



Golden Valley Charter Schools
Regular Meeting of the Board of Trustees
9601 Lake Natoma Dr.
Orangevale, CA 95662

February 11, 2026

Board Meeting Access Information

Date: Wednesday, February 11, 2026
Time: 5:00 p.m.
Primary Location: **Golden Valley Orchard, Room 19, 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 2026.02.11**
Time: February 11, 2026 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/81783861571?pwd=W2vdyid8yFwdO8oYb8ba00RZC2yM8U.1>

Meeting ID: 817 8386 1571

Passcode: 475424

One tap mobile

+16699009128,,81783861571#,,, *475424# US

Join instructions

<https://us02web.zoom.us/join/81783861571/invitations?signature=-TsHMA-r89ZjL9G7ow8k612lnimyGsFA-CHqBhe8uJA>

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; 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 at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

February 11, 2026

Regular Meeting Agenda

1. **Call to Order** – 5:00 p.m. *(K. Gerski-Keller)*
2. **Roll Call** – 5:00 p.m.
Board Members: Katie Gerski-Keller, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen, James Stark, Jessica Crew
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 just cause exceptions per SB 707?
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. *(K. Gerski-Keller)*
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. Speakers are asked to keep comments respectful and focused on issues, not individuals. Please refrain from using names or identifying information when referencing students, staff, or families. Comments about specific individuals—especially students—should be addressed privately through the appropriate administrative channels. Disclosing confidential student information during a public meeting may violate federal privacy laws (FERPA). Additionally, members of the public are reminded that slanderous, defamatory, or disruptive comments may result in legal liability or removal from the meeting. The Board does not respond to public comment but may refer matters to administration for review. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes. The board will receive in person comments first, remote location comments second, and Zoom comments third.
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 Golden Valley Orchard School Safety Plan?***
6.2 ***Shall the Board approve the Golden Valley River School Safety Plan?***

February 11, 2026

6.3 Shall the board approve the 2025-2026 CONAPP for Golden Valley Orchard School (GVOS)?

6.4 Shall the board approve the 2025-2026 CONAPP for Golden Valley River School (GVRS)?

7. **Minutes Approval – 5:22 p.m.** *(K. Gerski-Keller)*
Action: Shall the Board approve the January 14, 2026, Regular Meeting Minutes?
8. **Employee Handbook (First Read) – 5:23 p.m.** *(E. Worthing)*
Discussion/Action: The Board will discuss the revised Employee Handbook for Golden Valley Charter Schools (GVCS). Shall the Board approve a revised Employee Handbook for GVCS?
9. **2026-2027 School Calendar – 5:43 p.m.** *(B. Galles)*
Discussion/Action: Shall the Board approve the 2026-2027 School Calendar for Golden Valley Charter Schools (GVCS)?
10. **2026-2027 Instructional Minutes – 5:53 p.m.** *(B. Galles)*
Discussion/Action: Shall the Board approve the 2026-2027 Instructional Minutes for Golden Valley Charter Schools (GVCS)?
11. **LCAP Midyear Update, GVOS – 6:03 p.m.** *(J. Hoover)*
Discussion: The Board shall receive a report on the 2025-2026 Midyear LCAP Update for Golden Valley Orchard School (GVOS).
12. **LCAP Midyear Update, GVRS – 6:20 p.m.** *(J. Hoover)*
Discussion: The Board shall receive a report on the 2025-2026 Midyear LCAP Update for Golden Valley River School (GVRS).
13. **Fiscal Policy (Second Read) – 6:35 p.m.** *(J. Stark)*
Discussion/Action: The Board will discuss the revised Fiscal Policy. Shall the Board approve the revised Fiscal Policy?
14. **Executive Director Evaluation Policy (Third Read) – 6:50 p.m.** *(K. Gerski-Keller)*
Discussion/Action: The Board will discuss the revised Executive Director Evaluation Policy. Shall the Board approve the revised Executive Director Evaluation Policy?
15. **Student & Parent Handbook for GVCS (Third Read) – 7:10 p.m.** *(J. Hoover)*
Discussion/Action: The Board will discuss the revised Student & Parent Handbook for GVCS. Shall the Board approve the revised Student & Parent Handbook for GVCS?
16. **Governance Policies & Procedures (First Read) – 7:30 p.m.** *(K. Gerski-Keller)*
Discussion/Action: The Board will discuss the revised Governance Policies & Procedures. Shall the Board approve the revised Governance Policies & Procedures?

February 11, 2026

17. **Faculty Reports – 7:50 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)*

18. **Executive Reports – 8:00 p.m.**

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

Executive Director Report: Interim Executive Director, Jennifer Hoover, will present items of interest to the board.

19. **Closed Session – 8:10 p.m.**

Discussion: The Board will meet in closed session to consider the appointment of a public employee for the position of Executive Director, including discussion of specific applicants and their qualifications pursuant to § 54957(b)(1).

a. Public Employee Appointment

Title: Executive Director

20. **Resume Open Session – 9:10 p.m.**

Discussion: The Board will report out any action taken in closed session.

21. **Recitation of the Motto of the Social Ethic – 9:11 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.

22. **Adjournment of the meeting – 9:12 p.m.**

(K. Gerski-Keller)



Golden Valley Orchard School Comprehensive School Safety Plan

Child Abuse Reporting	4
Disaster Procedures, Routine and Emergency	5
Special Information For Parents	6
Telephones/Communications	6
Dismissal	7
Student Release Procedure	7
If You Can't Get to the School.....	7
Food and Water	7
Fire Drills and Evacuation.....	7
Bomb Threats	8
Use of School Buildings, Grounds and Equipment	8
Operational Area Coordination and Emergency Evacuation Procedures	8
Operational Area (OA) Having Jurisdiction.....	8
Evacuation and Refuge Shelter Procedures.....	8
Identification of Refuge Shelters	9
Communication and Coordination With the Operational Area	9
Fire Response and Protection of School Facilities	9
Training and Review	10
Rules and Procedures of School Discipline	10
Student Discipline, Suspension, and Expulsion Procedures	10
General Student Discipline Framework	10
Suspension and Expulsion.....	10
Acts Requiring Mandatory Recommendation for Expulsion	11
Integration With School Safety Procedures	11
Policy Access and Review	11
Notifying Teachers of Dangerous Pupils.....	12
Anti-Discrimination and Anti-Harassment Policies	12
Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation	16
Schoolwide Dress Code Prohibiting Gang-Related Apparel.....	18
Safe Ingress and Egress to and from the School.....	20
Drop-Off and Pick-Up Traffic and Supervision Procedures.....	21
Tactical Responses to Criminal Incidents	24
Lock Down/Take Cover Drill and Procedures:	24
Assessment and Response to Reports of Dangerous, Violent, or Unlawful Activity.....	25
Cardiac Arrest or Similar Life-Threatening Medical Emergency	26

Opioid Overdose	31
Instructional Continuity Plan	34
Appendix A : Sample Instructional Continuity Plan Communication.....	38
Appendix B : CDE Resource List.....	41

Child Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to police or sheriff's department or the county welfare office.

Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Child abuse should be reported immediately by phone to a police or sheriff's department or the county welfare office, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

- The name, business, address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses and telephone numbers of the child's parents/guardians.
- The name, address, telephone number and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Cde section 11166.05.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to police or sheriff's department or the county welfare office. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor.

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Principal or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Disaster Procedures, Routine and Emergency

The intent of this plan is to clarify school disaster procedures, both routine and emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Teacher Will:

1. Give "duck, cover and hold" instructions in event of earthquake. In this case, each pupil and staff member shall take cover under a table or desk, drop to their knees, with the person's head protected by their arms, and the person's back to the windows. The drop procedure shall be held at least once a school quarter in elementary schools and at least once a semester in secondary schools.
2. Evacuate building in case of fire or after an earthquake
 - Take emergency folder and duffel bag and evacuate students to assigned area.

- Take first aid kit and duffel bag only when evacuating after an earthquake.
 - Hold students in assigned yard area, take role, and wait for further instructions from authorized school or emergency personnel.
 - Remain with class and report anyone who is missing.
 - Take appropriate first aid action.
 - Refrain from re-entering buildings until deemed safe.
3. Dismiss students to go home only to parent or responsible adult designated on child's emergency release form. Child must be signed out by parent or a responsible adult.

Assigned School Director Will:

1. In the event of a fire, shut off gas, electricity and water (in that order).
2. In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
3. Inspect buildings for damage.
4. Report to principal for further instructions.
5. Set up and coordinate a first aid center.

Assigned School Director Will:

1. Assign available adults to tasks as needed.
2. Decide if evacuation to a designated shelter is necessary.

School Secretary Will:

1. If telephones are operable:
 Notify the police department and/or fire department.
 - Monitor incoming phone calls.
2. Maintain communication with staff and outside agencies.

Special Information For Parents

Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

Dismissal

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.
2. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with child back to Student Release Tables just outside the school entrance to sign a Student Release form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center where the Volunteer coordinator will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

If You Can't Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

Food and Water

In the event that children would need to remain on campus for several hours after any sort of a disaster, there will be a supply of fresh water and limited food, in the school earthquake kit.

Fire Drills and Evacuation

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. Teachers are required to keep a student roster

with them at all times, checking attendance immediately after evacuation. Fire drills will be conducted at least once per year with the evacuation of the local fire department.

Bomb Threats

In the case of a bomb threat at the school, the school will be immediately evacuated according to the fire evacuation plan, appropriate emergency personnel will be summoned. Students and teachers will not re-enter the building until it has been deemed safe by emergency personnel.

Use of School Buildings, Grounds and Equipment

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

Refuge Shelter During an Evacuation Order by Local Authorities

Operational Area Coordination and Emergency Evacuation Procedures

Operational Area (OA) Having Jurisdiction

Golden Valley Charter School – Orchard Campus is located in **Orangevale, California**, within **Sacramento County**. The school falls under the jurisdiction of the **Sacramento County Operational Area (Sacramento County OA)**, which serves as the intermediate level of emergency coordination between local jurisdictions and the State of California Office of Emergency Services (Cal OES).

The Sacramento County Operational Area is responsible for coordinating emergency response, communication, and resource allocation among county departments, local agencies, school districts, and charter schools during emergencies, including natural disasters, fires, and large-scale evacuations

Evacuation and Refuge Shelter Procedures

In the event of an evacuation order or emergency requiring relocation, Golden Valley Charter School will prioritize the **safety and accountability of all pupils and staff** before considerations related to campus facilities.

Procedures include:

- Immediate implementation of the school's evacuation protocols as outlined in the Emergency Response section of this Safety Plan
- Supervised evacuation of students by classroom teachers and assigned staff using established evacuation routes
- Staff will carry emergency rosters, first aid kits, and essential student information
- Attendance will be taken once students reach the designated evacuation or refuge location

Identification of Refuge Shelters

- The school maintains **pre-identified primary and secondary off-site refuge locations** appropriate for walking-distance evacuations and larger-scale relocations, as coordinated with local authorities
- Refuge locations are selected based on safety, accessibility, capacity, and suitability for supervising students
- If conditions require relocation beyond pre-identified sites, the school will follow direction from emergency responders and the Sacramento County OA

Communication and Coordination With the Operational Area

During an evacuation or fire-related emergency:

- School administration will notify the **Sacramento County Operational Area** or follow OA-directed communication channels as appropriate
- Coordination with local fire, law enforcement, and emergency management agencies will be maintained through the OA
- The school will follow OA guidance regarding sheltering, relocation, reunification, and re-entry
- Families will be notified using established communication systems (e.g., ParentSquare, phone, email) as soon as it is safe and feasible

Fire Response and Protection of School Facilities

Once all pupils and staff are confirmed safe and accounted for:

- The school will cooperate fully with fire authorities and the Sacramento County OA regarding site access and emergency operations
 - Decisions related to the defense of school structures, utilities, and facilities will be directed by fire officials and the OA
 - School staff will not re-enter evacuated areas unless cleared by appropriate authorities
-

Training and Review

- Staff receive training on evacuation routes, supervision responsibilities, and emergency communication procedures
 - Evacuation and OA coordination procedures are reviewed regularly and updated as needed to align with county and state emergency management requirements
-

Rules and Procedures of School Discipline

Student Discipline, Suspension, and Expulsion Procedures

Golden Valley Charter School maintains and enforces a comprehensive Student Behavior Policy and Suspension and Expulsion Policy designed to ensure a safe, orderly, and supportive learning environment for all students, staff, and community members. These policies align with applicable provisions of the California Education Code and are applied consistently across all school-sponsored activities, including on-campus instruction, school-sponsored events, and transportation to and from school.

General Student Discipline Framework

The school emphasizes restorative practices, progressive discipline, and developmentally appropriate responses to student behavior. Interventions may include, but are not limited to:

- Classroom-based behavioral supports and teacher-led interventions
- Restorative conversations and conflict resolution
- Behavioral support plans and collaboration with families
- Counseling, social-emotional supports, and referrals to support services
- Administrative interventions when warranted

Disciplinary responses are designed to correct behavior, support student growth, and maintain campus safety while minimizing disruption to learning whenever possible.

Suspension and Expulsion

Golden Valley Charter School may impose suspension or recommend expulsion when a student's conduct violates school rules, threatens the safety of others, or substantially disrupts the educational environment, in accordance with Education Code sections 48900–48927 and the school's adopted policies.

Suspension or expulsion decisions are made with consideration of:

- The age of the student

- The nature and severity of the behavior
- Prior interventions and disciplinary history
- Safety and supervision considerations

Due process protections, including notice and the opportunity for a hearing when required, are provided in all applicable cases.

Acts Requiring Mandatory Recommendation for Expulsion

(Education Code §48915(c))

In accordance with Education Code section 48915(c), the school **shall immediately suspend and recommend expulsion** for a student who commits any of the following acts at school, at a school activity, or while under the supervision of school personnel:

1. Possessing, selling, or otherwise furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault or sexual battery
5. Possessing an explosive

When any such act occurs, the school will:

- Immediately remove the student from the situation to ensure safety
- Notify appropriate law enforcement agencies as required
- Initiate suspension and expulsion procedures without delay
- Implement emergency response protocols as outlined in the Safety Plan
- Communicate with families consistent with legal and confidentiality requirements

Integration With School Safety Procedures

Student discipline policies are closely integrated with the school's emergency response, threat assessment, and reporting procedures. Behavior that presents a potential danger, violent threat, or unlawful activity is addressed promptly using coordinated administrative, disciplinary, and safety protocols.

All staff are trained on reporting requirements, supervision responsibilities, and escalation procedures to ensure timely response and consistent application of policy.

Policy Access and Review

The Golden Valley Charter School Student Behavior Policy and Suspension and Expulsion Policy are:

- Board-adopted

- Provided to families annually
- Available through the school office and school website

These policies are reviewed periodically to ensure compliance with state law and alignment with best practices for student safety and wellbeing.

Notifying Teachers of Dangerous Pupils

When the Principal becomes aware that a student has engaged, or is reasonably suspected to have engaged in any act during the previous five years that could constitute grounds for suspension or expulsion, and especially acts of violence, and with the exception of the possession or use of tobacco products, the School shall create a separate and confidential file for the student. The information in the file shall contain written school records maintained in the ordinary course of business or information from a law enforcement agency.

When a student has been assigned to a teacher, the Principal shall provide the teacher with information that a student on that teacher's roster has engaged in or is believed to engage in these acts. The teacher will be asked to review the student's confidential file in the school office. Teachers with access to this information will be reminded to keep the information in strict confidence and not to disseminate the information to anyone else, including verbally. This information will also be shared with all certificated personnel with direct supervisorial or disciplinary responsibility over the student, including special education teachers, specialty teachers, coaches, and after-school program staff.

Anti-Discrimination and Anti-Harassment Policies

It is the policy of Golden Valley Charter Schools to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Golden Valley Charter Schools to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived, or singularly or a combination of two or more of the following protected characteristics: race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits associated with race, including, but not limited to, hair texture and protective hairstyles, including, but not limited to, such hairstyles as braids, locs and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the governing board of the Charter School, and all acts of the governing board of the Charter

School, including enacting policies and procedures that govern the Charter School. Additionally, the Charter School shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of the textbook, instructional material, supplemental instructional material, or curriculum would subject a student to unlawful discrimination.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: **Discrimination** is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: **Harassment** is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

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

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

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more

students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on the student's physical or mental health; 3) causes a reasonable student to experience substantial interference with the student's academic performance; 4) causes a reasonable student to experience interference with the student's ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, WhatsApp, Slack, Teams, Messenger), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, TikTok, Vimeo).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The principal of the School

Complaints may be submitted to the Principal by any of the following methods:

Golden Valley Orchard

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

Golden Valley River

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

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal and/or Board. Where the investigator concludes that a violation of this policy has occurred, the Principal and/or Board will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include but is not limited to suspension and/or

recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Principal shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Schoolwide Dress Code Prohibiting Gang-Related Apparel

This plan aligns with California Education Code requirements stating that:

- A schoolwide dress code may prohibit pupils from wearing gang-related apparel.
- The Comprehensive School Safety Plan must define “gang-related apparel” if such a dress code exists.
- The definition must be limited to apparel reasonably determined to threaten the health and safety of the school environment.
- Gang-related apparel is not considered protected student speech for the purposes of this dress code.
- The dress code must be enforced consistently by the principal or designee on school grounds and at school-sponsored activities.

1. Definition of “Gang-Related Apparel”

For purposes of this plan and the district’s dress code, “gang-related apparel” refers to:

- Any article of clothing, accessory, symbol, gesture, or manner of wearing apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health or safety of the school environment by indicating or implying membership or association with a gang, criminal organization, or group engaged in unlawful or violent activities.

This definition is limited strictly to items that pose a legitimate safety threat and is based on evidence, law enforcement guidance, and ongoing safety assessments.

Gang-related apparel may include, but is not limited to, items that:

- Display specific colors, numbers, letters, symbols, or insignia associated with known gangs.
- Are worn in specific combinations, folding patterns, or styles that signify affiliation.
- Replicate local or regional gang dress commonly identified by law enforcement.
- Have been involved in intimidation or violence within the school community.

A regularly updated list of prohibited items—developed in consultation with local law enforcement, safety personnel, and community input—will be maintained by the site administrator and disseminated to families annually.

2. Dress Code Enforcement

The dress code policy, including the prohibition on gang-related apparel, shall be enforced consistently:

- On all school campuses
- During school hours

- At all school-sponsored activities, including athletics, field trips, dances, performances, and extracurricular events

A. Responsible Personnel

- The principal is the primary authority for enforcement.
- The principal may designate administrators, campus supervisors, teachers, counselors, or other appropriate staff to assist in enforcement.

B. Enforcement Procedures

When a student is found to be wearing or displaying gang-related apparel:

- i. The staff member will address the issue promptly and discreetly.
- ii. The student will be asked to remove, cover, or exchange the item if possible.
- iii. The item may be confiscated, consistent with school policy.
- iv. Staff will notify the principal or designee.
- v. Parent/guardian contact will occur for repeated violations or when the item poses an immediate safety concern.
- vi. Restorative or educational approaches may be used to address underlying issues.

Disciplinary action shall follow the district's existing discipline framework and state guidelines and shall not be punitive beyond what is reasonably necessary to ensure safety.

3. Non-Discrimination and Equity

The enforcement of this policy:

- Must be fair, unbiased, and culturally sensitive.
- Shall not unfairly target students based on race, ethnicity, national origin, religion, or cultural expression.
- Shall adhere to the legal requirement that only apparel creating a reasonable safety concern may be restricted.

4. Updates and Review

Recognizing that gang affiliation symbols may evolve, the list of prohibited items will be reviewed:

- Annually as part of the Comprehensive School Safety Plan review
- After consultation with local law enforcement or community safety partners
- Following any incident that may require revision

Changes will be communicated promptly to staff, students, and families.

5. Declaration of Non-Protected Status

In accordance with California Education Code, for purposes of this dress code:

Gang-related apparel is not considered a protected form of student speech or expression due to the substantial threat it poses to the safety and security of the school environment.

This clarification ensures that safety-driven restrictions are legally enforceable.

Safe Ingress and Egress to and from the School

Safe Ingress and Egress Procedures

Golden Valley Charter School – Orchard Campus maintains procedures to support the safe ingress and egress of pupils, parents/guardians, staff, and visitors to and from school each day. These procedures are designed to promote orderly traffic flow, pedestrian safety, campus security, and clear supervision during arrival and dismissal times, as well as throughout the school day.

Campus Access and Traffic Safety

- Designated **ingress and egress routes** are clearly marked with external signage to support safe vehicle and pedestrian flow.
- **Parking, loading, and drop-off zones** are identified and monitored to reduce congestion and ensure student safety.
- **Emergency curbs and fire lanes** are clearly marked and must remain unobstructed at all times.
- Signage is posted to guide drivers, cyclists, and pedestrians and to reinforce speed limits and right-of-way expectations.
- Bicycle riders are expected to follow posted safety rules and use designated bike racks; helmets are strongly encouraged.

Pedestrian Safety and Crossing Support

- The school collaborates with families and local agencies, when available, to promote **Safe Routes to School** practices including student walk home permission with route marked.
- Pedestrian pathways are clearly defined, and students are supervised during arrival and dismissal.
- Crossing support (such as adult supervision or designated crossing procedures) is provided when available to promote safe street crossings.

Visitor Access and Supervision

- All visitors, including parents/guardians and volunteers, are required to **enter through the main office, sign in, and wear visible visitor identification** while on campus.
- Visitors must sign out upon leaving campus.

- Access to classrooms and student areas during instructional time is limited to authorized individuals only.
- Staff are instructed to redirect any unsupervised or unidentified adults to the school office immediately.

Visitor and volunteer expectations are further detailed in the Golden Valley Charter School Visitor and Volunteer Policy, which outlines screening, supervision, and conduct requirements.

Campus Signage and Building Access

- Interior and exterior signage clearly identifies:
 - Main office and visitor check-in location
 - Authorized entrances and exits
 - Emergency exits and evacuation routes
 - Restricted or staff-only areas
- Entry points are monitored during the school day to maintain campus security.

Registered Sex Offender Policy

- Golden Valley Charter School complies with all state and federal laws regarding the presence of registered sex offenders on or near campus.
- Individuals required to register as sex offenders are **not permitted on campus** without prior written approval from school administration and compliance with all applicable legal requirements.
- Any concerns regarding unauthorized individuals on campus should be reported immediately to school administration or, in urgent situations, to local law enforcement.

Emergency Situations

- In the event of an emergency affecting ingress or egress (e.g., severe weather, police activity, or facility issues), the school will implement alternate procedures and communicate instructions to families and staff as promptly as possible.

Drop-Off and Pick-Up Traffic and Supervision Procedures

Golden Valley Charter School – Orchard Campus

Golden Valley Charter School – Orchard Campus maintains structured drop-off and pick-up procedures to ensure the safe ingress and egress of students, families, and staff. These procedures are designed to promote pedestrian safety, minimize traffic congestion, and ensure appropriate supervision during arrival and dismissal times.

General Arrival and Dismissal Expectations

- All families are expected to follow posted signage and directions provided by staff and traffic monitors.
- Drivers must observe a **5 MPH speed limit** in all school loops and parking areas.

- Drivers must remain alert for children and pedestrians at all times.
- Traffic monitors are authorized to direct vehicles, and their instructions must be followed.

Kindergarten Procedures

Before School (8:00–8:15 AM):

- Kindergarten families will receive specific drop-off instructions directly from teachers.
- There is **no parking** in the gravel area between (and including) the crosswalk and the Staff Parking Lot on Filbert Avenue. This area serves as a pedestrian walkway for students and parents.
- Families with older siblings may choose to drop off in the Grades Loop on Central Avenue, with the older sibling escorting the kindergarten student to class.

After School:

- Teachers will provide families with end-of-day pickup procedures specific to their class.

Grades 1–8 Procedures

Before School (8:00–8:15 AM):

- Families must use the **Drop-off/Pick-up Loop on Central Avenue**.
- 1st and 2nd grade families will receive specific directions from classroom teachers via ParentSquare.
- 3rd through 8th grade students place backpacks and lunchboxes in designated areas on the blacktop and participate in a supervised morning walk (“Golden Mile”) until the bell rings.

After School:

- 1st and 2nd grade students are picked up at their classrooms. Families arriving early or waiting for siblings should wait on the front lawn or under the front awning; hallways are not to be used as waiting areas.
- 3rd through 8th grade classes walk as a group to the Pick-up Loop at dismissal.

Central Avenue Loop and Parking Lot Procedures

- There is **one entrance and one exit** to the Central Loop.
- Vehicles must form a single line and keep right.
- Drivers must pull forward to the furthest available drop-off point.
- Drop-off and pick-up are limited to **approximately 15 seconds**.
- Drivers may not exit their vehicles.
- Students must exit vehicles from the **right side only**.
- Right turns only when exiting the loop onto Central Avenue.
- These procedures are intended to maintain continuous traffic flow and student safety.

Filbert Avenue Staff Parking Lot

- The Filbert Avenue lot is **staff and ADA parking only**.
- Student drop-off and pick-up are **not permitted** in the staff parking lot.
- After 8:15 AM, tardy students must check in through the office and may be dropped off in the Filbert lot for office access only.

Parking and Walking Safety Rules

Parking Restrictions:

- Do not park in diagonally striped spaces, crosswalks, or fire lanes.
- Do not block neighboring driveways.
- Do not move neighbors' trash cans to create parking.
- Do not park along Filbert Avenue adjacent to the kindergarten yard.

Pedestrian Safety:

- All pedestrians must use designated crosswalks when crossing streets or the Central Loop.
- Children and adults must hold hands when crossing streets or walking through parking lots.



Tactical Responses to Criminal Incidents

GVOS practices a trauma-informed approach to the design and execution of any drill, including the following:

- 1) Age appropriate and developmentally appropriate drill content and terminology developed with the involvement of school personnel, including school-based mental health professionals;
- 2) Notice to all parents and guardians to opt their child(ren) out of the drills;
- 3) The ability for parents/guardians to opt their child(ren) out of the drills;
- 4) An announcement to pupils and educators immediately before the start of the drills and an announcement to pupils and educators immediately after the drills have concluded;
- 5) A notice to all parents/guardians after the drill has concluded;
- 6) The provision of contact information for community-based resources, including local organizations with objectives to reduce gun violence or provide mental health counseling, to parents or guardians, pupils, and staff who are negatively impacted by the drills, and where available, prioritizing school-based resources.

Lock Down/Take Cover Drill and Procedures:

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

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

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

- Get all students to the first/closest lockable room.
- If you have a door that opens to an adjacent room, lock it as well.
- Look for and gather any students who may be near your room and bring them into the security of that room.
- Your classroom should remain locked until further instructions are delivered over the intercom. Do NOT open your door during a LOCK DOWN for any reason!!!
- Pull curtains and lock doors. Cover ALL windows including door window.

- Take roll using roster in front of Safety Folder and Individual Room Life Surveys.
- Identify/list missing and injured students.
- Identify/list extra students sheltered in classroom (student name and teacher name).
- Wait for designated contact in the office/command center to call you, then report status (“all present,” “all present plus student A from teacher B’s classroom,”) etc.
- Remain in room with door locked until all-clear signal is given.

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

Assessment and Response to Reports of Dangerous, Violent, or Unlawful Activity

Golden Valley Orchard School maintains procedures to assess, respond to, and communicate about reports of dangerous, violent, or unlawful activity that is occurring or is threatened to occur on campus, during school-sponsored activities, or on school transportation.

Reporting Procedures

Any student, staff member, parent/guardian, volunteer, or community member who becomes aware of dangerous, violent, or unlawful activity is encouraged to report concerns immediately using the appropriate channel:

On Campus (during the school day):

- Notify a classroom teacher, yard supervisor, or school staff member immediately.
- Report directly to the school office or an administrator (Principal or Assistant Principal).

School-Sponsored Activities (including field trips and off-campus events):

- Notify the supervising teacher or staff member immediately.
- The supervising staff member will contact school administration without delay.

School Transportation (school bus or chartered transportation):

- Report concerns immediately to the bus driver.
- The bus driver will notify dispatch and school administration per transportation protocols.

Anonymous Reporting:

- Concerns may also be reported through established school or district reporting systems, when available.

Emergency Situations:

- If there is an **imminent threat, active violence, or immediate risk of serious injury or loss of life**, individuals should **call 9-1-1 immediately** before or in addition to notifying the school.

Assessment Protocol

Upon receiving a report, school administration will:

- Take all reports seriously and respond promptly.
- Assess the nature and severity of the concern, including immediacy of risk.
- Determine whether the situation involves a violation of school policy, state or federal law, or presents a safety threat.
- Consult with appropriate personnel, which may include district officials, special education staff, counselors, legal counsel, or law enforcement as warranted.

Response Procedures

Depending on the nature of the report, responses may include:

- Immediate intervention to secure student and staff safety.
- Increased supervision or temporary separation of involved individuals.
- Implementation of school discipline procedures in accordance with school policy.
- Initiation of threat assessment or behavioral support processes.
- Notification of law enforcement or emergency services when required.
- Collaboration with district, county, or state agencies as appropriate.

Communication Protocols

- School administration will communicate with staff and families as appropriate while maintaining student confidentiality in accordance with FERPA and applicable laws.
- Information shared will be limited to what is necessary to ensure safety and clarity.
- Follow-up communication will occur as appropriate once assessments or actions are completed.

Documentation and Follow-Up

- All reports and responses will be documented according to school and district procedures.
- Administration will monitor the situation and adjust supports or supervision as needed.
- Safety plans and procedures will be reviewed regularly to ensure effectiveness and compliance.

Cardiac Arrest or Similar Life-Threatening Medical Emergency

1. Purpose and Scope

This section establishes procedures to recognize and respond to sudden cardiac arrest (SCA) or other life-threatening medical emergencies occurring on school grounds. The purpose is to ensure rapid, coordinated, and effective intervention consistent with nationally recognized evidence-based emergency cardiac care guidelines, including American Heart Association (AHA) recommendations.

The plan applies to:

- Students
- Staff
- Visitors
- Volunteers
- Community members using facilities (e.g., after-hours events)

2. Legal Authority

This section is included pursuant to the July 1, 2025, California School Safety Plan requirement for procedures that address response to cardiac arrest or similar medical emergencies.

This plan is designed to reflect guidance from:

- American Heart Association (AHA) Cardiac Emergency Response Plan (CERP)
- AHA CPR and Emergency Cardiovascular Care (ECC) Guidelines
- California Education Code – School Safety Plan requirements
- Good Samaritan liability protections under California law

3. Definitions

Sudden Cardiac Arrest (SCA): A life-threatening condition in which the heart suddenly stops beating effectively, leading to collapse, unresponsiveness, and lack of breathing or abnormal breathing.

Automated External Defibrillator (AED): A portable device that analyzes the heart rhythm and provides an electric shock when indicated.

First Responder Team (FRT): Designated school staff trained in CPR/AED use who respond to medical emergencies on campus.

Cardiac Emergency Response Plan (CERP): A coordinated plan that establishes specific roles and responsibilities to ensure rapid response to cardiac emergencies.

4. Evidence-Based Core Elements

This plan incorporates the AHA's recommended core components, including:

- Early recognition
- Early activation of 911

- Early CPR
- Early defibrillation using AEDs
- Effective coordination among staff and EMS
- Post-event review and continuous quality improvement

5. Roles & Responsibilities

A. School Administration

- Maintain the Cardiac Emergency Response Plan as part of the CSSP.
- Designate a Cardiac Emergency Response Coordinator (often the school nurse or designee).
- Ensure AEDs are accessible, maintained, and inspected regularly.
- Support staff training and awareness efforts.

B. Cardiac Emergency Response Coordinator

- Maintain AED inventory, inspection logs, and service schedules.
- Ensure signage, mapping, and public awareness of AED locations.
- Coordinate schoolwide CPR/AED training opportunities.
- Lead post-incident evaluation and quality improvement efforts.

C. Staff Trained in CPR/AED

- Serve as First Responder Team members.
- Respond immediately to cardiac emergencies.
- Provide hands-only CPR and use AED until EMS arrives.
- Participate in annual refresher training.

D. All Staff

- Recognize signs of cardiac arrest.
- Immediately call 911 and activate school emergency protocols.
- Retrieve AEDs when directed.

6. AED Placement, Access & Maintenance

A. AED Placement

AEDs shall be located in high-visibility, easily accessible areas consistent with AHA recommendations, including but not limited to:

- Main office
- Gymnasium or multipurpose room
- Cafeteria

Goal: AED should be retrievable and applied to the victim within 3 minutes of collapse.

B. AED Signage

- AED locations shall be marked with standardized signage.
- AED locations shall be included on the campus safety map and in the Emergency Procedures Quick Guide.

C. Maintenance

- Monthly visual inspection of devices (battery status, pads, cabinet function).
- Annual testing/maintenance per manufacturer guidelines.
- Replacement of used or expired pads and batteries promptly.
- Documentation maintained for 5 years.

7. Recognition of Cardiac Arrest

Staff should suspect a sudden cardiac arrest if an individual:

- Collapses unexpectedly
- Is unresponsive
- Is not breathing or is gasping
- Has no detectable pulse (if trained to check)
- Exhibits seizure-like activity upon collapse

When in doubt, treat as cardiac arrest.

