professions who do not comply with the mandated reporter responsibilities. Mandated reporters are required to report suspected child abuse, sexual harassment or assault, or maltreatment, or cause a report to be made when, in their professional roles, they are presented with reasonable cause to suspect said activities. Accordingly, all staff and volunteers of the Eagle's Nest program are bound by law as mandated reporters.

Reasonable cause to suspect child abuse or maltreatment means that, based on your observations, professional training and experience, you feel someone has harmed that child or placed that child in imminent danger or harm.

### **Mandated Reporting**

Title IX of the Education Amendments of 1972 (Title IX) prohibits any person, on the basis of sex, to be subjected to discrimination in an educational program or activity receiving federal financial assistance. The law applies to any academic, extracurricular (student organizations and athletics), research, occupational training, and other educational program from pre-school to graduate school that receives or benefits from federal funding. All Eagle's Nest staff members are required to abide by the district or board of education policy regarding the reporting of sexual harassment, child abuse or child endangerment. If there are concerns related to sexual harassment, child abuse, or child endangerment, such incidents should be reported to the designated personnel as soon as possible.

### **Identifying Child Abuse/Neglect/Sexual Harassment or Assault Protocol**

Any staff member having reasonable cause to believe that a child under the age of 18 has had physical injury or injuries inflicted upon him/her, other than by accidental means, by a parent or caretaker, has been neglected or has been sexually abused or exploited, shall report observations to the site principal and Eagle's Nest site leader. An



official report will then be made to the appropriate individuals or state agency.

Steps that must be followed at the program level:

- If abuse/neglect/deprivation is suspected, it must be reported to the site coordinator/program director immediately. (No child should be questioned or interviewed regarding the suspected abuse.) The Site Lead, Program Lead, and school principal should be notified.
- Reporting child abuse is mandated, and all information should be kept confidential between the reporter and investigative personnel.
- Failure to make a required report may lead to discipline up to and including termination of employment, as well as a professional sanction.



## Appendix C: Sample Schedule

ELO-P TK/K Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
11:45–12:15	Check-in & Lunch	Check-in & Lunch	Check-in & Lunch	Check-in & Lunch	Check-in & Lunch
12:15–12:30	Storytime	Storytime	Storytime	Storytime	Storytime
12:30–1:00	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time
1:00–1:30	Craft Activity	Craft Activity	Craft Activity	Craft Activity	Craft Activity
1:30–2:00	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
2:00–3:00	Snack	Snack	Snack	Snack	Snack
3:00–3:30	Center Activities	Center Activities	Center Activities	Center Activities	Center Activities
3:30–4:00	Circle and Songs	Circle and Songs	Circle and Songs	Circle and Songs	Circle and Songs
4:00–4:30	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
4:30–5:00	Storytime	Storytime	Storytime	Storytime	Storytime
5:00–6:00	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up

ELO-P Lower Grades Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
12:45–1:30				Check-in & Free Play	
1:30–1:45				Storytime	
1:45–2:00				Snack	
2:00–3:00				Academic Time	
2:40–3:00	Check-in & Snack	Check-in & Snack	Check-in & Snack	Craft Activity (2:30)	Check-in & Snack
3:00–3:30	Outdoor Rec	Outdoor Rec	Outdoor Rec	Outdoor Rec	Outdoor Rec
3:30–4:00	Academic Time & Attendance Recovery	Academic Time & Attendance Recovery	Academic Time & Attendance Recovery	Enrichment Rotation	Academic Time & Attendance Recovery
4:00–4:30	Craft Activity & Attendance Recovery	Craft Activity & Attendance Recovery	Craft Activity & Attendance Recovery	Board Games & Puzzles	Craft Activity & Attendance Recovery
4:30–5:00	Enrichment Rotation	Enrichment Rotation	Enrichment Rotation	Free Play	Enrichment Rotation
5:00–6:00	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up

ELO-P Upper Grades Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
12:45–1:00				Check-in & Free Play	
1:00–2:00				Academic Time	
2:00–2:15				Snack	
2:15–3:00				Gardening	
3:10–3:30	Check-in & Snack	Check-in & Snack	Check-in & Snack	Enrichment Rotation (3:00)	Check-in & Snack
3:30–4:00	Outdoor Rec & Attendance Recovery	Outdoor Rec & Attendance Recovery	Outdoor Rec & Attendance Recovery	Outdoor Rec	Outdoor Rec & Attendance Recovery
4:00–4:30	Academic Time & Attendance Recovery	Academic Time & Attendance Recovery	Academic Time & Attendance Recovery	Craft Activity	Academic Time & Attendance Recovery
4:30–5:00	Enrichment Rotation	Enrichment Rotation	Enrichment Rotation	Free Play	Enrichment Rotation
5:00–5:30	Craft Activity	Craft Activity	Craft Activity	Board Games & Puzzles	Craft Activity
5:30–6:00	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up

# Appendix D: ELO Program Job Descriptions



**ELO-P Site Leader**  
*Classified/Overtime Eligible (Non-Exempt)*  
*Job Description*

**Reports to:** ELO Program Lead

**Starting Salary:** \$25/hour

**Qualifications:** Experience working with children required. Early Childhood education or Education background desired. Waldorf training a plus.

## **Duties and Responsibilities**

### **Program Management**

- Work under the direction of the ELO Program Lead providing a safe, organized environment.
- Provides technical guidance and support of expanded learning programs resources and procedures.
- Provides support to students for expanded learning programs by maintaining program schedules, homework assistance, enrichment activities, recreation activities, snack/meal distribution, and other program related activities.
- Collaborates with program and district staff to support ELO policies.
- Communicates with parents, staff, and others providing information related to activities, student progress, enrollment, and attendance.
- Develop monthly activity calendar.
- Meet weekly with ELO Program Lead and/or other Site Lead
- Coordinate EN Staff.
- Maintain Inventory and supplies.
- Intervene when students are engaged in unsafe activities.
- Sub as EN staff as needed.
- Relate to and work with students at an appropriate age level.
- Responsible for storing/dispensing of student medication.
- Clean up and return room(s) to its previous condition.
- Plan and monitor appropriate games, crafts, and activities.
- Assess injuries regarding what action should be taken.

### **Program Administration**

- Ensure sign-in sheets are properly signed and calculated to guarantee accurate accounting of hours.
- Make sure parents sign the required Child Action paperwork.
- Follow agreed schedules for activities and homework time.
- Communicate program policies to enrolled and interested families.
- Follow behavior issue reporting procedures.

- Submit weekly menu and shopping list to ELO Program Lead for approval.
- Report issues/challenges and unsafe conditions to the ELO Program Lead and/or site Principal, during and after hours
- Help with yard duty/rainy day recess duty as needed.
- School Safety
- Comply with all school safety procedures and drills.
- Ensure that students are always supervised.
- Ensure that the teaching space is safe and clean.
- Be a mandated reporter.

### **Professional Behavior**

- Follow Sub Request process.
- Read and respond to email daily.
- Arrive on time.
- Attend/complete trainings as required.
- Work closely and cooperatively with faculty, administrator, and staff
- Exercise ethical conduct always.
- Participate in Fire, Lockdown, or other drills that may occur on campus.
- Use and understand the Paycom system as an employee user.
- Punching in and out for work/meal breaks accurately.
- Preventing needless Meal Break Penalties
- Preventing unapproved overtime
- Ensuring your timecard is correct at the end of the pay period and approving it in the Paycom System

### **Physical Demands**

- Frequent: Sitting, walking, standing, conversing, listening, reading, writing, close visual work, cleaning, washing dishes.
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs./Carry 25 lbs.

This position requires live scan, TB assessment and CPR, First Aid Training

**Reports to:** ELO Program Lead

**Starting Salary:** \$18.00/hour, Full to Part-time

**Qualifications:** Experience working with children required. Early Childhood education or Education background desired. Waldorf training a plus.

**Essential Job Functions:**

**Classroom Management**

- Work under the direction of the ELOP Site Leader providing a safe, organized environment.
- Provides support to students for expanded learning programs by maintaining program schedules, homework assistance, enrichment activities, recreation activities, snack/meal distribution, and other program related activities.
- Help prepare and serve snacks, following the menu provided.
- Intervene when students are engaged in unsafe activities.
- Make sure children are using the equipment properly.
- Supervise the collecting of all equipment by students at the end of the afternoon.
- Monitor bathroom use.
- Relate to and work with students at an appropriate age level.
- Help clean up and return room to its previous condition.
- Monitor appropriate games, crafts, and activities.
- Assess injuries about what action should be taken.

**Program Administration**

- Assist ELO Site Leader in making sure sign-in sheets are properly signed and calculated.
- Under the direction of the ELO Site Leader and/or Principal, follow behavior issue reporting procedures.
- Report issues/challenges and unsafe conditions to the PC. After hours, contact the Principal or ELO Program Lead.
- Help with yard duty/rainy day recess duty as needed.

**Professional Behavior**

- Follow Sub Request process.
- Read and respond to email daily.
- Arrive on time.
- Comply with all GVCS policies and procedures.
- Attend/complete trainings as required.
- Work closely and cooperatively with faculty and staff

- Exercise ethical conduct always.
- Participate in Fire, Lockdown, or other drills that may occur on campus.
- Use and understand the Paycom system as an employee user.
- Punching in and out for work/meal breaks accurately.
- Preventing needless Meal Break Penalties
- Preventing unapproved overtime
- Ensuring your timecard is correct at the end of the pay period and approving it in the Paycom System

### **Physical Demands**

- Frequent: Sitting, walking, standing, conversing, listening, reading, writing, close visual work, cleaning, washing dishes.
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

**Reports to:** ELO Program Lead

**Qualifications:** Experience working elementary school aged children.

- Ability to supervise students and direct their activities, communicate effectively, engage students.
- Exercise ethical conduct always
- Ability to use a computer, email, and web-based information systems.
- Ability to be flexible. Field trips, assessments, etc. may require a change of plans at a moment's notice.

**Essential Job Functions:**

Under general supervision of the ELO-P Site Leader, the Enrichment Specialist will work in the after school extended learning program to support safe and enriching experiences for our students.

- Present material and engage students.
- Gather and prepare appropriate materials in accordance with the school curriculum.
- Communicate with ELO-P site leaders.
- Differentiate and modify lesson plans to accommodate the needs of students with a wide range of learning styles and needs.
- Comply with all Special Education Regulations, the GVCS Charter and policies adopted by the GVCS Board of Trustees, including providing student accommodations and supports per IEP or 504 plans.
- Maintain an orderly class regarding student behavior, both indoors and on school grounds
- Participate in professional development activities to improve job-related skills as required.
- Participate in pre-service and in-services.
- Create lesson plans for substitutes who cover classes.

**School Safety**

- Comply with all school safety procedures and drills.
- Ensure that students are always supervised.
- Ensure that classroom/indoor space is safe and clean.
- Be a mandated reporter.

**Professional Behavior**

- Follow Sub Request process.
- Read and respond to email daily.
- Arrive on time.
- Comply with all GVCS policies and procedures.
- Attend/complete training as required.
- Work closely and cooperatively with faculty, administrator, and staff
- Exercise ethical conduct always.
- Participate in Fire, Lockdown, or other drills that may occur on campus.
- Use and understand the Paycom system as an employee user.
  - Punching in and out for work/meal breaks accurately.
  - Preventing needless Meal Break Penalties
  - Preventing unapproved overtime
  - Ensuring your timecard is correct at the end of the pay period and approving it in the Paycom System

### **Physical Demands**

- Frequent: Standing, walking, conversing, listening, reading, writing, close visual work, working outdoors.
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs./Carry 25 lbs.

### **Licenses, Certifications, Bonding and/or Testing Required**

Clear TB Test, Criminal Justice Fingerprint Clearance, Valid California Driver's License

**Reports to:** Executive Director

**Starting Salary:** \$59,106.74

**Qualifications:** Experience working with children required. Early Childhood education or Education background desired. Knowledge of office methods and equipment. Waldorf training a plus. Experience overseeing childcare program and staff.