8. Emergency Response Procedures (AHA-aligned)

A. Immediate Actions (First 1–2 Minutes)

- i. Assess responsiveness and breathing.
- ii. Call 911 immediately (or direct another staff member to do so).
- iii. Activate school emergency response system (call office/main admin).
- iv. Start hands-only CPR (push hard and fast in center of chest).
- v. Send someone to retrieve the nearest AED.

B. AED Use

Once an AED arrives:

- i. Turn on the AED and follow audio/visual prompts.
- ii. Expose the chest and attach pads.
- iii. Ensure no one is touching the victim during rhythm analysis.
- iv. Deliver shock if advised.
- v. Resume CPR immediately after shock until AED instructs otherwise or EMS arrives.

C. Continued Care

- Continue CPR/AED cycles until EMS takes over.
- Provide information to EMS (collapse time, CPR started, AED shocks delivered).

9. Communication Protocol

During and after an emergency:

- Main office will notify administration and call security/campus supervisors if applicable.
- Administration will coordinate site access for EMS.
- After the emergency is resolved, the administrator or nurse will notify the parent/guardian (if a student), district office, and any required agencies.

10. Post-Incident Review & Documentation

Within 48 hours, the Cardiac Emergency Response Coordinator will:

- Complete a written incident report
- Download and submit AED event data (if applicable)
- Conduct a debrief with responders
- Identify improvement opportunities for training or plan updates

The Safety Committee will review the incident in its next meeting.

11. CPR/AED Training

The school encourages:

- Annual hands-on CPR training for staff
- AED familiarization sessions
- Integration of CPR/AED skills into staff safety meetings
- Training aligned with AHA or other nationally recognized programs

12. Liability Protections

Staff acting in good faith and within the scope of their training are protected under:

- California Good Samaritan Law
- Federal Cardiac Arrest Survival Act
- Education Code liability protections

13. Annual Review

This plan shall be reviewed:

- Annually during the CSSP update cycle

- After any cardiac emergency event
- When AED equipment or placement changes
- When national guidelines are updated

Revisions will be approved through the standard governance process and shared with all school employees.

Opioid Overdose

In accordance with California Education Code §49414.3

1. Overview & Purpose

This section outlines the school's procedures for preventing, recognizing, and responding to opioid overdoses on campus. The goal is to ensure rapid, safe, and coordinated response to suspected overdoses using naloxone (Narcan) or other state-approved opioid antagonists.

2. Legal Authority

California Education Code §49414.3 authorizes schools to:

- Maintain opioid antagonists on site
- Train voluntary personnel to administer naloxone
- Provide emergency medical assistance during a suspected opioid overdose

3. Roles & Responsibilities

A. School Administration

- Ensure naloxone supply is maintained, stored securely, and accessible.
- Identify and support voluntary staff participants.
- Include opioid overdose procedures in emergency response training and drills.

B. School Nurse / Health Services Designee

- Provide or coordinate annual staff training.
- Maintain inventory, expiration tracking, and documentation.
- Oversee reporting and follow-up procedures.

C. Authorized Trained Personnel

- Respond to suspected overdoses.
- Administer naloxone per training and protocol.
- Activate EMS and follow chain-of-command notification procedures.

4. Procurement, Storage & Inventory

- A. Naloxone will be obtained from the California Naloxone Distribution Project, local public health agencies, or pharmacies under a standing order.

- B. Medication will be stored in clearly marked, secure, but rapidly accessible locations such as the Main Office.
- C. Inventory will be logged and monitored monthly for expiration.
- D. Used or expired doses will be disposed of per manufacturer and health department guidelines.

5. Recognition of Opioid Overdose

Staff should suspect opioid overdose if any three or more of the following are observed:

- Unresponsiveness or inability to wake
- Slow, shallow, or absent breathing
- Pinpoint pupils
- Blue or gray lips, fingernails, or skin
- Snoring, choking, or gurgling sounds
- Evidence of drug paraphernalia nearby

Note: Staff should treat any medical emergency with these symptoms as a suspected overdose unless definitively known otherwise.

6. Emergency Response Procedures

A. Immediate Actions

- i. Ensure scene safety.
- ii. Call 911 and report a suspected opioid overdose.
- iii. Notify the main office and request a trained responder and naloxone kit.
- iv. Check for breathing and responsiveness.
- v. Provide CPR or rescue breathing if trained and safe to do so.

B. Administration of Naloxone A trained responder shall:

- i. Follow protocol for nasal spray or auto-injector administration.
- ii. Note time of administration.
- iii. If victim does not respond within 2–3 minutes, administer a second dose if available.
- iv. Continue monitoring breathing and provide care until EMS arrives.

C. Transfer of Care

- EMS personnel assume medical care upon arrival.
- Used naloxone devices should be provided to EMS for disposal.

7. Communication & Follow-Up

A. Required Notifications

After the emergency is stabilized, school administration will notify:

- Parent/guardian (unless unsafe or prohibited)
- District office or superintendent
- School nurse/health services
- Other agencies as required by law

B. Documentation (within 24 hours)

Incident report must include:

- Student/individual involved
- Symptoms observed
- Time and dosage of naloxone administered
- Staff responders
- Actions taken before EMS arrival
- Outcome and follow-up recommendations

C. Confidentiality

All documentation and communication shall comply with:

- FERPA
- HIPAA (if applicable)
- District confidentiality protocols

8. Staff Training

Training is voluntary and must be completed annually. It will include:

- Signs and symptoms of opioid overdose
- Safe and correct naloxone administration
- Emergency activation and communication
- Good Samaritan protections
- Post-incident reporting

A roster of trained personnel will be maintained in the Safety Plan's Emergency Response Team (ERT) appendix.

9. Liability & Good Samaritan Protections

Per Education Code §49414.3:

- Staff administering naloxone in good faith and in accordance with training are protected from civil liability and disciplinary action.
- Participation is voluntary; no employee is required to administer medication.

10. Annual Review & Updates

This section of the Safety Plan shall be reviewed:

- Annually during the Safety Plan update cycle
- After any naloxone administration event
- When laws, training, or medications change

Updates will be approved through the school's standard Safety Plan approval process.

Instructional Continuity Plan

Introduction and Intent

This Instructional Continuity Plan (ICP) ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides Golden Valley Charter Schools (GVCS) with a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and transportation strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for GVCS Leadership and is not to be interpreted as finite due to the unique complexities faced during emergencies.

Objectives

1. Support the physical safety, mental health and wellbeing of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students with the following prioritization as feasible:
 - a. Full day, in-person instruction
 - b. Hybrid instruction (part time in-person instruction and remote learning)
 - c. Remote learning with live virtual instruction (synchronous)
 - d. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so.

Decision-Making Matrix for Instruction & Services

The following matrix guides potential emergency response decisions based on the severity and nature of the disruption:

Emergency Type	Primary Instructional Method	Alternative Schooling Locations	Independent Study Compliance	Communication Methods	Resource Allocation

Natural Disaster (Earthquake, Wildfire, Flood)	Remote Learning / Hybrid	Partner Schools, Neighboring School Districts, Community Centers or other location	Ensure ADA compliance with IS Contracts	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Communication Platform, Phone Trees	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals
Public Health Emergency (Pandemic, Epidemic)	Remote Learning/ Hybrid	Outdoor Locations, Hybrid, Full Remote Learning	Parent Agreements, Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Communication Platform, Virtual Meetings	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals
Power Outage	Paper-Based Instruction / Hybrid	Open Schools in Unaffected Zones/ Partner Schools	Modify Assignments, Paper-Based Work	Automated Phone Calls/Texts, District Website Updates, Phone Trees	Print Materials, Generator Access, Emergency Meals
Facility Damage (Fire, Structural Issues)	Hybrid / Relocation-Based	Partner Schools, Portable Classrooms	Individualized IS Agreements, Daily Virtual Check-ins	Automated Calls/Texts, Email/Communication Platform Updates, Website Updates	Temporary Facilities, Shared Resources, Meal Distribution
Security Threat (Active Threat, Civil Unrest)	Shelter-in-Place or Full Remote Learning	EOC-assigned Safety Centers	IS Plans with Daily Virtual Check-ins	Text Alerts, Two-Way Radio, Community Briefings	Online & Local Learning Resources, Deploy Remote Learning Materials (computers, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals

Instructional Continuity & Compliance

GVCS strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, GVCS will enact instruction for students for in-person learning or remote learning in accordance with the emergency situation.

- School sites will have defined metrics to return to site-based learning including, but not limited to: Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards

- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Instructional Preparedness

GVCS teachers are trained in adopted technology and platforms. GVCS keeps a Chromebook supply for students that is maintained by the qualified IT Department staff with student safety protocols installed. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling.

Alternative Schooling Locations

GVCS will coordinate internally with functioning school sites, or externally with neighboring districts, community partners, local agencies, and county offices of education to relocate students if necessary to maintain the highest quality of education and peer interaction feasible.

Hybrid Learning Models

When remote learning is necessary, GVCS will strive to achieve at minimum a combination of in-person and remote learning based on safety assessments as soon as practicable.

Independent Study (IS) Requirements

GVCS will ensure compliance with California Education Code 51745-51749.6 for independent study when remote learning is necessary, including written agreements, synchronous instructional requirements, instruction by an appropriately certificated teacher, use of district-adopted curriculum, and progress tracking because in-person learning is not possible.

Materials, Supplies, and Technology Support

GVCS will facilitate distribution of materials needed to support remote learning including but not limited to paper, pencils, text/workbooks, district-provided devices, headphones, internet access solutions (ex. Hot spots, WIFI locations, etc.), digital platforms (e.g., Google Classroom, Zoom, Learning Management Systems), etc., to ensure equitable access to learning. Service Provision GVCS will provide services during an emergency in accordance with the Emergency Circumstances Program as detailed service agreements.

Communication Methods

GVCS will facilitate communication efforts to staff and families within five days following the emergency to establish two-way communication and access to supports. GVCS will account for staff and students and identify their needs.

Immediate Emergency Alerts

GVCS will support staff, student, and their families access to information through emergency alerts via text and emails, automated phone calls and texts, district website updates, social media, hotline, and/or local media broadcasts postings with multilingual and ADA support for accessibility as feasible.

Parent & Staff Updates

GVCS will use the established parent communication platform, email notifications, online webinars, phone trees, and/or district website postings with multilingual and ADA support for accessibility as feasible.

Student Engagement

GVCS will ensure regular check-ins through virtual platforms with qualified staff, certificated staff instructional supervision, service provision through virtual platforms or alternative locations, counselor support hotlines and care centers (as feasible), digital learning tools, and access to community support as feasible.

Resource Allocation

Technology & Learning Materials for Remote Learning

GVCS will distribute remote learning supplies for equitable access such as electronic device, hot spots, learning material/curriculum (offline learning packets, textbooks, workbooks, reading books, etc.), and supplies (paper, pencils, etc.) via arranged family pick-up or drop-off in coordination with community partner agencies.

Mental Health & Counseling Services

GVCS will provide staff, students, and their families with information and access to mental health resources, such as virtual and in-person counseling availability, crisis response teams, community outreach programs, mental wellness digital tools (apps, websites, etc.) in coordination with state and local agencies and community partners.

Meal Distribution & Nutrition Access

GVCS will coordinate with community partners to coordinate access to nutrition for students such as use of alternative school sites, partnership with neighboring districts, emergency meal sites, collaboration with food banks, grab-and-go meal programs, and home meal delivery options for students in need.

Logistics

Coordination with Local Agencies

GVCS will continue to partner with transit authorities, emergency management offices, and law enforcement to ensure safe student transport.

Family Support

GVCS may provide access and information for carpool coordination for families, cost coverage for emergency use of public transportation, and enacts emergency pick-up protocols consistent with family reunification planning.

Plan Review & Update

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by GVCS in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, GVCS curriculum and resources, community needs, and technological advancements.

Appendix A : Sample Instructional Continuity Plan Communication

Modeled after the CDE-provided Instructional Continuity Plan Sample from [La Canada posted in 2025 due to the Easton Fire](#).

GVCS Instructional Continuity Plan Informational Overview

In response to the significant loss and disruption caused by the [name of emergency] for many students and staff, we have created this temporary Instructional Continuity Plan. At the heart of this plan, is the goal of returning to in person instruction as quickly as possible once GVCS is able to meet the conditions of safe reopening. This Instructional Continuity Plan assumes that the wide majority of our students will be returning to in-person instruction on [date of anticipated reopening], while providing access to an emergency remote learning plan for those unable to come to campus. (Please note that pending Board approval, if weather or infrastructure conditions change such that the conditions for a safe reopening are not met, the same plan will be followed with adjusted timelines.)

Staff Workdays	Schools Reopen
[insert dates]	[insert dates]

School Reopening Target Date

If the conditions for safe reopening are met, GVCS schools will reopen on [date] for in-person learning following [insert school hours/schedules (ex. “regular school day schedules”)]. Staff will work on [insert dates] to prepare remote learning activities for students unable to attend school in-person, ready classrooms, and prepare for the return of students. Unlike the period of schooling during the COVID pandemic, GVCS is returning to in-person instruction as the primary method of school and instructional delivery. Students who are able to come to school must come to school.

Medication Reminder

Families will need to send any refrigerated medicine to school along with their students as power has been off at the schools.

Emergency Remote Learning Plan Summary

This temporary Emergency Remote Learning Plan will run from [insert start date] through [insert end date]. The Emergency Remote Learning Plan is intended to serve those students and families residing in the affected areas of [insert area] and for those [insert area] residents with prevailing health conditions that make a return difficult. This Emergency Remote Learning Plan has been created so that students may have access to course materials and be able to continue to make academic progress toward the goals of their course(s).

Emergency Remote Learning Plan Dates

[insert start date] through [insert end date]

Families must contact the school attendance office by calling 916-987-1962 to share the duration of the absences from school and sign the agreement for remote learning. The school attendance office will code their participation in remote learning for these school days. While mostly

applicable to secondary school students in grades XXX, students will be asked to engage in essential assignments that will be graded and submitted via Google classroom.

Remote Learning Resource Access

Resources for remote learning will be available for pick-up at [location] on [date and time]. Alternative resource delivery may be available based on need. Please let the school attendance office know if your family is unable to access the pick-up location. Meals are available for pick-up at [school site or other location] at [day(s)/time]. Meals are also available through in coordination with [community agency] for families unable to pick-up.

Participation in Athletics and Extracurriculars

Students participating in emergency remote learning are students who are not able to come to in-person school for reasons directly related to the [insert emergency name]. This means that students participating in emergency remote learning are not able to participate in athletics or other extracurricular activities while on emergency home learning.

Emergency Remote Learning Plan

TK/K

- Reading: 20 minutes- Read aloud with an adult or listen to audiobooks.
- Math 20 minutes- Practice your numbers, counting, and math facts with an adult.
- Writing 10 minutes- Practice writing upper- and lower-case letters, numbers, and name
- Enrichment- legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

1st/2nd Grade

- Reading: 30 minutes- Read aloud with an adult or independently or listen to audiobooks
- Math 30 minutes- Practice your numbers and math facts with an adult
- Writing 20 minutes- Keep a daily journal- Journal Prompt Suggestions
- Enrichment- Legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

3rd/4th/5th Grade

- Reading: 45 minutes- Read aloud with an adult or independently or listen to audiobooks
- Math 45 minutes- Practice your numbers and math facts with an adult
- Writing 30 minutes- Keep a daily journal about your day
- Enrichment- legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

6th/7th/8th Grade

Check Google classroom for each class and complete the essential assignments posted by the teachers. Hand in assignments based upon proposed due dates. The completion of assignments is to provide access to course content and materials in order to support student learning progress.

For those with internet access, here are options varying by grade level: Here are some apps to explore:

• Brainpop	• Everyday Math	• Typetastic
• IXL	games	• Typing Agent
	• Listenwise	• Code.org

Students Who Need to Access Campus

The period of school closure was done as an emergency response. GVCS recognizes that students may need to collect personal items and school materials from campus. GVCS campuses will open to students on [insert date and time] to access [insert permitted locations] pending that the evacuation orders have been lifted and the campus is free from hazards.

Student and Staff Safety While on Campus

Safe air quality is one of the conditions that must be met for school to reopen. For students and staff who wish to have access to personal protective equipment, GVCS schools will make available KN-95 masks. Masks will be available in the main office and at distribution tables at school sites.

Planning for Next Round of Weather

Current weather forecasts show [insert concerning weather conditions, if any] on [insert days of concern] that will need to be monitored for campus impacts

Access to Supports

- GVCS provides access to mental health professionals via [insert means to access counselors virtually by appointment, care centers, community supports, etc., with locations, dates, and times as appropriate].
- The California Department of Health Care Services (DHCS) has two free online [behavioral health services platforms](#) that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
 - [BrightLife Kids](#) is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found [here](#).
 - [Soluna](#) is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found [here](#).
 - Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 [Medi-Cal threshold languages](#); age-tailored educational resources like articles, videos, podcasts, and stories and stress-management tools and clinically validated assessments to understand and monitor behavioral health over time. For more information and to view a quick five minute overview video of the Apps visit the [DHCS website](#).

Appendix B : CDE Resource List

School Safety

- [CDPH Office of School Health Hub](#) provides key resources and information to support safe, in-person learning in TK-12 schools and mitigate the spread of communicable diseases. CDPH adds new resources to the Hub on a routine basis. Communication
- The Office of Education Technology at the US Department of Education provides [natural disaster resources and digital learning guides](#) for parents and families, school leaders, and teachers.
- The [Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet](#) (PDF) provides strategies for LEAs to form partnerships and communicate with families and guardians.

Instruction and Assessment

- Utilize California's [Digital Learning Integration & Standards Guidance](#) to build educator and system capacity and ensure effective implementation of technology to support learning.
- Use screening tools to monitor progress. (Beginning the 2025–26 school year and annually thereafter, LEAs shall screen students in kindergarten and grades one and two for risk of reading difficulties using the instrument[s] approved by their governing boards [EC Section 53008] and related [Screening for Risk of Reading Difficulties FAQs](#).)

Improved Access

- Provide and maintain all accommodations and individualized education plans for students who need them and ensure the ICP can meet the needs of diverse learners. The CDE provides [guidance to support Special Education](#) students with remote learning.
- Review the CDE [English Learner Independent Study Frequently Asked Questions](#) (FAQs) for information and considerations regarding EL students participating in an independent study program.
- The US Department of Education [Natural Disaster Support Guidance](#) page includes resources for restoring the teaching and learning environment.

Professional Learning

- The [California Educators Together](#) platform, developed through a collaboration between the CDE and the Californians Dedicated to Education Foundation, offers free, high-quality resources and relevant professional learning, and lesson plans to support teaching and learning.
- The San Diego County Office of Education (SDCOE) designed units in each content area that offer [essential K–12 learning](#). The units integrate content, provide flexibility, and choice, and can be accessed and shared for free. SDCOE staff also offers [virtual professional learning](#) for each grade level/span.

- The CalHOPE Social Emotional Learning (SEL) Community of Practice is helping enable California's schools to be leaders in supporting proactive and early intervention to collectively respond to the social, emotional, and behavioral health needs of students, families, and educators.
 - [Greater Good Science Center SEL Modules \(scroll down to register\)](#)
 - [SEL Basic Course](#)
 - [Learning Hub](#)
- The Office of the California Surgeon General provides [Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings](#). Safe spaces is a free, online training designed to help early care providers, TK-12 educators and other school personnel recognize and respond to trauma and stress in children.

Well-Being

- [Safety and school crisis resources](#) created by the National Association of School Psychologists include evidence-based initiatives which create safe and supportive learning environments to ensure students have access to the supports they need to be successful.
- CDE provides [guidance and resources for supporting social and emotional learning](#) and Social and Emotional Support During Distance Learning.
- CDE “[Help for Students in Crisis](#)” provides resources for addressing mental health and wellness while school sites are closed.
- The California Department of Health Care Services (DHCS) has two free online [behavioral health services platforms](#) that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
 - [BrightLife Kids](#) is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found [here](#).
 - [Soluna](#) is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found [here](#).
 - Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 [Medi-Cal threshold languages](#); age-tailored educational resources like articles, videos, podcasts, and stories and stress-management tools and clinically validated assessments to understand and monitor behavioral health over time. For more information and to view a quick five minute overview video of the Apps visit the [DHCS website](#).

Support Services

- The National Center for Homeless Education provides information to support [Disaster Preparation and Response](#) for students who are experiencing homelessness.
- In "[Lessons from Real Life](#)", McKinney-Vento liaisons share their experiences with disaster response as well as insights to support recovery for displaced students.
- The CDE provides [Disaster Guidance for Child Nutrition Programs](#).
- Food Research and Action Center, a non-profit seeking to improve the nutrition, health, and well-being of people struggling against poverty-related hunger, offers a [Guide to Federal Nutrition Programs During Disasters](#).



GOLDEN VALLEY RIVER SCHOOL COMPREHENSIVE SCHOOL SAFETY PLAN

Contents

Disaster Procedures, Routine and Emergency	3
Special Information For Parents	4
Telephones/Communications.....	4
Dismissal.....	4
Student Release Procedure.....	4
If You Can't Get to the School	4
Food and Water	5
Fire Drills and Evacuation	5
Bomb Threats.....	5
If conditions require relocation beyond pre-identified sites, the school will follow direction from emergency responders and the Sacramento County OA.....	9
Introduction and Intent.....	41
Objectives	41
Decision-Making Matrix for Instruction & Services	41
Instructional Continuity & Compliance.....	43
Instructional Preparedness	43
Alternative Schooling Locations.....	43
Hybrid Learning Models.....	43
Independent Study (IS) Requirements	43
Materials, Supplies, and Technology Support	44
Communication Methods.....	44
Immediate Emergency Alerts	44
Parent & Staff Updates	44
Student Engagement	44
Resource Allocation.....	44
Technology & Learning Materials for Remote Learning	44
Mental Health & Counseling Services.....	44
Meal Distribution & Nutrition Access.....	44
Logistics	45
Coordination with Local Agencies	45

Family Support.....	45
Plan Review & Update.....	45
School Reopening Target Date	46
Medication Reminder.....	46
Emergency Remote Learning Plan Summary	46
Remote Learning Resource Access	47
Participation in Athletics and Extracurriculars	47
Emergency Remote Learning Plan	47
TK/K	47
1st/2nd Grade	47
3rd/4 th /5th Grade	47
6th/7 th /8th Grade	47
Students Who Need to Access Campus	48
Student and Staff Safety While on Campus.....	48
Planning for Next Round of Weather	48
Access to Supports	48
School Safety	49
Instruction and Assessment.....	49
Improved Access.....	49
Professional Learning	49
Well-Being.....	50
Support Services	51

Child Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to police or sheriff's department or the county welfare office.

Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Child abuse should be reported immediately by phone to a police or sheriff's department or the county welfare office, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

- The name, business, address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses and telephone numbers of the child's parents/guardians.
- The name, address, telephone number and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Cde section 11166.05.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to police or sheriff's department or the county welfare office. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor.

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Principal or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Disaster Procedures, Routine and Emergency

The intent of this plan is to clarify school disaster procedures, both routine and emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Teacher Will:

1. Give "duck, cover and hold" instructions in event of earthquake. In this case, each pupil and staff member shall take cover under a table or desk, drop to their knees, with the person's head protected by their arms, and the person's back to the windows. The drop procedure shall be held at least once a school quarter in elementary schools and at least once a semester in secondary schools.
2. Evacuate building in case of fire or after an earthquake
 - Take emergency folder and duffel bag and evacuate students to assigned area.

- Take first aid kit and duffel bag only when evacuating after an earthquake.
 - Hold students in assigned yard area, take role, and wait for further instructions from authorized school or emergency personnel.
 - Remain with class and report anyone who is missing.
 - Take appropriate first aid action.
 - Refrain from re-entering buildings until deemed safe.
3. Dismiss students to go home only to parent or responsible adult designated on child's emergency release form. Child must be signed out by parent or a responsible adult.

Assigned School Director Will:

1. In the event of a fire, shut off gas, electricity and water (in that order).
2. In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
3. Inspect buildings for damage.
4. Report to principal for further instructions.
5. Set up and coordinate a first aid center.

Assigned School Director Will:

1. Assign available adults to tasks as needed.
2. Decide if evacuation to a designated shelter is necessary.

School Secretary Will:

1. If telephones are operable:
 Notify the police department and/or fire department.
 - Monitor incoming phone calls.
2. Maintain communication with staff and outside agencies.

Special Information For Parents

Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

Dismissal

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.
2. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with child back to Student Release Tables just outside the school entrance to sign a Student Release form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center where the Volunteer coordinator will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

If You Can't Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

Food and Water

In the event that children would need to remain on campus for several hours after any sort of a disaster, there will be a supply of fresh water and limited food, in the school earthquake kit.

Fire Drills and Evacuation

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. Teachers are required to keep a student roster

with them at all times, checking attendance immediately after evacuation. Fire drills will be conducted at least once per year with the evacuation of the local fire department.

Bomb Threats

In the case of a bomb threat at the school, the school will be immediately evacuated according to the fire evacuation plan, appropriate emergency personnel will be summoned. Students and teachers will not re-enter the building until it has been deemed safe by emergency personnel.

Use of School Buildings, Grounds and Equipment

EMERGENCY PREPAREDNESS

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

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

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

Emergency Response Plan

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

Command Center (Main Office)

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

PRIMARY LOCATION: Main Office
SECONDARY LOCATION: Library

The Command Center will be equipped with:

- First aid supplies
- Emergency tools and equipment
- School maps (shut off valves and detailed room maps)

- Student emergency cards
- School Safety Plan

Medical Center (Library)

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

PRIMARY LOCATION: Library
SECONDARY LOCATION: Room 15

Media Center (Parent Loop)

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

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

Agency Center (Main Office)

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

PRIMARY LOCATION: Main Office
SECONDARY LOCATION: Kitchen

Parent Center (Multipurpose Room)

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

PRIMARY LOCATION: MP Room
OFF CAMPUS LOCATION-: Starbucks Parking Lot (Madison@Greenback)

Earthquakes

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

If indoors:

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

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

If outdoors:

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

Shelter-in-Place

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

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

Preparation: Pre-Emergency Preparedness

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

- Evaluation of the interior and exterior portions of the school buildings as well as school grounds
- Proximity of toxic, flammable, corrosive, chemically reactive, or radioactive material
- Proximity of high voltage power lines
- Probable safety of evacuation areas after a quake; proximity of gas, water, sewer lines
- Interior hanging fixtures
- Windows particularly near doorways

- Bookcases and shelving within classrooms as well as all objects on shelves and cabinets
- Stability of water heaters

Use of the Campus as Community Shelter

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

Refuge Shelter During an Evacuation Order by Local Authorities

Refuge Shelter During an Evacuation Order by Local Authorities
Operational Area Coordination and Emergency Evacuation Procedures
 Operational Area (OA) Having Jurisdiction

Golden Valley Charter School – Orchard Campus is located in **Orangevale, California**, within **Sacramento County**. The school falls under the jurisdiction of the **Sacramento County Operational Area (Sacramento County OA)**, which serves as the intermediate level of emergency coordination between local jurisdictions and the State of California Office of Emergency Services (Cal OES).

The Sacramento County Operational Area is responsible for coordinating emergency response, communication, and resource allocation among county departments, local agencies, school districts, and charter schools during emergencies, including natural disasters, fires, and large-scale evacuations

Evacuation and Refuge Shelter Procedures

In the event of an evacuation order or emergency requiring relocation, Golden Valley Charter School will prioritize the **safety and accountability of all pupils and staff** before considerations related to campus facilities.

Procedures include:

- Immediate implementation of the school's evacuation protocols as outlined in the Emergency Response section of this Safety Plan
- Supervised evacuation of students by classroom teachers and assigned staff using established evacuation routes

- Staff will carry emergency rosters, first aid kits, and essential student information
- Attendance will be taken once students reach the designated evacuation or refuge location

Identification of Refuge Shelters

- The school maintains **pre-identified primary and secondary off-site refuge locations** appropriate for walking-distance evacuations and larger-scale relocations, as coordinated with local authorities
- Refuge locations are selected based on safety, accessibility, capacity, and suitability for supervising students

If conditions require relocation beyond pre-identified sites, the school will follow direction from emergency responders and the Sacramento County OA

Communication and Coordination With the Operational Area

During an evacuation or fire-related emergency:

- School administration will notify the **Sacramento County Operational Area** or follow OA-directed communication channels as appropriate
- Coordination with local fire, law enforcement, and emergency management agencies will be maintained through the OA
- The school will follow OA guidance regarding sheltering, relocation, reunification, and re-entry
- Families will be notified using established communication systems (e.g., ParentSquare, phone, email) as soon as it is safe and feasible

Fire Response and Protection of School Facilities

Once all pupils and staff are confirmed safe and accounted for:

- The school will cooperate fully with fire authorities and the Sacramento County OA regarding site access and emergency operations
- Decisions related to the defense of school structures, utilities, and facilities will be directed by fire officials and the OA
- School staff will not re-enter evacuated areas unless cleared by appropriate authorities

Training and Review

- Staff receive training on evacuation routes, supervision responsibilities, and emergency communication procedures
- Evacuation and OA coordination procedures are reviewed regularly and updated as needed to align with county and state emergency management requirements

Rules and Procedures of School Discipline

Introduction

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

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

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

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

School staff shall not do any of the following:

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

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

Suspension

Definition

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

- Reassignment to another education program or class at GVCS where the pupil will receive continuing instruction for the length of day prescribed by the Principal for pupils of the same grade level;
- Referral to a certificated employee designated by the principal to advise pupils;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the principal or designee.

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

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

Authority

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

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

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of GVCS. A pupil may be suspended or

expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

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

Grounds

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

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the principal or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases)
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Knowingly received stolen school property or private property

- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property.
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
 - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
 - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 - Message, text, sound or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil

or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- An act of cyber sexual bullying.
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.
 - For students in grades 4 to 12, committed sexual harassment
 - Caused or participated in an act of hate violence
 - Carried, possessed, sold or otherwise furnished an electronic signaling device
 - Committed vandalism/malicious mischief
 - Violated academic ethics
 - Falsified or misinterpreted notes or phone calls of parents or guardians
 - Falsely activated fire alarm
 - Habitually violated the dress code
 - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment
 - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: those set forth in

Penal Code section 422.55, including immigration status, and Education Code section 220, disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.

- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

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

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

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

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

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

Procedures Required to Suspend

Step One

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

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

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Principal and the student in which the student shall be orally informed of the reason for the

suspension, the evidence against that student, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of that student's side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

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

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

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

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

Step Three

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

Step Four

The principal fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and to the student. A copy of this form is also placed in the student's cumulative file at GVCS. The Notice of Suspension Form shall state the facts of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, a prompt meeting or hearing will be held at which the suspension may be discussed

and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if GVCS officials wish to ask the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

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

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

Step Six

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

Step Seven

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

Special Education and Section 504 Student Suspensions

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

and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and the LEA).

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

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

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

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

Appeal Process

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

the chairman of the board for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

Expulsion

Definition

Expulsion means involuntary disenrollment from the charter school.

Authority

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

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

Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

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

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

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

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

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

Category III Expulsions – Discretionary Expulsion Recommendation

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

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

Procedures to Expel a Student

Step One

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

Step Two

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

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

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

parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

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

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

- The date and place of the expulsion hearing.
- A statement of the facts, charges and offenses upon which the proposed expulsion is based.
- A copy of GVCS's disciplinary rules relating to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at GVCS to any other school district or school to which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing; EC 47605(b)(5)(J).
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

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

Step Five

An expulsion hearing shall be held before the GVCS Board of Trustees. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.

While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the GVCS Board of Trustees to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

Step Six

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

Step Seven

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

- Notice of the specific offense committed by the student.
- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school

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

Step Eight

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

Step Nine

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

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

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

Notifying Teachers of Dangerous Pupils

When the Principal becomes aware that a student has engaged, or is reasonably suspected to have engaged in any act during the previous five years that could constitute grounds for suspension or expulsion, and especially acts of violence, and with the exception of the possession or use of tobacco products, the School shall create a separate and confidential file for the student. The information in the file shall contain written school records maintained in the ordinary course of business or information from a law enforcement agency.

When a student has been assigned to a teacher, the Principal shall provide the teacher with information that a student on that teacher's roster has engaged in or is believed to engage in these acts. The teacher will be asked to review the student's confidential file in the school office. Teachers with access to this information will be reminded to keep the information in strict confidence and not to disseminate the information to anyone else, including verbally. This information will also be shared with all certificated personnel with direct supervisory or disciplinary responsibility over the student, including special education teachers, specialty teachers, coaches, and after-school program staff.

Anti-Discrimination and Anti-Harassment Policies

It is the policy of Golden Valley Charter Schools to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Golden Valley Charter Schools to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination,

harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived, or singularly or a combination of two or more of the following protected characteristics: race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits associated with race, including, but not limited to, hair texture and protective hairstyles, including, but not limited to, such hairstyles as braids, locs and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the governing board of the Charter School, and all acts of the governing board of the Charter School, including enacting policies and procedures that govern the Charter School. Additionally, the Charter School shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of the textbook, instructional material, supplemental instructional material, or curriculum would subject a student to unlawful discrimination.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;

- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: **Discrimination** is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: **Harassment** is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

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

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions

- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on the student's physical or mental health; 3) causes a reasonable student to experience substantial interference with the student's academic performance; 4) causes a reasonable student to experience interference with the student's ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual

recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.

- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, WhatsApp, Slack, Teams, Messenger), internet websites offering comment forums (such as Facebook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, TikTok, Vimeo).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The principal of the school

Complaints may be submitted to the principal by any of the following methods:

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

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the

incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal and/or Board. Where the investigator concludes that a violation of this policy has occurred, the Principal and/or Board will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Principal shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The

rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the school site.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Schoolwide Dress Code Prohibiting Gang-Related Apparel

This plan aligns with California Education Code requirements stating that:

- A schoolwide dress code may prohibit pupils from wearing gang-related apparel.
- The Comprehensive School Safety Plan must define "gang-related apparel" if such a dress code exists.
- The definition must be limited to apparel reasonably determined to threaten the health and safety of the school environment.
- Gang-related apparel is not considered protected student speech for the purposes of this dress code.
- The dress code must be enforced consistently by the principal or designee on school grounds and at school-sponsored activities.

1. Definition of "Gang-Related Apparel"

For purposes of this plan and the district's dress code, "gang-related apparel" refers to:

- Any article of clothing, accessory, symbol, gesture, or manner of wearing apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health or safety of the school environment by indicating or implying membership or association with a gang, criminal organization, or group engaged in unlawful or violent activities.

This definition is limited strictly to items that pose a legitimate safety threat and is based on evidence, law enforcement guidance, and ongoing safety assessments.

Gang-related apparel may include, but is not limited to, items that:

- Display specific colors, numbers, letters, symbols, or insignia associated with known gangs.
- Are worn in specific combinations, folding patterns, or styles that signify affiliation.

- Replicate local or regional gang dress commonly identified by law enforcement.
- Have been involved in intimidation or violence within the school community.

A regularly updated list of prohibited items—developed in consultation with local law enforcement, safety personnel, and community input—will be maintained by the site administrator and disseminated to families annually.

2. Dress Code Enforcement

The dress code policy, including the prohibition on gang-related apparel, shall be enforced consistently:

- On all school campuses
- During school hours
- At all school-sponsored activities, including athletics, field trips, dances, performances, and extracurricular events

A. Responsible Personnel

- The principal is the primary authority for enforcement.
- The principal may designate administrators, campus supervisors, teachers, counselors, or other appropriate staff to assist in enforcement.

B. Enforcement Procedures

When a student is found to be wearing or displaying gang-related apparel:

- i. The staff member will address the issue promptly and discreetly.
- ii. The student will be asked to remove, cover, or exchange the item if possible.
- iii. The item may be confiscated, consistent with school policy.
- iv. Staff will notify the principal or designee.
- v. Parent/guardian contact will occur for repeated violations or when the item poses an immediate safety concern.
- vi. Restorative or educational approaches may be used to address underlying issues.

Disciplinary action shall follow the district's existing discipline framework and state guidelines and shall not be punitive beyond what is reasonably necessary to ensure safety.

3. Non-Discrimination and Equity

The enforcement of this policy:

- Must be fair, unbiased, and culturally sensitive.
- Shall not unfairly target students based on race, ethnicity, national origin, religion, or cultural expression.

- Shall adhere to the legal requirement that only apparel creating a reasonable safety concern may be restricted.

4. Updates and Review

Recognizing that gang affiliation symbols may evolve, the list of prohibited items will be reviewed:

- Annually as part of the Comprehensive School Safety Plan review
- After consultation with local law enforcement or community safety partners
- Following any incident that may require revision

Changes will be communicated promptly to staff, students, and families.

5. Declaration of Non-Protected Status

In accordance with California Education Code, for purposes of this dress code:

Gang-related apparel is not considered a protected form of student speech or expression due to the substantial threat it poses to the safety and security of the school environment.

This clarification ensures that safety-driven restrictions are legally enforceable.

Safe Ingress and Egress to and from the School

Main Loop and Staff Lot:

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

Driving:

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

Parking:

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

Walking:

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

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

Tactical Responses to Criminal Incidents**Lock Down/Take Cover:**

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

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

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

- Get all students to the first/closest lockable room
- If you have a door that opens to an adjacent room, lock it as well
- Look for and gather any students who may be near your room and bring them into the security of that room
- Your class room should remain locked until further instructions are delivered over the intercom. If you must open your door during a LOCK DOWN to let a student in, EXERCISE EXTREME CAUTION!!!
- Pull curtains and lock doors. Cover ALL windows including door window;
- Take roll using roster in front of Safety Folder and Individual Room Life Surveys;
- Identify/list missing and injured students.
- Identify/list extra students sheltered in classroom (student name and teacher name);
- Wait for designated contact in the office/command center to call you, then report status (“all present,” “all present plus student A from teacher B’s classroom,”) etc.
- Remain in room with door locked until all-clear signal is given.
- REMEMBER: If a student is not in your room when a LOCKDOWN is ordered, it means that the child has been directed into the nearest secure room. Wait to be called from the office to report missing or extra students using the INDIVIDUAL ROOM LIFE SURVEY.

Assessment and Response to Reports of 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
 -

Cardiac Arrest or Similar Life-Threatening Medical Emergency

1. Purpose and Scope

This section establishes procedures to recognize and respond to sudden cardiac arrest (SCA) or other life-threatening medical emergencies occurring on school grounds. The purpose is to ensure rapid, coordinated, and effective intervention consistent with

nationally recognized evidence-based emergency cardiac care guidelines, including American Heart Association (AHA) recommendations.

The plan applies to:

- Students
- Staff
- Visitors
- Volunteers
- Community members using facilities (e.g., after-hours events)

2. Legal Authority

This section is included pursuant to the July 1, 2025, California School Safety Plan requirement for procedures that address response to cardiac arrest or similar medical emergencies.

This plan is designed to reflect guidance from:

- American Heart Association (AHA) Cardiac Emergency Response Plan (CERP)
- AHA CPR and Emergency Cardiovascular Care (ECC) Guidelines
- California Education Code – School Safety Plan requirements
- Good Samaritan liability protections under California law

3. Definitions

Sudden Cardiac Arrest (SCA): A life-threatening condition in which the heart suddenly stops beating effectively, leading to collapse, unresponsiveness, and lack of breathing or abnormal breathing.

Automated External Defibrillator (AED): A portable device that analyzes the heart rhythm and provides an electric shock when indicated.

First Responder Team (FRT): Designated school staff trained in CPR/AED use who respond to medical emergencies on campus.

Cardiac Emergency Response Plan (CERP): A coordinated plan that establishes specific roles and responsibilities to ensure rapid response to cardiac emergencies.

4. Evidence-Based Core Elements

This plan incorporates the AHA's recommended core components, including:

- Early recognition
- Early activation of 911
- Early CPR
- Early defibrillation using AEDs
- Effective coordination among staff and EMS

- Post-event review and continuous quality improvement

5. Roles & Responsibilities

A. School Administration

- Maintain the Cardiac Emergency Response Plan as part of the CSSP.
- Designate a Cardiac Emergency Response Coordinator (often the school nurse or designee).
- Ensure AEDs are accessible, maintained, and inspected regularly.
- Support staff training and awareness efforts.

B. Cardiac Emergency Response Coordinator

- Maintain AED inventory, inspection logs, and service schedules.
- Ensure signage, mapping, and public awareness of AED locations.
- Coordinate schoolwide CPR/AED training opportunities.
- Lead post-incident evaluation and quality improvement efforts.

C. Staff Trained in CPR/AED

- Serve as First Responder Team members.
- Respond immediately to cardiac emergencies.
- Provide hands-only CPR and use AED until EMS arrives.
- Participate in annual refresher training.

D. All Staff

- Recognize signs of cardiac arrest.
- Immediately call 911 and activate school emergency protocols.
- Retrieve AEDs when directed.

6. AED Placement, Access & Maintenance

A. AED Placement

AEDs shall be located in high-visibility, easily accessible areas consistent with AHA recommendations, including but not limited to:

- Main office
- Gymnasium or multipurpose room
- Cafeteria

Goal: AED should be retrievable and applied to the victim within 3 minutes of collapse.

B. AED Signage

- AED locations shall be marked with standardized signage.
- AED locations shall be included on the campus safety map and in the Emergency Procedures Quick Guide.

C. Maintenance

- Monthly visual inspection of devices (battery status, pads, cabinet function).
- Annual testing/maintenance per manufacturer guidelines.
- Replacement of used or expired pads and batteries promptly.
- Documentation maintained for 5 years.

7. Recognition of Cardiac Arrest

Staff should suspect a sudden cardiac arrest if an individual:

- Collapses unexpectedly
- Is unresponsive
- Is not breathing or is gasping
- Has no detectable pulse (if trained to check)
- Exhibits seizure-like activity upon collapse

When in doubt, treat as cardiac arrest.

8. Emergency Response Procedures (AHA-aligned)

A. Immediate Actions (First 1–2 Minutes)

- i. Assess responsiveness and breathing.
- ii. Call 911 immediately (or direct another staff member to do so).
- iii. Activate school emergency response system (call office/main admin).
- iv. Start hands-only CPR (push hard and fast in center of chest).
- v. Send someone to retrieve the nearest AED.

B. AED Use

Once an AED arrives:

- i. Turn on the AED and follow audio/visual prompts.
- ii. Expose the chest and attach pads.
- iii. Ensure no one is touching the victim during rhythm analysis.
- iv. Deliver shock if advised.
- v. Resume CPR immediately after shock until AED instructs otherwise or EMS arrives.

C. Continued Care

- Continue CPR/AED cycles until EMS takes over.
- Provide information to EMS (collapse time, CPR started, AED shocks delivered).

9. Communication Protocol

During and after an emergency:

- Main office will notify administration and call security/campus supervisors if applicable.
- Administration will coordinate site access for EMS.
- After the emergency is resolved, the administrator or nurse will notify the parent/guardian (if a student), district office, and any required agencies.

10. Post-Incident Review & Documentation

Within 48 hours, the Cardiac Emergency Response Coordinator will:

- Complete a written incident report
- Download and submit AED event data (if applicable)
- Conduct a debrief with responders
- Identify improvement opportunities for training or plan updates

The Safety Committee will review the incident in its next meeting.

11. CPR/AED Training

The school encourages:

- Annual hands-on CPR training for staff
- AED familiarization sessions
- Integration of CPR/AED skills into staff safety meetings
- Training aligned with AHA or other nationally recognized programs

12. Liability Protections

Staff acting in good faith and within the scope of their training are protected under:

- California Good Samaritan Law
- Federal Cardiac Arrest Survival Act
- Education Code liability protections

13. Annual Review

This plan shall be reviewed:

- Annually during the CSSP update cycle
- After any cardiac emergency event
- When AED equipment or placement changes
- When national guidelines are updated

Revisions will be approved through the standard governance process and shared with all school employees.

Opioid Overdose

In accordance with California Education Code §49414.3

1. Overview & Purpose

This section outlines the school's procedures for preventing, recognizing, and responding to opioid overdoses on campus. The goal is to ensure rapid, safe, and coordinated response to suspected overdoses using naloxone (Narcan) or other state-approved opioid antagonists.

2. Legal Authority

California Education Code §49414.3 authorizes schools to:

- Maintain opioid antagonists on site
- Train voluntary personnel to administer naloxone
- Provide emergency medical assistance during a suspected opioid overdose

3. Roles & Responsibilities

A. School Administration

- Ensure naloxone supply is maintained, stored securely, and accessible.
- Identify and support voluntary staff participants.
- Include opioid overdose procedures in emergency response training and drills.

B. School Nurse / Health Services Designee

- Provide or coordinate annual staff training.
- Maintain inventory, expiration tracking, and documentation.
- Oversee reporting and follow-up procedures.

C. Authorized Trained Personnel

- Respond to suspected overdoses.
- Administer naloxone per training and protocol.
- Activate EMS and follow chain-of-command notification procedures.

4. Procurement, Storage & Inventory

- A. Naloxone will be obtained from the California Naloxone Distribution Project, local public health agencies, or pharmacies under a standing order.
- B. Medication will be stored in clearly marked, secure, but rapidly accessible locations such as the Main Office.
- C. Inventory will be logged and monitored monthly for expiration.

D. Used or expired doses will be disposed of per manufacturer and health department guidelines.

5. Recognition of Opioid Overdose

Staff should suspect opioid overdose if any three or more of the following are observed:

- Unresponsiveness or inability to wake
- Slow, shallow, or absent breathing
- Pinpoint pupils
- Blue or gray lips, fingernails, or skin
- Snoring, choking, or gurgling sounds
- Evidence of drug paraphernalia nearby

Note: Staff should treat any medical emergency with these symptoms as a suspected overdose unless definitively known otherwise.

6. Emergency Response Procedures

A. Immediate Actions

- i. Ensure scene safety.
- ii. Call 911 and report a suspected opioid overdose.
- iii. Notify the main office and request a trained responder and naloxone kit.
- iv. Check for breathing and responsiveness.
- v. Provide CPR or rescue breathing if trained and safe to do so.

B. Administration of Naloxone A trained responder shall:

- i. Follow protocol for nasal spray or auto-injector administration.
- ii. Note time of administration.
- iii. If victim does not respond within 2–3 minutes, administer a second dose if available.
- iv. Continue monitoring breathing and provide care until EMS arrives.

C. Transfer of Care

- EMS personnel assume medical care upon arrival.
- Used naloxone devices should be provided to EMS for disposal.

7. Communication & Follow-Up

A. Required Notifications

After the emergency is stabilized, school administration will notify:

- Parent/guardian (unless unsafe or prohibited)
- District office or superintendent
- School nurse/health services

- Other agencies as required by law

B. Documentation (within 24 hours)

Incident report must include:

- Student/individual involved
- Symptoms observed
- Time and dosage of naloxone administered
- Staff responders
- Actions taken before EMS arrival
- Outcome and follow-up recommendations

C. Confidentiality

All documentation and communication shall comply with:

- FERPA
- HIPAA (if applicable)
- District confidentiality protocols

8. Staff Training

Training is voluntary and must be completed annually. It will include:

- Signs and symptoms of opioid overdose
- Safe and correct naloxone administration
- Emergency activation and communication
- Good Samaritan protections
- Post-incident reporting

A roster of trained personnel will be maintained in the Safety Plan's Emergency Response Team (ERT) appendix.

9. Liability & Good Samaritan Protections

Per Education Code §49414.3:

- Staff administering naloxone in good faith and in accordance with training are protected from civil liability and disciplinary action.
- Participation is voluntary; no employee is required to administer medication.

10. Annual Review & Updates

This section of the Safety Plan shall be reviewed:

- Annually during the Safety Plan update cycle
- After any naloxone administration event

- When laws, training, or medications change

Updates will be approved through the school's standard Safety Plan approval process.

Instructional Continuity Plan

Introduction and Intent

This Instructional Continuity Plan (ICP) ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides Golden Valley Charter Schools (GVCS) with a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and transportation strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for GVCS Leadership and is not to be interpreted as finite due to the unique complexities faced during emergencies.

Objectives

1. Support the physical safety, mental health and wellbeing of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students with the following prioritization as feasible:
 - a. Full day, in-person instruction
 - b. Hybrid instruction (part time in-person instruction and remote learning)
 - c. Remote learning with live virtual instruction (synchronous)
 - d. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so.

Decision-Making Matrix for Instruction & Services

The following matrix guides potential emergency response decisions based on the severity and nature of the disruption:

Emergency Type	Primary Instructional Method	Alternative Schooling Locations	Independent Study Compliance	Communication Methods	Resource Allocation
Natural Disaster (Earthquake, Wildfire, Flood)	Remote Learning / Hybrid	Partner Schools, Neighboring School Districts, Community	Ensure ADA compliance with IS Contracts	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Communication	Deploy Remote Learning Materials (iPads, Hotspots,

		y Centers or other location		Platform, Phone Trees	Textbooks, Paper/Pencil s, etc.), Emergency Meals
Public Health Emergency (Pandemic, Epidemic)	Remote Learning/ Hybrid	Outdoor Locations, Hybrid, Full Remote Learning	Parent Agreements, Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Communication Platform, Virtual Meetings	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencil s, etc.), Emergency Meals
Power Outage	Paper-Based Instruction / Hybrid	Open Schools in Unaffected Zones/ Partner Schools	Modify Assignments , Paper- Based Work	Automated Phone Calls/Texts, District Website Updates, Phone Trees	Print Materials, Generator Access, Emergency Meals
Facility Damage (Fire, Structural Issues)	Hybrid / Relocation- Based	Partner Schools, Portable Classroom s	Individualiz ed IS Agreements, Daily Virtual Check-ins	Automated Calls/Texts, Email/Communicati on Platform Updates, Website Updates	Temporary Facilities, Shared Resources, Meal Distribution
Security Threat (Active Threat, Civil Unrest)	Shelter-in- Place or Full Remote Learning	EOC- assigned Safety Centers	IS Plans with Daily Virtual Check-ins	Text Alerts, Two- Way Radio, Community Briefings	Online & Local Learning Resources, Deploy Remote Learning Materials (computers, Hotspots, Textbooks, Paper/Pencil s, etc.), Emergency Meals

Instructional Continuity & Compliance

GVCS strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, RUSD will enact instruction for students for in-person learning or remote learning in accordance with the emergency situation.

- School sites will have defined metrics to return to site-based learning including, but not limited to: Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Instructional Preparedness

GVCS teachers are trained in adopted technology and platforms. RUSD a Chromebook supply for students that is maintained by the qualified IT Department staff with student safety protocols installed. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling.

Alternative Schooling Locations

GVCS will coordinate internally with functioning school sites, or externally with neighboring districts, community partners, local agencies, and county offices of education to relocate students if necessary to maintain the highest quality of education and peer interaction feasible.

Hybrid Learning Models

When remote learning is necessary, GVCS will strive to achieve at minimum a combination of in-person and remote learning based on safety assessments as soon as practicable.

Independent Study (IS) Requirements

GVCS will ensure compliance with California Education Code 51745-51749.6 for independent study when remote learning is necessary, including written agreements, synchronous instructional requirements, instruction by an appropriately certificated teacher, use of district-adopted curriculum, and progress tracking because in-person learning is not possible.

Materials, Supplies, and Technology Support

GVCS will facilitate distribution of materials needed to support remote learning including but not limited to paper, pencils, text/workbooks, district-provided devices, headphones, internet access solutions (ex. Hot spots, WIFI locations, etc.), digital platforms (e.g., Google Classroom, Zoom, Learning Management Systems), etc., to ensure equitable access to learning. Service Provision GVCS will provide services during an emergency in accordance with the Emergency Circumstances Program as detailed service agreements.

Communication Methods

GVCS will facilitate communication efforts to staff and families within five days following the emergency to establish two-way communication and access to supports. GVCS will account for staff and students and identify their needs.

Immediate Emergency Alerts

GVCS will support staff, student, and their families access to information through emergency alerts via text and emails, automated phone calls and texts, district website updates, social media, hotline, and/or local media broadcasts postings with multilingual and ADA support for accessibility as feasible.

Parent & Staff Updates

GVCS will use the established parent communication platform, email notifications, online webinars, phone trees, and/or district website postings with multilingual and ADA support for accessibility as feasible.

Student Engagement

GVCS will ensure regular check-ins through virtual platforms with qualified staff, certificated staff instructional supervision, service provision through virtual platforms or alternative locations, counselor support hotlines and care centers (as feasible), digital learning tools, and access to community support as feasible.

Resource Allocation

Technology & Learning Materials for Remote Learning

GVCS will distribute remote learning supplies for equitable access such as electronic device, hot spots, learning material/curriculum (offline learning packets, textbooks, workbooks, reading books, etc.), and supplies (paper, pencils, etc.) via arranged family pick-up or drop-off in coordination with community partner agencies.

Mental Health & Counseling Services

GVCS will provide staff, students, and their families with information and access to mental health resources, such as virtual and in-person counseling availability, crisis response teams, community outreach programs, mental wellness digital tools (apps, websites, etc.) in coordination with state and local agencies and community partners.

Meal Distribution & Nutrition Access

GVCS will coordinate with community partners to coordinate access to nutrition for students such as use of alternative school sites, partnership with neighboring districts, emergency meal sites, collaboration with food banks, grab-and-go meal programs, and home meal delivery options for students in need.

Logistics

Coordination with Local Agencies

GVCS will continue to partner with transit authorities, emergency management offices, and law enforcement to ensure safe student transport.

Family Support

GVCS may provide access and information for carpool coordination for families, cost coverage for emergency use of public transportation, and enacts emergency pick-up protocols consistent with family reunification planning.

Plan Review & Update

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by GVCS in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, GVCS curriculum and resources, community needs, and technological advancements.

Appendix A : Sample Instructional Continuity Plan Communication

Modeled after the CDE-provided Instructional Continuity Plan Sample from [La Canada](#) posted in 2025 due to the Easton Fire.

GVCS Instructional Continuity Plan Informational Overview

In response to the significant loss and disruption caused by the [name of emergency] for many students and staff, we have created this temporary Instructional Continuity Plan. At the heart of this plan, is the goal of returning to in person instruction as quickly as possible once GVCS is able to meet the conditions of safe reopening. This Instructional Continuity Plan assumes that the wide majority of our students will be returning to in-person instruction on [date of anticipated reopening], while providing access to an emergency remote learning plan for those unable to come to campus. (Please note that pending Board approval, if weather or infrastructure conditions change such that the conditions for a safe reopening are not met, the same plan will be followed with adjusted timelines.)

Staff Workdays	Schools Reopen
[insert dates]	[insert dates]

School Reopening Target Date

If the conditions for safe reopening are met, GVCS schools will reopen on [date] for in-person learning following [insert school hours/schedules (ex. “regular school day schedules”)]. Staff will work on [insert dates] to prepare remote learning activities for students unable to attend school in-person, ready classrooms, and prepare for the return of students. Unlike the period of schooling during the COVID pandemic, GVCS is returning to in-person instruction as the primary method of school and instructional delivery. Students who are able to come to school must come to school.

Medication Reminder

Families will need to send any refrigerated medicine to school along with their students as power has been off at the schools.

Emergency Remote Learning Plan Summary

This temporary Emergency Remote Learning Plan will run from [insert start date] through [insert end date]. The Emergency Remote Learning Plan is intended to serve those students and families residing in the affected areas of [insert area] and for those [insert area] residents with prevailing health conditions that make a return difficult. This Emergency Remote Learning Plan has been created so that students may have access to course materials and be able to continue to make academic progress toward the goals of their course(s).

Emergency Remote Learning Plan Dates	[insert start date] through [insert end date]

Families must contact the school attendance office by calling [phone number, form, or email] to share the duration of the absences from school and sign the agreement for remote learning. The

school attendance office will code their participation in remote learning for these school days. While mostly applicable to secondary school students in grades XXX, students will be asked to engage in essential assignments that will be graded and submitted via Google classroom.

Remote Learning Resource Access

Resources for remote learning will be available for pick-up at [location] on [date and time]. Alternative resource delivery may be available based on need. Please let the school attendance office know if your family is unable to access the pick-up location. Meals are available for pick-up at [school site or other location] at [day(s)/time]. Meals are also available through in coordination with [community agency] for families unable to pick-up.

Participation in Athletics and Extracurriculars

Students participating in emergency remote learning are students who are not able to come to in-person school for reasons directly related to the [insert emergency name]. This means that students participating in emergency remote learning are not able to participate in athletics or other extracurricular activities while on emergency home learning.

Emergency Remote Learning Plan

TK/K

- Reading: 20 minutes- Read aloud with an adult or listen to audiobooks.
- Math 20 minutes- Practice your numbers, counting, and math facts with an adult.
- Writing 10 minutes- Practice writing upper- and lower-case letters, numbers, and name
- Enrichment- legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

1st/2nd Grade

- Reading: 30 minutes- Read aloud with an adult or independently or listen to audiobooks
- Math 30 minutes- Practice your numbers and math facts with an adult
- Writing 20 minutes- Keep a daily journal- Journal Prompt Suggestions
- Enrichment- Legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

3rd/4th/5th Grade

- Reading: 45 minutes- Read aloud with an adult or independently or listen to audiobooks
- Math 45 minutes- Practice your numbers and math facts with an adult
- Writing 30 minutes- Keep a daily journal about your day
- Enrichment- legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

6th/7th/8th Grade

Check Google classroom for each class and complete the essential assignments posted by the teachers. Hand in assignments based upon proposed due dates. The completion of assignments is to provide access to course content and materials in order to support student learning progress.

For those with internet access, here are options varying by grade level: Here are some apps to explore:

• Brainpop	• Everyday Math	• Typetastic
• IXL	games	• Typing Agent
	• Listenwise	• Code.org

Students Who Need to Access Campus

The period of school closure was done as an emergency response. GVCS recognizes that students may need to collect personal items and school materials from campus. GVCS campuses will open to students on [insert date and time] to access [insert permitted locations] pending that the evacuation orders have been lifted and the campus is free from hazards.

Student and Staff Safety While on Campus

Safe air quality is one of the conditions that must be met for school to reopen. For students and staff who wish to have access to personal protective equipment, GVCS schools will make available KN-95 masks. Masks will be available in the main office and at distribution tables at school sites.

Planning for Next Round of Weather

Current weather forecasts show [insert concerning weather conditions, if any] on [insert days of concern] that will need to be monitored for campus impacts

Access to Supports

- GVCS provides access to mental health professionals via [insert means to access counselors virtually by appointment, care centers, community supports, etc., with locations, dates, and times as appropriate].
- The California Department of Health Care Services (DHCS) has two free online [behavioral health services platforms](#) that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
 - [BrightLife Kids](#) is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found [here](#).
 - [Soluna](#) is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found [here](#).
 - Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 [Medi-Cal threshold languages](#); age-tailored educational resources like articles, videos, podcasts, and stories and stress-management tools and clinically validated assessments to understand and monitor behavioral health over time. For more information and to view a quick five minute overview video of the Apps visit the [DHCS website](#).

Appendix B : CDE Resource List

School Safety

- [CDPH Office of School Health Hub](#) provides key resources and information to support safe, in-person learning in TK-12 schools and mitigate the spread of communicable diseases. CDPH adds new resources to the Hub on a routine basis. Communication
- The Office of Education Technology at the US Department of Education provides [natural disaster resources and digital learning guides](#) for parents and families, school leaders, and teachers.
- The [Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet](#) (PDF) provides strategies for LEAs to form partnerships and communicate with families and guardians.

Instruction and Assessment

- Utilize California's [Digital Learning Integration & Standards Guidance](#) to build educator and system capacity and ensure effective implementation of technology to support learning.
- Use screening tools to monitor progress. (Beginning the 2025–26 school year and annually thereafter, LEAs shall screen students in kindergarten and grades one and two for risk of reading difficulties using the instrument[s] approved by their governing boards [EC Section 53008] and related [Screening for Risk of Reading Difficulties FAQs](#).)

Improved Access

- Provide and maintain all accommodations and individualized education plans for students who need them and ensure the ICP can meet the needs of diverse learners. The CDE provides [guidance to support Special Education](#) students with remote learning.
- Review the CDE [English Learner Independent Study Frequently Asked Questions](#) (FAQs) for information and considerations regarding EL students participating in an independent study program.
- The US Department of Education [Natural Disaster Support Guidance](#) page includes resources for restoring the teaching and learning environment.

Professional Learning

- The [California Educators Together](#) platform, developed through a collaboration between the CDE and the Californians Dedicated to Education Foundation, offers free, high-quality resources and relevant professional learning, and lesson plans to support teaching and learning.
- The San Diego County Office of Education (SDCOE) designed units in each content area that offer [essential K–12 learning](#). The units integrate content, provide flexibility, and choice, and can be accessed and shared for free. SDCOE staff also offers [virtual professional learning](#) for each grade level/span.

- The CalHOPE Social Emotional Learning (SEL) Community of Practice is helping enable California's schools to be leaders in supporting proactive and early intervention to collectively respond to the social, emotional, and behavioral health needs of students, families, and educators.
 - [Greater Good Science Center SEL Modules \(scroll down to register\)](#)
 - [SEL Basic Course](#)
 - [Learning Hub](#)
- The Office of the California Surgeon General provides [Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings](#). Safe spaces is a free, online training designed to help early care providers, TK-12 educators and other school personnel recognize and respond to trauma and stress in children.

Well-Being

- [Safety and school crisis resources](#) created by the National Association of School Psychologists include evidence-based initiatives which create safe and supportive learning environments to ensure students have access to the supports they need to be successful.
- CDE provides [guidance and resources for supporting social and emotional learning](#) and Social and Emotional Support During Distance Learning.
- CDE “[Help for Students in Crisis](#)” provides resources for addressing mental health and wellness while school sites are closed.
- The California Department of Health Care Services (DHCS) has two free online [behavioral health services platforms](#) that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
 - [BrightLife Kids](#) is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found [here](#).
 - [Soluna](#) is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found [here](#).
 - Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 [Medi-Cal threshold languages](#); age-tailored educational resources like articles, videos, podcasts, and stories and stress-management tools and clinically validated assessments to understand and monitor behavioral health over time. For more information and to view a quick five minute overview video of the Apps visit the [DHCS website](#).

Support Services

- The National Center for Homeless Education provides information to support [Disaster Preparation and Response](#) for students who are experiencing homelessness.
- In "[Lessons from Real Life](#)", McKinney-Vento liaisons share their experiences with disaster response as well as insights to support recovery for displaced students.
- The CDE provides [Disaster Guidance for Child Nutrition Programs](#).
- Food Research and Action Center, a non-profit seeking to improve the nutrition, health, and well-being of people struggling against poverty-related hunger, offers a [Guide to Federal Nutrition Programs During Disasters](#).

2025–26 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2025–26 Title II, Part A allocation	\$5,747
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2025–26 Title II, Part A allocation after transfers out	\$5,747

Title IV, Part A Transfers

2025–26 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2025–26 Title IV, Part A allocation after transfers out	\$10,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2025–26 Title I, Part A LEA allocation (+)	\$34,655
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2025–26 Title I, Part A LEA available allocation	\$34,655

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$500

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2025–26 Approved indirect cost rate	6.20%
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$500
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$34,155

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	\$5,747
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2025–26 Total allocation	\$5,747
Administrative and indirect costs	\$0
Reservation for equitable services for nonprofit private schools	\$0
2025–26 Title II, Part A adjusted allocation	\$5,747

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2025–26 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2025–26 Title IV, Part A LEA available allocation	\$10,000

Reservations

Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2025–26 Title IV, Part A LEA adjusted allocation	\$10,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2025–26 Title II, Part A allocation	\$4,928
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2025–26 Title II, Part A allocation after transfers out	\$4,928

Title IV, Part A Transfers

2025–26 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2025–26 Title IV, Part A allocation after transfers out	\$10,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2025–26 Title I, Part A LEA allocation (+)	\$27,759
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2025–26 Title I, Part A LEA available allocation	\$27,759

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$500

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2025–26 Approved indirect cost rate	6.20%
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$500
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$27,259

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	\$4,928
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2025–26 Total allocation	\$4,928
Administrative and indirect costs	\$0
Reservation for equitable services for nonprofit private schools	\$0
2025–26 Title II, Part A adjusted allocation	\$4,928

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2025–26 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2025–26 Title IV, Part A LEA available allocation	\$10,000

Reservations

Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2025–26 Title IV, Part A LEA adjusted allocation	\$10,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

January 14, 2026

Regular Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 5:06 p.m.**
2. **Roll Call –**
Board Members Present: Katie Gerski-Keller, Meredith Willsen, James Stark, Jessica Crew
Board Members Absent: Ekaterina Khmelniker, Stephen Quadro
Guests: Brittany Galles, Jennifer Hoover, Becky Page (remote), Upekkha Evans, Tavia Pagan, Ryan Sutton, Mindy Kiel
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 just cause exceptions per SB 707?
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. **Jessica Crew read the Self-Discipline Virtue Card.**
5. **Public Comment –**
There were no public comments.

Chair Katie Gerski-Keller closed public comment at 5:10 p.m.
6. **Consent Agenda –**
It was moved by Meredith Willsen and seconded by James Stark that the Board approve the following items by consent:
 - 6.1 The Board approved the December 10, 2025, Regular Meeting Minutes.
 - 6.2 The Board approved the 2024-2025 Golden Valley Orchard School School Accountability Report Card (SARC).
 - 6.3 The Board approved the 2024-2025 Golden Valley River School School Accountability Report Card (SARC).
 - 6.4 The Board approved closing 2025-2026 enrollment for Golden Valley Charter Schools for all classes TK through grade 8 on February 27th, 2026.
(Ayes: 4, Noes: 0, Abstain: 0)

7. **Fiscal Policy (First Read) –**
The Board reviewed the revised Fiscal Policy for Golden Valley Charter Schools (GVCS).

James Stark explained reviewed and revised areas of the policy that the Finance Committee has helped influence. Revisions include adding verbiage surrounding signature authority, details

January 14, 2026

regarding spending thresholds, record retention and electronic records. Items about auditing have remained the same. Procurement policies in terms of signature authority, amounts and the threshold moving from \$10,000 to \$25,000 are outlined on page 10. A process around paying something in an emergency instance and notifying the Board immediately is described on page 11. The expense reimbursements timeline can be found on page 12.