### **Duties and Responsibilities**

#### **Program Management**

- Creates and implements a safe, organized environment in the before/aftercare program.
- Provides technical guidance and support of expanded learning programs resources and procedures.
- Provides support to students for expanded learning programs by overseeing program schedules, homework assistance, enrichment activities, recreation activities, snack/meal distribution, and other program related activities.
- Collaborates with site and central office staff to support Expanded Learning Opportunities plan and guidelines.
- Communicates with parents, staff, and others providing information related to activities, student progress, enrollment, and attendance.
- Oversee monthly activity calendars at both schools.
- Shopping for and/or ordering snacks.
- Meet monthly with Principals.
- Supervise ELO-P Staff
- Oversee Inventory and supply levels at both schools.
- Sub as Eagle's Nest staff as needed.

#### **Program Administration**

- Ensure sign-in sheets are properly signed and calculated to ensure accurate accounting of hours
- Ensure agreed schedules for activities and homework time are implemented.
- Communicate program policies to enrolled and interested families.
- Follow behavior issue reporting procedures.
- Report issues/challenges and unsafe conditions to the principal, during and after hours



## **Supervision**

- Work with HR Manager in hiring of ELO-P staff.
- Ensure training ELO-P staff regarding GVCS policies and procedures as well as their job description.
- Approve time off requests and scheduling changes for ELO-P employees.
- Provide all employees with a yearly evaluation.
- Provide coaching a development opportunity to ELO-P staff as needed.
- Resolve conflicts, disputes and grievances as needed within the ELO program.

## **Professional Behavior**

- Follow Sub Request process
- Read and respond to email daily
- Arrive on time
- Attend/complete trainings as required
- Work closely and cooperatively with faculty, administrator, and staff
- Exercise ethical conduct always
- Participate in Fire, Lockdown, or other drills that may occur on campus

## **Other Responsibilities**

- Use and understand the Paycom system as an employee user.

## **Physical Demands**

- Frequent: Sitting, walking, standing, conversing, listening, reading, writing, close visual work, cleaning, wash dishes.
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs.

This position requires: Current Driver's License, Live scan, TB assessment and CPR, First Aid Training.

## Appendix E: Attendance Recovery Plan

### Schedule of Attendance Recovery

School-Year Program: 125 days for 1 hour per day (125 hours)

- No service on minimum days
- No service on August 14-15, November 17-21, December 19, March 24-26, and May 26-29
- TK/K groups will run from 1:00-2:00 pm, and grades 1-8 will run from 3:30-4:30 pm after school

Non-Instructional Program: 20 days for 2 hours per day (40 hours)

- No service on 6/19 (holiday)
- 10:30-12:30 PM

### Operation of Attendance Recovery

Certificated staff of the school will hold Attendance Recovery groups of students while maintaining appropriate staff to student ratios:

- TK and K groups: 10 students to 1 certificated employee of LEA
- Grade 1-8: 20 students to 1 certificated employee of the LEA

Certificated staff will provide homework assistance, tutoring, or academic instruction aligned to grade level standards. Certificated staff will document what instruction or support was provided each day. Students with IEPs may participate if consistent with the goals of their IEP.

Students will have their participation in Attendance Recovery tracked in Aeries daily. The attendance will track participation by minutes with the certificated staff.

Students that are referred to Attendance Recovery as a result of an attendance review meeting will be given priority in Attendance Recovery. Additional spaces will be open to any other students from the school.

Students that do not participate in the full Eagle's Nest program will need to be picked up by an adult at the conclusion of the Academic Recovery service time.

Students will have the opportunity to recover up to 10 days of attendance each school year. One instructional day is equivalent to the following:

- TK/K: 180 minutes (3 hours)
- Grades 1-3: 230 minutes (3 hours 50 minutes)
- Grades 4-8: 240 minutes (4 hours)

Students can accrue attendance recovery before the student acquires an absence but will only recover attendance for days the student actually was absent from school.

Students that participate in long-term IS will not be eligible to participate in Attendance Recovery.

### Certificated Staff Compensation

ELO-P funds will be utilized to fund the staffing of the Attendance Recovery Program. Certificated staff that provide Attendance Recovery services outside of normal contract hours will be paid a stipend of \$500 for every 20 hours.

If a certificated staff person knows that they are unable to work with students on a given day, the absence should be communicated to the ELO Program Lead as soon as possible. The Program Lead will notify the families that participate in a timely manner using the ParentSquare platform.



**GOLDEN VALLEY**  
**CHARTER SCHOOLS**  
TK-8 Tuition-Free Public Waldorf Schools

**Expanded Learning Opportunities Program Plan**  
**Golden Valley River**

\*This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

# Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

**Local Educational Agency (LEA) Name:** Golden Valley River School

**Contact Name:** Caleb Buckley

**Contact Email:** cbuckley@goldenvalleycharter.org

**Contact Title:** Executive Director

**Contact Phone:** (916) 597-1478

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Golden Valley River School

**Governing Board Approval Date:**

**Review/Revision Date:**

**Review/Revision Date:**

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## Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

## Definitions

### **“Expanded learning”:**

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

### **“Expanded Learning Opportunities”:**

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

### **Educational Element:**

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

### **Enrichment Element:**

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

### **Off-Site Locations:**

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

# Plan Instructions

## Development/Review of the Plan

### Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

### Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

### Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

## Due Date, Approval, and Posting of the Plan

### Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

### Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.



## Revisions/Changes

### Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three-year timeline.

## 1—Safe and Supportive Environment

### Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Golden Valley prioritizes the health and safety of all students and staff. As such, Golden Valley's Expanded Learning Opportunities Program (Eagle's Nest) is a safe, violence-free, bullying-free nurturing, and supportive learning environment. When students are provided with this type of expanded learning environment they feel safe to develop their potential and grow. Staff are trained and supported by a system of leadership that are available to collaborate and support the staff and address the needs of the program as necessary.

Golden Valley is committed to protecting our students and staff during individual, school, and district emergencies. Drills are on a monthly basis to ensure that all students and staff members are well-practiced in emergency procedures. All of the same procedures and protocols will be used and practiced by both the after-school programs and the regular educational programs to ensure consistency.

Practices and activities to involve students in school in a meaningful way will continue to evolve.

Please refer to the ELO Program Safety Plan in Appendix A and Appendix B: Eagle's Nest Policies and Procedures for more detailed information.

### Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive

environment for students. This may include how the program incorporates social emotional learning.

The staff treat students in a fair and impartial manner by modeling appropriate behaviors. Nurtured Heart approach is used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation. The school has implemented simple and clearly defined expectations that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with regular day staff is supported so that the needs of students, including students with special needs, are not only known but appropriately supported.

## **2—Active and Engaged Learning**

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Golden Valley Expanded Learning Opportunity Program (ELO-P) will provide enrichment opportunities that incorporate project-based learning, social emotional learning, and engaging and hands-on educational experiences. This will include incorporating the following components into our program:

1. Experiential project-based learning
2. Engaging and relevant content
3. Social Emotional learning
4. Extended Day learning that connects to and beyond the classroom
5. Youth development learning (communication, conflict resolution, public speaking, teamwork, etc.)
6. Intervention, tutoring, and homework support

The program will provide an array of physical activities, games, sports, art, nature-based learning, music, practical arts, and student-centered activities designed to engage and nurture student interest and curiosity. Specialty teaching staff will help to plan and provide activities for the ELO-P in handwork, music, gardening, games, and other enrichment opportunities. The expanded learning staff will be supported with coaching and professional development to help support the program design and meeting the needs of the students.

Academic support will include dedicated time to providing homework help, tutoring and learning activities. Targeted evidence-based interventions will be provided to students that have been identified as having an academic need by trained educational support staff.

### 3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

The school will provide time daily for structured homework support and completion. Students that are in grades that do not assign homework will practice skills that have already been presented during the instructional day in a fun and engaging manner (i.e., games, activities, projects, etc.). Students will work individually, with partners, or in groups to complete the homework given to them by their classroom teacher. Homework will be checked for accuracy and completion by the ELO-P staff.

Our approach for engagement of youth in projects will be grounded in the best practices for project-based learning and will address multiple learning styles (auditory, kinesthetic, visual, etc.) and allows for student input. The program will focus on providing at least one daily enrichment activity.

Additionally, students will be exposed to lessons that foster healthy lifestyles which will include daily physical activity, sports integration, nutrition, gardening, arts and crafts, and outdoor play in nature.

### 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Eagle's Nest will follow a continuous quality improvement process to inform its programs, activities, programs, and training. As part of this process, students and parents will periodically be surveyed regarding the quality of staff interaction, program content, activities, ideas for new projects, programs, communication, etc. as a way to capture family and youth voice. School leadership and Eagle's Nest lead staff will review the information in these surveys to determine if any adjustments or changes are necessary. The ELO lead staff will check in with students to determine what is going well and what is not as well as what their experiences are with Eagle's Nest offerings.

### 5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Gardening, cooking, and nutrition will be part of the weekly program at the school with daily physical fitness (games) and sports. Students are

encouraged to learn through play and by exploring the natural environment. These offerings will help students have a better understanding and relationship between healthy eating and healthy bodies.

Golden Valley provides healthy options and provide snacks that meet state and federal nutritional requirements which are based on the USDA Dietary Guidelines. Some examples of healthy snacks that are provided during Eagle's Nest are string cheese and carrots, bagels with cream cheese, and strawberries and pretzels.

## **6—Diversity, Access, and Equity**

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

Golden Valley strives to ensure that all offerings and programs create an environment in which students and staff experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. This is accomplished by fostering a culture of belonging and empathy for others and reducing barriers to enrollment. The school creates inclusive environments and offers services that promote the development of students' positive personal development. Our Eagle's Nest program is designed to enroll, serve, and prioritize our traditionally underserved students.

## **7—Quality Staff**

### **Staff Engagement**

Detail how the program will provide opportunities for students to engage with quality staff.

Staff go through an onboarding process when hired. Staff are onboarded with the departments and personnel at the Central Office and school sites as well as the internal processes and procedures of the organization. During this time staff are also trained on topics such as mandate reporting, youth suicide, sexual harassment, and drug-free workplace. Staff are expected to have or obtain first aid and CPR certificates. All staff attend a minimum of one day of training at inservice prior to the start of each school year. During the school year the ELO Program closes to provide ongoing training and support based on the needs of the staff, students, school, and program.

### **Minimum Staff Qualifications**

What are the minimum qualifications of an instructional aide pursuant to the

policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

See Appendix D

### **Staff Development**

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non-school days. (See [EC Section 46120(b)(8)]).

Eagle's Nest staff participate in training prior to the school year at the Fall preservice. In addition to the preservice, Eagle's Nest will utilize a needs assessment to identify professional development needs. The program will offer three days of additional training during the instructional calendar. During these three days of training the ELO program will close the program to students in order to offer the training to staff.

Weekly collaboration between the Program Lead and the Site Lead help to identify professional development needs as they develop.

## **8—Clear Vision, Mission, and Purpose**

Explain the program's clear vision, mission, and purpose.

**Mission:** We nurture a passion for learning through head, heart, and hand experiences which prepare students to engage in a dynamic world.

**Vision:** Expanding access for children and families to a community of public Waldorf Schools.

The following extended learning program goals were developed:

1. Provide targeted academic interventions for students performing below grade level, special needs, English Learners, foster youth, homeless and other socioeconomically impacted students.
2. Provide a safe and healthy environment—both physically and emotionally for students
3. Provide fun and engaging activities.
4. Provide Social Emotional Learning offerings.
5. Provide extended learning educational and enrichment programming that connect with state standards and the Waldorf pedagogy.
6. Engage students in healthy choices, wellness, and physical fitness activities.
7. All program offerings will be developmentally appropriate for the students that are participating.

8. Promote parent and community involvement.

## 9—Collaborative Partnerships

### Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The organization is reaching out to the Golden Valley community to see if there is interest from community members in holding and running enrichment activities for students.

### Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The program has utilized local organizations to provide enrichment opportunities and service learning for students participating in the ELO Program. For example, a local non-profit worked with students on disability awareness and inclusion.