The Board discussed the following revisions to the Fiscal Policy:

1. Add routine travel or repeated travel within a month period for meal transportation from Casa Roble to GVCS then expense it in the following month.
2. Page 19 payroll payment – has a control objective but needs to list more controls and procedures.
3. Page 17 bullet E, bullet G – vacation and sick leave being tracked in Paycom. Take out 'spreadsheet'.
4. Can add – framework within procedures of the Finance Committee meeting to discuss and review before it goes to the Board. The Board would like to cross reference the Governance Policy to review for any overlap regarding this matter.
5. Katie has concerns regarding high charges for consultants in the past. Is there a process where if the Board approves a contract, does the amount approved get added to the budget? The Finance Committee will clarify with Susan Lefkowitz at the next Finance Committee Meeting.
6. Page 22 control section – add in the process or procedure to explain the Executive Director (ED) or the Board can adjust a teacher's CalCard spending limit then immediately bring it back down in circumstances. Add what threshold the ED can approve and a threshold for what the Board needs to approve. Note that on Page 4 a \$25,000 spending limit is referenced for the ED at Wells Fargo.
7. Page 4 – there are two teacher references and needs to be corrected.
8. Adjust purchasing for kindergarten classes threshold to possibly \$1,000. Both faculty chairs will check in with kindergarten teachers to get feedback, numbers or a general consensus and will email this information to Jennifer.
9. Page 16 controlled objective – take out 'absolutely needs'. Add verbiage to include full or part time, within budget, and exerts tight control over hiring new employees.

TABLED. NO ACTION.

8. Executive Director Evaluation Policy (Second Read) –

Katie Gerski-Keller reviewed the revised Executive Director (ED) Evaluation Policy.

The Board discussed the following revisions to the ED Policy:

1. Add page numbers.
2. First table is to be omitted. The new table is on page 3.
3. Page 5 – add both faculty delegates.
4. Katie will fix formatting so that tables are all on one page.
5. Survey questions were pulled from standard of elements that are listed as an evaluation criteria; Katie will add these to the third read. Survey questions should be standardized across the entire year and not just at the end of the year.

TABLED. NO ACTION.

January 14, 2026

9. **Student & Parent Handbook for GVCS (Second Read)** –

The Board reviewed the revised Student & Parent Handbook for GVCS.

Policies that were added were new policies straight from CSDC samples.

Jennifer asked the Board for thoughts on verbiage for when changes are needed in such things as phone numbers, ELO, etc. The Board agreed that in these instances, the ED send and notify the Board of changes within the handbook but does not need to come to the Board for approval every time an edit is made. Note: possibly make an administrative regulation and address this in governance.

James has notes that he could not access during the meeting and will send to Jennifer for feedback.

Jennifer explained that page 10 spells out details of the fundraising committee.

Revision needed:

1. Cell phone policy is repetitive on page 63 second bullet and seventh bullet. Possibly change to 'cell phones and other electronic devices'.

Jennifer explained the specifics surrounding new cell phone laws. Leadership will need to get creative with faculty as a team on details they want in the verbiage within the policy. Students' watches will need to come off during testing.

Within the Code of Conduct GVCS refers to the Suspension and Expulsion Policy. Deadlines or cut-offs for birthdates will be updated on an annual basis.

Upekkha advised she can collaborate with faculty and will email Jennifer any details that faculty would like the Board to be aware of while revising the Student & Parent Handbook.

Upekkha asked about guidelines surrounding what to do if ICE were to come on school campus. GVCS has been given guidance from both the state and charter organizations that Jennifer can share out with the faculty chairs, and they will pass on to their faculty.

TABLED. NO ACTION.

10. **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.

11. **Executive Reports** –

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

Executive Director Report: Interim Executive Director, Jennifer Hoover, presented items of interest to the board.

January 14, 2026

12. Closed Session –

The Board went into closed session at 6:41 p.m. to discuss the appointment of a public employee for the position of Executive Director, including discussion of specific applicants and their qualifications pursuant to § 54957(b)(1).

a. Public Employee Appointment

Title: Executive Director

13. Resume Open Session –

The Board resumed Open Session at 7:54 p.m. The Board reported that, in Closed Session, action was taken to select the top three candidates to advance to the interview phase for the Executive Director position.

14. The Board recited the Motto of the Social Ethic.

15. Chair Katie Gerski-Keller adjourned the meeting at 7:55 p.m.

Respectfully submitted by Brittany Galles.

Katie Gerski-Keller, Chair

Date

~~CHARTERSAFE CHARTER SCHOOL HANDBOOK~~
~~TEMPLATE~~Golden Valley Charter Schools Handbook
2026-2027

TABLE OF CONTENTS

SECTION 1 – WELCOME	7
WELCOME TO Golden Valley Charter Schools!.....	7
SECTION 2 – GENERAL	8
SECTION 3 – OUR MISSION/VISION/PHILOSOPHY	9
MISSION STATEMENT	9
VISION STATEMENT	9
ACADEMIC PHILOSOPHY	9
SECTION 4 – EMPLOYMENT	1110
EMPLOYMENT APPLICATIONS	1110
AT WILL EMPLOYMENT	1110
EQUAL EMPLOYMENT OPPORTUNITY	1110
HARASSMENT	1211
What is Harassment?.....	1312
What is abusive conduct/workplace bullying?	1413
What is Retaliation?.....	1413
Responsibility	1514
Reporting.....	1514
Investigation/Complaint Procedure	1514
Conclusion	1716
Training Requirements.....	1716
TITLE IX NOTICE OF NONDISCRIMINATION	1716
WHISTLEBLOWER POLICY	1716
OPEN COMMUNICATION POLICY	1817
LACTATION ACCOMMODATION POLICY	1918
LACTATION ACCOMMODATION POLICY (for San Francisco schools— effective 1-1-2018).....	Error! Bookmark not defined.19
PUBLIC RELATIONS	2019
SECTION 5 – THE EMPLOYMENT PROCESS	21
EMPLOYEE CLASSIFICATIONS.....	21
EMPLOYEE STATUS AND CLASSIFICATIONS.....	21
Exempt	2122
Non-Exempt.....	22
Regular Full-Time.....	22
Regular Part-Time.....	22
Temporary (Full-Time or Part-Time)	22

WORK SCHEDULES	22
Instructional Employees:	23
Non-Instructional Employees:	23
WORKWEEK AND WORKDAY	23 ~~24~~
SCHOOL HOLIDAYS	23 ~~24~~
ACADEMIC FREEDOM- ~~[OPTIONAL]~~	24 ~~25~~
ATTENDANCE AND PUNCTUALITY	25
ATTENDANCE/PUNCTUALITY	25 ~~26~~
TIME RECORDS (NON-EXEMPT EMPLOYEES)	26
MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)	26 ~~27~~
Meal Periods	26 ~~27~~
Rest Periods	27 ~~28~~
Reporting Form- ~~[OPTIONAL]~~	28
PAYDAYS	28 ~~29~~
PAYROLL WITHHOLDINGS	28 ~~29~~
SECTION 6 – CONDITIONS OF EMPLOYMENT	30 ~~31~~
IMMIGRATION LAW COMPLIANCE	30 ~~31~~
CREDENTIAL REQUIREMENTS	30 ~~31~~
TUBERCULOSIS TEST	30 ~~31~~
CRIMINAL BACKGROUND CHECK	31 ~~32~~
CHILD ABUSE AND NEGLECT REPORTING ACT	31 ~~32~~
FIRST-AID AND CPR TRAINING	32 ~~33~~
PERSONNEL FILES	32 ~~33~~
CHANGES IN EMPLOYMENT	32 ~~33~~
SECTION 7 – PERFORMANCE	34 ~~34~~
EMPLOYEE PERFORMANCE REVIEW	34 ~~34~~
PERFORMANCE EVALUATIONS	34 ~~34~~
Administrative and Classified Staff:	34 ~~34~~
Teachers:	35 ~~34~~
Basis for Determining Pay	36 ~~35~~
SECTION 8 – LEAVES	37 ~~36~~
FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)	37 ~~36~~
PREGNANCY DISABILITY LEAVE	39 ~~38~~
MILITARY SPOUSE LEAVE	40 ~~39~~
WORKERS' COMPENSATION LEAVE	40 ~~39~~
BEREAVEMENT LEAVE	41 ~~40~~

REPRODUCTIVE LOSS LEAVE	4240
JURY DUTY LEAVE	4341
TIME OFF TO VOTE	4442
SCHOOL ACTIVITIES LEAVE	4442
SCHOOL APPEARANCE/SUSPENSION LEAVE	4543
CRIME VICTIM LEAVE	4543
DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE	4644
MILITARY LEAVE	4745
ADULT LITERACY LEAVE	4845
ORGAN DONOR / BONE MARROW DONOR LEAVE	4846
DRUG & ALCOHOL REHABILITATION LEAVE	4846
VOLUNTEER CIVIL SERVICE LEAVE [USE IF UNDER 50 EMPLOYEES]	
.....	4946
VOLUNTEER CIVIL SERVICE LEAVE/TRAINING [USE IF 50+ EEs]	4947
CIVIL AIR PATROL LEAVE	4947
 SECTION 9 – BENEFITS	 5149
 VACATION.....	 5149
Standard Vacation Policy.....	5149
 SICK LEAVE	 5250
ALTERNATIVE ONE – STATE STATUTORY MANDATED ACCRUAL	
METHOD:	5250
Eligible Employees	5250
Permitted Use.....	5250
Accrual Rate, Maximum, and Carryover–[SELECT APPLICABLE	
OPTION(S)].....	5351
Limits on Use.....	5351
Notification	5452
Termination.....	5452
No Discrimination or Retaliation.....	5452
 ALTERNATIVE TWO – BANKED LUMP SUM METHOD:	 5452
Eligible Employees	5452
Permitted Use.....	5452
Allotment	5553
Limits on Use.....	5553
Notification	5553
Termination.....	5553
No Discrimination or Retaliation.....	5653
 PAID TIME OFF (PTO) POLICY	 5654
INSURANCE BENEFITS	5854
COBRA BENEFITS	5854

SOCIAL SECURITY/MEDICARE.....	59 ~~55~~
STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)	59 ~~55~~
PAID FAMILY LEAVE (WAGE SUPPLEMENT)	59 ~~55~~
WORKER’S COMPENSATION INSURANCE	59 ~~55~~
 SECTION 10 – EMPLOYEE COMMUNICATIONS	 61 ~~56~~
COMMUNICATIONS POLICY	61 ~~56~~
No Expectation of Privacy	61 ~~56~~
Professional Use of Communication Systems Required	62 ~~57~~
Offensive and Inappropriate Material	62 ~~57~~
Solicitations.....	63 ~~58~~
Licenses and Fees	63 ~~58~~
Games and Entertainment Software.....	63 ~~58~~
Confidential Information	63 ~~58~~
Charter School Meetings.....	63 ~~58~~
Copyrights and Trademarks.....	63 ~~58~~
Maintenance and Security of the System.....	64 ~~59~~
Violations of this Policy.....	64 ~~59~~
Amendment and Modification of this Policy.....	65 ~~60~~
SOCIAL MEDIA POLICY.....	65 ~~60~~
EQUIPMENT POLICY	67 ~~62~~
Laptop Computers.....	68 ~~63~~
LAPTOP COMPUTERS	69 ~~64~~
CELL PHONE POLICY	69 ~~64~~
TELEPHONE CALLS AND TEXTING.....	70 ~~65~~
PERSONAL PHONE AND PERSONAL CELL PHONE USE	71 ~~66~~
NO SOLICITATION/DISTRIBUTION POLICY ~~ICY~~ [OPTIONAL]	72 ~~67~~
Definitions.....	73 ~~68~~
Employee Responsibility	73 ~~68~~
NEPOTISM POLICY	73 ~~68~~
BUILDING SECURITY/SCHOOL KEYS	74 ~~69~~
INTERNAL INVESTIGATIONS & SEARCHES	74 ~~69~~
VIOLENCE IN THE WORKPLACE.....	75 ~~70~~
 SECTION 11 – STANDARDS OF CONDUCT	 77 ~~72~~
PERSONAL STANDARDS.....	77 ~~72~~
PUBLIC IMAGE/DRESS CODE.....	77 ~~72~~
PERSONAL APPEARANCE/STANDARDS OF DRESS	77 ~~72~~
DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS	78 ~~73~~
STAFF-STUDENT INTERACTIONS.....	78 ~~73~~

Boundaries Defined	78 ~~73~~
Acceptable and Unacceptable Behaviors.....	78 ~~73~~
Unacceptable Behaviors.....	79 ~~74~~
Acceptable Behaviors	81 ~~76~~
Boundaries Reporting	82 ~~77~~
Investigating.....	82 ~~77~~
Consequences.....	83 ~~78~~
CUSTOMER & PUBLIC RELATIONS	83 ~~78~~
PROHIBITED CONDUCT	83 ~~78~~
CONFIDENTIAL INFORMATION	86 ~~81~~
CONFLICTS OF INTEREST.....	87 ~~82~~
Outside Employment	87 ~~82~~
EXPENSE REIMBURSEMENT POLICY	88 ~~83~~
General guidelines	89 ~~83~~
Travel guidelines.....	89 ~~84~~
Cell Phone Reimbursement.....	90 ~~85~~
SECTION 12 – SAFETY.....	91 ~~86~~
SUBSTANCE AND ALCOHOL POLICY	91 ~~86~~
TOBACCO-FREE SCHOOL	93 ~~88~~
SECURITY	94 ~~89~~
PARKED VEHICLES	94 ~~89~~
USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS	94 ~~89~~
PERSONAL AUTOMOBILE	95 ~~90~~
PERSONAL PROPERTY	95 ~~90~~
SAFETY POLICY	95 ~~90~~
ERGONOMICS	95 ~~90~~
CHEMICAL EXPOSURE WARNING.....	96 ~~91~~
SECTION 13 – TERMINATION.....	97 ~~92~~
VOLUNTARY TERMINATION.....	97 ~~92~~
INVOLUNTARY TERMINATION.....	97 ~~92~~
EXIT INTERVIEWS	97 ~~92~~
VERIFICATION AND REFERENCE POLICY.....	97 ~~92~~
EMPLOYEE HANDBOOK ACKNOWLEDGEMENT	99 ~~94~~
Addenda Form A; Non-Exempt Employee Meal Period Waiver Agreement	101 ~~96~~
Addenda Form B; Non-Exempt Employee Meal and Rest Period Reporting Form.....	103 ~~97~~

SECTION 1 – WELCOME

WELCOME TO Golden Valley Charter Schools!

We are happy to have you join us at Golden Valley Charter Schools (or “School”). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of Golden Valley Charter Schools, its personnel policies and procedures, and your benefits as a Golden Valley Charter Schools employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No Golden Valley Charter Schools guideline, practice, manual or rule may alter the “at-will” status of your relationship with Golden Valley Charter Schools.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, Golden Valley Charter Schools reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever Golden Valley Charter Schools determines that such action is warranted. For these reasons, we urge you to check with the Human Resources Department to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at Golden Valley Charter Schools.

Sincerely

Jennifer Hoover

Interim Executive Director

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at Golden Valley Charter Schools. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other Golden Valley Charter Schools document confers any contractual right, either express or implied, to remain in Golden Valley Charter Schools's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by Golden Valley Charter Schools or you may resign for any reason at any time.

No supervisor or other representative of Golden Valley Charter Schools except the Executive Director, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside Golden Valley Charter Schools, other than to individuals affiliated with Golden Valley Charter Schools whose knowledge of the information is required in the normal course of business.

SECTION 3 – OUR MISSION/VISION/PHILOSOPHY

MISSION STATEMENT

“We nurture a passion for learning through head, heart, and hands experiences which prepare students to engage in a dynamic world.”

Our mission reflects our shared commitment to the primary reason we exist as an organization. There are many things that we do as an educational community. Our mission does NOT try to summarize what or how we do it. Our mission defines why we are here to help us focus on those things that will have the greatest benefit towards that purpose. This is our compass. Our mission provides stability of our purpose over the long term, even as our specific strategies and methods adapt in the short term to navigate changing conditions.

Our mission is not just the purview of the teachers or students in the classroom. Our entire community, including all employees and all volunteers, serve as educators towards this mission. The way we speak and how we act are shown as role models. We contribute our time and our donations directly in classrooms and on the playgrounds. We contribute indirectly by making the campuses safe and well equipped and by supporting the teachers and volunteers who are working directly with the students. It takes all of us working together every day to make this mission a reality.

VISION STATEMENT

” Expanding access for children and families to a community of public Waldorf Schools.”

Our vision paints a clear and compelling future that we are excited to create together. It illustrates what we will look like when we arrive in 2030. We recognize our role as a leader, among a growing number of others who are courageously pioneering innovative educational choices. We strive to create broader community access to public Waldorf education through leadership of charter schools, and we remain steadfast in our commitment to our core identity as a public Waldorf charter school.

ACADEMIC PHILOSOPHY

Golden Valley Charter Schools is a member of the Alliance for Public Waldorf Education. We are part of the worldwide movement which began with the opening of the first Waldorf School in Germany in 1919. The first faculty studied under Austrian Philosopher Rudolf Steiner, who taught that each child has a consciousness that unfolds over time and every stage has to be met by the curriculum. Our schools have an integrated block system with subjects that rotate throughout the

year. We offer an array of specialty classes in the arts. Movement, outdoor play, social emotional learning, and low media exposure are all values we bring to education.

Our academic task is to break down the barriers to find every child's true capacity. Therefore, we tell our authorizer that we teach all of the California Standards by the time our students graduate from 8th grade. However, we do it at a pace that reflects the developmental model of each grade level. We are teaching all aspects of the child and not just their strengths. Faculty work as a group in professional learning circles to better understand the children to present a curriculum that meets them where their present levels are.

Graduates from Golden Valley are well known in area high schools for their artistry, ability to advocate for themselves, and their creative thinking on academic tasks.

Thank you for being a member of this outstanding team.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and Golden Valley Charter Schools will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, Golden Valley Charter Schools may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director of Golden Valley Charter Schools, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict Golden Valley Charter Schools’s right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

Golden Valley Charter Schools is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual’s protected status, including race (which includes associated traits, such as hair styles and protective hair styles, e.g., braids, locs, and twists, and hair texture), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical

services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, any combination of these characteristics, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics or a combination of these characteristics. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes they require an accommodation in order to perform the essential functions of the job should contact the Human Resources Department and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally **Golden Valley Charter Schools** and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with **Golden Valley Charter Schools** in this process, which may include authorizing **Golden Valley Charter Schools** to communicate with their health care provider(s).

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of **Golden Valley Charter Schools** to ensure equal employment opportunity without harassment on the basis of race (which includes associated traits, such as hair styles and protective hair styles, e.g., braids, locs, and twists, and hair texture), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes

undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, any combination of these characteristics, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics or a combination of these characteristics.

Golden Valley Charter Schools prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term “harassment” includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) (“hostile work environment” harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above (“hostile work environment” harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual (“hostile work environment” harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e-mails, letters, pictures, or gifts (“hostile work environment” harassment).
- Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis (“hostile work environment” harassment).

- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (“quid pro quo” harassment).
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy.
- Sexually harassing conduct does need not to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer’s legitimate business interests. Examples may include:
 - Use of derogatory remarks, insults and/or epithets
 - Verbal or physical conduct that sabotages or undermines a person’s work performance that is threatening, humiliating or intimidating
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, “retaliation” means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee’s work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the “cold shoulder”) when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All **Golden Valley Charter Schools** employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

Golden Valley Charter Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Human Resources Manager. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to Human Resources Department. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, or other upper-level administrators, as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within **Golden Valley Charter Schools**. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. **Golden Valley Charter Schools** is serious about enforcing its policy against discrimination, harassment and retaliation; however, **Golden Valley Charter Schools** cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to **Golden Valley Charter Schools's** attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. This can be done through an inter-office mail envelope with an anonymous complaint sent directly to the Human Resources Department.

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

Golden Valley Charter Schools encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and

intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Golden Valley Charter Schools's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with adequate investigation methods and appropriate corrective actions. The School has a compelling interest in protecting the integrity of its investigations. In every investigation, the School has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with Golden Valley Charter Schools's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, Golden Valley Charter Schools will provide regular progress updates, as appropriate, to those directly involved. Golden Valley Charter Schools will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

Golden Valley Charter Schools may investigate conduct in the absence of a formal complaint if the Golden Valley Charter Schools has reason to believe that an individual has engaged in conduct that violates Golden Valley Charter Schools policies or applicable law. Further, Golden Valley Charter Schools may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which Golden Valley Charter Schools believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as Golden Valley Charter Schools believes is appropriate under the circumstances. Due to privacy protections, the Golden Valley Charter Schools may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the site Principal or Human Resources Department.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department (“CRD”) or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.calcivilrights.ca.gov, respectively.

Training Requirements

Golden Valley Charter Schools requires all employees to abide by California’s training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

TITLE IX NOTICE OF NONDISCRIMINATION

Golden Valley Charter Schools does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. §1681 et seq.) and the Title IX regulations (34 C. F. R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C. F. R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for the Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

Human Resources Manager at (916) 597-1035

A copy of Golden Valley Charter Schools’s Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within Golden Valley Charter Schools’ education program or activities and for pursuing available remedies, is available on the Golden Valley Charter Schools website at: <https://goldenvalleycharter.org/>

WHISTLEBLOWER POLICY

Golden Valley Charter Schools is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of Golden

Valley Charter Schools policy, specifically the policies contained in Golden Valley Charter Schools's Employee Handbook.

An employee who wishes to report a suspected violation of law or Golden Valley Charter Schools policy may do so by contacting the Board of Trustees.

Golden Valley Charter Schools expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of Golden Valley Charter Schools. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the School Principal or the Human Resources Department. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the Executive Director or The Chair of the GVCS Board of Trustees (?) Human Resources Manager, or Human resources Department.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Human Resources Department and a member of Golden Valley Charter Schools management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. Golden Valley Charter Schools strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. Golden Valley Charter Schools is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their Direct Supervisor. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. Golden Valley Charter Schools will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

Golden Valley Charter Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Human Resources Department. The School will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact their supervisor or Human Resources Department to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources or Board of Trustees Board Chair (?) Executive Director. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at Golden Valley Charter Schools and will be handled in accordance with Golden Valley Charter Schools's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor

Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the School, its employees, students, parents and the general public. The public impression of Golden Valley Charter Schools and its interest in our school will be formed in part, by Golden Valley Charter Schools employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, Golden Valley Charter Schools and our school's services.

Below are several things employees can do to help leave people with a good impression of Golden Valley Charter Schools.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE CLASSIFICATIONS

Each Golden Valley Charter Schools employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Regular full-time employees are those employees regularly scheduled to work 30+ hours or more each week. Regular part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as an “Instructional” or “Certificated employee” or “Non-Instructional” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt employees: This category includes all employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

Non-exempt employees: This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law.

~~<Instructional or Certificated Employee>~~: ~~<Instructional or~~ **Certificated Employees** are those employees hired by Golden Valley Charter Schools for the primary purpose of instructing students.

~~<Non-Instructional or Classified Employee>~~: ~~<Non-Instructional or~~ **Classified Employees** includes those employees hired by Golden Valley Charter Schools that do not primarily instruct students, such as administrative, maintenance, assistants and other operational employees.

EMPLOYEE STATUS AND CLASSIFICATIONS

“Employees” may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt

Employees whose positions meet specific criteria established by state and federal law and who are exempt from overtime pay requirements.

Non-Exempt

Employees whose positions do not meet specific criteria established by state and federal law and are paid overtime and double time pay in certain circumstances. Overtime and double time compensation will be paid in accordance with all state and federal laws, which is generally the following:

- Overtime (paid at one-and-a-half times the employee's regular rate of pay): All hours worked in excess of 40 hours per workweek, in excess of 8 hours in a workday, and for the first 8 hours worked on the seventh consecutive workday.
- Double time (paid at twice the employee's regular rate of pay): All hours worked in excess of 12 hours in a workday and in excess of 8 hours worked on the seventh consecutive workday.

Regular Full-Time

Employees who are regularly scheduled to work 30+ hours per week are generally eligible for the Golden Valley Charter Schools's benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for Golden Valley Charter Schools's benefit package except for those required by law.

Temporary (Full-Time or Part-Time)

An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by the Human Resources Manager.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

Golden Valley Charter Schools reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

Instructional Employees:

The normal working hours for instructional employees at the school sites are from 7:45 a.m. to 3:30 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

The Supervisor must approve any exceptions to the regular work schedule for instructional employees.

Non-Instructional Employees:

The Executive Leadership will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and double time pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

Golden Valley Charter Schools’s workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. Golden Valley Charter Schools’s standard workday is 12:00 a.m. to 11:59 p.m. each day.

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day

- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their **Supervisor**. The employee may use paid **PTO** if the employee has unused **PTO** available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved **PTO**

ACADEMIC FREEDOM

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must call the **Substitute Finder** at one hour before the time you are scheduled to begin working for that day. If you call in less than **one hour** before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify the **Substitute Finder** personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to the **Substitute Finder or Supervisor** and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

ATTENDANCE/PUNCTUALITY

The presence or absence of each employee is of critical importance to the successful operation of the **Golden Valley Charter Schools**. Regular attendance and punctuality are considered an essential function of each position. Therefore, **Golden Valley Charter Schools** expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work "off the clock." Working "off the clock" violates our School's policy. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources.

Exempt employees must report full days of absence from work.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.

The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the **Human Resources Department** and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the **Human Resources Department** and complete a "Second Meal Period Waiver" form.

<u>Hours Worked</u>	<u>Number of Meal Periods</u>
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

<u>Hours Worked</u>	<u>Number of Rest Periods</u>
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Form

In addition to reporting it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor and **acknowledge the hours in Paycom or payroll software**. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to **their Supervisor** on the same workday that they experienced the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an “authorized” meal period at the time provided by **Golden Valley Charter Schools**), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to **their Supervisor or Human Resources**.

PAYDAYS

Paydays at **Golden Valley Charter Schools** are the **10th and 26th of each month**. The **Human Resources Department** or their designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual “payday,” the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

Golden Valley Charter Schools is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, **Golden Valley Charter Schools** must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions **Golden Valley Charter Schools** will work in good faith to resolve errors as soon as possible. The employee should notify the **Payroll Department** of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then they should ask the **Human Resource Department** to ~~**Payroll or Human Resources Department Business Services Specialist (?)**~~ to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it **electronically on the Paycom or Payroll Software.**

SECTION 6 – CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

Golden Valley Charter Schools employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with **Golden Valley Charter Schools** within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required valid certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a valid credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, Golden Valley Charter Schools is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's or other approved health care provider's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in a delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with **Golden Valley Charter Schools** in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may be also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law. ~~[*WE STRONGLY ENCOURAGE YOU TO CONTACT COUNSEL BEFORE CONDUCTING SUCH BACKGROUND CHECKS AS THERE MAY BE LOCAL LAWS LIMITING THE ABILITY TO CONDUCT THE BACKGROUND CHECKS AND/OR IN TAKING ANY ACTION.]~~

All fingerprint and background information must be completed and the results in the possession of **Golden Valley Charter Schools** before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with **Golden Valley Charter Schools**.

Golden Valley Charter Schools shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law. Additionally, should an employee, during their employment with **Golden Valley Charter Schools**, be arrested for, charged with, or convicted of any offense, the employee must immediately report as much to Human Resources.

For additional information on background checks, please contact the **Human Resources Department**.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours

of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It is extremely important that Golden Valley Charter Schools employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The Supervisor ~~Supervisor school Principal~~ is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without Golden Valley Charter Schools's assistance, they are required to notify Golden Valley Charter Schools of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with Golden Valley Charter Schools.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Human Resources Department.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Human Resources Department. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Human Resources Department about changes in the employee's personal information and changes affecting the employee's status (for example, name

changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

~~THIS SECTION SHOULD BE MODIFIED TO FIT YOUR PRACTICES~~

~~EMPLOYEE PERFORMANCE REVIEW~~

~~Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.~~

~~Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and their supervisor to make and agree on new goals, skills, and areas for improvement.~~

~~Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.~~

~~ALTERNATIVELY~~

PERFORMANCE EVALUATIONS

Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.

Teachers:

At the start of each academic year, each Teacher will meet with the school Principal to establish Goals for that school year. The Teacher will put these goals in writing in accordance with a template to be provided by the school Principal.

The school Principal will generally observe/evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the

school's charter, and standards for teaching performance based on Waldorf pedagogy, the GVCS' Board of Directors, and/or other GVCS staff.

In addition to these more formal performance evaluations, GVCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

GVCS provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit GVCS' right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and GVCS. Accordingly, either the employee or GVCS can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

~~Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.~~

Teachers:

~~At the start of each academic year, each Teacher will meet with the school Principal to establish Performance Objectives for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the school Principal.~~

~~The school Principal will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the Golden Valley Charter Schools's charter, and standards for teaching performance developed by the Waldorf pedagogy, the Golden Valley Charter Schools's Board of Directors, and/or other Golden Valley Charter Schools staff.~~

~~In addition to these more formal performance evaluations, Golden Valley Charter Schools encourages you and your supervisor to discuss your job performance on an ongoing basis.~~

~~Golden Valley Charter Schools's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit the Golden Valley Charter Schools's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and Golden Valley Charter Schools. Accordingly, either the employee or Golden Valley Charter Schools can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.~~

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the School. It is Golden Valley Charter Schools' goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While Golden Valley Charter Schools strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of Golden Valley Charter Schools and depend upon many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

SECTION 8 – LEAVES

~~[NOTE HIGHLIGHTED REFERENCES TO VACATION/PTO AND/OR PAID SICK LEAVE THROUGHOUT LEAVE POLICIES AND HANDBOOK. THESE REFERENCES WILL HAVE TO BE DELETED OR MODIFIED DEPENDING ON WHETHER THE SCHOOL OFFERS VACATION, PTO AND/OR PAID SICK LEAVE.]~~

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the School within 75 miles. Please check with the **Human Resources Department** to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from the **Human Resources Department**. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. the care of the employee's spouse, child, parent with a "serious health condition";
3. for CFRA only, the care of the employee's "family member with a "serious health condition";
4. the "serious health condition" of the employee;
5. for FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
6. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, registered domestic partner (CFRA only)

or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a “family member” includes the employee’s spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a “designated person”. A “designated person” is someone else with a blood or family-like relationship with the employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A “serious health condition” is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member’s health care provider. If you are seeking a leave under paragraph (4) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from the [Human Resources Department](#).

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued ~~vacation~~-PTO during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member’s serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program) or workers’ compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available ~~<vacation/PTO>~~ and/or paid sick leave.

Benefit accrual, such as ~~<vacation/PTO, PSL>~~, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, “key” employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any “key” employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact the [Human Resources Department](#).

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider’s statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the School. Employees returning from pregnancy disability leave must submit a health care provider’s verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee’s health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee’s regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued ~~<vacation/PTO>~~ time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available ~~<vacation/PTO>~~ and/or sick leave.

Benefit accrual, such as ~~<vacation/PTO>~~, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability

leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they have been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than if the employee would not have otherwise have been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact the Human Resources Department.

MILITARY SPOUSE LEAVE

[25 OR MORE EMPLOYEES]

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or registered domestic partner is on leave from military deployment.

An eligible employee must work an average of 20 hours per week; have a spouse or registered domestic partner who is a member of the Armed Forces, National Guard or Reservices; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued ~~<vacation/PTO/sick leave>~~ during this unpaid time off.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). The Human Resources Department will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you

have any questions concerning this leave and/or any benefit related questions, please contact the Human Resources Department.

BEREAVEMENT LEAVE

~~THIS SHOULD BE MODIFIED TO FIT YOUR SCHOOL INCLUDING IF YOUR SCHOOL PROVIDES MORE THAN 5 DAYS OF BEREAVEMENT, AND IF ANY BEREAVEMENT TIME OFF IS PAID OR UNPAID~~

GVCS provides time off to eligible employees in the event of the death of a “family member”. To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.

For purposes of this policy, a family member is defined as a: spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent, and grandchild.

The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.

Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the Business Services Specialist or Human Resources Manager with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary, verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

Up to three days will paid Bereavement Leave per school year. An employee may elect to use any accrued PTO for any remaining Bereavement Leave.

~~Golden Valley Charter Schools provides time off to eligible employees in the event of the death of a “family member”. To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.~~

~~For purposes of this policy, a family member is defined as a: spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent and grandchild.~~

~~The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.~~

~~Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the Business Services Specialist or Human Resources Department with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary; verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution or governmental agency.~~

~~Up to <THREE DAYS> will paid Bereavement Leave per school year. An employee may elect to use any accrued <vacation/PTO> for any remaining Bereavement Leave.~~

~~OR~~

~~Bereavement Leave is unpaid; however, an employee may elect to use any accrued <vacation/PTO>.~~

REPRODUCTIVE LOSS LEAVE

Golden Valley Charter Schools **Golden Valley Charter Schools** grants time off to eligible employees in the event you suffer a qualifying reproductive loss event as defined in this policy.

To be eligible for reproductive loss leave, you must be employed for at least 30 days prior to starting leave.

If you are eligible and experience a reproductive loss event, you may take up to five days of reproductive loss leave.

For purposes of this policy, a reproductive loss event is the day, or the final day for a multiple day event, of one of the following:

- **Failed adoption:** The dissolution or breach of an adoption agreement with the birth mother or legal guardian, or an adoption that is not finalized because it is contested by another party, if you would have been a parent of the adoptee if the adoption had been completed.
- **Failed surrogacy:** The dissolution or breach of a surrogacy agreement, or a failed embryo transfer to the surrogate, if you would have been a parent of a child born as a result of the surrogacy.
- **Miscarriage:** May be a miscarriage by you, your current spouse or domestic partner, or by another individual if you would have been a parent of a child born as a result of the pregnancy.
- **Stillbirth:** May be a stillbirth resulting from your pregnancy, the pregnancy of your current spouse or domestic partner, or another individual if you would have been a parent of a child born as a result of the pregnancy.

- **Unsuccessful assisted reproduction:** An unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure (i.e., artificial insemination or an embryo transfer, including gamete and embryo donation). Assisted reproduction does not include reproduction through sexual intercourse. This event applies to you, your current spouse or domestic partner, or another individual, if you would have been a parent of a child born as a result of the pregnancy.

The days of reproductive leave do not need to be taken consecutively, however, you must complete your reproductive loss leave within three months of your reproductive loss event, or, if prior to or immediately following your reproductive loss event, you are on or choose to go on leave under California's pregnancy disability law, the California Family Rights Act, or any other leave provided by state or federal law, then you may complete your reproductive loss leave within three months of the end of the other leave, at which time any remaining unused reproductive loss leave will expire.

Reproductive loss leave is unpaid; however, you may choose to use previously accrued paid leave time available to you.

If you experience more than one reproductive loss event within a 12-month period, you can receive another five days of reproductive loss leave. You are limited to a total of 20 days of reproductive loss leave within a 12-month period.

Any information provided to **Golden Valley Charter Schools** related to this leave will be maintained as confidential and will not be disclosed except to internal personnel or counsel, as necessary, or as required by law.

JURY DUTY LEAVE

~~THIS SHOULD BE MODIFIED TO FIT YOUR SCHOOL~~

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either GVCS or the employee may request an excuse from jury/witness duty if, in GVCS' judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided up to 5 days off with pay, additional time off needed will be without pay. Exempt employees will receive their

regular salary unless they do not work any hours during a workweek. Employees may elect to use any accrued PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with GVCS, time off will be provided with pay.

~~All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.~~

~~Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued <vacation/PTO> during jury/witness duty leave.~~

~~In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.~~

TIME OFF TO VOTE

The School will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then the School will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance. The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless the School and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Accrued unused <vacation/PTO> may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring their mail (absentee) ballot to work, including mailing such absentee ballot from work.

SCHOOL ACTIVITIES LEAVE

~~[25 OR MORE EMPLOYEES]~~

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed

day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their supervisor;
- Employees must use existing ~~<vacation/PTO>~~ in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use accrued ~~<vacation/PTO>~~. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement or a qualifying act of violence if:

- The employee is a victim of such a crime;

- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child, or designated person or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued ~~<vacation>~~ PTO or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you or a family member are a victim of crime or abuse, including domestic violence, sexual assault, stalking, qualifying act of violence, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren) or family member. Employees may use available ~~<vacation>~~ PTO (if applicable) or accrued PSL. Otherwise, the time off is unpaid. ~~IF 25+ EMPLOYEES, ADD:~~ All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.]

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you or a family member was a victim crime or abuse;
- A court order protecting or separating you or the family member from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that you or a family member are undergoing treatment for physical or mental injuries or abuse due to the crime or abuse.
- Any other form of documentation that reasonably verifies the crime or abuse occurred which can include a written statement signed by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

Golden Valley Charter Schools is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee or a family member is a victim of a crime or abuse as described above.
- The employee asked for time off to get help or because of the employee's status as or association with a victim of violence.
- The employee asked **Golden Valley Charter Schools** for help or changes in the workplace to ensure safety at work.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify the **Human Resources Department** regarding the need for military leave.

Please see the **Human Resources Department** for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

[25 OR MORE EMPLOYEES]

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued ~~<vacation/PTO>~~ if you want compensation for this time off. If you do not have accrued ~~<vacation/PTO>~~ available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

[15+ EMPLOYEES]

The School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave (sick and/or ~~<vacation/PTO>~~) for organ donation and up to five (5) days accrued paid leave (sick and/or ~~<vacation/PTO>~~) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they have been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

[25 OR MORE EMPLOYEES]

Golden Valley Charter Schools will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused

~~<vacation/PTO>~~ or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the Golden Valley Charter Schools's right to discipline an employee, up to and including termination of employment, for violation of Golden Valley Charter Schools's Drug and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE ~~{USE IF UNDER 50 EMPLOYEES}~~

In California, no employee shall receive discipline for taking time off to perform emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty, please alert your supervisor so that they may be aware of the fact that you may have to take unpaid time off for emergency duty. In the event that you need to take time off for emergency duty, please alert your supervisor before doing so whenever possible.

Emergency Duty is unpaid. You may choose to use your accrued ~~<vacation/PTO>~~ if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty, you should contact your supervisor or any other manager, as appropriate.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING ~~{USE IF 50+ EEs}~~

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that they may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued ~~<vacation/PTO>~~ if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate

CIVIL AIR PATROL LEAVE

~~{15 OR MORE EMPLOYEES}~~

Golden Valley Charter Schools provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10

days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with **Golden Valley Charter Schools** for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued ~~<vacation/PTO>~~.

~~IF YOUR ORGANIZATION HAS A SCHOOL SITE LOCATED IN SAN FRANCISCO, PLEASE REACH OUT TO YOUR EMPLOYMENT ATTORNEY FOR ASSISTANCE AND GUIDANCE IF YOUR EMPLOYEE HANDBOOK NEEDS TO CONTAIN PROVISIONS REGARDING THE FOLLOWING TOPICS:~~

- ~~1. YOUR SCHOOL HAS 20 OR MORE EMPLOYEES — SAN FRANCISCO PAID PARENTAL LEAVE~~
- ~~2. YOUR SCHOOL HAS 100 OR MORE EMPLOYEES — SAN FRANCISCO MILITARY LEAVE PAY PROTECTION ACT~~

SECTION 9 – BENEFITS

~~THIS SECTION SHOULD BE MODIFIED TO THE SCHOOL'S PRACTICES~~

~~VACATION~~

~~** Things to remember:~~

~~Vacation:~~

- ~~• Cannot have “use it or lose it” policy but can be capped for a maximum allowable accrual with at least a minimum cap calculated and 1 ½ times the annual accrual rate.~~
- ~~• Must pay out upon termination.~~
- ~~• Cannot be given in lump sum. Must accrue on a pay period or monthly basis.~~

Standard Vacation Policy

~~The following full time, regular employees are eligible for vacation benefits:~~

- ~~• Full-time, regular Administrative/Classified employees (12-month employees) accrue ten (10) paid vacation days per year. Vacation days are accrued at a rate of 6.667 hours per month. Once an employee's accrued vacation balance reaches 15 days, the employee stops accruing vacation until vacation is used and the employee's balance falls below the 15-day cap. Vacation days will not accrue during any unpaid leave of absence.~~

~~Requests to use vacation days by these employees must be submitted in writing at least 2 weeks in advance to the Paycom system (?). These employees will not be approved for more than 10 days of vacation in a single academic year unless they fall on days that are not considered work days for teachers.~~

~~Vacations shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although Golden Valley Charter Schools will attempt to accommodate vacation requests to the greatest extent possible, there is no guarantee that any given vacation request will be granted. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.~~

~~Upon termination of employment, eligible employees will be paid for all accrued, unused vacation time at their current rate of pay. Employees are not entitled to pay in lieu of taking vacation except upon termination of employment.~~

~~SICK LEAVE~~

~~MUST COMPLY WITH THE CALIFORNIA SICK LEAVE LAW OF WHICH THERE ARE TWO ALTERNATIVES. CONSULT WITH YOUR EMPLOYMENT ATTORNEY BEFORE MAKING ANY CHANGES TO THE PROVISIONS BELOW.~~

~~IF YOUR SCHOOL IS SUBJECT TO A LOCAL CITY OR COUNTY SICK LEAVE ORDINANCE, YOU SHOULD CONSULT YOUR COUNSEL TO ENSURE YOUR POLICY COMPLIES. THE FOLLOWING LOCATIONS ARE AMONG THE AREAS THAT CURRENTLY HAVE LOCAL SICK LEAVE ORDINANCES. PLEASE NOTE THIS MAY NOT BE AN EXHAUSTIVE LIST: Berkeley, Emeryville, Los Angeles, Oakland, San Diego, San Francisco and Santa Monica.~~

~~ALTERNATIVE ONE — STATE STATUTORY MANDATED ACCRUAL METHOD:~~

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave (“PSL”) to eligible employees.

Eligible Employees

All employees (including part-time and temporary employees) who work for the School for 30 or more days within a year in California are eligible to accrue Paid Sick Leave (PSL) beginning on the first day of employment, in accordance with the accrual rate and cap set forth in this policy.

This PSL accrual applies only to employees who do not otherwise accrue Paid Time Off (PTO), which combines sick leave and vacation/time off, as described in the following section. Employees who are not eligible for PTO, such as per diem employees or those in certain classifications, will accrue PSL under this policy. ~~All employees (including part-time and temporary) who work for the School 30 or more days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap set forth in this policy.~~

Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee’s family member. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or “designated person”. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. “Parent” means a biological, foster, or adoptive parent; a step-parent; or a legal guardian of the employee or the employee’s spouse or registered domestic partner. A parent may also be someone who accepted the duties

and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee's legal parent. "Spouse" means a legal spouse, as defined by California law. A "designated person" is any individual the employee identifies at the time the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to receive medical care or other assistance to address qualifying acts of violence, including but not limited to domestic violence, stalking, or sexual assault, that are committed against themselves or a family member.

Subject to applicable law, **Golden Valley Charter Schools** may require a health care provider's certificate for any absence due to illness or injury. **Golden Valley Charter Schools** also may require a health care provider's certification that an employee has been released to return to work before the employee is permitted to return after an illness or injury.

Accrual Rate, Maximum, and Carryover **[SELECT APPLICABLE OPTION(S)]**

[OPTION A] Statutory Accrual Method: Eligible employees earn PSL at the rate of 1 hour of PSL for every 30 hours worked.

~~**[OPTION B]** Optional Accrual Method That Provides No Less than 24 hours by the 120th Day, 40 Hours by the 200th Day: Eligible employees earn PSL at the rate of _____ hours of PSL per [hours worked, week, pay period]. At a minimum, employees will have at least 24 hours of PSL by the 120th calendar day of employment, and no less than 40 hours of PSL by the 200th day of employment or each calendar year, or in each 12-month period.~~

~~**[OPTION C]** Pre-Existing Employer Policy (Policy In Effect Prior to January 1, 2015): Eligible employees earn PSL at the rate of _____ hours of PSL per [hours worked, week, pay period]. At a minimum, employees will have: (1) at least 1 day or 8 hours of PSL within 3 months of employment, each calendar year or each 12-month period; and (2) employees are eligible to earn at least 5 days or 40 hours of PSL within 6 months of employment.~~

Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

There is a cap on PSL accrual. Employees may accrue up to 10 days or 80 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Limits on Use

Eligible employees may use accrued PSL beginning on the 90th day of employment. Each school year, ~~[or define alternative 12-month period]~~, employees may only use a maximum of 5 days or 40 hours of their accrued PSL.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use accrued PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

~~ALTERNATIVE TWO—BANKED LUMP SUM METHOD:~~

~~The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave (“PSL”) to eligible employees.~~

~~Eligible Employees~~

~~All employees (including part-time and temporary) who work for the School 30 or more days within a year in California are allotted PSL as set forth in this policy.~~

~~Permitted Use~~

~~Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee’s family member. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or “designated person”. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. “Parent” means a biological, foster, or adoptive parent; a step-parent; or a legal guardian of the employee or the employee’s spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee’s legal parent. “Spouse” means a legal spouse, as defined by California law. A “designated person” is any individual the employee identifies at the time of the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.~~

~~Employees may also use their PSL to receive medical care or other assistance to address qualifying acts of violence, including but not limited to domestic violence, stalking, or sexual assault, that are committed against themselves or a family member.~~

~~Subject to applicable law, Golden Valley Charter Schools may require a health care provider's certificate for any absence due to illness or injury. Golden Valley Charter Schools also may require a health care provider's certification that an employee has been released to return to work before the employee is permitted to return after an illness or injury.~~

Allotment

~~Eligible employees will be allotted PSL days as follows:~~

- ~~• Eligible employees that previously received 3 days or 24 hours of PSL on their date of hire or their anniversary date of hire in 2023 received, on January 1, 2024, an additional 2 days or 16 hours of PSL.~~
- ~~• On July 1 (and on each subsequent July 1), all eligible employees will be allotted 5 days or 40 hours of PSL per fiscal year (July 1-June 30) [or alternative 12-month period].~~
- ~~• If an employee is hired mid-year, they will receive 5 days or 40 hours of PSL days on their first day of employment for use during the remainder of the employee's first calendar year of employment [or alternative 12-month period].~~

~~PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 each year for the following fiscal year [or alternative 12-month period]. PSL days are "use it or lose it" and, as such, do not carry over from year to year.~~

Limits on Use

~~Eligible employees may use PSL beginning on the 90th day of employment.~~

~~PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use PSL to make up for the absence.~~

Notification

~~The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.~~

Termination

~~Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.~~

No Discrimination or Retaliation

~~The School prohibits discrimination or retaliation against employees for using their PSL.~~

PAID TIME OFF (PTO) POLICY

Scope:

All regular employees of Golden Valley Charter Schools (GVCS) are eligible for Paid Time Off (PTO).

FMLA/CFRA leave may run concurrently with any accrued PTO or Sick Leave.

Policy

Requests to use planned PTO days must be submitted to the Paycom system at least 2 weeks in advance. Employees will not be approved for more than 10 days of vacation in a single academic year unless they fall on days that are not considered workdays for teachers.

PTO shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although GVCS will attempt to accommodate vacation requests to the greatest extent possible, there is no guarantee that any given vacation request will be granted. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.

GVCS reserves the right to modify or cancel approved PTO in exceptional circumstances or when business needs necessitate the presence of employees during their scheduled time off. Whenever possible, GVCS will provide employees with reasonable notice in the event of PTO cancellation. Employees are expected to adhere to any changes in their approved PTO schedule. The decision to cancel approved PTO is at the discretion of GVCS and will be made based on business needs, workload, or unforeseen circumstances. GVCS will strive to minimize disruptions and will consider the impact on employees while making such decisions. GVCS recognizes that employees may have incurred expenses or made commitments based on approved PTO. Employees may be eligible for reimbursement of documented, non-refundable expenses due to PTO cancellation. Employees seeking reimbursement must follow the established procedure.

GVCS might designate certain periods during which they restrict or limit PTO usage.

This could be due to high workloads, critical business periods, or holiday seasons when staffing needs are higher.

GVCS might limit the number of employees who can be on leave simultaneously, particularly during critical business periods, to ensure adequate coverage and maintain operations.

- PTO may be used for any reason. Employees may accumulate up to 160 hours.
- Employees may carry over unused PTO, up to 80 hours at the end of each school year. Any hours more than 80 will be paid out at the end of the fiscal year.

- Once any employee reaches their specified cap, they will no longer earn PTO until it is used below the stated cap.
- All full-time (37.5 hours per week) employees will be granted 7.5 hours of PTO per month, based on the number of months they work per school year.
- All full-time (40 hours per week) will be granted 8 hours of PTO per month, based on the number of months they work per school year.
- Part-time employees will be granted PTO hours prorated, based on average hours worked per week, and number of months worked during the school year.
- PTO may be advanced up to the amount earned with Executive Director's approval.
- Upon separation from GVCS, any unused PTO will be paid to the employee in their final paycheck.
- Employees starting later in the year will be granted PTO time on a pro-rated basis.
- Prior to the use of "unpaid time off (UTO)", all PTO must be used.
- PTO is based on scheduled hours at the beginning of the year/employment only. Additional hours submitted on a time sheet will not accrue PTO. Additional hours will accrue Sick leave if needed to meet requirements of California Law.
- Once PTO is exhausted GVCS may require a verification for absences.
- Excessive unverified absences may be considered a negative performance issue.
- Excessive Monday/Friday absences may be considered a performance issue.
- School days and pre-service/in-service days may not be Calendared non-workdays.
- Exempt employees must use PTO if taking a day off that is a scheduled school day or pre-service/in-service day. Any exceptions to this rule must be approved by the Executive Director prior to the scheduled day(s) off.

• How PTO IS Allotted and Accounted For

Average hours worked per day	1+	2+	3+	4+	5+	6+	8+
PTO hours accrued each month	1	2	3	4	5	6	8
Yearly PTO hours 10-month EE	10	20	30	40	50	60	80
Yearly PTO hours 11-month EE	11	22	33	44	55	66	88
Yearly PTO hours 12-month EE	12	24	36	48	60	72	96

Maximum Accrual: 160

As of each May 31st each employee will be paid on all PTO hours more than 80 during the next pay cycle

~~<PTO IS A COMBINATION OF SICK AND VACATION. TIME OFF CAN BE USED FOR ANY REASON. RECOMMEND CONSULTING COUNSEL IF YOU PREFER SUCH A PLAN TO ENSURE LEGAL REQUIREMENTS ARE MET>~~

INSURANCE BENEFITS

~~SHOULD BE MODIFIED TO WHAT THE SCHOOL OFFERS~~

Full-time employees are entitled to insurance benefits offered by **Golden Valley Charter Schools**. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by Golden Valley Charter Schools. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact the **Human Resources or Payroll Department**.

[OPTIONAL]: ~~Full time employees will also be covered under an insurance policy that includes Life, Short-term Disability and Long Term Disability at no cost to the full time employee. Additional voluntary insurance plans will be offered through the School at the employee's sole expense.~~

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under **Golden Valley Charter Schools's** health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at **Golden Valley Charter Schools** group rates plus an administration fee. **Golden Valley Charter Schools** or our carrier provides each eligible employee with a written notice describing rights granted under

COBRA when the employee becomes eligible for coverage under **Golden Valley Charter Schools's** health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

Social Security is an important part of every employee's retirement benefit. The School pays a matching contribution to each employee's Social Security taxes.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

[IF YOUR SCHOOL MEETS CERTAIN LIMITED EXCEPTIONS TO THE MANDATED OBLIGATIONS OF SDI AND PAID FAMILY LEAVE, THESE PARAGRAPHS MAY BE DELETED IN THEIR ENTIRETY. WE RECOMMEND THAT YOU CONSULT WITH COUNSEL TO CONFIRM YOUR SCHOOL'S OBLIGATIONS IN REGARDS TO SDI AND PAID FAMILY LEAVE.]

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the **Human Resources Department**.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under **Golden Valley Charter Schools** policy and applicable law.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS

COMMUNICATIONS POLICY

Every employee is responsible for using the Golden Valley Charter Schools's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the School Principal.

The Communication Systems are the property of Golden Valley Charter Schools and have been provided for use in conducting Golden Valley Charter Schools business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are Golden Valley Charter Schools records and property of Golden Valley Charter Schools. The Communication Systems are to be used for school purposes only. Employees may, however, use Golden Valley Charter Schools technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with Golden Valley Charter Schools business, and does not violate any Golden Valley Charter Schools policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

Golden Valley Charter Schools has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, Golden Valley Charter Schools may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of Golden Valley Charter Schools's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from Golden Valley Charter Schools's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish Golden Valley Charter Schools's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to Golden Valley Charter Schools for any reason that Golden Valley Charter Schools, in

its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though Golden Valley Charter Schools has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Human Resources Department.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on Golden Valley Charter Schools letterhead.

Offensive and Inappropriate Material

Golden Valley Charter Schools's policy against discrimination and harassment, sexual or otherwise, applies fully to Golden Valley Charter Schools's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in Golden Valley Charter Schools's computers. Employees encountering or receiving this kind of material should immediately report the incident to their Supervisor or the Human Resources Department.

Golden Valley Charter Schools may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by Golden Valley Charter Schools networks. Notwithstanding the foregoing, Golden Valley Charter Schools is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email

containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to Golden Valley Charter Schools's blocking software.

Solicitations

Golden Valley Charter Schools's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations except if an employee is engaged in a protected activity related to improving the terms and conditions of their employment. Approval from the Executive Director is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of their Supervisor.

Games and Entertainment Software

Employees may not use a Golden Valley Charter Schools Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to Golden Valley Charter Schools's "Confidential Information" policy, contained herein, for a general description of what Golden Valley Charter Schools deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Charter School Meetings

Golden Valley Charter Schools does not require employees to attend any meeting related to political or religious matters. In the event Golden Valley Charter Schools has this type of meeting, employees may choose not to attend these non-mandatory meetings without fear of retaliation, discrimination, or any adverse employment action. However, Golden Valley Charter Schools is allowed to discuss any information required by law as well as provide information that is necessary for employees to perform their job duties.

Copyrights and Trademarks

Golden Valley Charter Schools's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise

inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any Golden Valley Charter Schools-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to Golden Valley Charter Schools's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to Golden Valley Charter Schools's network.

Files obtained from sources outside Golden Valley Charter Schools including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents or vendors, may contain dangerous computer viruses that may damage Golden Valley Charter Schools's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- Golden Valley Charter Schools sources, without first scanning the material with Golden Valley Charter Schools-approved virus checking software. If you suspect that a virus has been introduced into Golden Valley Charter Schools network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Discuss with others the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Amendment and Modification of this Policy

Golden Valley Charter Schools reserves the right to modify this policy at any time, with or without notice. Golden Valley Charter Schools may require employees to acknowledge and comply with a separate [Acceptable Use Policy for Internet and Network Resources](#).

SOCIAL MEDIA POLICY

Golden Valley Charter Schools has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- Confidential information (does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics an employee has the right to discuss with other employees under the law. Nothing in this policy

prevents an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee may have reason to believe is unlawful.

- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School's background check procedures.
- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.
- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."
- Never be false or misleading with respect to your professional credentials.
- **[OPTIONAL:]** Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.
- **[OPTIONAL:]** Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and

immediately reporting any violations of this policy to the **Executive Director**. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate “friendships” with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their “friends” list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the School.

Employees should weigh whether a particular posting puts their effectiveness as a School employee at risk. Golden Valley Charter Schools encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the **Executive Director**.

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact the **Executive Director**.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with **Golden Valley Charter Schools's** social media policy will result in disciplinary action, up to, and including, immediate termination.

Nothing in this policy is not intended to interfere with, restrain or prevent employees from using social media to:

- Communicate with others regarding wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

EQUIPMENT POLICY

Golden Valley Charter Schools attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including:

keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
 - immediately report the incident to their immediate supervisor and Chief representative;
 - obtain an official police report documenting the theft or loss; and
 - provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to review, monitoring and auditing by the School.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School if resulting from an employee's willful misconduct.

~~*You may have an agreement that calls for reimbursement for loss or damage due to willful misconduct but you CANNOT WITHHOLD THE MONEY FROM A PAYCHECK EVEN THE FINAL PAYCHECK WITHOUT FIRST SEEKING GUIDANCE FROM YOUR CHARTER SCHOOL EMPLOYMENT ATTORNEY. The employee would have to pay for the loss separately.~~

~~ALTERNATIVELY~~

LAPTOP COMPUTERS

Each full time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of **Golden Valley Charter Schools**. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the School. Employees are responsible for reimbursing the School for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that **Golden Valley Charter Schools** is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return their laptop upon request by the School.

CELL PHONE POLICY

~~MODIFY TO FIT YOUR SCHOOL'S PRACTICES BUT YOU CANNOT DELETE PARAGRAPH/BULLET MATERIAL REGARDING "EMERGENCY CONDITION" OR THE LAST PARAGRAPH PERTAINING TO PROTECTED CONCERTED ACTIVITIES~~

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for **Golden Valley Charter Schools** while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by **Golden Valley Charter Schools** or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of their employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

TELEPHONE CALLS AND TEXTING

~~While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or~~

~~discussion are not disturbed. Employees should wait to make personal phone calls during breaks.~~

~~ALTERNATIVELY:~~

~~PERSONAL PHONE AND PERSONAL CELL PHONE USE~~

~~Personal phone calls should not be made or received during working hours. Any such calls must be made during employee breaks. Friends and relatives should be discouraged from calling during business hours unless there is an emergency. All emergency calls should be directed to the main office. When the call is received, the employee will be contacted.~~

~~In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication supported by the School's cell phone provider during working hours is strictly prohibited. Cell phones should be placed out of sight and completely silenced to avoid disruption to the learning environment. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The School will not be responsible for lost or stolen cell phones or other personal property.~~

~~Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:~~

- ~~○ Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or~~
- ~~○ An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.~~

~~This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:~~

- ~~● Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or~~
- ~~● Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.~~

~~ALTERNATIVELY~~

Personal telephone calls should be made and received during non-teaching times. Personal calling cards or cell phones should be used for long distance personal calls. Golden Valley Charter Schools expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job and includes, but is not limited to, staff meetings and professional development.

Notwithstanding the foregoing, employees may, in the event of an “emergency condition,” access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an “emergency condition” is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker’s home, or the school of a worker’s child due to natural disaster or a criminal act.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

NO SOLICITATION/DISTRIBUTION POLICY [OPTIONAL]

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, Golden Valley Charter Schools has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School’s business. This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by Golden Valley Charter Schools.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by Golden Valley Charter Schools, or if an employee is engaged in a protected activity related to improving the terms and conditions of their employment.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School and the National Labor Relations Act, if applicable. The Principal or Executive Director must approve any postings prior to posting.

Golden Valley Charter Schools reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

~~[OPTIONAL: Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their Supervisor.]~~

Definitions

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with your Supervisor. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources Department.

NEPOTISM POLICY

Golden Valley Charter Schools permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of Golden Valley Charter Schools, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. "Qualified relative" also includes persons engaged in amorous relationships, meaning a relation

in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. **Golden Valley Charter Schools** will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the School will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The ~~<BOARD OF DIRECTORS>~~ **Executive Director** must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign **the Key Log** ~~<BUILDING KEY DISBURSEMENT FORM>~~ upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to **your Supervisor**.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time **Golden Valley Charter Schools** may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in Golden Valley Charter Schools's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for Golden Valley Charter Schools property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to Golden Valley Charter Schools. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

Golden Valley Charter Schools has adopted a policy prohibiting workplace violence including a Workplace Violence Prevention Plan. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect Golden Valley Charter Schools or which occur on Golden Valley Charter Schools property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on Golden Valley Charter Schools premises, regardless of the relationship between Golden Valley Charter Schools and the parties involved.

All threats or acts of violence occurring off Golden Valley Charter Schools premises involving someone who is acting in the capacity of a representative of Golden Valley Charter Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy Golden Valley Charter Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

Golden Valley Charter Schools's prohibition against threats and acts of violence applies to all persons involved in Golden Valley Charter Schools's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on Golden Valley Charter Schools property. Violations of this policy by any individual on Golden Valley Charter Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Human Resources Department.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to their Supervisor.

Employees should immediately inform their supervisor ~~or <POSITION TITLE>~~ about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The ~~school Principal (?)~~ Human Resources Department will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity. ~~If you are assigned a School uniform, your uniform must be clean and presentable when you report to work.~~

~~ALTERNATIVELY~~

PUBLIC IMAGE/DRESS CODE

The following items are considered inappropriate working attire for Golden Valley Charter Schools employees:

- Spaghetti-strapped shirts
- Tank tops or revealing
- Short apparel of any kind
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising.

Your Supervisor will be the final arbiter of what is considered to be inappropriate attire. You may be required to return home to change clothing if deemed necessary. Non-exempt employees will not be paid for time away from work to change attire. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

~~ALTERNATIVELY~~

PERSONAL APPEARANCE/STANDARDS OF DRESS

~~The Board of Directors~~ Golden Valley Charter Schools believes that teachers and other Golden Valley Charter Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

~~The Board of Directors~~ The school encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, your Supervisor ~~(?)~~ must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- Your Supervisor will be the final arbiter of what constitutes appropriate dress and attire.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

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

STAFF-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust. Boundary violations may lead to discipline up to and including termination.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust

(of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

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

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the **Sschool** along with the rationale therefor.
- Staff are not permitted to contact students through any of the following methods unless the communication is school-related, uses approved platforms, and includes a parent/guardian or staff member (not sure if staff member should be removed):
 - Personal emails or text messages
 - Comments on students' social media accounts
 - Phone calls
 - Notes or letters
 - Any communication through private or unapproved platforms
- Private social media accounts may not be used to communicate with students under any circumstances.
- Any communication with students that could be perceived as “flirting”
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one’s lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area

- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- “Dating” or “going out with” a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the **School Principal** and the student’s parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer

- Staff mirroring the immature behavior of minors

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- “High-fives” and hand slapping
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one’s lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from the **School Principal** to take students off school property for activities such as field trips or competitions, including parent’s written permission and waiver form for any sponsored after-school activity whether on or off campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries

- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

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

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, they must report the suspicion to the **School Principal** promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The **School Principal** will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as they deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon

completion of any such investigations, the **Executive Director** shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

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

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor. ~~or the <POSITION TITLE>~~. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor. ~~or the <POSITION TITLE>~~.

~~[OPTIONAL]~~ STANDARDS OF CONDUCT AND CIVILITY

At Golden Valley Charter Schools, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

Golden Valley Charter Schools employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All **Golden Valley Charter Schools** employees and any individuals acting on behalf of Golden Valley Charter Schools are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor. ~~or the <POSITION TITLE>~~. Failure to comply with this policy may result in disciplinary action, up to and including termination.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School. Other types of conduct that threaten security, personal safety, employee welfare and/or the School's operations also may be prohibited and will result in disciplinary action up to and including termination.

- Falsification of employment records, employment information, or other School records.

- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Damage, defacing, unauthorized removal, destruction, theft, deliberate or careless damage or loss of any School property or the property of any employee or third-party.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons (real or replica) on School premises at any time or while acting on behalf of the School.
- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Inefficiency including deliberate restriction of output, carelessness or unnecessary waste of time and materials, neglect of job, duties or responsibilities.
- Unprofessional conduct.
- Immoral or indecent conduct.
- Intimidating or interfering with other employees.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the School name.
- Sleeping or malingering on the job.
- Gambling on school premises
- Conducting personal business during business hours and or unauthorized use of school equipment for personal reasons.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.

- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communication Systems Policy.
- Violation of the Standards of Conduct and Civility Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Violating GVCS' dress code. ~~the School's~~ ~~< PERSONAL APPEARANCE/STANDARDS OF DRESS> or <dress code.~~
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leading to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory job performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.
- Failure to possess or maintain the credential or certificate or license required of the position.
- Allowing a visitor on campus without prior authorization and without the appropriate clearance or approval.
- Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.

The School will not discipline employees for conduct that relates to employees' ability to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in concerted activity protected under federal, state or local law.

CONFIDENTIAL INFORMATION

You may, during the course of your duties be advised of certain confidential business matters and affairs of the School regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the School and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information and financial information. Confidential information does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics you have the right to discuss with other employees under the law. You shall not, either during your employment with the School or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;
- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the School;
- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

Nothing in this policy prevents employees from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that they have reason to believe is unlawful. This policy is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment during non-working times, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

OPTIONAL: Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of the **Principal or Executive Director** and the written consent of the individual being recorded.

Upon an extended leave of absence, request from the School or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest.

Golden Valley Charter Schools expects employees to devote their best efforts to the interests of our school. **Golden Valley Charter Schools** recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at **Golden Valley Charter Schools** or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with **Golden Valley Charter Schools** whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact **your Supervisor** to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at **Golden Valley Charter Schools**. If you wish to participate in outside work activities you are required to obtain written approval from the **Executive Director <POSITION TITLE>** prior to starting those activities. Approval will be granted unless the activity conflicts with **Golden Valley Charter Schools's** interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at **Golden Valley Charter Schools**.
- Involve organizations that are doing or seek to do business with **Golden Valley Charter Schools** including actual or potential vendors.
- Violate provisions of law or **Golden Valley Charter Schools** policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to **Golden Valley Charter Schools** must be given priority. Full time employees are hired and continue employment with the understanding that **Golden Valley Charter Schools** is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the School is strictly prohibited.

This section is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engaging in protected concerted activity that employees have the right to engage in under federal, state or local law.

EXPENSE REIMBURSEMENT POLICY

The School reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without prior authorization. Employees who have incurred business expenses should submit required receipts to the School business office within 30 days of incurring the expense.

[ALTERNATIVE]

Golden Valley Charter Schools expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

Golden Valley Charter Schools does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. **Golden Valley Charter Schools** will not be responsible for fuel, maintenance, traffic or parking violations.

General guidelines

- Original receipts are required for reimbursement of all expenses except for per diems.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by your Supervisor.