Partnerships with other community-based organizations, like Girls on the Run, may evolve to provide more recreational enrichment opportunities for students.

## 10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The Quality Standards for Expanded Learning will be used to assess program quality and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include surveys, interviews, observations, and self-assessments. The information will be collected from educational partners, which will include students, parents, community members, and staff. The results will be used to drive improvement of the program.

## 11—Program Management

### Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

See Appendix B

### Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

The program expenses fall into the categories of staff, materials, and food/snacks. The Program Lead approves all purchases to ensure that they are allowable expenditures in accordance with program requirements. A needs assessment is done annually to ensure that the needs of the students and families are considered when creating the annual budget for the program.

<sup>1</sup> (California Public Contract Code (CPC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

<sup>2</sup> (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

<sup>3</sup> (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])



## General Questions

### Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

N/A

### Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The LEA goes to great lengths to incorporate the structure and rhythm and structure of the TK/K classroom into the ELO-P structure. All staff receive ongoing mentoring and support from the Program Lead and Site Lead on working with students in early childhood programs. Staff are also given opportunities to collaborate and observe early childhood teachers during the school day. Lastly, during the three days of training provided during the school year, staff are provided with in-depth training on working with students of all ages. As professional development is advertised locally (e.g., SCOE, CDE, afterschool networks, etc.) the Program Lead or Site Lead may attend and train out program staff on the covered topics.

The Program Lead ensures that students are only accepted into the program as staffing permits to ensure that the 10:1 ratio is maintained. On a daily basis, the Site Lead ensures that the TK/K groups are maintaining ratios at all times, including periods of staff breaks/lunches.

The Site Lead prepares a weekly schedule for all groups, including the



TK/K groups. All schedules are approved by the Program Lead each week to ensure that activities are developmentally appropriate for the given age group.

### **Offer and Provide Access**

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The LEA utilizes ParentSquare as the primary communication platform between families and school staff. The platform translates all communication into the preferred language set by each family, and if translator services are needed for in-person meetings this will be arranged as needed.

The LEA posts the registration paperwork in ParentSquare for the school-year program starting in July. Parents complete the electronic form in ParentSquare. Paper copies of the application can be obtained from the Program Lead. Families must also complete an NSLP Application, which is also available in ParentSquare starting in July of each year or paper copies can be obtained from the Central Office.

A lottery is run to award students with a spot in the ELO Program based on staffing levels. Families must wait for confirmation of their student(s) enrollment and acceptance into the Eagle's Nest program before their student(s) is permitted to attend the program. Any students placed on the waitlist will be notified of their placement on the waitlist and as spots open up students will be moved off of the waitlist and moved into the program.

For non-instructional days there is a separate registration process that has the same process as above.

### **Field Trips**

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements,

such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Occasionally as part of the non-instructional day offerings students will participate in nature walks off campus. During this time appropriate adult to student ratios are maintained. The purpose of these trips is for physical activity as well as

### **Program Fees**

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Before the start of each year the fee schedule will be reassessed and advertised to families prior to the start of the next school year.

#### **Registration Fees**

An annual \$50 registration fee is due at the time of registration. Students will not be permitted to attend until the fee has been paid. The fee will be waived for students that qualify for free/reduced meals, homeless or foster youth, and English language learners. Parents can also contact the Program Lead to discuss the fee being waived if the fee causes a financial hardship and would otherwise hinder a student from attending the program.

#### **Monthly Fees**

The monthly fee is for the school-year and does not include any non-instructional days or summer program. The fee does not waive the attendance requirement asked of all participating families (all students must attend each instructional day for the minimum time).

The monthly fee will be on a sliding scale based on the income provided

in the National School Lunch Program application. Families must complete the NSLP application each year which will become available on ParentSquare in July of each year.

The tiered monthly fee schedule for the school-year program will be as follows:

**Tier 1:** \$300 each week (half off for each enrolled sibling)

**Tier 2:** \$200 each week (half off for each enrolled sibling)

**Tier 3:** \$100 each week (half off for each enrolled sibling)

**Tier 4:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

**Non-Instructional Day Fees:**

The fee for non-instructional days will be on a sliding scale based on the income provided in the meal program application and the ability to pay.

Golden Valley operates roughly 10 non-instructional days throughout the regular school year as well as the summer program during the entire month of June. The fee structure for each of the two programs is different and explained in detail below.

*School Year Non-Instructional Days (scheduled August through May)*

**Tier 1:** \$100 (half off for each enrolled sibling)

**Tier 2:** \$75 (half off for each enrolled sibling)

**Tier 3:** \$50 (half off for each enrolled sibling)

**Tier 4:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners

*Summer Non-Instructional Days (month of June)*

Golden Valley operates a summer program each during the entire month of June. The program operates from 8 am to 5 pm Monday through Friday. The program offers many enrichment activities such as yoga, painting, cooking/baking, baseball skills, foreign language, creative writing, etc.

Families can select to sign students up for the full week program where students attend all day and participate in all enrichment offerings. Families can also elect to sign up for individual enrichment classes.

*Full Summer Program Weekly Fees:*

For each week a student is enrolled in the full-day summer program the tiered fee schedule will be as follows:

**Tier 1:** \$300 each week (half off for each enrolled sibling)

**Tier 2:** \$200 each week (half off for each enrolled sibling)

**Tier 3:** \$100 each week (half off for each enrolled sibling)

**Tier 4:** free of charge to families that qualify for free or reduced meals,

homeless or foster youth, and English language learners.

*Summer Program Single Enrichment Fees:*

For each week a student is enrolled in the full-day summer program the tiered fee schedule will be as follows:

**Tier 1:** \$75 (half off for each enrolled sibling)

**Tier 2:** \$50 (half off for each enrolled sibling)

**Tier 3:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

**Refunds**

Golden Valley will not be able to refund fees paid through Stripe but can roll the fee over to the summer program or other non-instructional days. If a student exits the program mid-month or is removed from the program, no refunds or roll-over options will be available. Families that no longer wish to use Eagle's Nest will need to notify the Program Lead prior to the 1st of the next month.

**Late Fees**

There will be a \$20 late fee for children picked up after 6:00pm.

**Sample Program Schedule- Regular School Day**

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports).

**Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Sample schedule located in Appendix C

## **Additional Legal Requirements**

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

### **Operations, Sites, ELO Program Plan, Family Fees, Ratio**

#### **EC Section 46120(b)(2):**

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **Regular Schooldays and Hours**

#### **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

### **Non-school Days and Hours**

#### **EC Section 46120(b)(1)(B):**

- (A) For at least 30 non-schooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

## **Prioritizing School Sites**

### **EC Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

## **Grades Served**

### **EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **Partners**

### **EC Section 46120(b)(6):**

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

## **Audit**

### **EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **Snacks and Meals**

### **EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

## **Program Capacity, Family Fees, Sliding Scale**

### **EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

## **Staff Minimum Qualifications, Ratio**

### **EC sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

## **Program Components**

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

## **Third Party Notifications**

### **EC Section 8483.4(b-d):**

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
  - (1) Death of a child from any cause.
  - (2) Any injury to a child that requires medical treatment.
  - (3) Any unusual incident or child absence that threatens the physical or

emotional health or safety of a child.

- (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
  - (5) Epidemic outbreaks.
  - (6) Poisonings.
  - (7) Fires or explosions that occur in or on the premises.
  - (8) Exposure to toxic substances.
  - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.



# Appendix A: ELO Program Safety Plan

## CALLING FOR ASSISTANCE

### **BEFORE you call for officer assistance:**

Have emergency cards of involved parties available for correct spelling, grade level, and any other information that may be requested by dispatch.

Be prepared to answer these BASIC questions:

- What happened?
- How many people are/were involved?
- When did the incident happen?
- Where did the incident happen?
- Who was involved and description of person(s)?

### **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?
- 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?

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

**School Contacts**

Ryan Sutton	Principal
Jessica Haynes	Administrative Assistant
Amanda Maples	Administrative Assistant
Paul Thompson	Head Custodian
Eileen Worthing	HR Manager
River Campus	
Jennifer Hoover	
Jessica Zwane	



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

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

Emergency Contacts		
Emergency Type	Agency to Call	Phone Number
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
Truant Student	Call Student Services	(916) 597-1025
Potential Poisoning	Poison Control	(800) 222-1222

In Orangevale		
Emergency Type	Agency to Call	Phone Number
Emergency	Sheriff's Department	(916) 874-5111
To make a report	Sheriff's Department	(916) 875-5484
Non-Emergency	Sheriff's Department	(916) 874-5115
Other Emergency Numbers		
Emergency Type	Agency to Call	Phone Number
Gas	PG&E Emergency line	(916) 383-2323
Gas	24-Hour Service	(800) 743-5000
Electric	Sacramento Municipal Utilities Department	(916) 452-7811
Street or Storm Drain	Sacramento Public Works	(916) 440-6544
General Problems	Sacramento Public Works	(916) 366-2271
Highway Maintenance	Sacramento Public Works	(916) 366-2271
Sewer & Water Maintenance	Sacramento Public Works	(916) 855-8330
After-Hours	Sacramento Public Works	(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	California Highway Patrol	(916) 445-7623
Non-Recorded Message	California Highway Patrol	(916) 455-5710
Medical Facilities Phone Numbers		
Facility	Address	Phone Number
Kaiser Hospital (Main) • General Info • Emergency	2025 Morse Avenue	(916) 973-500 (916) 973-6600
Kaiser Hospital (Roseville) • General Info • Emergency	1001 Riverside Blvd.	(916) 784-4000 (916) 973-6600
Mercy Hospital (General) • General Info • Emergency	4001 J St.	(916) 453-4545 (916) 453-4424
Mercy Hospital (Folsom) • General Info • Emergency	223 Fargo Way	(916) 983-7400 (916) 983-7470
Mercy San Juan • General Info • Emergency	6501 Coyle Way	(916) 537-5000 (916) 537-5120

Sutter General Hospital <ul style="list-style-type: none"> <li>• General Info</li> <li>• Emergency</li> </ul>	2820 L St.	(916) 454-2222 (916) 734-3797
Sutter Memorial Hospital <ul style="list-style-type: none"> <li>• General Info</li> <li>• Emergency</li> </ul>	52 <sup>nd</sup> and F St.	(916) 454-3333 (916) 7333-1000
Sutter Roseville Med Center <ul style="list-style-type: none"> <li>• General Info</li> <li>• Emergency</li> </ul>	333 Sunrise Ave.	(916) 781-1000 (916) 781-1533
UCD Medical Center <ul style="list-style-type: none"> <li>• General Info</li> <li>• Emergency</li> </ul>	2315 Stockton Blvd.	(916) 734-2011 (916) 734-3797

## Safety Folder

### ***ELO Program Emergency Information***

The center section of your classroom Safety Folder should contain site-specific plans. Included in each folder is the following:

- 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 (elementary)

## GVOS – CRISIS RESPONSE

### Evacuation Site

- 1<sup>st</sup> Playground Black-Top
- 2<sup>nd</sup> Filbert St. parking lot

### Incident Management Team & Duties

Role	Name	Phone Number
Incident Commander	Ryan Sutton	
Back-up Incident Commander	Jennifer Hoover	
Search and Locate	Site Lead	
Parent Liaison		
Logistics	Jessica Zwane	
Campus Safety Liaison		
Public Information Spokesperson	Ryan Suttone	
	Caleb Buckley	
Incident Log Scribe		
Others to Help		
Facilities Chief	Paul Thompson	

***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
  - 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 Leaders:***

- Supervise defined wings/areas (per school emergency maps).
- Maintain basic emergency supplies
- 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 (Kinder; 1st, 2<sup>nd</sup>, & Room 3) \_\_\_\_\_
- Wing 2 (Room 9 – 12) \_\_\_\_\_
- Wing 3 (Room 6 – 8, & 5) \_\_\_\_\_
- Historic Wing (Room 1-4) \_\_\_\_\_

Designated Section Leaders should:

- 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.