All expenses and summaries must be submitted within 30 days to the Business

Systems Coordinator for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of [\$ ___ per day OR \$13 for breakfast, \$15 for lunch and \$26 for dinner AND/OR \$ ___ for a hotel per night]. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives

- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to your Supervisor or the Business Systems Coordinator.

Cell Phone Reimbursement ~~[IF EMPLOYEES ARE REQUIRED TO USE PERSONAL PHONES FOR WORK PURPOSES]~~

All School employees who are required to use their personal cell phones for work-related purposes are eligible for a reimbursement of \$35.00 ~~-\$50.00~~ per month for a personal cell phone plan. This amount is intended to cover the proportion of the employee's personal cell phone plan which is used for work purposes. If an employee believes this amount is insufficient, the employee must provide the School with a copy of their most recent cell phone bill in the employee's name (either as the primary account holder or a user of the plan) as valid documentation that the employee has incurred an expense higher than the normal reimbursement. The School may periodically request follow-up documentation to verify that the employee is incurring the expense. If you believe you are entitled to an additional amount, please contact your Supervisor.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of **Golden Valley Charter Schools** to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to **your Supervisor and/or Human Resources. Your Supervisor** They will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

Golden Valley Charter Schools will not discriminate against employees for the use of cannabis/marijuana off the job and away from the worksite, nor will **Golden Valley Charter Schools** take disciplinary action against employees for such use, so long it does not result in the employee being under the influence of marijuana while on the job (e.g., using marijuana off-duty and outside of work and then coming to work while still under the influence/impaired).

~~**[OPTIONAL]**~~ This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the School where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

~~[OPTIONAL]~~ The School may require a test by intoxilator, blood test, urinalysis, medical examination ~~[OPTIONAL: or other pre-hiring drug/alcohol screening and]~~ of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee during the work day.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

TOBACCO-FREE SCHOOL

Golden Valley Charter Schools prohibits the smoking and use of tobacco and nicotine products anytime, anywhere in school owned or lease building(s), on school property and in school owned or leased vehicles. These prohibitions apply to all employees, students, and visitors at any school-sponsored program, activity, or athletic event held on or off school property.

- The definition of tobacco and nicotine products include smokeless tobacco, snuff, chew, clove cigarette, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions.
- Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic device that creates aerosol or vapor or of an oral smoking device for the purpose of circumventing the prohibition of smoking.
- Tobacco products include
 - Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco or snuff;
 - An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah; and,

- Any component, part, or accessory of a tobacco product, whether sold or not sold separately.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person attempting to enforce this policy is prohibited.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of <POSITION TITLE> the Supervisor or Human Resources, other employees or call 911. Report any suspicious persons or activities to the School. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. [OPTIONAL] Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of the Supervisor <POSITION TITLE> and the written consent of the individual being recorded. Please report any problems with our security systems to your Supervisor.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on Golden Valley Charter Schools property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Personal vehicles used by employees to conduct Golden Valley Charter Schools business must be insured by the employee's personal automobile insurer. Golden Valley Charter Schools's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does Golden Valley Charter Schools's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

ALTERNATIVELY

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

Golden Valley Charter Schools cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on Golden Valley Charter Schools's premises, including the parking area, or away from school property while on school business. Golden Valley Charter Schools employees are prohibited from using personal property for work-related purposes unless approved in advance by your Supervisor.

SAFETY POLICY

Golden Valley Charter Schools is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or another supervisor or Human Resources immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the School is responsible, bring it to the attention of your supervisor or another supervisor Human Resources immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Executive Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Human Resources Director.

Golden Valley Charter Schools has in place a written Injury and Illness Prevention Program and a Workplace Violence Prevention Plan as required by law. These documents are located in the main office for review.

ERGONOMICS

Golden Valley Charter Schools has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Human Resources Department.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Supervisor. Golden Valley Charter Schools uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employee must follow all labeling requirements.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

Golden Valley Charter Schools will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from Golden Valley Charter Schools; (2) fails to return from an approved leave of absence on the date specified without notifying the School for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to Golden Valley Charter Schools for three consecutive work days. Golden Valley Charter Schools requests that employees provide at least two weeks written notice of a voluntary termination. All Golden Valley Charter Schools property must be returned immediately upon terminating employment. Golden Valley Charter Schools retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of Golden Valley Charter Schools's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, Golden Valley Charter Schools reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at Golden Valley Charter Schools will be asked to take part in an exit interview with the Human Resources Department to communicate their challenges and growth while employed at Golden Valley Charter Schools. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Human Resources Department. Only the Human Resources Department is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, Golden Valley Charter Schools will disclose only the dates of employment and the title of the last position held. Golden Valley Charter Schools will verify or disclose an employee's salary history only if the employee provides written authorization for Golden Valley Charter Schools to provide the information. However, Golden Valley Charter Schools will provide information about current or former employees as required by law or court

order. Golden Valley Charter Schools will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Human Resources Manager.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Golden Valley Charter Schools's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of Golden Valley Charter Schools's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that Golden Valley Charter Schools is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding Golden Valley Charter Schools's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of Golden Valley Charter Schools's policies.

Just as I am free to terminate the employment relationship with Golden Valley Charter Schools at any time, Golden Valley Charter Schools, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and Golden Valley Charter Schools for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Executive Director of Golden Valley Charter Schools, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. This is the entire agreement between Golden Valley Charter Schools and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with Golden Valley Charter Schools, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

Golden Valley Charter Schools reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than Golden Valley Charter Schools Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print) _____

Employee Signature: _____

Date: _____

Addenda Form A; Non-Exempt Employee Meal Period Waiver Agreement
Golden Valley Charter Schools

NON-EXEMPT EMPLOYEE MEAL PERIOD WAIVER AGREEMENT

Waiver of First Meal Period (Applicable only when workday is 6 hours or less)

- I understand that I am entitled to and acknowledge that **Golden Valley Charter Schools** provides me with an uninterrupted, unpaid thirty-minute meal period whenever I work more than five hours in a workday. I also understand that my first meal period must start before the end of my fifth hour of work (i.e., 5 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a thirty-minute meal period when my workday will be completed in six hours or less.
- I understand that I may revoke this agreement to waive my first thirty-minute meal period at any time, in writing, by providing written notice of revocation to ~~the Business Services Specialist (payroll)~~ **Human Resources Department** or my supervisor. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice **to the** ~~to the Business Services Specialist (payroll) or my supervisor~~ **revoking this waiver.** **Human Resources Department or my supervisor.**

Acknowledging the above, I hereby voluntarily waive my right to a thirty-minute meal period whenever my workday will be completed in six hours or less. If I wish revoke this waiver, I will notify ~~the Business Services Specialist (payroll)~~ **Human Resources Department or my supervisor immediately.**

Second Meal Period (Applicable only when workday is more than 10 hours but not greater than 12 hours)

- I understand that I am entitled to and acknowledge that **Golden Valley Charter Schools** provides me with a second, uninterrupted, unpaid thirty-minute meal period whenever I work more than ten hours in a workday. I also understand that my second meal period must start before the end of my tenth hour of work (i.e., 10 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a second meal period when my workday will be completed in twelve hours or less, provided that I did not waive my first meal period on the same workday.
- I understand that I may revoke this agreement to waive my second meal period at any time, in writing, by providing written notice of revocation to ~~the Business Services Specialist (payroll)~~ **Human Resources Department** or my supervisor. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to ~~the Business Services Specialist (payroll)~~ **Human Resources Department** or my supervisor **revoking this waiver.**

Acknowledging the above, I hereby voluntarily waive my right to a second meal period whenever my workday will be completed in twelve hours or less and I did not waive my first meal period on the same workday. If I wish revoke this waiver, I will notify ~~the Business Services Specialist (payroll)~~ **Human Resources Department or my supervisor immediately.**

Employee's Printed Name

Employee's Signature

Date

Addenda Form B; Non-Exempt Employee Meal and Rest Period Reporting Form

Golden Valley Charter Schools

NON-EXEMPT EMPLOYEE

MEAL AND REST PERIOD REPORTING FORM

(ONE FORM FOR EACH APPLICABLE DAY)

Employee Name (Please Print): _____

Date: _____

Date/Time Issue Occurred: _____

Position: _____

Reported Issue(s)/Reason: (CHECK ALL THAT APPLY AND PROVIDE THE CORRESPONDING REASON FOR THE LATE, SHORT OR MISSED MEAL PERIOD AND/OR MISSED REST PERIOD)

Meal Periods

- ☐ Missed Meal Period
☐ Late Meal Period
☐ Interrupted Meal Period
☐ Short Meal Period

Reason for Missed, Late, Interrupted or Short Meal Period

☐ Voluntary	☐ Involuntary	☐ Other
☐ Voluntary	☐ Involuntary	☐ Other
☐ Voluntary	☐ Involuntary	☐ Other
☐ Voluntary	☐ Involuntary	☐ Other

Rest Periods

- ☐ Missed Rest Period ☐ Voluntary ☐ Involuntary ☐ Other

Circle/Select Applicable Missed Rest Period: 1 2 3 4

****Voluntary:** It was my own choice to refuse an authorized meal or rest period.

Involuntary: Through no choice of my own, I was not able to take a complete and proper meal or rest period.

Please provide details of what happened below regarding your meal period and/or rest period:

I understand that I am entitled to an uninterrupted, thirty-minute meal period whenever I work more than five hours in a workday and that my meal period must begin before the end of the fifth hour of work (unless, for workdays of six hours or less, I voluntarily waived my meal period). I understand that I am entitled to a second, uninterrupted thirty-minute meal period whenever I work more than ten hours in a workday and that my second meal period must begin before the end of the tenth hour of work. I also understand that I am authorized, permitted, and strongly encouraged to take a 10-minute (net) paid rest period for every 4 hours worked or major fraction thereof. If I voluntarily miss a meal or rest period or voluntarily experience a late, short, or interrupted meal period (e.g., it was my own choice to refuse an authorized meal or rest period), I understand that I am not entitled to one hour of premium pay for that meal or rest period. If I involuntarily miss a meal or rest period or involuntarily experience a late, short, or interrupted meal period (e.g., I wasn't allowed to take a proper meal or rest period), I understand that I am entitled to one hour of premium pay for that meal or rest period.

Employee Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

FORM MUST BE SUBMITTED IMMEDIATELY AFTER THE APPLICABLE MEAL OR REST PERIOD OCCURS TO
YOUR SUPERVISOR

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

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

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

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

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

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

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

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

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

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

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

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

Days of Note

August 5 — River Registration
 August 7 — Orchard Registration
 August 13 — First Day of School
 October 19-23 — Conference Days (min)
 March 16-18 — Conference Days (min)
 May 28 — Last Day of School

Minimum Days

All Thursdays
 October 19-23
 December 18
 March 16-19
 May 28

Instructional Days: 175
 Minimum Days: 45
 Regular Days: 130

Bell Schedule

Kindergarten: 8:15-11:45
 Grades 1-2 — 8:15-2:40
 Grades 3-8 — 8:15-3:10
 ** Recess — 10:15-10:45
 ** Lunch — 12:25-1:15
 Minimum Days — 8:15-12:45
 ** Recess — 10:15-10:45

Golden Valley	Kinder	Grades	Grades	Grades
		1 - 3		4 - 8
REGULAR DAYS:		Grade 1 & 2	Grade 3 only	4-8
Start	8:15 AM	8:15 AM	8:15 AM	8:15 AM
End	11:45 AM	2:40 PM	3:10 PM	3:10 PM
Number of Hours	3:30	6:25	6:55	6:55
TOTAL NUMBER OF MINUTES - Regular Days	210	385	415	415
Less Recess 10:15-10:45	--	(30)	(30)	(30)
Less Lunch 12:25-1:15		(50)	(50)	(50)
ACTUAL DAILY INSTRUCTIONAL MINUTES	210	305	335	335
Number of Regular Days	175	130	130	130
Annual Minutes - Regular Days	36,750	39,650	43,550	43,550
MINIMUM DAYS:				
Start		8:15 AM	8:15 AM	8:15 AM
End		12:45 PM	12:45 PM	12:45 PM
Number of Hours	0:00	4:30	4:30	4:30
TOTAL NUMBER OF MINUTES - Minimum Days	0	270	270	270
Less Recess 10:15-10:45	--	(30)	(30)	(30)
Less Lunch 12:25-1:15				
ACTUAL DAILY INSTRUCTIONAL MINUTES	0	240	240	240
Number of Minimum Days		45	45	45
Annual Minutes - Minimum Days	0	10,800	10,800	10,800
TOTAL ANNUAL INSTRUCTIONAL MINUTES	36,750	50,450	54,350	54,350
Required Number of Minutes	36,000	50,400	50,400	54,000
(Under) / Over	750	50	3,950	350



1

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Appropriately assigned teachers	88.5% of teachers are clear out of the 13.67 FTE teachers	93.7% of teachers are clear out of the 13.5 FTE teachers	85% of teachers, or higher, will be clear out of the FTE teachers
Access to instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials
Implementation of academic content standards	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)
EL access to CA standards including ELD standards	Full Implementation (local indicator Priority 2 Self-Reflection tool)	Full Implementation (local indicator Priority 2 Self-Reflection tool)	Full Implementation (local indicator Priority 2 Self-Reflection tool)

2

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil achievement on statewide assessments-ELA Academic Indicator (DFS)	All: -7.9 points SED: -12.4 points White: -4.6 points Hispanic: -31.4 points * Two or more races: -9.2 points* SWD: -113.8 points*	All: -17.2 points SED: -23.9 points White: -20 points Hispanic: -31.3 points* Two or more races: 29.1 points* SWD: -114.8 points*	At or above: All: -6 points SED: -10 points White: -3 points Hispanic: -25 points Two or more races: -7 points SWD: -100 points
Pupil achievement on statewide assessments-Mathematics Academic Indicator (DFS)	All: -48.2 points SED: -65.9 points White: -44.1 points Hispanic: -70.1 points * Two or more races: -9.2 points* SWD: -113.8 points*	All: -59.4 points SED: -81.5 points White: -59.2 points Hispanic: -89.9 points* Two or more races: -16.7 points* SWD: -148.4 points*	All: -43 points SED: -58 points White: -40 points Hispanic: -63 points Two or more races: -52 points* SWD: -100 points*

3

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil achievement on statewide assessments-CAST (%) met/exceeded)	34.5% of students met or exceeded standards for science	36.74% of students met or exceeded standards for science 57 points (an increase of 4.7 points)	38% of students will meet or exceed standards for science
A broad course of study including courses described in EC Sections 51210 and 51220 as applicable	All students had access to a broad course of study that included all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)	All students have access to a broad course of study that includes all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)	All students will have access to a broad course of study that includes all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)
Other Pupil Outcomes: Fastbridge aReading	56.6% of students in grade 3-8 are at or above grade level	Fall scores: 55% of students in grade 3-8 are at or above grade level	60% of students in grade 3-8 are at or above grade level

4

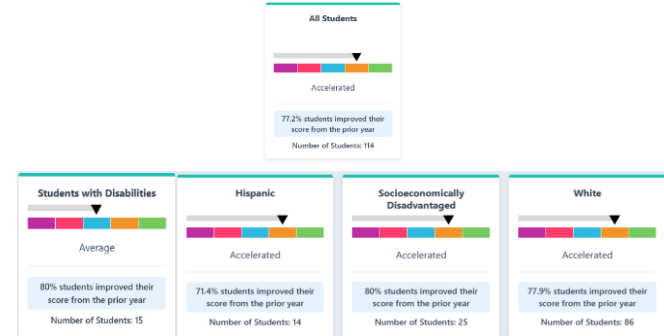
Goal 1- Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Other Pupil Outcomes: Fastbridge AUTOREad	58.2% of students in grade 4-8 are at or above grade level	Fall scores: 64% of students in grade 4-8 are at or above grade level	62% of students in grade 4-8 are at or above grade level
Other Pupil Outcomes: Fastbridge aMath	46.6% of students in grade 3-8 are at or above grade level	Fall scores: 51% of students in grade 3-8 are at or above grade level	50% of students in grade 3-8 are at or above grade level
Other Pupil Outcomes: Fastbridge CBM Math Automaticity	54.2% of students in grade 3-8 are at or above grade level	Fall scores: 60% of students in grade 3-8 are at or above grade level	58% of students in grade 3-8 are at or above grade level

5

CA School Dashboard: ELA Growth Scores



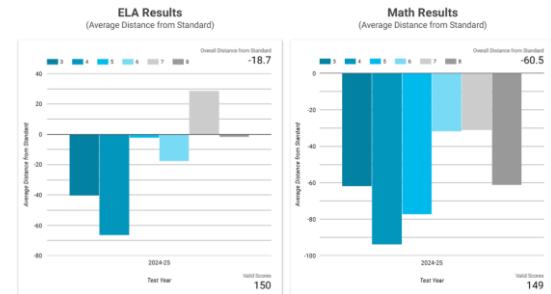
6

CA School Dashboard: Math Growth Scores



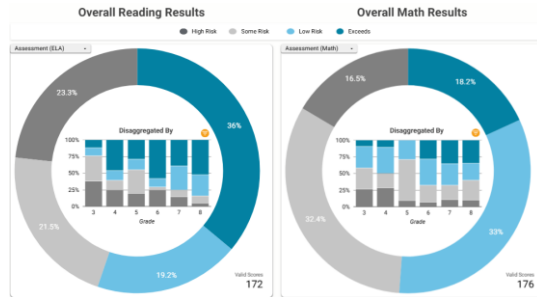
7

Parsec: CAASPP Results by Cohort (DFS)



8

Parsec: Fastbridge ELA and Math Scores (Fall)



9

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

Actions and expenditures related to goal:

Action Title	Year-to-Date Expenditures
Math	\$5,847.91
ELA	\$4,124.48
Interventions	\$49,903.19
Academic Supports for EL Students	\$23,142.05
Title I Supports	\$0.00
Enrichment Opportunities	\$91,319.29
Professional Development	\$11,078.54
Specialty Classes	\$84,358.96

10

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

Actions and expenditures related to goal:

Action Title	Year-to-Date Expenditures
Central Office System Supports for Continuous Improvement	\$138,000.08
Supports and Services for Students with Exceptional Needs	\$184,193.70
Class Teachers	\$575,538.32
Classroom Materials	\$25,661.24

11

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Safe, Clean & Functional School Facility (SARC)	Instances where facilities do not meet the "Good Repair" standard: 0	Instances where facilities do not meet the "Good Repair" standard: 0	Instances where facilities do not meet the "Good Repair" standard: 0
School attendance rate	93.5%	95.36%	>95%
Middle school dropout rate	0%	0%	0%
Local school climate survey (ASSC School Climate Assessment Instrument)	Overall School Climate: Staff: 3.75 Parents: 3.92 Students: 3.32	Survey to be administered in mid-February	Overall School Climate: Staff: 4.00 Parents: 4.00 Students: 3.50

12

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

Actions and expenditures related to goal:

Action Title	Year-to-Date Expenditures
Facility	\$231,262.23
Mindfulness Room	\$23,695.16
School Climate Improvement	\$0.00
Universal Meals	\$100,456.97

13

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Promote parental participation in programs (Local Indicator Priority 3 Self-Reflection Tool: Parental Improvement and Family Engagement)	Full implementation in all areas	Full implementation in all areas	Full implementation in all areas
Chronic Absenteeism Rates	All: 30% SED: 47.2% White: 32.7% Hispanic: 26% Two or more races: 15%* SWD: 48.3%*	All: 21.2% SED: 30.4% White: 24.9% Hispanic: 9.6% Two or more races: 16.7%* SWD: 14.9%	Less than 10% for all student subgroups

14

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil Suspension Rates	All: 2.7% SED: 5.5% White: 2.3% Hispanic: 6.0% Two or more races: 0%* SWD: 6.7%	All: 2% SED: 3.7% White: 2.4% Hispanic: 1.9% Two or more races: 3.7%* SWD: 5.5%	All: 1.5% SED: 3.0% White: 1.5% Hispanic: 3.0% Two or more races: 0% SWD: 4.0%
Pupil Expulsion Rates	0%	0%	Maintain 0%

15

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

Actions and expenditures related to goal:

Action Title	Year-to-Date Expenditures
Accessible and Responsive Schools for Students with Exceptional Needs	\$41,214.12
Accessible and Responsive Schools for Unduplicated Pupils	\$41,214.12
Family and Community Engagement	\$13,381.27

16



1

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Appropriately assigned teachers	89.3% of teachers are clear out of the 14.7 FTE teachers	93.9% of teachers are clear out of the 15 FTE teachers	85% of teachers, or higher, will be clear out of the FTE teachers
Access to instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials
Implementation of academic content standards	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)	Full Implementation in all areas (local indicator Priority 2 Self-Reflection tool)
EL access to CA standards including ELD standards	Full Implementation (local indicator Priority 2 Self-Reflection tool)	Full Implementation (local indicator Priority 2 Self-Reflection tool)	Full Implementation (local indicator Priority 2 Self-Reflection tool)

2

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil achievement on statewide assessments- ELA Academic Indicator (DFS)	All: -16.9 points SED: -26.5 points White: -16.5 points Hispanic: -20.6 points SWD: -65.6 points*	All: -7 points SED: -40.3 points White: -8.1 points Hispanic: -7.7 points* Two or More Races: 9.3* SWD: -58.4 points*	At or above: All: -10 points SED: -20 points White: -13 points Hispanic: -16 points SWD: -60 points
Pupil achievement on statewide assessments- Mathematics Academic Indicator (DFS)	All: -71.5 points SED: -81.4 points White: -68.2 points Hispanic: -80.2 points SWD: -150.8 points*	All: -59.4 points SED: -66.2 points White: -67.6 points Hispanic: -55.2 points* Two or More Races: -21.7* SWD: -122 points*	All: -65 points SED: -76 points White: -63 points Hispanic: -75 points SWD: -145 points

3

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil achievement on statewide assessments- CAST (% met or exceeded)	21.17% of students met or exceeded standards for science	24.07% of students met or exceeded standards for science 50.7 points (an increase of 4.4 points)	30% of students will meet or exceed standards for science
A broad course of study including courses described in EC Sections 51210 and 51220 as applicable	All students had access to a broad course of study that included all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)	All students have access to a broad course of study that includes all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)	All students will have access to a broad course of study that includes all subject areas. (Local Indicator Priority 7 Self-Reflection Tool)
Other Pupil Outcomes: Fastbridge aReading	61.5% of students in grade 3-8 are at or above grade level	Full scores: 64% of students in grade 3-8 are at or above grade level	63% of students in grade 3-8 are at or above grade level

4

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Other Pupil Outcomes: Fastbridge AUTOREad	55.8% of students in grade 4-8 are at or above grade level	Fall scores: 59% of students in grade 4-8 are at or above grade level	57% of students in grade 4-8 are at or above grade level
Other Pupil Outcomes: Fastbridge aMath	47.9% of students in grade 3-8 are at or above grade level	Fall scores: 56% of students in grade 3-8 are at or above grade level	51% of students in grade 3-8 are at or above grade level
Other Pupil Outcomes: Fastbridge CBM Math Automaticity	55.8% of students in grade 3-8 are at or above grade level	Fall scores: 71% of students in grade 3-8 are at or above grade level	57% of students in grade 3-8 are at or above grade level

5

CA School Dashboard: ELA Growth Scores



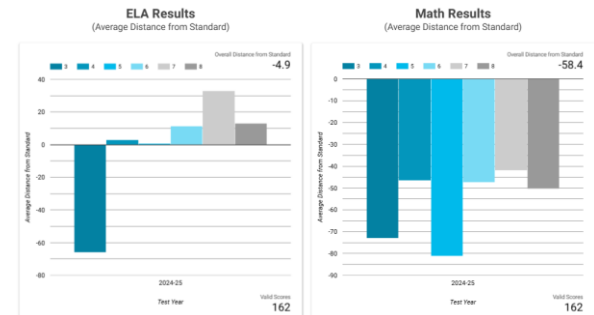
6

CA School Dashboard: Math Growth Scores



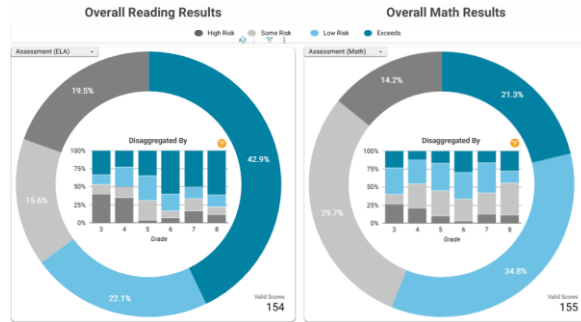
7

Parsec: CAASPP Results by Cohort (DFS)



8

Parsec: Fastbridge ELA and Math Scores (Fall)



9

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

Actions and expenditures related to goal:

Action Title	Year-to-Date Expenditures
Math	\$5,847.93
ELA	\$5,139.37
Interventions	\$54,594.25
Academic Supports for EL Students	\$22,895.12
Title I Supports	\$0
Enrichment Opportunities	\$108,723.81
Professional Development	\$8,827.51
Specialty Classes	\$140,891.07

10

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

Actions and expenditures related to goal:

Action Title	Year-to-Date Expenditures
Central Office System Supports for Continuous Improvement	\$143,632.72
Supports and Services for Students with Exceptional Needs	\$144,55.34
Class Teachers	\$579,379.81
Classroom Materials	\$30,842.95

11

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

Metrics used to measure progress toward goal:

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

12

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

Actions and expenditures related to goal:

Action Title	Year-to-Date Expenditures
Facility	\$179,224.10
Renewal Room	\$25,306.15
School Climate Improvement	\$0
Universal Meals	\$82,563.62

13

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

Metrics used to measure progress toward goal:

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

14

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

Metrics used to measure progress toward goal:

Metric	Baseline	Current Status	Target for Year 3 Outcome
Pupil Suspension Rates	All: 1.9% SED: 3.5% White: 2.3% Hispanic: 1.5% Two or more races: 0%* SWD: 5.7%	All: 1% SED: 2.4% White: 1% Hispanic: 0% Two or more races: 2.5% SWD: 0%	Maintain 1% or lower for all student groups
Pupil Expulsion Rates	0%	0%	Maintain 0%

15

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

Actions and expenditures related to goal:

Action Title	Year-to-Date Expenditures
Accessible and Responsive Schools for Students with Exceptional Needs	\$47,173.46
Accessible and Responsive Schools for Unduplicated Pupils	\$47,173.29
Family and Community Engagement	\$5,179.01

16



GOLDEN VALLEY
CHARTER SCHOOLS

FISCAL POLICIES & PROCEDURES

Approved by Board of Trustees on:
[Date]

INTERNAL CONTROL POLICIES

INTRODUCTION

Internal control policies provide **Golden Valley Charter Schools** with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, as a publicly supported entity, **Golden Valley Charter Schools** has additional responsibilities to ensure the public's confidence and the integrity of the school's activities

COMPLIANCE WITH LAWS

Golden Valley Charter Schools will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of Golden Valley Charter Schools:

I. Political Contributions

No funds or assets of Golden Valley Charter Schools will be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Golden Valley Charter Schools for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited.

Golden Valley Charter Schools also, will not be involved with any committee or other organization that raises funds for political purposes.

The following are examples of prohibited activities:

- A. Contributions by an employee that are reimbursed through expense accounts or in other ways.
- B. Purchase by the organization of tickets for political fundraising events.
- C. Contributions in kind, such as lending employees to political parties or using the school assets in political campaigns.

II. Record Keeping

To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

- A. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of Golden Valley Charter Schools.
- B. Receipts and disbursements must be fully and accurately described in the books and records.
- C. No false entries may be made on the books or records, nor any false or misleading reports issued.
- D. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

ORGANIZATIONAL CONFLICTS OF INTEREST OR SELF-DEALING (RELATED PARTIES)

Golden Valley Charter Schools will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to Golden Valley Charter Schools or members of its management unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

1. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
2. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
3. Furnishing of goods, services, or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
4. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the school to an affiliated or unaffiliated organization or a private or related individual.
5. Transfer to use by, or for the benefit of a private or related individual of the income or assets of the school.

Organizational Conflict of Interest or Self-Dealing (Related Parties)

Thus, Golden Valley Charter Schools will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals, and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father-in-law, mother-in-law, sister-in-law and brother-in-law of a board member or school employee.

Board of Trustees Authorities

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with the charter authorizer's pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of Executive Director (iv) Executive Director salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Trustees will meet monthly (with no meetings in July) to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

Signature Authorities

To properly segregate duties within the Charter School, the Executive Director AND the Human Resource Manager OR the designated (approved by the Board of Trustees) Principal are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than \$25,000.00 will require two signatures prior to check issuance, checks less than \$25,000 require one signature from the approved signatories.

Government Access to Records

The Business Systems Coordinator or contracted business back-office services provider will provide access to the organization's records to the San Juan Unified School District's Charter School Fiscal Unit and provide supporting records, as requested, in a timely manner.

Security of Financial Data

The system's accounting data must be backed up daily by the business back-office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.

All other financial data, unused checks and unclaimed checks will be secured by Golden Valley Charter Schools 's School Business Systems Coordinator from unauthorized access.

Security of School Documents

Originals of the following corporate documents are maintained, and their presence is verified on a periodic basis:

1. Charter and all related amendments
2. Minutes of the Board of Trustees and subcommittees
3. Banking agreements
4. Leases
5. Insurance policies
6. Vendor invoices
7. Grant and contract agreements
8. Fixed asset inventory list

Use of School Assets

No employee may use any of the school property, equipment, material or supplies for personal use without the prior approval of Golden Valley Charter Schools 's School Executive Director.

Use of School Credit Cards

1. Charter School credit cards should only be issued with the formal approval of the Board of Trustees and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued, they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.
2. Credit cards have been issued to the following Golden Valley Charter Schools administrators as approved by the Executive Board and with the corresponding purchasing threshold/ limit: The limits of some key personnel may be increased/decreased by the Executive Director or Board of Directors during certain times of the year based on potential upcoming projects.

<i>Title</i>	<i>Individual</i>	<i>Spending Threshold</i>
<i>HIGHEST LEVEL - WELLS FARGO</i>	Executive Director	\$ ~~25~~ 15,000.00
~~<i>CALCARD</i>~~	~~Teacher~~	~~\$500.00~~
<i>CALCARD</i>	Executive Director and Business Systems Coordinator	\$5,000.00
<i>CALCARD</i>	Principals, SPED Director, HR Manager	\$1,000.00
<i>CALCARD</i>	Teacher, Specialists, Office Staff	\$500.00

3. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Business Systems Coordinator, unless not deemed independent than the approval would be by the Board of Trustees.

FINANCIAL MANAGEMENT POLICIES

Basis of Accounting

The Charter School will maintain their accounting records and related financial reports on the “modified cash” basis of accounting for monthly reporting and “Full Accrual” basis at year end.

Accounting Policies

The accounting policies and financial reporting adopted are consistent with FASB – Financial Accounting Board.

Basis of Presentation

The accounts of Golden Valley Charter Schools are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues, and expenditures. Golden Valley Charter Schools uses a Checking Account at Wells Fargo as its Main Fund. This main fund is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

Revenues

Under the accrual basis of accounting, revenues are recognized when earned.

Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred, or goods are received.

Incurred Costs

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows: Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

Cash Management

The school maintains cash accounts at the following banks:

1. Golden Valley Charter Schools has two Operating Account(s) at – Wells Fargo, Wells Fargo
2. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Executive Director for collection. Appropriate collection procedures are initiated, if necessary.

Grants Receivable Aging Criteria

Accounts receivable outstanding is aged on a thirty, sixty, ninety, and over ninety-day basis.

Grant/Contract Invoicing

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. The invoicing format is that specified by the funding source.

Budgets

- A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection are reviewed and approved by the Board of Trustees, at the annual meeting and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the Business Manager or back-office services provider and reviewed by the Executive Director and presented to the Board of Trustees at each monthly board meeting.

Insurance and Bonding

- A. The school maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
 1. General liability
 2. Business & personal property (including auto/bus)
 3. Computer equipment
 4. Workers' compensation
 5. Personal injury liability
- B. The school requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

Record Retention and Disposal

- A. Records are maintained for the following indicated minimum periods:
 - 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
 - 2. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.
- B. All financial records are maintained in chronological order, organized by fiscal year.
- C. Electronic, scanned, or microfilm copies may substitute for paper if:
 - 1. The system prevents alteration or loss (Gov. Code §12168.7 "Trusted System")
 - 2. Files remain readable and accessible for the full retention period.
 - 3. Quality-control checks verify accuracy of scanned images.
 - 4. Originals are not destroyed until after required audit and retention window.
- D. In connection with the disposal of any records, a memorandum of record disposal listing the record or the class of records to be disposed of. The Board of Trustees must certify this memorandum of records disposal before secure destruction of items.

Financial Reporting

The back-office services provider maintains supporting records in sufficient detail to prepare the school's financial reports, including:

- I. Annually:
 - a. Financial statements for audit
 - b. Annual budget
- II. Monthly:
 - a. Trial balance
 - b. Internally generated budget vs. actual financial statements
 - c. Updating the cash flow projection
- III. Periodically:
 - a. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
 - b. Other reports upon request

Audit

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with FASB.