## EMERGENCY PREPAREDNESS

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

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

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

### Emergency Response Plan

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

#### Command Center

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

- PRIMARY LOCATION: Main Office
- SECONDARY LOCATION: 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

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: Library
- SECONDARY LOCATION: Room 15



### **Media Center**

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

- PRIMARY LOCATION: Parent Loop
- OFF CAMPUS LOCATION: Tennis Court Tables

### **Agency Center**

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

- PRIMARY LOCATION: Main Office
- SECONDARY LOCATION: Kitchen

### **Parent Center**

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

- PRIMARY LOCATION: Multi-purpose room
- OFF CAMPUS LOCATION: Starbucks Parking Lot (Madison & Greenback)

## **CIVIL DEFENSE PROCEDURES**

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

### **Emergency Alert Signals**

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

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

### **Evacuate/Fire**

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

Take the following steps:

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

### **Lock Down/Take Cover:**

The lock down procedure is used in situations when there is a high likelihood of imminent danger to students or staff. Examples are an intruder on campus or dangerous person in the area. Lock downs 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 (or on the walkie-talkie when the office is not staffed). This requires that the staff 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 B’s group,”) etc.
- Remain in room with door locked until all-clear signal is given.

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

### **Earthquakes**

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

#### **If indoors:**

- All drop down to the floor and duck and cover.
- Turn away from windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover and be prepared to move with it.
- Hold the position until the ground stops shaking.
- When initial shaking stops, Incident Commander or designee sounds alarms to evacuate the building.
- Follow Evacuate/Fire procedures previously described

#### **If outdoors:**

- Move away from buildings, poles, overhead wires and trees.
- 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, or walkie talkie when office is not staffed. 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.*

### ***Pre-Emergency Preparedness***

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

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

## **GENERAL DISASTER PLANS**

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

### **Fire**

- The location of the fire is determined by an adult on campus.
- The Incident Command structure is put into effect.
- The Incident Commander or designee will phone 911.
- The Search and Locate Coordinator picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
- Incident Commander or designee sounds the fire alarms.

- Staff to follow emergency procedures previously described.
- Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

### **Flood/Severe Weather**

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

### **Electrical Failure**

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

### **Gas Line Break**

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

### **Water Main Break**

- Incident Commander or designee will notify the water department at (916) 874-6851
- Facilities Chief shuts off water.
- Incident Commander or designee notifies the police.
- Incident Commander determines if it is necessary to initiate emergency procedures to evacuate students and staff.

### **Water Contamination**

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

### **Chemical Spill/ Incident**

#### **If Indoors:**

- Block or rope off area – DO NOT TOUCH ANYTHING.
- Evacuate room and contact M&O (916-971-7000) to TURN OFF air conditioning system.

- Notify school office and Facilities Chief of the incident - contact 911 if necessary.
- Facilities Chief should check for chemical safety data to determine clean up procedure.

*If Outdoors:*

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

**Bomb Threat**

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

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

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

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

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

In all cases:

- If Incident Commander determines to evacuate, staff follows emergency procedures previously described.
- Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
- If you see any suspicious object, steer clear of it and report it to the Incident Commander and/or any outside emergency agency that has responded.
- Follow all outside emergency agency and bomb squad directives.

- 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

- All exterior gates should be closed and locked to maintain appropriate egress of individuals coming onto school grounds.
- Call the school main office when staffed 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, or Site Lead when the office is not staffed, 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.

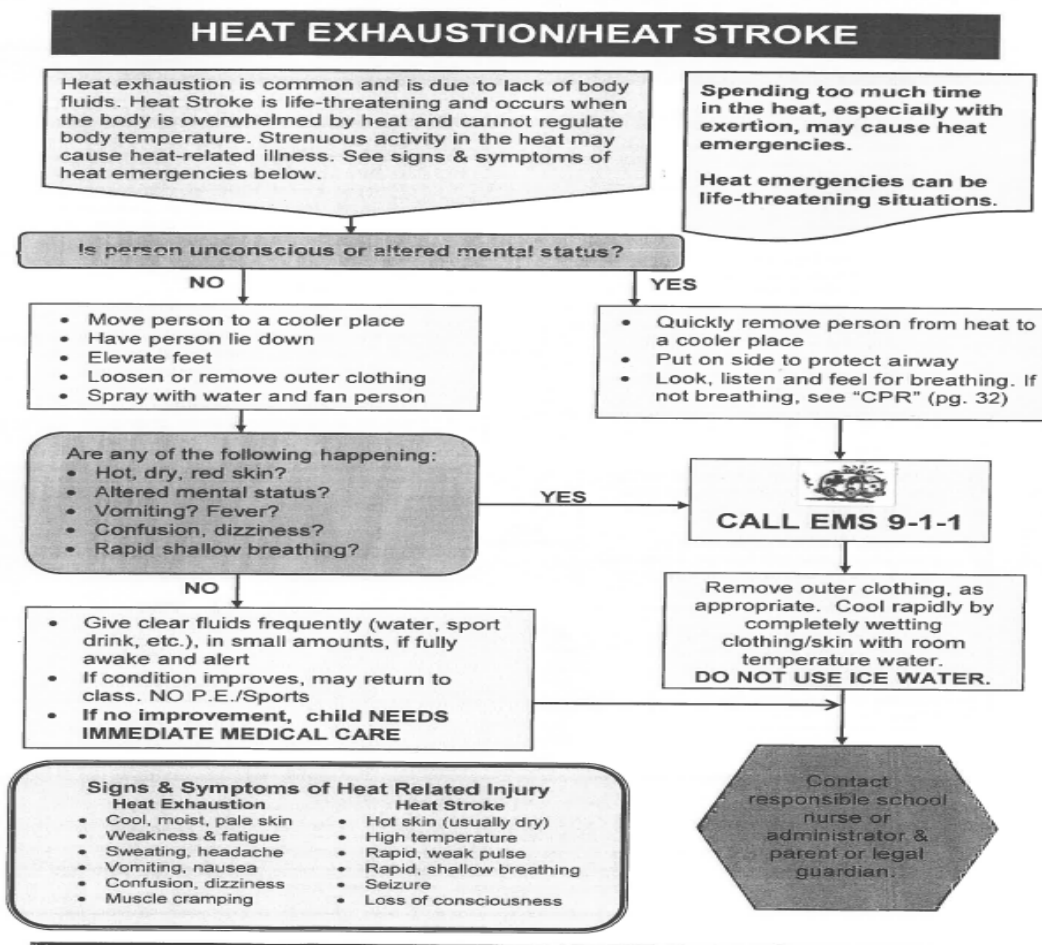
### Heat Index/Illness

- Monitor Heat Index through weather.org or phone application
- Follow Guidelines from [Child Care Weather Watch \(c-uphd.org\)](#)
- 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.

The Executive Director will determine if school closure is necessary due to poor heat index.



## Heat Illness Identification:



## **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 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 through:

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

## Students with Life Threatening Health Concerns

### **CONFIDENTIAL**

Student Name	Health Concern	Care Plan

### **Special Needs Students – Describe:**


## Safety Drill Record

Evacuation/Fire Drill				
Month	Date	Time	Duration	Administrator's Signature
August				
September				
October				
November				
December				
January				

February				
March				
April				
May				
<b>Earthquake Drill</b>				
<b>Month</b>	<b>Date</b>	<b>Time</b>	<b>Duration</b>	<b>Administrator's Signature</b>
<b>Lockdown Drill</b>				
<b>Month</b>	<b>Date</b>	<b>Time</b>	<b>Duration</b>	<b>Administrator's Signature</b>
<b>Shelter-in-place</b>				
<b>Month</b>	<b>Date</b>	<b>Time</b>	<b>Duration</b>	<b>Administrator's Signature</b>
<b>Medical Emergency Drill</b>				
<b>Month</b>	<b>Day/Date</b>	<b>Time</b>	<b>Duration</b>	<b>Administrator's Signature</b>

## EMERGENCY ROLES OF STAFF

As public employees, staffs are by law “Disaster Service Workers” when so assigned. (California Governmental Code, Title 1, Division 4, Chapter 8, Section 3100).

### ELO Program Administrator

The ELO Program Administrator has the overall responsibility for the ELO Program safety plan, in accordance with district policy and education code. The ELO Program

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 ELO Program 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.

### **ELO Program Site Lead**

The ELO Site Lead's primary responsibility is for the safety and welfare of the pupils.

The ELO Site Lead will:

- Keep accurate and current information about the emergency plans for the program.
- Know what to do and how to do it.
- In accordance with the school ELO 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 staff member.
- Have a sense of permission to act independently, if necessary, based upon emergency needs to ensure student safety.

### **Support Staff**

Support staff should work in unity with site leadership. In some cases, individuals may have specific assignments.

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**

<b>Custodial Closet</b>	<b>ELO-P Storage Closet</b>	<b>Homeroom:</b>
<ul style="list-style-type: none"><li>• Axe</li><li>• Crowbar or pry bar</li></ul>	<ul style="list-style-type: none"><li>• Batteries for emergency equipment</li><li>• Blanket (wool)</li></ul>	<ul style="list-style-type: none"><li>• Can opener (manual)</li></ul>

<ul style="list-style-type: none"> <li>• Gloves (leather)</li> <li>• Hose (50 foot)</li> <li>• Hammer</li> <li>• Matte Knife</li> <li>• Rope</li> <li>• Saw (multi-use)</li> <li>• Screwdriver (multi-use)</li> <li>• Shovel</li> </ul>	<ul style="list-style-type: none"> <li>• Blanket (emergency)</li> <li>• Cups (paper)</li> <li>• Flashlight</li> <li>• Gloves (vinyl)</li> <li>• Goggles</li> <li>• Kleenex (1 box)</li> <li>• Hammer</li> <li>• Matte Knife</li> <li>• Masking tape (1 roll)</li> <li>• Matches</li> <li>• Pail</li> <li>• Paper Towels (1 package)</li> <li>• Plastic garbage bags</li> <li>• Radios: Two-way ("walkie-talkies")</li> <li>• Rope</li> <li>• Saw (multi-use)</li> <li>• Screwdriver (multi-use)</li> <li>• String</li> <li>• Wire</li> <li>• Wire cutters</li> <li>• Wrench</li> </ul>	<ul style="list-style-type: none"> <li>• Kleenex (1 box)</li> <li>• Masking tape (1 roll)</li> <li>• Pail</li> <li>• Paper Towels (1 package)</li> <li>• Plastic garbage bags</li> <li>• Plastic water container</li> <li>• Pot to boil water</li> <li>• Radio: AM-FM (battery operated)</li> <li>• String</li> <li>• Tarp</li> <li>• Toilet Paper</li> </ul>
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## First Aid Kit

**Location of Emergency Supply Box:** Office Counter Drawer; Homeroom, Mindfulness room, and Room 5

**List of Emergency classroom supplies:** In entry way to classroom

- Antiseptic wipes
- Ace bandage
- Band aids of various sizes
- Butterfly closures
- CPR Barrier
- Cotton tip applicators
- Eye patch
- Gauze pads - Large
- Gauze pads – Small
- Gloves (vinyl)
- Instant ice packs
- Medical tape
- Tongue depressors
- Gauze roll

## 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:

- Keep answers simple and succinct. Avoid education or technical terms, jargon, or acronyms.
- 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.”
- Do not go “off the record.” Everything you say is subject to publication or broadcast.
- 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.”
- 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...”
- 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.
- 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.
- Take questions one at a time and answer one question at a time.
- 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.”
- Do not disclose personal information about students or staff.

## **Appendix B: Eagle's Nest Policies and Procedures**

# **Eagle's Nest Policies and Procedures**





## PROGRAM DESCRIPTION AND GOALS

The Eagle's Nest Program provides academic enrichment, youth development, career awareness, and related educational development activities for students and families to support the academic achievement of participating students. Through the Eagle's Nest activities, Golden Valley Charter School strives to increase the social, physical and emotional well-being of participating students.

Eagle's Nest is a partnership among school staff, parents, legal guardians, students, community members and community-based organizations. Programs are created through partnerships to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades K-8. By working together, we can create a program that offers all students the opportunity to be successful.