While the same audit firm may be used each year, every 3 years the Board of Trustees may select a new firm to complete the annual audit. To quality control the services and ensure that our annual audit is thorough and based on most recent guidelines, the results can then be compared, and the decision made to select the "best" firm to continue working with.

The audit reports will be submitted to the granting agency, (starting 2002) CA Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m)).

Audit/Finance Committee

The Board of Trustees appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the Board of Trustees.

POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

ASSETS

Bank Accounts

The Board shall authorize the establishment of commercial bank accounts for the purposes of school operations. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments.

The General Checking Account shall be the primary account for school needs. Authorized signatories to this account shall be the Executive Director, Human Resource Manager, and a designated (BOT approved) Principal. Checks above \$25,000 must be signed by two authorized, checks under \$25,000 require one signature from the approved signatories.

Bank Accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks: **Wells Fargo**.

LIABILITIES AND FUND EQUITY

Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

Liability for Compensated Absences

- A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:
 - 1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
 - 2. The employee's right to receive the compensation for the future absences is vested or accumulates.
 - 3. It is probable that the compensation will be paid.
 - 4. The amount of compensation is reasonably estimable.
- B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

Debt

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.
- B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

REVENUES

Revenue Recognition

The school records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles.

FACILITIES

Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Systems Coordinator.
- B. The school has adopted standard disposition procedures for Charter School staff to follow, which include an Asset Disposal Form (available in email format), which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

PROCUREMENT POLICIES

The School adheres to the following objectives:

- A. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- B. Make all purchases in the best interests of the school and its funding sources.
- C. Obtain quality supplies/services needed for delivery at the time and place required.
- D. Buy from responsible sources of supply.
- E. Obtain maximum value for all expenditures.
- F. Deal fairly and impartially with all vendors.
- G. Maintain dependable sources of supply.
- H. Be always above suspicion of unethical behavior; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.

Purchases

All purchases of goods and services shall be consistent with the approved budget. These purchases shall not require Board approved/executed contracts, with the exception of goods and services in annual amounts greater than \$25,000. The Administration is authorized to make payment of up to \$25,000 on individual items without prior approval from the Board in the following situations:

- Payment of an unexpected or unknown past due bill; e.g. prior year expenses

- Payment for a non-discretionary service already received such as a legal or utility bill
- Payment for necessary services such as a substitute or temp-worker
- Any other expenditure that is deemed imperative to the safe or legal operation of the school

If in the event of an immediate or emergency action where a purchase other than the exceptions is made over the \$25,000 limit/threshold without prior approval, the corrective action would be:

1. The Executive Director immediately notifies the Board Chair to get executive committee approval for the purchase.
2. The purchase is then agendized then it's agendized on the next board meeting for review, so it has the governance oversight that the executive committee saw it and gave approval.

The Business Manager or back-office service provider is required to make a report of any out-of-budget expenditures at the next Board and Budget Committee meetings.

Contracts

Contracts for goods and services, including professional consulting exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing the contract. Length of contracts shall be at the discretion of the Board. In the event of an approved contract exceeding the approved amount, the additional expenses in excess of the approved amount must be approved by the Board.

Contracts exceeding \$25,000 shall be awarded after a bidding process of sufficient duration to ensure competition. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/services without regard to the low bidder being the automatic selection. The Executive Director may make a finding to the Board for sole sourcing a contract exceeding \$10,000. Contracts up to \$5000 per year may be sole-sourced at the discretion of the Executive Director and do not require Board approval if funds are available in the budget. Contracts from \$5001 up to \$10,000 per year may be sole-sourced at the discretion of the Board.

Commitments and Purchase Orders

Purchase orders over \$25,000 must be approved by the Board and by the Executive Director. Purchase orders up to \$25,000 must be approved by either the Executive Director or the Principal.

In the event of an approved purchase order exceeding the approved amount, the additional expenses in excess of the approved amount must be approved by the Board.

Expense Reimbursements

In order to be reimbursed for the use of personal funds to pay for school-related purchases, all purchase requests must receive prior approval from the Business Systems Coordinator and be submitted with a purchase request form. Original receipts must be attached in order to be reimbursed. Reimbursements will be made in the form of a check. Some expenditures that are approved by the Business Systems Coordinator may be determined to be immaterial to

necessitate the purchase request process. It is up to the Business Systems Coordinator to decide if the form is needed.

Lease Agreements

All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease.

TRAVEL POLICIES

Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service. Reimbursement is allowed for the use of their own vehicle for business-related travel over 5 miles.
- B. All employees requesting mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls paid. In addition, all reimbursements requests must be supported by invoices and receipts, where applicable.
- C. All paperwork is to be turned in within 1 week of the end of trip to receive reimbursement. [For reoccurring or routine travel, mileage paperwork can be submitted monthly.](#)

CONSULTANTS AND CONTRACTORS

Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. Consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed, or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for several firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.

GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for Golden Valley Charter Schools is established.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

- A. Timeliness of Entries
All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.
- B. Support Documentation
All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.
- C. Audit Trail
A complete audit trail is maintained using reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

- A. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Systems Coordinator or back-office business services provider before entering in the accounting system.
- B. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
- C. Non-recurring entries, such as for correcting entries, recording accruals, and recording non-cash transactions, are prepared as circumstances warrant and monthly.

- D. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms and are prepared and reviewed by qualified accounting personnel.
- E. In the case of a stale check, defined as a check that has not been deposited by the payee within 90 days of issuance, the school will contact the payee that a stop payment has been placed on the previous check and a new check issued. This will prevent outstanding balances for longer than 90 days.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

- A. Trial Balance
Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.
- B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers
Reconciliations are prepared monthly.

Procedures

- A. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back-office business services provider to the Executive Director.
- B. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back-office business services provider.
- C. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

- A. Cash Flow Projection

Golden Valley Charter Schools annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

Golden Valley Charter Schools has internal control systems in place to monitor cash receipts and ensure that deposits are made in a timely manner. Golden Valley Charter Schools also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

1. Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
2. Listed receipts and credits compared to accounts receivable and bank deposits.
3. General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

- A. Mail is opened by Business Systems Coordinator who sorts the checks and forwards them to the Executive Director or the appropriate recipient.
- B. All checks are restrictively endorsed immediately by the Executive Director.
- C. The Office Manager makes copies, prepares deposit slips, and faxes a copy to the back-office business services provider for journal entries.
- D. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
- E. The back-office business services provider reviews and signs off on journal entries.
- F. The back-office business services provider inputs journal entries.
- G. The Executive Director, or his/her designee at each school makes deposits on a daily or bi-weekly basis. If deposits are made other than daily, the deposit is maintained in a secure area with limited access.
- H. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Executive Director and the back-office business services provider monthly.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

1. Special check protective paper and accounting software that automatically assigns the next available check number
2. Match disbursement records against accounts payable/open invoice files
3. Bank statements reconciled to cash accounts and any outstanding checks verified by the back-office business services provider, if applicable
4. Supporting documentation canceled to prevent resubmission for payment
5. Detailed comparison of actual vs. budget disbursements on a periodic basis
6. Separation of duties to the extent possible for an organization the size of the school

Procedures

- A. When the transaction is complete and payment is due, Business Systems Coordinator who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Executive Director for approval. A check is prepared by the back-office business services provider and
- A. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
- B. The Executive Director approves checks, after examining the supporting documentation.
- C. After having been approved and/or signed, the checks are mailed directly to the payee by the back-office service provider.
- D. All supporting documents are canceled (i.e., stamped PAID) by the signatory and filed by back-office business services provider.
- E. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
- F. Bank statements are reconciled soon after receipt by either the back-offices business services provider or reviewed by the Business Systems Coordinator.

PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that Golden Valley Charter Schools hires only those employees, full or part-time, it ~~absolutely needs and~~ exerts tight control over hiring new employees.

Major Controls - Payroll Policies

Procedures

New Employees

- A. Requests for new employees are initiated by the Executive Director and compared with the approved annual personnel budget.
- B. New employees complete an Application for Employment.
- C. New employees complete all necessary paperwork for payroll.
Employee is fingerprinted. Fingerprint clearance must be received by the school before any employee may start work.

Vacation and Sick Pay

- A. Employees accrue vacation time based on personnel policy of the Golden Valley Charter Schools.
- B. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
- C. Regular part-time employees will earn vacation time on a pro-rated bases based on personnel policy of the Golden Valley Charter Schools.
- D. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Human Resources Manager.
- E. Sick leave taken is monitored against each employee's available sick time on ~~an~~ ~~electronic spreadsheet~~ Paycom and reviewed by the Human Resources Manager and Executive Director.
- F. Before vacation time is paid, a Vacation Authorization Request is to be prepared by the employee, which is reviewed and approved by the Executive Director.
- G. Vacation and sick leave are tracked in Paycom.
- H. A General Journal entry is prepared at year-end to record the accrued vacation liability.
- I. Unused vacation time is based on personnel policy of the Golden Valley Charter Schools.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Keeping

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

Time keeping is approved by the staff and their supervisor.

Procedures

Time Keeping

- A. Hourly and salary employees use Paycom to record their time.

Approval and Collection of Time Sheets

- A. Each employee's time is approved at the end of the period for accuracy.
- B. The supervisor approves each employee at the end of the period for accuracy. Golden Valley Charter Schools will finalize the time keeping and notify the back-office service provider that payroll is ready to start processing.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

Internal Accounting Controls

Time records are periodically reconciled with payroll records by Golden Valley Charter Schools.

Procedures

- A. The total time recorded in time keeping and the number of employees is calculated by the back-office business services provider.
- B. The back-office business services provider verifies gross pay and payroll deductions.
- C. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office business services provider.
- D. The Payroll Register is reviewed and approved by Golden Valley Charter Schools.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash, or other means is made only to employees entitled to receive payment.

Commented [JH1]: Needs controls and procedures. Complete with Finance Committee

Major Controls

- A. Employee Authorization and System Access Control.
 - 1. All new hires are approved by Human Resources as part of the formal onboarding process before being added to Paycom.
 - 2. Upon employee termination, Human Resources ensures the employee is promptly removed from Paycom, including timecard entry and approval access, to prevent unauthorized payroll payments.
- B. Segregation of Duties and Multi-Level Review
 - 1. Payroll processing includes multiple levels of review and approval to ensure that payroll payments are accurate, authorized, and supported by approved timecards.
 - 2. Payroll check registers are reviewed to confirm that all payroll disbursements correspond to approved employee time records.

Procedures

- A. Timecard Approval and Validation
 - 1. Employees submit timecards through Paycom for each pay period.
 - 2. Timecards are reviewed and approved through three levels of validation:
 - The employee's direct supervisor reviews and approves hours worked.
 - The Payroll Assistant reviews approved timecards for accuracy and completeness.
 - The Human Resources Manager performs a final review and approval prior to payroll processing.
- B. Payroll Processing and Reconciliation
 - 1. Both the Human Resources Manager and the Payroll Assistant processes payroll based on fully approved timecards.
 - 2. The payroll check register is reviewed by both the Human Resources Manager and the Payroll Assistant to verify that:
 - All payments are supported by approved timecards
 - Pay rates and hours align with employee authorization records
 - No terminated or unauthorized employees are included in payroll

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

- A. Reconciliation of Payment and Payroll Withholdings
Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.
- B. Internal Accounting Controls
The back-office business services provider validates and verifies payroll withholdings.

Procedures

- A. The back-office business services provider determines and verifies payroll withholdings for each employee. These are summarized by pay period and recorded in the General Ledger.
- B. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back-office business services provider.
- C. The back-office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
- D. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee. The back-office business services provider will assist in the setting up of provided withholdings.

DEPRECIATION

Procedures

- A. The school capitalizes all fixed assets when acquired and records the historical cost of these items. In accordance with generally accepted accounting principles, depreciation expense must be recorded. The Charter School will use the straight-line method of depreciation over the assets useful life as determined as follow:

COMPUTERS		3 YEARS
OFFICE EQUIPMENT		5 years
~~VEHICLES~~ VEHICLES		5 years
LEASEHOLD IMPROVEMENTS		Life of lease or 5 years whichever is greater

BUILDING IMPROVEMENTS	20 years
BUILDING	30 years

EXPENSE REIMBURSEMENT

Control Objective

To ensure the school pays for only authorized business expenses.

Major Controls

- A. Travel Policies
The school has adopted policies on travel reimbursement.
- B. Employee Expense Reimbursement Documentation
Employees are required to obtain and furnish documentation for individual expenses.
- C. Internal Accounting Controls
 - 1. Justification for travel approved by Executive Director
 - 2. Documentation for incurred employee expenses
 - 3. Documentation for company credit card purchase.

Expense Advance or Reimbursement

- B. Soon after traveling, but not exceeding one week, an employee who seeks reimbursement for authorized expenses completes a Travel Report detailing the expenses incurred, attaching originals of supporting documentation.
- C. All credit card purchases are supported by invoices to be reimbursed.
- D. The employee's Travel Report and credit card purchases invoices are reviewed and approved by the Business Systems Coordinator.

MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

- A. Budget Process

The Executive Director works with the back-office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projections are submitted to the Board of Trustees for approval.

- B. Internal Accounting Controls
Accuracy and completeness of the budget and projections

Procedures

- A. In preparation of the annual operating and capital budget and cash flow projection, the back-office business services provider prepares a preliminary budgets and projection for review by the Executive Director in consultation with the school staff.
- B. To support budgets and projection estimates, the back-office business services provider prepares current year-to-date financial data with projections of year-end totals.
- C. The back-office business services provider and the Executive Director review the budgets and projection submitted for completeness and reasonableness.
- D. The Board of Trustees approves and adopts the final budgets and projection.
- E. The adopted budgets totals are entered in the General Ledger by the back-office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness, and timeliness of financial reporting to support decision-making.

Major Controls

- A. Schedule
Monthly managerial reports are prepared based on a schedule.
- B. Review and Approval
Financial reports are reviewed for accuracy and completeness.
- C. Audit
The annual financial statements of the Golden Valley Charter Schools are audited by a certified public accounting firm.

Procedures

- A. The back-office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
- B. Golden Valley Charter Schools submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with Governmental Auditing Standards

- C. The school shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

- A. The school maintains a schedule of required filing due dates for:
1. IRS Form W-2 - Wage and Tax Statement.
 2. IRS Form W-3 - Transmittal of Income and Tax Statements.
 3. IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 4. IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 5. Quarterly and annual state(s) unemployment tax return(s).
- B. All payroll tax documents, and the supporting schedules are reviewed and approved by the back-office business services provider for accuracy and completeness.



EXECUTIVE DIRECTOR and/ or INTERIM DIRECTOR EVALUATION POLICY

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

This policy will take effect on July 1st, 2026

Purpose and Objective

This policy focuses on whether the lead administrator is meeting the Board of Trustees' expectations, professional goals, standards, and objectives developed by a collaboration between the Executive Director and the Golden Valley Board of Trustees. These standards and objectives will align with Golden Valley Charter's mission and vision statements, LCAP, and/or strategic plan performance metrics. In addition, referencing and applying the California Professional Standards for Education Leaders (CPSEL), Professional Standards for Educational Leaders (PSEL), and/or California Administrator Performance Expectations (CAPEs) may be used to guide clear goals and objectives. These metrics are generally consistent year to year, and at any time during an unforeseen circumstance _____.

The Board of Trustees will gather input from the Human Resources Manager, the Special Education Director, the School Principals of each site, and the greater school community members. ~~This policy sets forth guidelines and directions related to the evaluation of the Executive Director.~~

The Executive Director is responsible for ensuring that students are achieving at the highest levels. Recruiting and retaining exceptional school leaders is a means by which our school ensures exceptional achievement through the Waldorf curriculum. It is the Executive Director's responsibility to champion its leaders, educators, and families by building and nurturing trust, encouragement, reward, and candor, and address challenges proactively and in partnership with staff, families, students, and the school community. The evaluation process allows the Board of Trustees to engage formally with its Executive Director about performance strengths and challenges to discuss professional development opportunities.

Objectives For An Executive and/or Interim Director Evaluation

- Foster explicit communications at regular intervals between the Board of Trustees and the Executive Director regarding personal performance, progress towards agency goals, and accountability.
- Develop clear performance measures and goals so the Executive Director's work is aligned with and supports the school's strategic direction,
- Discuss the Executive Director's performance through the school year, allowing for opportunities to revise performance expectations, goals, and professional development plans.
- Create opportunities to discuss long-term leadership needs of the school throughout the year,
- Provide opportunities for professional development where needed,
- Provide an opportunity via self-assessment for the Executive Director to reflect on their performance,
- Evaluate the Executive Director's ability to perform the core competencies of the position and to complete pre-defined goals, recognizing successful completion of goals, and addressing performance issues associated with incomplete goals.
 - Reward performance according to results achieved and behaviors demonstrated
 - Address performance concerns and develop targeted professional development plans to improve performance.

The Golden Valley Charter School (GVCS) Executive Director (ED) is evaluated annually following a clear, agreed-upon timeline with the Executive Committee members.

Executive Director Evaluation Timeline	
Month	Tasks
August/September	- Jointly establish the Executive Director's goals aligned with the Strategic Plan, LCAP, including but not limited to: Areas of organizational, Financial, Academic, Outreach, Leadership, School Culture, Communication, Teamwork objectives * - Collectively establish the Executive Director's goals for the new year. - Collectively establish the Executive Director's professional development/improvement plan (if required)
December/January	4-5 month progress check-in - If necessary, jointly adjust goals
February/March	- Teacher, Staff, and Community Survey sent to all members of the GVCS community. - Scheduling of a closed-session 360 interviews and a rubric of Executive Director Performance Evaluation Rubric from the Human Resources manager, the Director of Special Education, and each school site principal. - Additional staff interviews can be conducted as needed
April	Board members will complete the Executive Director Performance Evaluation rubric
May/June	- Executive Director completes self-assessment - The Board will summarize assessment results with the Executive Director. - The Board will jointly establish the Executive Director's performance review.

Executive Director Evaluation Timeline	
Month	Tasks
August	- Jointly establish the Executive Director's goals aligned with the Strategic Plan, LCAP, including but not limited to: Areas of organizational, Financial, Academic, Outreach, Leadership, School Culture, Communication, Teamwork objectives * - Identify a collective group of staff (teachers, central office staff, leadership, and/or additional members of need) to be interviewed quarterly. - At the Board retreat, discuss and present the Executive Director goals to the board - At "Back to School Night" or Parent Registration, a survey will be made available to review the school culture with school community members. - At Staff in-service days, a survey will be made available to all staff to reflect on the Executive Director's progress in meeting developing staff culture, agency goals for the coming year, areas of concern, etc.

	- Both survey results will help determine an appropriate baseline for establishing goals as needed for the Executive Director. - Collectively establish the Executive Director's professional development/improvement plan (if required)
September	- Review the results of the questionnaire/surveys given to parents and staff - Present to the Board the results of the questionnaire/surveys.
October	- Create Board mid-year rubric evaluation of ED goals.
November	- Post survey to the school community about the goals of the ED - Schedule a meeting with ED to discuss progress and check in about goals.
December	- Check in with the leadership team/ collective group with a survey question. - Meet with ED review progress, if needed, adjust goals jointly
January	- Create and finalize survey questions to send out to families and all staff.
February	- Survey questions remain open till early March, send out reminders. - Plan interviews with a collective group. - Plan a closed session with leadership and the collective group.
March	- Hold closed session (s) and interviews with the collective group of staff identified in August. - In closed session, conduct 360 interviews using open-ended questions and the rubric for the Executive Director Performance Evaluation Rubric. - Additional staff interviews can be conducted as needed
April	- Board members will complete the Executive Director Performance Evaluation rubric - Any additional interviews can be scheduled during closed session at the request of the Board Chair and/or Evaluation Committee.
May/June	- Executive Director completes self-assessment - The Board will summarize assessment results with the Executive Director. - The Board will jointly establish the Executive Director's performance review. - The Board will hold a closed session to determine the appropriate contract based on collected information on the Executive Director's performance review and determine if re-elect termination, or other corrected means will be drafted and presented to the Executive Director for the coming school year.

**Objectives will be determined in accordance with the Board procedure, LCAP, and/or strategic plan performance metrics. In addition, referencing and applying the California Professional Standards for Education Leader (CPSEL), Professional Standards for Educational Leaders (PSEL), and/or California Administrator Performance Expectations (CAPEs). It is the understanding of the Board and the Executive Director that the Board would evaluate the Executive Director's performance based on progress being made towards the achievement of these expectations, along with his/her overall performance relative to the usual responsibilities of the Executive Director.*

Evaluation Committee

The committee consists of the following members:

- The Board chair and/or Vice-Chair
- Additional Board members, not to exceed a quorum
- Human Resource Manager or Designated staff member, as requested by the Board Chair

The full Board of Trustees ratifies the nominations at the August board meeting.:-

Process

The evaluation process is completed annually by the Board of Trustees, which focuses on the Executive Director's performance against the job description and annual goals. The evaluation involves a multi-part process that includes constructive feedback from key partners, employees, and ensures a comprehensive view of the Executive Director's performance on meeting agency strategic goals, LCAP goals, mission, vision, values, and professional alignment with the Waldorf community. Providing a 360-degree evaluation of the Executive Director's ability to successfully lead the organization.

This process includes:

- A comprehensive performance evaluation and an 'open-ended questions' model form to be completed by each member of the Board of Trustees.
 - A comprehensive self-evaluation, including a review of goals by the Executive Director.
 - An 'open-ended question' form evaluation to be completed by several agency-wide staff, but not limited to Human Resources, School Leadership, and/or Agency Leadership team members.
 - A comprehensive and confidential feedback survey for school community members, families, and staff will be created.
 - A compilation of all evaluation materials will be presented to the Board of Trustees members during a closed session meeting before any determination on the Executive Director's performance, goals, or recommendations on the annual contract of the Executive Director.
 - A discussion of the evaluation and recommendations for changes to compensation for the Executive Director will be based on the results of evaluations, constructive feedback, and survey results.
 - The Board of Trustees makes the final recommendations of the following:
 - Rehire the Executive Director with a salary recommendation
 - Rehire the Executive Director with conditions and areas of improvement *
 - Elect to Non-renewal of Executive Director contract *
 - Place the Executive Director on administrative leave pending further action*
- * The Board of Trustees can discuss the recommendations with the Executive Director during closed session, who may choose to respond to the determination of the Board of Trustees. The Board notes the response from the Executive Director, if any, and will finalize their recommendations out of closed session.
- Delivery and discussion of the Board of Trustees evaluation to the Executive Director will be completed by the Board Chair, Vice-Chair, and Human Resource Manager.

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

Due to a governance reorganization with the creation of an Executive Director position, the ED evaluates and supervises the school principals and leadership positions. Only the Executive Director reports directly to the board. ~~by in This evaluation process will elicit constructive feedback — centered on performance goals that are created — is overseen by the committee in accordance with the timeline. The Executive Director will create goals following an outlined goal summary template, indicated below.~~
~~The committee members will meet with the ED to discuss goals by November.~~

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

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

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

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

EXECUTIVE DIRECTOR EVALUATION POLICY, 2023 Page 1 of 2



- ~~• September: The committee is organized~~
- ~~• February and March: The Committee designs and creates the surveys and questions to be asked.~~
- ~~• Early March: The ED submits a self-evaluation.~~
- ~~• Early March: An online survey is sent out to the groups for feedback. Interviews with Administration are scheduled.~~
- ~~• Late March: The committee collects the feedback and prepares its findings. The findings are discussed with the ED who may choose to respond to the findings. The committee notes the response from the ED, if any, and prepares a final summary of findings.~~

- ~~Early April: The committee, in closed session, presents its final summary of findings to the Board of Trustees without the ED in attendance.~~
 - ~~Faculty delegates to present report to the Board during closed session.~~
- ~~The BOT makes a recommendation based on one of the following:~~
 - ~~Rehire the ED with a salary recommendation~~
 - ~~Rehire the ED with conditions~~
 - ~~Place the ED on administrative leave pending further action~~
- ~~Non-renewal of contract~~
- ~~The Director Evaluation Committee, in closed session, discusses the recommendation with the ED who may choose to respond to the recommendation.~~
 - ~~The Board notes the response from the ED, if any, and approves a final recommendation.~~

Measurements

- Review ~~P~~past performance evaluations with goals and feedback
- Executive Director job description, self-evaluation, evaluation of collaborative SMART goals, completed evaluation ratings, and interview question forms from staff. ~~questions for each group~~ as applicable
- Survey responses across all groups (staff, families, and greater Golden Valley Community.
 - Each group will have similar, but different questions asked that are appropriate/in depth for that group.

Concerns

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

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

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

Executive Director Performance Evaluation

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS AND THE DESCRIPTIONS OF PRACTICE	
<i>The Executive Director will be rated on their efficacy in the following CPSEL standards and Fiscal Stewardship through Governing Board goals:</i>	
Standard 1	Development and Implementation of a Shared Vision
Standard 2	Instructional Leadership
Standard 3	Management and Learning Environment
Standard 4	Family and Community Engagement
Standard 5	Ethics and Integrity
Standard 6	External Context and Policy
Standard 7	Fiscal Stewardship
Standard 8	Professional Transparency

Goal Summary		
Goal	SMART GOAL (aligned with Strategic Plan and Board Evaluation)	Level of Accomplishment (E,M,I,NP)
#1	Organizational:	
#2	Financial:	
#3	Academic:	
#4	Outreach:	
#5	Leadership:	
#6	School Culture:	
#7	Communication:	
#8	Teamwork:	
Level Of Accomplishment: E- Exceeded; M-Met; I-Incomplete; NP- No Progress		

SMART Goal Planning Date & Notes:

[illegible]

Standard 1: Development and Implementation of a Shared Vision		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 1A: Student Centered Vision <i>Leaders shape a collective vision that uses multiple</i>		
Element 1B: Developing Shared Vision <i>Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all partners</i>		
Element 1C: Vision Planning and Implementation <i>Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</i>		

Standard 2: Instructional Leadership		
Element	Evaluation Rating <i>Not-Met (NM); Emerging (E);</i>	Reflection/Evidence

	Proficient (P), Distinguished (D)	
Element 2A: Professional Learning Culture <i>Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.</i>		
Element 2B: Curriculum and Instruction <i>Leaders guide and support the implementation of standards-based curriculum, Waldorf pedagogy, instruction, and assessments that address student expectations and outcomes.</i>		
Element 2C: Assessment and Accountability <i>Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</i>		

Standard 3: Management and Learning Environment		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 3A: Operations and Facilities <i>Leaders provide and oversee a functional, safe, and clean learning environment.</i>		
Element 3B: Plans and Procedures <i>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</i>		
Element 3C: Climate <i>Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</i>		

Element 3D: Fiscal and Human Resources <i>Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</i>		

Standard 4: Family and Community Engagement

ELEMENT	EVALUATION RATING Not-Met (NM), Emerging (E), Proficient (P), Distinguished (D)	REFLECTION/EVIDENCE
Element 4A: Parent and Family Engagement <i>Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</i>		
Element 4B: Community Partnerships <i>Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</i>		
Element 4C: Community Resources and Services <i>Leaders leverage and integrate community resources and services to meet the varied needs of all students.</i>		

Standard 5: Ethics and Integrity

ELEMENT	EVALUATION RATING Not-Met (NM), Emerging (E), Proficient (P), Distinguished (D)	REFLECTION/EVIDENCE
Element 5A: Reflective Practice <i>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</i>		
Element 5B: Ethical Decision-		

Making <i>Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</i>		
Element 5C: Ethical Action <i>Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication; necessary to consistently make fair and equitable decisions on behalf of all students</i>		

Standard 6: External Context and Policy

ELEMENT	EVALUATION RATING Not Met (NM); Emerging (E); Proficient (P); Distinguished (D)	REFLECTION/EVIDENCE
Element 6A: Understanding and Communicating Policy <i>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</i>		
Element 6B: Professional Influence <i>Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.</i>		

Standard 7 Fiscal Stewardship

ELEMENT	EVALUATION RATING Not Met (NM); Emerging (E); Proficient (P); Distinguished (D)	REFLECTION/EVIDENCE
Element 7A: Fiscal Stewardship. <i>Responsibly manage financial resources in alignment with legal</i>		

<i>requirements and the school's educational priorities.</i>		
Element 7B: Fiscal Stewardship.		

Standard 8: Professional Transparency		
ELEMENT	EVALUATION RATING <i>Not-Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 8A: Build positive professional relationships. <i>Leaders promote a culture in which governing board relations with agency authorizers are collaborative, transparent, and professional relationship with the governing board to advance the school's mission and goals.</i>		
Element 8B: Accountability <i>creates clear communication, mutual accountability, and respectful engagement in decision making processes with board members, school site leadership, parents/guardians, authorizers staff, and board members, which results in their collaborative nature towards building trust.</i>		

		TOTAL SCORE
Standard 1	Development and Implementation of a Shared Vision	-12
Standard 2	Instructional Leadership	-12
Standard 3	Management and Learning Environment	-16
Standard 4	Family and Community Engagement	-12
Standard 5	Ethics and Integrity	-12
Standard 6	External Context and Policy	-8
Standard 7	Fiscal Stewardship	-8
Standard 8	Professional Transparency	-8

Total Score: _____

Descriptions of Practice			
NOT MET INEFFECTIVE (1)	EMERGING (2)	PROFICIENT (3)	DISTINGUISHED (4)
Rarely articulates or aligns the school vision with practice. Demonstrates unethical or unprofessional behavior Rarely addresses the equity or diverse students' needs Lacks alignment or rigor in instructional systems. Student support is inconsistent or exclusionary. Neglects the development of staff skills or growth. Limited collaboration or shared leadership Rarely involves families or community partners. Inefficient or disorganized management of resources. Rarely uses student data to inform instructional approaches to support staff professional growth, no clear system for monitoring academic progress. Lacks understanding or mismanages fiscal responsibilities. Unable to build and maintain a collaborative, transparent, and professional relationship with the governing board.	The administrator communicates that the vision of all students meeting content and performance standards is central to developing and implementing instructional activities and support services. Works with staff to commit to a vision focused on student-centered learning and on the well-being of each student. S/he draws attention to existing equity gaps for diverse student populations. The administrator provides information for staff to learn about the range of academic, linguistic, cultural, social-emotional, behavioral, and physical development needs of the site's students. S/he builds staff capacity for implementing strategic initiatives that both build on students' assets and address their needs as a means to attain equity by closing opportunity and achievement gaps.	The leader and staff consistently work toward eliminating disparities among student groups. Working with staff, students, and others, the leader shapes a collective vision of equitable access and opportunity in support of all students' learning and well-being. S/he facilitates a review of varied sources of information about the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learning to gauge the learner's progress in meeting content and performance outcomes. The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes. S/he empowers staff to use their experience and expertise to cultivate multiple learning and support opportunities that align with students' diverse assets and needs.	The leader manifests the vision of all students graduating ready for college and career. S/he does so by proactively engaging staff, students, and the broader community in evidence-rich conversations about equitable opportunities and outcomes for all students' learning and well-being. S/he makes certain that these opportunities are available to, and support, students with academic, linguistic, cultural, social-emotional, behavioral, and physical development needs. In collaboration with stakeholders, s/he creatively designs and implements multiple learning opportunities with the goal of eliminating disparities in opportunity and achievement among student groups. The leader sustains effective systems for students with differing abilities, seeing to it that their needs are met with a sense of urgency and high expectations.

All survey questions should use a Likert scale or a 5-point structured response, and short responses to gain quantitative data

Executive Director Survey Questions for Staff.

Executive Direction & School Leadership

- Does the Executive Director clearly communicate and guide decision-making based on the school's vision and goals?

Instructional Leadership

- Does the Executive Director provide effective guidance and support to improve teaching and learning?

Management and Learning Environment

- Does the Executive Director effectively manage systems that are in place to support a safe, respectful, and productive learning environment?

Family and Community Engagement

- Does the Executive Director effectively demonstrate meaningful engagement with families and community partners?

Ethics and Integrity

- Does the Executive Director demonstrate ethical behavior, fairness, and consistency in decision-making?

Policies

- Has the Executive Director demonstrate effectively communications of policies, regulations, and external requirements with staff?

Fiscal Stewardship

- Does the Executive Director demonstrate leadership in managing financial and material resources responsibly and in alignment with school priorities?

Professional Transparency

- Does the Executive Director demonstrate open communication leadership that is transparent on decisions, expectations, and changes?

Feedback on Performance

- Can you share one specific example of how the Executive Director's leadership (e.g., communication, decision-making, staff support, family support, etc.) has had a positive impact on your school and agency?

If none, please complete the following question

Feedback on Performance

- What is one specific leadership practice the Executive Director could improve on to better support our schools and all staff?

If none, please put NA in your response.

School Community

Development and Implementation of a Shared Vision

- Does the interim Executive Director clearly communicate and guide decision-making based on the school's vision and goals?

Instructional Leadership

- Does the interim Executive Director demonstrate effective school operations management and support high-quality teaching and learning for all students?

Management and Learning Environment

- Does the interim Executive Director demonstrate effective school operations management and expectations for a supportive, safe, and respectful learning environment?

Family and Community Engagement

- Does the interim Executive Director actively engage families and the community as partners, and facilitate them feeling welcomed and respected by school leadership?

Ethics and Integrity

- Does the interim Executive Director actively demonstrate honesty, fairness, and ethical decision-making to support the best interests of students, staff, and families?