## PROGRAM ELEMENTS

The Eagle's Nest program is aligned with the Golden Valley's instructional vision, and the after-school programs must consist of the two elements below:

1. An educational and literacy element must provide tutoring and/or homework assistance designed to help students meet state standards.
2. The educational enrichment element must offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests.

## REGISTRATION

In order to register families must complete a Golden Valley Eagle's Nest enrollment application, which is available electronically on ParentSquare. Paper copies of the application can be obtained from the Program Lead. Families must also complete a Meal Program Application—the online application can be completed at <https://lingconnect.com/public/meal-application/new?identifier=73RZVM> . Families must wait for confirmation of their student(s) enrollment and acceptance into the Eagle's Nest program before their student(s) is permitted to attend the program.

## PROGRAM FEES

### Registration Fees

An annual \$50 registration fee per family is due at the time of registration. Students will not be permitted to attend until the fee has been paid. The fee will be waived for students that qualify for free or reduced meals, homeless or foster youth, and English language learners.

### Monthly Fees

The monthly fee is for the school-year program and does not include any non-instructional days or summer program. The fee does not waive the attendance

requirement asked of all participating families (all students must attend each instructional day for the minimum time).

The monthly fee will be on a sliding scale based on the income provided in the National School Lunch Program application. Families must complete the NSLP application each year which will become available on ParentSquare in July of each year. The tiered fee schedule will be as follows:

- **Tier 1:** \$300 each month (half off for each enrolled sibling)
- **Tier 2:** \$200 each month (half off for each enrolled sibling)
- **Tier 3:** \$100 each month (half off for each enrolled sibling)
- **Tier 4:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

### **NON-INSTRUCTIONAL DAY FEES:**

The fee for non-instructional days will be on a sliding scale based on the income provided in the meal program application and the ability to pay.

Golden Valley operates roughly 10 non-instructional days throughout the regular school year as well as the summer program during the entire month of June. The fee structure for each of the two programs is different and explained in detail below.

#### *School Year Non-Instructional Days (scheduled August through May)*

- **Tier 1:** \$60 (half off for each enrolled sibling)
- **Tier 2:** \$30 (half off for each enrolled sibling)
- **Tier 3:** \$15 (half off for each enrolled sibling)
- **Tier 4:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

#### *Summer Non-Instructional Days (month of June)*

Golden Valley operates a summer program each during the entire month of June. The program operates from 8 am to 5 pm Monday through Friday. The program offers many enrichment activities such as yoga, painting, cooking/baking, baseball skills, foreign language, creative writing, etc.

Families can select to sign students up for the full week program where students attend all day and participate in all enrichment offerings. Families can also elect to sign up for individual enrichment classes.

#### **Full Day Fees**

For each week a student is enrolled in the full-day summer program the tiered fee schedule will be as follows:

- **Tier 1:** \$300 each month (half off for each enrolled sibling)
- **Tier 2:** \$200 each month (half off for each enrolled sibling)
- **Tier 3:** \$100 each month (half off for each enrolled sibling)

- **Tier 4:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

#### Summer Program Single Enrichment Fees

For each week a student is enrolled in the individual enrichment offering in the summer program the tiered fee schedule will be as follows:

- **Tier 1:** \$75 (half off for each enrolled sibling)
- **Tier 2:** \$50 (half off for each enrolled sibling)
- **Tier 3:** free of charge to families that qualify for free or reduced meals, homeless or foster youth, and English language learners.

#### **REFUNDS**

Golden Valley will not be able to refund fees paid through Stripe but can roll the fee over to the summer program or other non-instructional days. If a student exits the program mid-month or is removed from the program, no refunds or roll-over options will be available. Families that no longer wish to use Eagle's Nest will need to notify the Program Lead prior to the 1st of the next month.

#### **Late Fees**

There will be a \$20 late fee for children picked up after 6:00pm.

### **SCHEDULE, OPERATING HOURS & DAYS**

Eagle's Nest will operate every instructional day. However, Eagle's Nest will close for three days during the regular instructional calendar for training purposes. The days are selected prior to the start of each school year. For the 2024-25 school year Eagle's Nest will be closed on the following days:

- October 31<sup>st</sup>
- February 14<sup>th</sup>
- May 30<sup>th</sup>

In addition to the instructional day program, Eagle's Nest also operates 30 non-instructional days. Students do not need to participate in the instructional day program to enroll in any of the non-instructional day offerings, there will be a separate registration process that will open a minimum of three weeks prior to each non-instructional program offering. There will be separate fees assigned for each of the non-instructional offerings. The non-instructional days are selected prior to the start of each new school year. The non-instructional days to be offered during the 2024-25 school year are as follows:

- August 13<sup>th</sup>
- August 14<sup>th</sup>
- November 1<sup>st</sup>
- February 18<sup>th</sup>-21<sup>st</sup>
- February 24<sup>th</sup>
- March 21<sup>st</sup>
- The summer program will run from June 2<sup>nd</sup> through June 27<sup>th</sup>

Students must attend Eagle's Nest every instructional day. After 10 unexcused absences, a student will be removed from the program (including all non-instructional day offerings) for the remainder of the school year. In an effort to accurately plan and staff all activities and snacks, students must commit to staying until the minimum pick up times:

- TK-K students-until 2:15 p.m. daily
- Grade 1-8 students must attend until 4:00 p.m., and 2:15 on minimum days

Excused absences/early pick up include illness, appointments, funeral services, court appearances, religious holiday, extra-curricular activities (gymnastics, karate, sports teams, etc.). If students have a routine schedule for outside extra-curricular activities, please communicate this to the Eagle's Nest Site Leader. An accumulation of 10 unexcused absences can be considered excessive and a student's enrollment in the program may be revoked.

Students must be picked up promptly at the end of Eagle's Nest operating day (by 6 pm). If a student has not been picked up by the end of the program, Eagle's Nest staff will contact the parent/guardian and individuals designated as emergency contacts. Eagle's Nest After-School may dismiss a student from the program after 3 late pick-ups or unexcused early pick-ups. A late pick-up fee of 10% of the assigned monthly fee will be imposed for each late pick-up. During regular instructional days.

Parents are to go to the assigned Eagle's Nest room (Room 3 at River and Room 5 at Orchard) to sign out their student(s) and have staff call for the student(s) to meet their parents in, or outside of the room. Once a student has signed out of the program, they must leave all Eagle's Nest activities and spaces. Students cannot be signed out and signed back in.

An accumulation of 10 unexcused absences can be considered excessive and a student's enrollment in the program may be revoked. Excused absences/early pick up include illness, appointments, funeral services, court appearance, religious holiday, extra-curricular activities (gymnastics, karate, sports teams, etc.).

## Students With Special Needs

Students with special needs will be given equal access to participate in the Eagle's Nest program. For all students with special needs who participate, the Eagle's Nest staff will receive a copy of the students' required accommodations and/or modifications at enrollment. The RSP teachers at each campus and/or the Eagle's Nest Program Lead will review modifications in the Individualized Education Program (IEP) to determine what is feasible in the program setting. No student shall be excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity because of gender, race, religion, belief, national origin, age, disability or ethnic group.

## Student Discipline Policy

The Eagle's Nest Program is an extension of the school day. Thus, student behavior

expectations and disciplinary procedures are the same as during regular school hours. The staff will manage student behavior in the classrooms/activities, and the site leader and/or program director will intervene as needed. If an incident or behavior report is necessary, the site leader will interview the students, staff and any witnesses, and apply consequences according to school policy.

Eagle's Nest staff will follow progressive discipline policy which may include being placed on "time-out", suspended and/or expelled from the program for severe or chronic misbehavior. Parents will be notified by the Site Leader when incidents occur. Students can be called into a conference with the Site Leader and/or the site principal to discuss possible solutions and next steps.

### **Zero Tolerance Disciplinary Infractions**

- Committing acts of a sexual nature
- Violence or threats against a staff member or another student
- Possession of or use of weapons
- Possession of or use of drugs or alcohol

### **Student Accident/Incident Reporting Policy**

Staff are required to complete the Eagle's Nest incident report on any accidents and/or incidents that occur during the operation of the Eagles Nest program. The site leader should be made aware of any incidents within 24 hours. Staff should refrain from writing the names of other students in the reports. The parents, the office, and the class teacher should all be given a copy of the incident form. The original form will be retained by the Site Lead.

### **Daily Operations**

Golden Valley Charter Schools Eagle's Nest afterschool program operates using the following procedures:

- The Site Lead is responsible for day-to-day program operations at the school. They plan and develop daily and weekly schedules for each group.
- If a staff member sees a need to be absent from work or needs to adjust his/her work schedule for the week, or any other problem arises, he/she should contact the Site Lead and Program Lead. The employee is responsible for reporting all PTO into Paycom and notifying the subfinder as soon as the employee knows they will be absent from work.
- All staff are required to put in for PTO for ALL absences. Once PTO is exhausted, UTO (unpaid time off) will be utilized.
- All Eagle's Nest staff should assume responsibility for the care and safety of the program.
- Eagle's Nest staff should not engage in any activity that is not directly related to the approved Eagle's Nest activities during the program hours. It is the responsibility of all Eagle's Nest staff to directly supervise/instruct all students. Staff members should not have personal visitors during instructional time and should not have non-program children or other youth present during assigned

- working hours.
- All Eagle's Nest staff members shall adhere to all policies established by Golden Valley Charter Schools.
  - It is the staff's responsibility to be familiar with and enforce the program's discipline code.
  - Problems and concerns relating to families and children shared during staff meetings or conferences are considered confidential and should remain so. Information about a child or parent should never be shared with other children or parents.
  - Only emergency telephone calls should be made during program hours; no personal calls are permitted. Personal cell phones should be put away during program hours.

### Arrival Procedures

The program begins promptly upon dismissal of the regular school-day program at each site location. Students are to leave classrooms and proceed to designated areas. Staff members are to monitor students as they report to the designated areas, ensuring that they reach their destinations in a timely, orderly manner. Staff take daily attendance by utilizing the school student information system.

### Late Pick-Up Procedures

Parents must pick up students by the designated ending time for the Eagle's Nest program. However, in the event that parents are more than 15 minutes late the program will attempt to contact the parents by phone. Families are in jeopardy of being suspended from the program after repeated late pick-ups. Families must sign out each student on the paper roster provided. The Site Lead inputs all pick-up times into the school student information system daily.

### Visitor Procedure

Visitors must report to the site office immediately upon arriving on campus and secure a visitor pass.

## Emergency Preparedness Procedures

In the event that Eagle's Nest program closes early and/or is evacuated between the hours of 3 p.m. and 6 p.m. because of an emergency, parents will be notified. If a situation requires relocating students, the police department will be contacted. Throughout the year, emergency drills are conducted during Eagle's Nest program hours, and program staff will follow these same procedures in the event of an emergency. Please refer to Golden Valley Charter Schools' emergency folders and/or safety plan for details about evaluation routes, relocation sites and specific guidelines for each type of emergency that may occur.

### Injuries

In the event that a student is injured during program hours, these actions will be taken:

- The Site Lead, and Program Lead should be contacted immediately.
- Follow first aid procedures immediately.

- Contact additional emergency personnel (if necessary) and notify parents immediately.
- Complete the Eagle's Nest incident form and submit it to the site leader

### **Emergency Drills**

Each site will hold a minimum of four emergency drills each school year. This process will be coordinated by site office staff and the site leaders.

### **Communication**

All staff need to have a walkie-talkie on them at all times while working. It is the responsibility of each staff member to ensure the walkies are charged and working. If there are any problems with the devices, this should be reported to the site leader immediately. Staff are not to be on their cell phones, or other devices, while working with students.

## **Reporting Child Abuse and Sexual Harassment**

Certain professionals are required by law to report suspected child abuse or maltreatment to the appropriate authorities. The law also assigns civil and criminal liability to those professions who do not comply with the mandated reporter responsibilities. Mandated reporters are required to report suspected child abuse, sexual harassment or assault, or maltreatment, or cause a report to be made when, in their professional roles, they are presented with reasonable cause to suspect said activities. Accordingly, all staff and volunteers of the Eagle's Nest program are bound by law as mandated reporters.

Reasonable cause to suspect child abuse or maltreatment means that, based on your observations, professional training and experience, you feel someone has harmed that child or placed that child in imminent danger or harm.

### **Mandated Reporting**

Title IX of the Education Amendments of 1972 (Title IX) prohibits any person, on the basis of sex, to be subjected to discrimination in an educational program or activity receiving federal financial assistance. The law applies to any academic, extracurricular (student organizations and athletics), research, occupational training, and other educational program from pre-school to graduate school that receives or benefits from federal funding. All Eagle's Nest staff members are required to abide by the district or board of education policy regarding the reporting of sexual harassment, child abuse or child endangerment. If there are concerns related to sexual harassment, child abuse, or child endangerment, such incidents should be reported to the designated personnel as soon as possible.

### **Identifying Child Abuse/Neglect/Sexual Harassment or Assault Protocol**

Any staff member having reasonable cause to believe that a child under the age of 18 has had physical injury or injuries inflicted upon him/her, other than by accidental means, by a parent or caretaker, has been neglected or has been sexually abused or exploited, shall report observations to the site principal and Eagle's Nest site leader. An

official report will then be made to the appropriate individuals or state agency.

Steps that must be followed at the program level:

- If abuse/neglect/deprivation is suspected, it must be reported to the site coordinator/program director immediately. (No child should be questioned or interviewed regarding the suspected abuse.) The Site Lead, Program Lead, and school principal should be notified.
- Reporting child abuse is mandated, and all information should be kept confidential between the reporter and investigative personnel.
- Failure to make a required report may lead to discipline up to and including termination of employment, as well as a professional sanction.



## Appendix C: Sample Schedule

ELO-P TK/K Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
11:45–12:15	Check-in & Lunch	Check-in & Lunch	Check-in & Lunch	Check-in & Lunch	Check-in & Lunch
12:15–12:30	Storytime	Storytime	Storytime	Storytime	Storytime
12:30–1:00	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time
1:00–1:30	Craft Activity	Craft Activity	Craft Activity	Craft Activity	Craft Activity
1:30–2:00	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
2:00–3:00	Snack	Snack	Snack	Snack	Snack
3:00–3:30	Center Activities	Center Activities	Center Activities	Center Activities	Center Activities
3:30–4:00	Circle and Songs	Circle and Songs	Circle and Songs	Circle and Songs	Circle and Songs
4:00–4:30	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
4:30–5:00	Storytime	Storytime	Storytime	Storytime	Storytime
5:00–6:00	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up

ELO-P Lower Grades Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
12:45–1:30				Check-in & Free Play	
1:30–1:45				Storytime	
1:45–2:00				Snack	
2:00–3:00				Academic Time	
2:40–3:00	Check-in & Snack	Check-in & Snack	Check-in & Snack	Craft Activity (2:30)	Check-in & Snack
3:00–3:30	Outdoor Rec	Outdoor Rec	Outdoor Rec	Outdoor Rec	Outdoor Rec
3:30–4:00	Academic Time & Attendance Recovery	Academic Time & Attendance Recovery	Academic Time & Attendance Recovery	Enrichment Rotation	Academic Time & Attendance Recovery
4:00–4:30	Craft Activity & Attendance Recovery	Craft Activity & Attendance Recovery	Craft Activity & Attendance Recovery	Board Games & Puzzles	Craft Activity & Attendance Recovery
4:30–5:00	Enrichment Rotation	Enrichment Rotation	Enrichment Rotation	Free Play	Enrichment Rotation
5:00–6:00	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up

ELO-P Upper Grades Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
12:45–1:00				Check-in & Free Play	
1:00–2:00				Academic Time	
2:00–2:15				Snack	
2:15–3:00				Gardening	
3:10–3:30	Check-in & Snack	Check-in & Snack	Check-in & Snack	Enrichment Rotation (3:00)	Check-in & Snack
3:30–4:00	Outdoor Rec & Attendance Recovery	Outdoor Rec & Attendance Recovery	Outdoor Rec & Attendance Recovery	Outdoor Rec	Outdoor Rec & Attendance Recovery
4:00–4:30	Academic Time & Attendance Recovery	Academic Time & Attendance Recovery	Academic Time & Attendance Recovery	Craft Activity	Academic Time & Attendance Recovery
4:30–5:00	Enrichment Rotation	Enrichment Rotation	Enrichment Rotation	Free Play	Enrichment Rotation
5:00–5:30	Craft Activity	Craft Activity	Craft Activity	Board Games & Puzzles	Craft Activity
5:30–6:00	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up	Centers, Chores & Pick Up

# Appendix D: ELO Program Job Descriptions



**ELO-P Site Leader**  
*Classified/Overtime Eligible (Non-Exempt)*  
*Job Description*

**Reports to:** ELO Program Lead

**Starting Salary:** \$25/hour

**Qualifications:** Experience working with children required. Early Childhood education or Education background desired. Waldorf training a plus.

## **Duties and Responsibilities**

### **Program Management**

- Work under the direction of the ELO Program Lead providing a safe, organized environment.
- Provides technical guidance and support of expanded learning programs resources and procedures.
- Provides support to students for expanded learning programs by maintaining program schedules, homework assistance, enrichment activities, recreation activities, snack/meal distribution, and other program related activities.
- Collaborates with program and district staff to support ELO policies.
- Communicates with parents, staff, and others providing information related to activities, student progress, enrollment, and attendance.
- Develop monthly activity calendar.
- Meet weekly with ELO Program Lead and/or other Site Lead
- Coordinate EN Staff.
- Maintain Inventory and supplies.
- Intervene when students are engaged in unsafe activities.
- Sub as EN staff as needed.
- Relate to and work with students at an appropriate age level.
- Responsible for storing/dispensing of student medication.
- Clean up and return room(s) to its previous condition.
- Plan and monitor appropriate games, crafts, and activities.
- Assess injuries regarding what action should be taken.

### **Program Administration**

- Ensure sign-in sheets are properly signed and calculated to guarantee accurate accounting of hours.
- Make sure parents sign the required Child Action paperwork.
- Follow agreed schedules for activities and homework time.
- Communicate program policies to enrolled and interested families.

- Follow behavior issue reporting procedures.
- Submit weekly menu and shopping list to ELO Program Lead for approval.
- Report issues/challenges and unsafe conditions to the ELO Program Lead and/or site Principal, during and after hours
- Help with yard duty/rainy day recess duty as needed.
- School Safety
- Comply with all school safety procedures and drills.
- Ensure that students are always supervised.
- Ensure that the teaching space is safe and clean.
- Be a mandated reporter.

### **Professional Behavior**

- Follow Sub Request process.
- Read and respond to email daily.
- Arrive on time.
- Attend/complete trainings as required.
- Work closely and cooperatively with faculty, administrator, and staff
- Exercise ethical conduct always.
- Participate in Fire, Lockdown, or other drills that may occur on campus.
- Use and understand the Paycom system as an employee user.
- Punching in and out for work/meal breaks accurately.
- Preventing needless Meal Break Penalties
- Preventing unapproved overtime
- Ensuring your timecard is correct at the end of the pay period and approving it in the Paycom System

### **Physical Demands**

- Frequent: Sitting, walking, standing, conversing, listening, reading, writing, close visual work, cleaning, washing dishes.
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs./Carry 25 lbs.

This position requires live scan, TB assessment and CPR, First Aid Training

**Reports to:** ELO Program Lead

**Starting Salary:** \$18.00/hour, Full to Part-time

**Qualifications:** Experience working with children required. Early Childhood education or Education background desired. Waldorf training a plus.

**Essential Job Functions:**

**Classroom Management**

- Work under the direction of the ELOP Site Leader providing a safe, organized environment.
- Provides support to students for expanded learning programs by maintaining program schedules, homework assistance, enrichment activities, recreation activities, snack/meal distribution, and other program related activities.
- Help prepare and serve snacks, following the menu provided.
- Intervene when students are engaged in unsafe activities.
- Make sure children are using the equipment properly.
- Supervise the collecting of all equipment by students at the end of the afternoon.
- Monitor bathroom use.
- Relate to and work with students at an appropriate age level.
- Help clean up and return room to its previous condition.
- Monitor appropriate games, crafts, and activities.
- Assess injuries about what action should be taken.

**Program Administration**

- Assist ELO Site Leader in making sure sign-in sheets are properly signed and calculated.
- Under the direction of the ELO Site Leader and/or Principal, follow behavior issue reporting procedures.
- Report issues/challenges and unsafe conditions to the PC. After hours, contact the Principal or ELO Program Lead.
- Help with yard duty/rainy day recess duty as needed.

**Professional Behavior**

- Follow Sub Request process.
- Read and respond to email daily.
- Arrive on time.
- Comply with all GVCS policies and procedures.
- Attend/complete trainings as required.
- Work closely and cooperatively with faculty and staff

- Exercise ethical conduct always.
- Participate in Fire, Lockdown, or other drills that may occur on campus.
- Use and understand the Paycom system as an employee user.
- Punching in and out for work/meal breaks accurately.
- Preventing needless Meal Break Penalties
- Preventing unapproved overtime
- Ensuring your timecard is correct at the end of the pay period and approving it in the Paycom System

### **Physical Demands**

- Frequent: Sitting, walking, standing, conversing, listening, reading, writing, close visual work, cleaning, washing dishes.
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

**Reports to:** ELO Program Lead

**Starting Salary:** Hourly classified employee \$33 per hour plus prep time

\$18/hour for professional development, pre-service, in-service, and other meetings

**Qualifications:** Experience working elementary school aged children.

- Ability to supervise students and direct their activities, communicate effectively, engage students.
- Exercise ethical conduct always
- Ability to use a computer, email, and web-based information systems.
- Ability to be flexible. Field trips, assessments, etc. may require a change of plans at a moment's notice.

**Essential Job Functions:**

Under general supervision of the ELO-P Site Leader, the Enrichment Specialist will work in the after school extended learning program to support safe and enriching experiences for our students.

- Present material and engage students.
- Gather and prepare appropriate materials in accordance with the school curriculum.
- Communicate with ELO-P site leaders.
- Differentiate and modify lesson plans to accommodate the needs of students with a wide range of learning styles and needs.
- Comply with all Special Education Regulations, the GVCS Charter and policies adopted by the GVCS Board of Trustees, including providing student accommodations and supports per IEP or 504 plans.
- Maintain an orderly class regarding student behavior, both indoors and on school grounds
- Participate in professional development activities to improve job-related skills as required.
- Participate in pre-service and in-services.
- Create lesson plans for substitutes who cover classes.

**School Safety**

- Comply with all school safety procedures and drills.
- Ensure that students are always supervised.
- Ensure that classroom/indoor space is safe and clean.

- Be a mandated reporter.

### **Professional Behavior**

- Follow Sub Request process.
- Read and respond to email daily.
- Arrive on time.
- Comply with all GVCS policies and procedures.
- Attend/complete training as required.
- Work closely and cooperatively with faculty, administrator, and staff
- Exercise ethical conduct always.
- Participate in Fire, Lockdown, or other drills that may occur on campus.
- Use and understand the Paycom system as an employee user.
  - Punching in and out for work/meal breaks accurately.
  - Preventing needless Meal Break Penalties
  - Preventing unapproved overtime
  - Ensuring your timecard is correct at the end of the pay period and approving it in the Paycom System

### **Physical Demands**

- Frequent: Standing, walking, conversing, listening, reading, writing, close visual work, working outdoors.
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs./Carry 25 lbs.

### **Licenses, Certifications, Bonding and/or Testing Required**

Clear TB Test, Criminal Justice Fingerprint Clearance, Valid California Driver's License

**Reports to:** Executive Director

**Starting Salary:** \$59,106.74

**Qualifications:** Experience working with children required. Early Childhood education or Education background desired. Knowledge of office methods and equipment. Waldorf training a plus. Experience overseeing childcare program and staff.

### **Duties and Responsibilities**

#### **Program Management**

- Creates and implements a safe, organized environment in the before/aftercare program.
- Provides technical guidance and support of expanded learning programs resources and procedures.
- Provides support to students for expanded learning programs by overseeing program schedules, homework assistance, enrichment activities, recreation activities, snack/meal distribution, and other program related activities.
- Collaborates with site and central office staff to support Expanded Learning Opportunities plan and guidelines.
- Communicates with parents, staff, and others providing information related to activities, student progress, enrollment, and attendance.
- Oversee monthly activity calendars at both schools.
- Shopping for and/or ordering snacks.
- Meet monthly with Principals.
- Supervise ELO-P Staff
- Oversee Inventory and supply levels at both schools.
- Sub as Eagle's Nest staff as needed.

#### **Program Administration**

- Ensure sign-in sheets are properly signed and calculated to ensure accurate accounting of hours
- Ensure agreed schedules for activities and homework time are implemented.
- Communicate program policies to enrolled and interested families.
- Follow behavior issue reporting procedures.
- Report issues/challenges and unsafe conditions to the principal, during and after hours



## **Supervision**

- Work with HR Manager in hiring of ELO-P staff.
- Ensure training ELO-P staff regarding GVCS policies and procedures as well as their job description.
- Approve time off requests and scheduling changes for ELO-P employees.
- Provide all employees with a yearly evaluation.
- Provide coaching a development opportunity to ELO-P staff as needed.
- Resolve conflicts, disputes and grievances as needed within the ELO program.

## **Professional Behavior**

- Follow Sub Request process
- Read and respond to email daily
- Arrive on time
- Attend/complete trainings as required
- Work closely and cooperatively with faculty, administrator, and staff
- Exercise ethical conduct always
- Participate in Fire, Lockdown, or other drills that may occur on campus

## **Other Responsibilities**

- Use and understand the Paycom system as an employee user.

## **Physical Demands**

- Frequent: Sitting, walking, standing, conversing, listening, reading, writing, close visual work, cleaning, wash dishes.
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs.

This position requires: Current Driver's License, Live scan, TB assessment and CPR, First Aid Training.

## Appendix E: Attendance Recovery Plan

### Schedule of Attendance Recovery

School-Year Program: 125 days for 1 hour per day (125 hours)

- No service on minimum days
- No service on August 14-15, November 17-21, December 19, March 24-26, and May 26-29
- TK/K groups will run from 1:00-2:00 pm, and grades 1-8 will run from 3:30-4:30 pm after school

Non-Instructional Program: 20 days for 2 hours per day (40 hours)

- No service on 6/19 (holiday)
- 10:30-12:30 PM

### Operation of Attendance Recovery

Certificated staff of the school will hold Attendance Recovery groups of students while maintaining appropriate staff to student ratios:

- TK and K groups: 10 students to 1 certificated employee of LEA
- Grade 1-8: 20 students to 1 certificated employee of the LEA

Certificated staff will provide homework assistance, tutoring, or academic instruction aligned to grade level standards. Certificated staff will document what instruction or support was provided each day. Students with IEPs may participate if consistent with the goals of their IEP.

Students will have their participation in Attendance Recovery tracked in Aeries Supplemental Attendance daily. The attendance will track participation by minutes with the certificated staff.

Students that are referred to Attendance Recovery as a result of an attendance review meeting will be given priority in Attendance Recovery. Additional spaces will be open to any other students from the school.

Students that do not participate in the full Eagle's Nest program will need to be picked up by an adult at the conclusion of the Academic Recovery service time.

Students will have the opportunity to recover up to 10 days of attendance each school year. One instructional day is equivalent to the following:

- TK/K: 180 minutes (3 hours)
- Grades 1-3: 230 minutes (3 hours 50 minutes)
- Grades 4-8: 240 minutes (4 hours)

Students can accrue attendance recovery before the student acquires an absence but will only recover attendance for days the student actually was absent from school.

Students that participate in long-term IS will not be eligible to participate in Attendance Recovery.

### Certificated Staff Compensation

ELO-P funds will be utilized to fund the staffing of the Attendance Recovery Program. Certificated staff that provide Attendance Recovery services outside of normal contract hours will be paid a stipend of \$500 for every 20 hours.

If a certificated staff person knows that they are unable to work with students on a given day, the absence should be communicated to the ELO Program Lead as soon as possible. The Program Lead will notify the families that participate in a timely manner using the ParentSquare platform.



**Board of Trustees  
Resolution 2024-2025  
LOCAL ASSIGNMENT OPTION EC 44263**

**WHEREAS**, Education Code 44263 authorizes the Governing Board to assign an employee holding a teaching credential to teach, with his or her consent, a multiple subject class if he or she holds at least 60 semester units equally distributed among the 10 areas of a diversified major set forth in Section 44314.

**THEREFORE**, be it resolved that Kathryn Cabe meets the above criteria and is being authorized in a multiple subject classroom setting in which she holds at least 60 semester units equally distributed among the 10 areas of a diversified major for the remainder of the 2024-2025 school year at the Golden Valley River School.

PASSED AND ADOPTED this 9<sup>th</sup> day of April 2025, by which the following vote to wit:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

ABSENT: \_\_\_\_\_

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Katie Gerski-Keller, Board Chair

February 12, 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, Meredith Willsen.  
**Board Members Absent:** Stephen Quadro, Ekaterina Khmelniker  
**Guests:** Caleb Buckley, Jennifer Hoover, Tavia Pagan, Jennifer Evans, 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 Honesty Virtue Card.**
5. **Public Comment –**  
There were no public comments.
6. **Consent Agenda–**  
It was moved by Meredith Willsen and seconded by Adam Errington that the board approve the following items by consent.
  - 6.1 The board approved the January 15, 2025, Regular Meeting Minutes.
  - 6.2 The board approved the LCAP Mid-Year Update for Golden Valley Orchard School (GVOS).
  - 6.3 The board approved the LCAP Mid-Year Update for Golden Valley River School (GVRs).
  - 6.4 The board accepted the revised Uniform Complaint Policy (UCP) Policy Update.
  - 6.5 The board accepted the revised Title IX Policy Update.
  - 6.6 The board accepted the revised Independent Study (IS) Policy Update.
  - 6.7 The board approved the Golden Valley Orchard School (GVOS) Safety Plan.
  - 6.8 The board approved the Golden Valley River School (GVRs) Safety Plan.  
***(Ayes: 3, Noes: 0, Abstain: 0)***
7. **Finance Report –**  
Susan Lefkowitz reported 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 –**

The board received a report on the 2024-2025 Mid-Year LCAP Update for Golden Valley Orchard School.

**9. LCAP Mid-Year Update, GVRS –**

The board received a report on the 2024-2025 Mid-Year LCAP Update for Golden Valley River School.

**10. Enrollment Deadline –**

It was moved by Meredith Willsen and seconded by Stephen Quadro that the board approve to close enrollment for grades K-7 on February 14, 2025 at 4:00p.m.

**11. 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.

**12. 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.

**13. Closed Session: Public Employee Performance Evaluation – 6:22p.m.**

The board went 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.

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

**15. Chair Katie Gerski-Keller adjourned the meeting at 7:48 p.m.**

*Respectfully submitted by Brittany Galles.*

March 12, 2025

Regular Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 5:07 p.m.**

2. **Roll Call – 5:00 p.m.**

**Board Members Present:** Katie Gerski-Keller, Stephen Quadro, Ekaterina Khmelniker.

**Board Members Absent:** Adam Errington, Meredith Willsen.

**Guests:** Caleb Buckley, Brittany Galles, Jennifer Hoover, Tavia Pagan, Jennifer Evans, Becky Page (Orchard) Ryan Sutton (remote).

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?

**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.

***TABLED. NO ACTION***

4. **Executive Director Caleb Buckley read the Diligence Virtue Card.**

5. **Public Comment –**

There were no public comments.

6. **Consent Agenda–**

It was moved by Stephen Quadro and seconded by Ekaterina Khmelniker that the board approve the following items by consent.

6.2 The board approved Caleb Buckley, Becky Page and Eileen Worthing to be Banking Signers at Wells Fargo.

6.3 The board approved Caleb Buckley and Eileen Worthing as Custodian of Records in a Resolution.

6.4 The board approved the CSMC Contract Renewal.

6.5 The board approved an out of state field trip for the Orchard School 7<sup>th</sup> grade class to Ashland, Oregon on April 22-25, 2025.

***(Ayes: 3, Noes: 0, Abstain: 0)***

7. **Second Interim SJUSD Budget for GVOS –**

It was moved by Stephen Quadro and seconded by Ekaterina Khmelniker that the board approve the Second Interim SJUSD Budget for Golden Valley Orchard School.

March 12, 2025

**8. Second Interim SJUSD Budget for GVRs –**

It was moved by Stephen Quadro and seconded by Ekaterina Khmelniker that the board approve the Second Interim SJUSD Budget for Golden Valley River School.

**9. Prop 39 Preliminary Offer Letter 2025-26 –**

The board discussed the offer of facilities from SJUSD according to Prop. 39.

**10. Prop 28: Arts and Music Funding –**

- a. It was moved by Ekaterina Khmelniker and seconded by Stephen Quadro that the board approve the annual report for Prop. 28: Arts and Music Funding for Golden Valley Orchard School.
- b. It was moved by Ekaterina Khmelniker and seconded by Stephen Quadro that the board approve the annual report for Prop. 28: Arts and Music Funding for Golden Valley River School.

**11. 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.

**12. 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.

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

**14. Chair Katie Gerski-Keller adjourned the meeting at 6:30 p.m.**

*Respectfully submitted by Brittany Galles.*

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Katie Gerski-Keller, Chair

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Date



Orchard School Board Report, April  
By Jennifer Evans, Faculty Chair

Mrs. Oi is leading the Drama club at Orchard and it is the first multi-grade play that we have had in recent years. Mrs. Oi wrote the play, A Journey for Hope, herself and has spent each day after school practicing and directing the play. They will perform their play at our Friday gathering on April 4, 2025.

Many teachers expressed gratitude for the clarity on the budget and clear insight into next steps for Orchard. The faculty at Orchard is grateful for the hard work and efforts with the budget and our rechartering process.

Everyone is willing to help meet the budget needs, except for pay cuts. No one likes those. Our hopes are that we will be rechartered and can continue on as we are. As Faculty Chair for Orchard, I appreciate being granted a seat at the financial situation of our school and appreciate my fellow Faculty Chair's dedication in this matter.

Last Friday, 6<sup>th</sup> grad Magnolia Tree did their play, Robin Hood and the Unnecessary Rescue. It was a comedy and loved by all. They gave a great performance and the whole school was supportive and enjoyed the performance.

We are gearing up for Golden Stock on Thursday, April 8 starting at 1:15. Come join us for the fun. It's always a great event and it's so much fun to see the kid's performances.

8th grade is finishing up Economic Geography and are CAASP testing next week. The hope is to bring in meteorology before the end of the year. The week after spring break will be their 8<sup>th</sup> grade field trip. Each morning, we see them practicing for May Day. Baobab and Palm Tree have practiced skipping together as buddy classes. On top of this, they are doing their 8<sup>th</sup> grade projects.

Our collaboration and support of each other is the backbone of our campus. The love and appreciation we have for each other fills our buckets and helps us continue on.

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

Preparations are underway for the River School's May Festival & Picnic, to be held on Saturday, April 26<sup>th</sup>. The Festival Committee has been meeting since the beginning of March to help bring this beautiful, annual celebration to fruition. The 6<sup>th</sup> and 7<sup>th</sup> grade classes have been forming committees for task responsibilities, as well as doing "mental math" to determine how many servings of lemonade they can currently provide and how many more lemons they need to squeeze! Attendees should plan to bring cash to support these fundraisers after the dance. Don't forget your picnic basket, so you can stay after the dance to enjoy the opportunity to be together with old and new friends. If you would like the opportunity to make a flower crown to wear, arrive as early as 10:00 at the picnic tables by the tennis courts to participate in this Parent Circle hosted offering. Parent Circle is also supporting the May Festival & Picnic by hosting a White Clothing Swap, which has begun in the breezeway by the office. Bring any white clothing you are no longer using and take anything you might need to wear to the event. The Festival will officially begin at 11:00, with a procession by the first grade followed by the 8<sup>th</sup> grade dancing around the May Pole. Music will be provided by the 6<sup>th</sup> and 7<sup>th</sup> grades, as well as adult musicians from the community.

The May Festival dance is a rite-of-passage and way to honor the 8<sup>th</sup> grade students. The 8<sup>th</sup> grade students just completed another traditional event to showcase their knowledge, perseverance, and determination by presenting their 8<sup>th</sup> Grade Projects to the community. Four evenings of presentations were well-attended and thoroughly enjoyed by peers, families, faculty, and friends.

The next community event on the calendar is our Volunteer Tea, where the faculty show our appreciation for our tireless parent volunteers through tea, treats, and student performances. On behalf of the River faculty, I would like to express deep gratitude to all of our volunteers and take this opportunity to personally invite our Board Members to join us in the MP Room this Friday morning so that we may celebrate and honor you! Thank you for volunteering so much of your time and attention through joyful service.



April 2025

Spring has sprung and the warmer weather is inspiring high spirits in our children this month, especially with the promise of spring break on the horizon. Many parents, teachers, and other community members celebrated Golden Valley's Twenty-Fifth Anniversary by dancing the night away at the Gala. We are now looking forward to the community events to come—upcoming May Day Celebrations April 26 at River Campus and May 3th at Orchard Campus.

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](mailto: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](mailto:diversity@gvcharter.org)
- Golden Valley Education Fund (GVEF): [gvef@gvcharter.org](mailto:gvef@gvcharter.org)
- Parent Circle (PC) Orchard and River: [pc\\_orchard@gvcharter.org](mailto: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

April 9, 2025

K-8 Tuition-Free Public Waldorf Schools

## THE CHARTER MANAGEMENT OFFICE

There were two Zoom platform town halls last week to discuss budget concerns for the Golden Valley charter renewal process. Anyone who has followed the macroeconomic news sees a slowing down of the economy which means lower tax receipts and a slow down of cash reimbursements. Public schools operate on a budget of reimbursements, so we buy food for the kids' meals or pay for aftercare staff, or hire special education contractors, and then we file reports and receive funding reimbursements later. When that time period goes from 30 to 60 days, and beyond, it begins to draw down the money that that school has in its bank account to make payroll and pay basic expenses. The State of California has told schools that the payments they were to receive in June will now be deferred into the following fiscal year. This is happening to everyone, not just Golden Valley.

So what can we do?

95% of the school's budget is attendance, so sending your child to school is the best way to protect our future. We need to find a way to enroll more students in the classes where we have room. The other 5% of our budget is largely fundraising from parents which has a huge impact because every dollar goes towards a direct need in the classroom. The power of gifts is that they make substantial and noticeable impacts – that are arts teachers in our schools, library books on our shelves, and supplies in our children's hands.

Most importantly, we need to continue to work together to maintain a sense of community where everyone belongs, feels heard, and supports each other. We can't offer our employees top dollar; someone will always pay more. We can offer our teachers and staff a helping hand, reasonable expectations for their time, and a level of respect the profession deserves. We have the power to do all of these things, no matter what happens in the world around us.



### Accountability & Compliance

Golden Valley is currently evaluating the LCAP goals, actions, and metrics for each of the schools. Staff, students, and parents participated in the annual school climate survey and the leadership team has been looking at trends and evaluating how to act on the data at each of the schools.

During the 2025-26 school year, all schools will be able to offer Attendance Recovery as part of the ELO Program as a way to recoup lost ADA revenue as well as providing lost instruction for students that have missed class due to absences. The leadership team has been collaborating on how to incorporate this new program into the established ELO Programs at each of the school sites next year.

Currently AB 84 is a bill moving through the State Assembly which, if passed, will cut funding from charter schools by more than \$210 million by increasing oversight fees. AB 84 would divert those critical charter school dollars away from teaching and learning. AB 84 also contains measures that will:

- Apply more restrictions on credentialing for staff who serve charter public school students,
- Make it harder to open more charter public schools,
- Cut non-classroom-based charter funding by up to 30 percent, and
- Increase administrative costs for charter public schools.



**ORCHARD** – Orchard School has been alive with performances, bringing students, families, and the wider community together to celebrate the arts. Our Annual Concert at Mesa Verde High School was a spectacular showcase of talent, featuring stellar performances from all grades. Through music and movement, students shared their creativity, demonstrating how the arts are woven into our curriculum at every level.

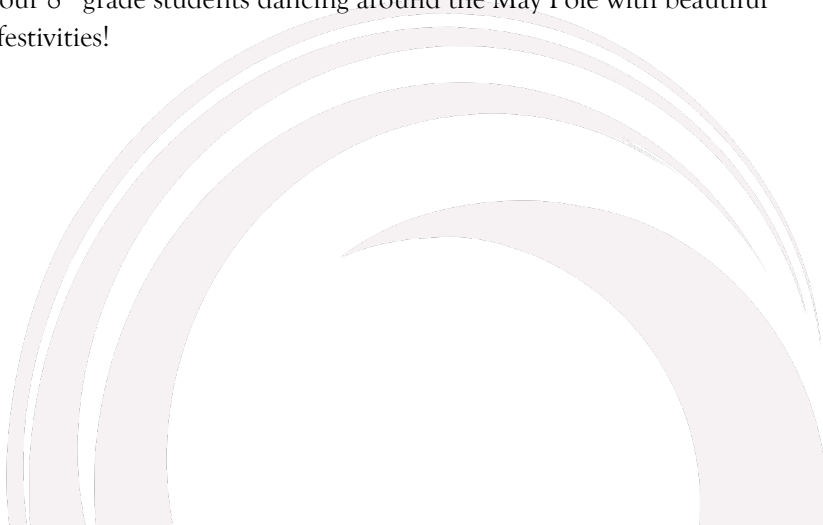
The visual arts also took center stage with a stunning display of student artwork at the Crocker Art Museum. This special exhibition highlighted the depth of artistic expression in our school. As part of our ongoing commitment to enriching education, teachers from both Orchard School and River School participated in a teacher-in-service day at the museum, where they explored its educational offerings and drew inspiration from the incredible artwork on display.

The excitement continues with class plays performed every other week, offering students opportunities to develop confidence, collaboration, and storytelling skills. Meanwhile, our Drama Club is actively preparing performances to share with the community, further enriching our vibrant culture of artistic expression.

With so many performances and creative endeavors, Orchard School remains a place where the arts thrive, inspiring students and engaging the entire community.

**RIVER** – As we welcome the beautiful blooms of spring, we find ourselves surrounded by growth and renewal. This month, we embrace the virtue of **accountability** – a value that encourages us to take responsibility for our actions, follow through on our commitments, and contribute positively to our community. In our classrooms and across our campus, we are encouraging students to reflect on what it means to be accountable. Whether it's completing assignments on time, supporting their peers, or caring for their learning environment, accountability is a vital part of personal growth. We invite you to engage in conversations at home about how your children can practice this virtue daily.

This month at the River campus we have some exciting annual events that we look forward to each year. The first is our annual Volunteer and Donor Tea, where River faculty and staff have the opportunity to show our gratitude towards our most impactful donors and volunteers who play a vital role in our community. We are also looking forward to our annual May Day festival on Saturday, April 26<sup>th</sup> in which we celebrate the coming of spring with our 8<sup>th</sup> grade students dancing around the May Pole with beautiful flowers and ribbons. Come join in the festivities!



Enrollment and Attendance – Orchard					
	2024-2025	ADA Month 8	Movement	<i>24/25 Budget Assumptions</i>	
TK	22	93%	0		
K	34	91%	0		
ABK	22	Tk 97%/K 91%	0		
OBK	22	Tk 91%/K 90%	0		
MBK	12	Tk 91%/K 94%	0		
1	39	93%	0		
2	45	93%	-1		
3	25	93%	0		
4	29	96%	0		
5	30	90%	0		
6	29	94%	0		
7	22	92%	0		
8	20	86%	0		
Total	294	92%	0/01=294	<i>Enrollment</i>	<i>ADA</i>

Enrollment and Attendance – River					
	2024-2025	ADA Month 8	Movement	<i>24/25 Budget Assumptions</i>	
TK	25	92%	0		
K	41	89%	+1		
CBK	22	Tk 100%/K 100%	+1		
LBK	22	Tk 91%/K 89%	0		
PBK	22	Tk 93%/K 89%	0		
1	32	91%	0		
2	28	89%	0		
3	27	93%	0		
4	30	94%	0		
5	30	94%	0		
6	27	95%	0		
7	19	94%	0		
8	24	94%	0		
HS 1	2	100%	+1		
HS 2	4	100%	0		
HS 3	6	100%	+1		
HS 4	2	100%	0		
Total	297	Total: 93%	03/0=297	<i>Enrollment</i>	<i>ADA</i>



**Enrollment** – We have closed enrollment for the 2024-25 school year. Open Enrollment for the 2025-26 school year has closed and the Public Lottery will be held March 12, 2025. We will continue to accept applications. New Parent Information Meetings have been scheduled on our Social Media platforms for prospective families to RSVP.

**Outreach** – Up to 32 local Waldorf-inspired and play-based preschools have been invited to our upcoming GV Orchard and GV River School May Festivals. GVCS will have an outreach booth set up at the Orangevale Farmer's Market to showcase our student's artwork and promote ongoing enrollment for the 2025-26 school year.

Our 2025-26 Open Enrollment period closed on February 28, 2025. All applications received during the Open Enrollment period received qualifying priorities and were included in the Public Lottery that took place Wednesday, March 12, 2025, at 9:00 am at the GV River School. We will continue to accept new applications for the 2025-26 school year and make offers once a waitlist has been exhausted. New for the 2025-26 school year, children turning four years old by September 1, 2025, are eligible for Transitional Kindergarten.

New Parent Information Meetings have been scheduled for the end of April-May.

- GV Orchard School PIM- Wednesday, April 23, 2025
- GV River School PIM- Wednesday, April 30, 2025
- GV River Home Study Hybrid- Tuesday, May 6, 2025

### Marketing, Communications, & Outreach

- Marketing & Outreach Focus: Communicating we are an established Charter School: 25<sup>th</sup> Anniversary Messaging
  - Posting Actively on Social Media to keep followers engaged
  - A publication of May Festivals and invite in the Orangevale View
  - On March 22, the Blue Bell class sang the national anthem wearing the GVCS 25<sup>th</sup> anniversary t-shirts at the Sac Republic Game
- Communications
  - Time, Talent, and Treasure Campaign: A re-refresh to teachers for getting this message out to their parents. Pamphlets, electronic communications, in-person class meetings, and scheduled IMPAT video from Mr. Sutton on ParentSquare.
  - Campaign message focused on attendance, volunteering, serving a committee, and donating directly to the Annual Giving Campaign
  - Video about GVCS first year with founding principal, Debi Lenny, sharing the first year communicated on ParentSquare. Theme is how parents and school employees work together to build a healthy school environment.

## Development

### ANNUAL 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 six 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
  - The last Earnie the Eagle visit will be to the class with the highest percentage overall

### FUNDRAISING with GVEF

- GVEF meeting will tally the fundraising efforts of Art Auction and Gala.
  - GVEF mixers will be scheduled before the end of the school year for onboarding new members
  - Next Fundraiser is the Fireworks booth. There will be two this year. There will need to be many volunteers available to cover all shifts and make these fruitful fundraisers

<b>SCHOOL</b>	<b>Donors/enrollment</b>	<b>YDT Received</b>	<b>Projected AGC Receivables</b>	<b>Goal</b>
GVOS	156/294	\$39,846		\$100,000.00
GVRS	215/297	\$66,417		\$100,000.00
General Donation	n/a	\$1,493		
<b>TOTAL</b>	<b>371/591</b>	<b>107,775</b>	<b>\$130,151</b>	<b>\$200,000.00</b>