Policies

- Does the interim Executive Director actively demonstrate effective leadership in responding to policies, regulations, and external requirements?

Fiscal Stewardship

- Does the interim Executive Director actively demonstrate responsible management of fiscal priorities that are aligned with students' and the school's priorities?

Professional Transparency

- Does the interim Executive Director demonstrate school leadership communication that is open and transparent with staff and families?

Performance Feedback

- "What is one specific action the Interim Executive Director has taken that has positively impacted staff, students, or families, and what was the outcome?"

If none, please answer the following question.

Performance Feedback

- What is one key change or initiative the Interim Executive Director could implement or introduce to move our schools and agency forward?

If none, please put N/A

Standard 1: Development and Implementation of a Shared Vision		
ELEMENT	EVALUATION RATING Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)	REFLECTION/EVIDENCE
Element 1A: Student Centered Vision <i>Leaders shape a collective vision that uses multiple</i>		
Element 1B: Developing Shared Vision <i>Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all partners</i>		
Element 1C: Vision Planning and Implementation <i>Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</i>		

Standard 2: Instructional Leadership		
ELEMENT	EVALUATION RATING Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)	REFLECTION/EVIDENCE
Element 2A: Professional Learning Culture <i>Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.</i>		

Standard 2: Instructional Leadership		
Element 2B: Curriculum and Instruction <i>Leaders guide and support the implementation of standards-based curriculum, Waldorf pedagogy, instruction, and assessments that address student expectations and outcomes.</i>		
Element 2C: Assessment and Accountability <i>Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</i>		

Standard 3: Management and Learning Environment		
ELEMENT	EVALUATION RATING Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)	REFLECTION/EVIDENCE
Element 3A: Operations and Facilities <i>Leaders provide and oversee a functional, safe, and clean learning environment.</i>		
Element 3B: Plans and Procedures <i>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</i>		
Element 3C: Climate <i>Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</i>		

Standard 3: Management and Learning Environment

Element 3D: Fiscal and Human Resources
Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Standard 4: Family and Community Engagement

ELEMENT	EVALUATION RATING Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)	REFLECTION/EVIDENCE
Element 4A: Parent and Family Engagement <i>Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</i>		
Element 4B: Community Partnerships <i>Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</i>		
Element 4C: Community Resources and Services <i>Leaders leverage and integrate community resources and services to meet the varied needs of all students.</i>		

Standard 5: Ethics and Integrity

ELEMENT	EVALUATION RATING Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)	REFLECTION/EVIDENCE
Element 5A: Reflective Practice <i>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</i>		
Element 5B: Ethical Decision-Making <i>Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</i>		
Element 5C: Ethical Action <i>Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students</i>		

Standard 6: External Context and Policy		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 6A: Understanding and Communicating Policy <i>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</i>		
Element 6B: Professional Influence <i>Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.</i>		

Standard 7 Fiscal Stewardship		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 7A: Fiscal Stewardship. <i>Responsibly manage financial resources in alignment with legal requirements and the school's educational priorities.</i>		
Element 7B: Fiscal Stewardship. <i>Working with staff, the Finance Committee, and the board to prepare a budget that is transparent and ensures the organization operates within those approved guidelines.</i>		

Standard 8: Professional Transparency		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 8A: Build positive professional relationships. <i>Leaders promote a culture in which governing board relations with agency authorizers are collaborative, transparent, and professional relationship with the governing board to advance the school's mission and goals.</i>		
Element 8B: Accountability <i>creates clear communication, mutual accountability, and respectful engagement in decision-making processes with board members, school site leadership, parents/guardians, authorizers staff, and board members, which results in their collaborative nature towards building trust.</i>		

		TOTAL SCORE
Standard 1	Development and Implementation of a Shared Vision	/12
Standard 2	Instructional Leadership	/12
Standard 3	Management and Learning Environment	/16
Standard 4	Family and Community Engagement	/12
Standard 5	Ethics and Integrity	/12
Standard 6	External Context and Policy	/8
Standard 7	Fiscal Stewardship	/8
Standard 8	Professional Transparency	/8

Total Score: _____

Executive Director Signature & Date

Board Chair Signature & Date

Evaluation Committee Member & Date

Descriptions of Practice			
NOT MET INEFFECTIVE (1)	EMERGING (2)	PROFICIENT (3)	DISTINGUISHED (4)
Rarely articulates or aligns the school vision with practice. Demonstrates unethical or unprofessional behavior Rarely addresses the equity or diverse students' needs Lacks alignment or rigor in instructional systems. Student support is inconsistent or exclusionary. Neglects the development of staff skills or growth. Limited collaboration or shared leadership Rarely involves families or community partners. Inefficient or disorganized management of resources. Rarely uses student data to inform instructional approaches to support staff professional growth, no clear system for monitoring academic progress. Lacks understanding or mismanages fiscal responsibilities. Unable to build and maintain a collaborative, transparent, and professional relationship with the governing board.	The administrator communicates that the vision of all students meeting content and performance standards is central to developing and implementing instructional activities and support services. Works with staff to commit to a vision focused on student-centered learning and on the well-being of each student. S/he draws attention to existing equity gaps for diverse student populations. The administrator provides information for staff to learn about the range of academic, linguistic, cultural, social-emotional, behavioral, and physical development needs of the site's students. S/he builds staff capacity for implementing strategic initiatives that both build on students' assets and address their needs as a means to attain equity by closing opportunity and achievement gaps.	The leader and staff consistently work toward eliminating disparities among student groups. Working with staff, students, and others, the leader shapes a collective vision of equitable access and opportunity in support of all students' learning and well-being. S/he facilitates a review of varied sources of information about the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learning to gauge the learner's progress in meeting content and performance outcomes. The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes. S/he empowers staff to use their experience and expertise to cultivate multiple learning and support opportunities that align with students' diverse assets and needs.	The leader manifests the vision of all students graduating ready for college and career. S/he does so by proactively engaging staff, students, and the broader community in evidence-rich conversations about equitable opportunities and outcomes for all students' learning and well-being. S/he makes certain that these opportunities are available to, and support, students with academic, linguistic, cultural, social-emotional, behavioral, and physical development needs. In collaboration with stakeholders, s/he creatively designs and implements multiple learning opportunities with the goal of eliminating disparities in opportunity and achievement among student groups. The leader sustains effective systems for students with differing abilities, seeing to it that their needs are met with a sense of urgency and high expectations.



GOLDEN VALLEY
CHARTER SCHOOLS

**Student & Parent
Handbook**



Daily Schedule

Kindergarten (M-F)	8:00 am - 11:45 am
First and Second Grades	8:15 am - 2:40 pm
Third through Eighth Grades (M, T, W, F)	8:15 am - 3:10 pm
First through Eighth Early Release Thursdays	8:15am - 12:45 pm

Physical Address

Golden Valley River School

9601 Lake Natoma Dr.
Orangevale, CA 95662
Phone: 916-987-6141
Fax: 916-987-6741

River Attendance: 916-987-6641

Golden Valley Orchard School

6550 Filbert Ave.
Orangevale, CA 95662
Phone: 916-987-1490
Fax: 916- 987-1102

Orchard Attendance: 916-987-1962

School Office Hours (both schools)

Monday-Wednesday and Friday
Thursday

8:00 am – 3:45 pm
8:00 am – 1:45 pm

Central Office

1000 River Rock Drive, Ste. 220
Folsom, CA 95630
916-597-1478
Office Hours:

8:00 am – 4:00 pm

Web Site

Golden Valley Charter Schools Web Site:

www.goldenvalleycharter.org

Table of Contents

Daily Schedule	2
Physical Address	2
Parent/Student Handbook.....	4
Notice of Non-Discrimination.....	6
School Organization.....	6
Parent Engagement Opportunities.....	8
Fundraising.....	10
The Curriculum	15
Communication and Problem Solving	19
School Procedures and Protocol.....	22
Attendance Policy	25
Before and After School Care Program	28
Meal Program.....	29
Health Examinations, Immunizations, Oral Health & Communicable Diseases.....	39
Administration of Medications, Anti-Seizure Medication, Emergencies, Opioid Antagonist Administration, and Head Lice.....	43
Safety.....	49
Volunteer Policy.....	51
Visitor Policy.....	54
Adult Code of Conduct Policy	55
Student Assessment.....	57
Classroom and Campus Etiquette	59
Student Organizations & Clubs.....	60
Student Dress Code	61
Cellphone Policy	63
Student Code of Conduct	64
Pupil Suspension and Expulsion Policy	66
Application, Admission, and Enrollment Policy.....	77
Residency Policy	81
Identification and Education Under Section 504	84
Staff-Student Boundaries Policy	85
Foster Youth Policy.....	89
Homeless Education Policy.....	92
Immigration Enforcement Policy.....	97
Immigration Enforcement Policy Related to the Detention/Deportation of a Student's Family Member.....	98
Educational Records and Student Information.....	99
Student Internet Use Policy and Agreement	105
Federal Law Compliant Parental/Family Engagement Policy	109
Title I School-Parent Compact.....	112
Parents/Guardians Right to Know:.....	113
A Title I, Part A Program Fact Sheet for Parents.....	113
Suicide Awareness & Prevention Policy.....	115
Student Complaints	121
Universal Complaint Policy & Procedures	122
Harassment, Discrimination, Intimidation & Bullying Prevention Policy.....	126
Title IX Sexual Harassment Policy and Grievance Procedures	131
Mental Health Resource Letter	142

Parent/Student Handbook

This handbook is designed to help you better understand your school and its policies. Please read it thoroughly. If you have questions or comments, please share them with your child's teacher or ask in the office. Through direct communication and understanding we will serve the students and our community.

Our Mission

Our mission reflects our shared commitment to the primary reason we exist as an organization. There are many things that we do as an educational community. Our mission does NOT try to summarize what or how we do it. Our mission defines why we are here to help us focus on those things that will have the greatest benefit towards that purpose. This is our compass. Our mission provides stability of our purpose over the long term, even as our specific strategies and methods adapt in the short term to navigate changing conditions.

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

Our mission is not just the purview of the teachers or students in the classroom. Our entire community, including all employees and all volunteers, serve as educators towards this mission. The way we speak and how we act shows as role models. We contribute our time and our donations directly in classrooms and on the playgrounds. We contribute indirectly by making the campuses safe and well equipped and by supporting the teachers and volunteers who are working directly with the students. It takes all of us working together every day to make this mission a reality.

Our Vision

Our vision paints a clear and compelling future that we are excited to create together. It illustrates what we will look like when we arrive in 2030. We recognize our role as a leader, among a growing number of others who are courageously pioneering innovative educational choices. We strive to create broader community access to public Waldorf education through leadership of charter schools, and we remain steadfast in our commitment to our core identity as a public Waldorf charter schools.

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

Our Core Values

The foundation of our Strategic Plan and the very fabric of our community is our set of shared Core Values. A value is a commitment to a behavioral standard or social norm for how we will interact with each other. There are a few values that are prerequisites for being a member of our community. By choosing to be a member of our community, in ANY role, we commit to holding ourselves and each other to striving for these values in every interaction. None of us is perfect. We will fall short of these values at times. When we do, we gently remind each other and get back on track.

Curiosity

At GVCS we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds.

Reverence

The GVCS community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity.

Creating Community

At GVCS we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity

of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully.

Joyful service

At GVCS we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community.

Empathy

At GVCS we practice empathy and have compassion, care, and concern for one another's needs. We endeavor to be present for each other's thoughts and feelings and seek to understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being.

Commitment

The GVCS community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us.

For more information about our [Strategic Plan](https://goldenvalleycharter.org/Strategic-Plan), please visit our website. [https://goldenvalleycharter.org/Strategic- Plan](https://goldenvalleycharter.org/Strategic-Plan)

Golden Valley School Song Lyrics

*Golden Valley, gleams from sunlight
Dewdrops fill the field so bright.
Seasons change and hearts awaken
Summer, Spring and Winter, Fall
Love overflowing, garden flowers growing
From the earth we drink from all its bright sparkling streams
Hands and heart sing
Life bestows a blessing
We all together share our life as one.*

Our Background

Golden Valley Charter Schools (GVCS) are a network of public charter schools using the three-fold approach of Waldorf Education Methods. We strive to teach the hands, heart, and head of the children we serve and develop a community of families learning and working together. We opened in September 1999 to forty-five students. As of 2023, we have over 500 students in kindergarten through eighth grades enrolled in our two schools.

What is a Charter School?

A charter school is a public school, and it may provide instruction in any grades K-12. A charter school is usually created or organized by a group of teachers, parents and community leaders or a community-based organization, and it is usually sponsored by an existing local public school board or county board of education. Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the sponsoring board and charter organizers. A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. Charter school pupils are required to participate in all statewide assessments that are applicable to pupils in non-charter public schools. Parents have the right to waive, under specified conditions, state testing requirements for the California Assessment of Student Performance and Progress (CAASPP) System. A charter school cannot disregard or take away this parental right. However, the school is penalized by the state when children do not sit for or complete their testing. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

Notice of Non-Discrimination

The Golden Valley Charter Schools does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other legally protected category in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Jennifer Hoover, Executive Director
1000 River Rock Drive, Suite 220
Folsom, CA 95630
(916) 597-1477

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

School Organization

Board of Trustees (BOT)

Our schools are governed collaboratively by our Board of Trustees, which is made up of parents and community members, in addition to a faculty delegate from each school. The Board of Trustees is the legal and fiscal body of our school organization, responsible for ensuring that the school's policies are consistent with the Mission, Vision, and Values of the organization, approving budgets, and for overseeing the Executive Director. Board of Trustees meetings are open to the public, and parents are encouraged to attend.

Email: bot@gvcharter.org

Charter Management Organization (CMO)

Golden Valley Charter Schools is a Charter Management Organization (CMO), a non-profit entity that manages two or more charter schools. The CMO provides back office functions for their schools to take advantage of economies of scale. In 2015, Golden Valley Charter School became a Charter Management Organization (CMO), overseeing two schools. We are a non-profit entity that currently manages two charter schools, Golden Valley River School and Golden Valley Orchard School.

Central Office

The central office (CO) provides business, operations, and facilities management services through back-office functions and is the formal administrative organization of the schools. The staff reports directly to the Executive Director and consists of:

Human Resources Manager, Student Services & Enrollment Coordinator, Accounts Payable technician, Marketing and Development Coordinator, Extended Learning Program Coordinator, IT Coordinator, Special Education Director, and Executive Assistant.

The CO establishes the regulations and procedures in these areas and ensures compliance. The CO provides support and administrative guidance in areas that need to be uniform and consistent across all schools. We are available from 8:30 a.m. to 4 p.m. Monday – Friday. Please feel free to contact us for support and questions. You are welcome to stop by our office. The roles and duties of administrative employees change from year to year as the state establishes new programs and creates new accountability measures. For example, our Compliance Manager took on the role of overseeing our meal program this year.

Executive Director

The Executive Director oversees the Charter Management Organization, central office operations, mentors and supports

school administration, maintains strong rapport with the school districts and guides the schools through growth and expansion. The ED also works with the outside consultants on school budgets and the annual audit. School Principals report to the ED. Being the sole employee of the Board of Trustees, the ED is ultimately accountable for the operations of the schools and its employees. The Executive Director is the primary contact to the school districts, state agencies, and member organizations.

Leadership

The Leadership Team is the administrative cabinet of the Executive Director and includes the school Principals, the Special Education Director, and other personnel needed for high level decision making in the organization. This team meets weekly to discuss day-to-day processes, long and short-term goals and policies pertaining to all aspects of the organization. This is also a place to provide peer mentoring and to determine the best process to address complex issues as they arise.

Faculty

Class/Grades and Kindergarten Teachers

The purpose of our school is to meet the educational needs of our students. The primary role of the faculty is to implement a curriculum designed to meet those needs keeping with California education standards and Waldorf Pedagogy. Full time credentialed faculty meet weekly to discuss the life of the school and make plans for future events. Their work includes supporting student discipline, providing collaboration on best practices and curriculum support, monitoring student progress, and coordinating adjunct duties. Lead teachers take attendance and write report cards. They are the primary point of contact for parents.

Subject Specialists

Subject Specialists offer programs in handwork, music, fine arts, games, foreign languages, and gardening. These teachers are professionals who are credentialed and are considered experts in their field. Their primary interface with school parents is through the class teachers. Grades 1-3 have a couple of specialist classes but many programs begin in 4th grade. Many specialists are involved in the after-school program or athletics teams.

Special Education Team

The Special Education Team includes but is not limited to: Resource Specialists, SPED Paraprofessionals, School Psychologist, Speech/Language Pathologist, as well as other service providers as needed. The SPED team provides direct services to identified students.

Mentors and Professional Development

To support our Class/Grades and Kindergarten Teachers in fulfilling their roles GVCS provides mentoring with experienced Waldorf Master Teachers. Mentors help teachers develop their lesson plans and observe the classrooms to support a healthy learning environment. GVCS also funds Beginning Teacher Induction Programs for newly credentialed teachers.

Teachers are provided ongoing professional development in all areas including but not limited to summer training in grade specific Waldorf curriculum, mathematics and classroom management. All full-time employees have been offered Waldorf Teaching Certification.

School Administration

The school administration, made up of the principal and office support staff, is charged with the day-to-day running of the school. With direct communication and continuous flow of information, the Principal coordinates all bodies of the school: faculty, staff, students, and parents. The Principal is the primary contact for items which arise from the school - whether it be concerned parents, scheduling of events, or coordination of student needs. The office staff of the schools interface with the children and parents to create a healthy learning environment.

Parent Engagement Opportunities

The Parent Circle

Each school has its own Parent Circle. Every parent at Golden Valley is a member of Parent Circle. Parent Circle representatives, who are chosen by their classroom, select a Chair annually who then appoints other officers such as Vice Chair, Treasurer, and Secretary. The Parent Circle's main function is to organize volunteers to support their individual school and to create a culture of belonging and connection within the parent group. Meetings are held monthly at the school site. The PC Chair meets monthly with the school principal to discuss events at the school. All Parent Circle events must go through the calendar request approval. PC also holds a bank account to serve their goals.

Some annual activities have included:

Back to School Picnics, art classes for parents, game nights for families, refreshments at Rose Ceremony, coordinating Teacher Appreciation, greeting Grandparents' Day visitors, supporting schoolwork days or gardening days, and most importantly, volunteering for school festivals such as May Festival.

Orchard PC Email: pc_orchard@gvcharter.org

River PC Email: pc_river@gvcharter.org

Parent Service Hours

Each parent is expected to contribute a minimum of 4 hours per month (or 40 hours per year)/per family. The Parent Circle is the first place to go to find out more about the endless list of volunteer opportunities available for parent involvement. There are many opportunities for working parents to volunteer off site.

Board of Trustees (BOT)

Our schools are governed collaboratively by our Board of Trustees, which is made up of parents and community members, in addition to a faculty delegate from each school. The Board of Trustees is the legal and fiscal body of our school organization, responsible for ensuring that the school's policies are consistent with the Mission, Vision, and Values of the organization, approving budgets, and for overseeing the Executive Director. Board of Trustees meetings are open to the public, and parents are encouraged to attend.

Email: bot@gvcharter.org

K.I.D. Committee

The K.I.D.(Kindness, Inclusion, and Diversity) Committee comprises faculty, staff and families working collaboratively to advocate, educate and support inclusiveness in our community. The committee encourages opportunities for students, staff, and faculty to grow in their own understanding of diversity, equity, and inclusion.

Email: diversity@gvcharter.org

Finance Committee

The Finance Committee is the only standing committee of the Board of Trustees. It typically meets the week prior to the Board and is open to the public. Agenda items include the status of the current year budgets, fiscal policies, audit contracts, and other topics requested by the Board. This committee can also have non-board members and interested parties should seek an appointment from the full Board.

Golden Valley Educational Foundation (GVEF)

The Golden Valley Educational Foundation is a 501(c)3 all volunteer, non-profit whose purpose is to financially support the vision and mission of GVCS. GVEF is a fiscal agent for large scale fundraising activities and charitable donations on behalf of the schools. GVEF works collaboratively with the Development Manager, Parent Circle, school principals, and the Executive Director to ensure financial matters of fundraisers are handled in accordance with good accounting practices. All funds managed by GVEF are accounted for and disbursed in accordance with the GVCS-GVEF MOU. Any organization or individual wishing to donate cash, materials, equipment, or other property to the school should make such donations through GVEF. Fundraising meetings are held monthly throughout the school year. The GVEF board includes a faculty representative and the Executive Director.

- **Visit our webpage for more information:** <https://goldenvalleycharter.org/Golden-Valley-Educational-Foundation>
- **Email:** gvef@gvcharter.org

Fundraising

Purpose

This Administrative Regulation sets forth guidelines and direction related to fundraising. The goal is to develop parameters that are in accordance with the vision and mission of the schools, unify all on-going and new fundraising programs, and contribute to the health and the education of the children.

Background

California public schools receive funding from the state to support their educational activities; however, state funding typically is not adequate to fully sustain the schools in their efforts to meet the needs of their students. Therefore, families raise additional funds in a variety of ways to assure that legitimate pedagogical requirements are met, for quality classroom supplies, and to aid in class field trip funds.

At GVCS, families can provide financial support in several ways:

- By making donations to Golden Valley Charter Schools (GVCS) through the Annual Giving Campaign (AGC)
- By participating in Golden Valley Educational Foundation (GVEF) activities
- By participating in individual class fundraisers

Scope

All fundraising activities conducted on behalf of GVCS, whether on or off campus, adhere to the same parameters. These primarily include the following three types of fundraisers:

1. The Annual Giving Campaign (on going for all schools)
2. Large Scale Fundraising Programs (annually)
3. Class Fundraisers (single class fieldtrip fund)

Objectives

The objectives of GVCS fundraising are:

- Support and grow school programs through funding
- Promote understanding of public charter and Waldorf education
- Build community through involvement, giving, and cooperation
- Highlight community talents and services to foster connection

Relevant Fundraising Entities

The GVCS Board of Trustees (BOT) is the governing body of the overall GVCS community. The BOT has overall responsibility for both the fiscal health of the schools and the appropriateness of all fundraising activities associated with the schools. The BOT guides all fundraising entities and activities through signing Memorandum of Understandings (MOU's), setting school policies, and determining the priorities for how fundraising proceeds should be granted to or on behalf of the schools. The BOT is the final decision maker over any fundraising disputes.

The Golden Valley Educational Foundation (GVEF) is an independent, all volunteer, non-profit 501(c)3 whose purpose is to financially support the vision and mission of GVCS. GVEF is the fiscal agent for Large Scale fundraising activities and charitable donations on behalf of the schools. GVEF works collaboratively with the Development Manager, Parent Circle, school principals, and the Executive Director to ensure financial matters of fundraisers are managed in accordance with good accounting practices for IRS tax purposes. All funds managed by GVEF are accounted for and disbursed in accordance with the GVCS-GVEF MOU. Any organization or individual wishing to donate cash, materials, equipment, or other property to the school should make such donations through GVEF.

The Parent Circle (PC) is the primary community building and organizing team for the schools. PC collaborates with all other fundraising parties to ensure parent volunteers are adequately informed and engaged. PC's budget and financial activities are a part of the overall GVEF budget.

The Fundraising Committee is an Ad-hoc Administrative Committee made up of the Principals and Development Manager. The purpose of this committee is to evaluate the appropriateness of newly proposed fundraising events and activities and to ensure they do not conflict with other school activities and fundraising programs. The Fundraising Committee is responsible for all communication with the various elements of the school community (faculty, parent circle, GVEF, parent body, etc.) as appropriate with respect to all fundraising activities to ensure appropriate and consistent messaging. The Fundraising Committee may delegate communication activities to the appropriate Faculty, Staff, and parent committees. The Executive Director is brought in as an authority on business matters at the schools and to ensure the fundraising activities operate in accordance with the MOU's, school policies, and have the appropriate liability.

Types of Fundraisers

TYPE	AUDIENCE	MAX NUMBER	TIMING	LEAD	APPROVAL	BENEFIT	NET
Annual Giving Campaign (AGC)	Enrolled families and extended families	1/yr	July – Oct is the main communication push and a week in Nov/Dec It spans July - June	Development Manager	Executive Director	General fund-Operational	Unlimited-goal set each year
Large Scale	Unlimited	3/yr	Fireworks (June-July) Eagle Chase (Oct), Gala/Auction (Late winter/early spring)	GVEF	BOT/Fundraising Committee	BOT priorities	\$3,000 – unlimited
Class	Enrolled Families +	3/yr 3rd– 6 th grade & 6/yr for 7 th & 8 th grade (Including Festivals)	Throughout the year. Blackout dates are when AGC, & Large Scale are planned.	Class teacher	Principal	Class events and trips	\$300 - \$3,000

1. Annual Giving Campaign (AGC)

What is it?

- The Annual Giving Campaign (AGC) is the flagship fundraising program that obtains pledges and subsequent donations from enrolled families throughout the year and any associated corporate matching to GVCS.

Who leads it?

- The Development Manager leads the operation of the AGC and communicates with GVEF for knowledge of any direct funds from enrolled families to GVEF of AGC participation. The Development Manager collaborates with GVEF, faculty, staff, School Administration, and Parent Circle to obtain pledges and promote the program.

How is the money handled?

- AGC is reviewed and approved by the Executive Director
- The Development Manager tracks and accounts for all AGC pledges
- Proceeds from AGC are unrestricted dollars that fund GVCS on behalf of the schools per the priorities of the GVCS BOT. The goal is to increase participation.

2. Large Scale Fundraising Programs

What are they?

- Large-Scale Fundraising Programs are events or activities that involve not just GVCS families but also the larger community. These include but are not limited to art auctions, major grant applications, corporate donations, capital campaigns, etc. The minimum amount fundraised is \$3000 net to unlimited. The Development Manager will schedule the event once the fundraiser is approved. There is a maximum of three per year.

Who leads them?

- GVEF plans and coordinates Large Scale Fundraising Programs in collaboration with the Development Manager, Faculty, Staff, School Administration, and Parent Circle.
- GVEF designates a specific program chair and a supporting committee to lead and manage the program.
- The fundraising representative must obtain approval from the Development Manager on the design and content of all marketing, communications, and advertising materials at least one month prior to the date of the fundraising event

How is the money handled?

- The budget for these fundraisers must be included in the GVEF annual budget which is reviewed and approved by the Executive Director and BOT per the GVCS-GVEF MOU.
- The GVEF Treasurer ensures expenses are reasonable and relevant.
- Proceeds from Large Scale Fundraisings Programs fund GVEF grants made to or on behalf of the schools per the priorities of the GVCS BOT.

3. Class Fundraisers

What are they?

- Class fundraisers are defined as fundraisers coordinated by one class. The class executing the event or activity receives all the funds. The expected net is \$300 to \$3000. The School Administrator would approve the event. The cap for class fundraisers is three, each for third through sixth grade and six for seventh and eighth grade (including festivals).

Who leads them?

- The Class Teacher designates a specific class parent as Class Fundraiser Chair. The Class Fundraiser Chair works in collaboration with the class teacher. The School Principal will receive the fundraising request. Some requests may need to go to the Fundraising Committee for approval.
- For new class fundraisers, the Class Fundraiser Chair must obtain approval 3 weeks in advance of the event or beginning the activities.

How is the money managed?

- Each class has a designated “Field Trip/Fundraising Account” that is managed by the AP/AR department at the Central Office.
- Proceeds from class fundraisers are deposited into the class’s account by the A/R Department. (Accounts Receivable)
 - Deposit Slips with two signers for the cash count are required. These are available in the Front Office or on the Resource Drive
- Requesting money from the “Field Trip/Fundraising Account” is coordinated through the A/P Department (more detailed information is provided in the Field Trip material).
- GVCS employees should never receive funds directly into their personal accounts, electronically or otherwise.
- The Class Teacher ensures expenses are reasonable and relevant.
- Fundraising for specific classes is generally used to support class events and field trips.
- Classroom and educational materials/supplies are paid for and provided directly by the school and not the “Field Trip/Fundraising Account.”
- ParentSquare Stripe class account is used for accepting electronic payments. Please refer to Processing Electronic Payment for Class Fundraiser.pdf for the procedure

Timing of Fundraisers

The Fundraising Master Calendar for Annual Giving and Large Scale is set by end of August for the year. No class fundraisers are allowed in the beginning of the school year or after May Festival. The Master Calendar has blackout dates for no class fundraisers. The only class fundraisers allowed during the blackout dates are School Administrator approved “on-going” fundraisers, such as weekly plant sales, selling flowers and/or baked goods for evening class plays/winter concert etc. that are 7th or 8th grade led.

Apparel and Class logos

Apparel and/or any class logo type of materials may not be created or sold to the school community. Eighth grade class T-shirts are the only exception and are distributed to the class itself.

New Fundraisers: Approval Process

A fundraising proposal is authorized to proceed if it is approved by the designated parties as stipulated in the Approval Process. A fundraiser may not be implemented until it has been approved by this process.

1. A Fundraising Request Form is submitted to the Principal/Fundraising Committee for consideration.
2. The Principal and Fundraising Committee ask these questions about each Fundraising proposal:
 - ☐ Does the proposed event/activity conflict with the mission/values/priorities of GVCS?
 - ☐ Does the proposed event/activity conflict with the Annual Giving Campaign or Large-Scale Fundraiser? In other words, is it likely that this event/activity will negatively impact the results of the AGC or larger fundraiser? See Master Fundraiser Calander.
 - ☐ Does the proposed event/activity conflict with any other event/activity already on the GVCS Master Calendar? Ex: BOT Meeting, Parent Enrichment, or Festival.
 - ☐ Does the proposed event/activity potential net exceed the minimum of the fundraiser category above? (Example a class fundraiser would not exceed a \$3,000 net).
 - ☐ Is this fundraiser submitted less than 3 weeks before implementation?
3. If the answer to ALL these questions is “No,” then the committee shall accept the proposal request. If the answer to any of these questions is “Yes,” according to a majority vote of the committee, then the committee must either turn down the proposal or ask that it be reworked so that it no longer violates any of the stated requirements. If the proposal is accepted by the Fundraising Committee, it is submitted to the Executive Director for financial and liability review.
4. In the case of a **Class Fundraiser, the principal makes the final decision**. Principal notifies the Fundraising Chair, class fundraising parent or teacher, of the decision including any reasons or suggestions for changes if the request is denied. When a Class Fundraiser is approved, the fundraising chair/class teacher must submit a calendar request for the school calendar.
5. The Fundraising Committee reserves the right to revisit any approved fundraiser in the event any issues develop with the fundraiser or the circumstances of the school change. The Fundraising Committee, at its discretion, may rescind the approval of any previously approved fundraiser.

Calendars

The Charter Management Administration will make the calendar for large fundraising events. When any class fundraiser

is approved, the School Principal communicates it to be placed on the school calendar. No approvals will take place without first consulting the calendar for conflicts or closed periods (see approval process above). This process is the same for recurring events.

Off-Site Fundraisers

Fundraisers that are held off the school site and do not involve the solicitation of families and staff of the school must still be approved by the Fundraiser Approval Process. This includes but is not limited to bake sales, garage sales, car washes and other sales or service activities.

Ongoing or repeated off-site fundraisers (car washes for example) need only be approved one time by the Fundraising Committee.

General guidelines

- Any gift or donation that adversely impacts upon adopted curriculum, infringes on instructional time, or poses a burden or places undue pressure upon students, parents, or school employees at work, in the community or at home will be declined. The Fundraising Committee or the BOT is responsible for making this decision.
- Any fundraising proposal, gift or donation that is deemed contrary to the vision and mission of the school will be declined.
- Participation in fundraising activities is strictly voluntary; students, parents and school employees may not be pressured or coerced in any manner to support such activities.
- In no instance shall participation in or support for a fundraising project be used to determine a student's eligibility to participate in school-related programs or activities.
- All fundraising shall be for predetermined purposes and funds collected may be spent only for those purposes.
- Elementary students, grades TK – 2, are not to be directly involved in fundraising activities without prior approval of the Fundraising Committee.
- Any gift or donation that requires an endorsement of the organization, individual or product must be approved in advance of acceptance of the funds by the fundraising committee.
- All fundraising financial transactions shall be conducted with the highest integrity. All financial transactions are subject to review and approval by the relevant account treasurer.
- All fundraising financial transactions are to comply with the standard accounting and operational practices published by GVEF.
- All fundraising expenses shall be reasonable in terms of and relevant in kind to the spirit and purpose of the activity or event. Any concerns of inappropriate or excessive expenses shall be immediately brought to the attention of the Executive Director. The Executive Director will engage the GVEF Treasurer and BOT as needed to investigate and address.

The Curriculum

Kindergarten

Our play-based kindergarten provides a homelike surrounding for many activities such as watercolor painting, beeswax modeling, sewing, handwork, storytelling, puppet shows and acting out fairy tales. As preparation for the structured curriculum in the grades, practical activities in the kitchen, garden, and classroom encourage the child to imitate work done by adults.

The Heart of Childhood—Imagination- When children are ready to leave kindergarten and enter first grade, they are eager to explore the whole world of experience for the second time. Before, they identified with it and imitated it; now, at a more conscious level, they are ready to know it again, by means of the imagination—that extraordinary power of human cognition—which allows us the “see” pictures in our minds.

The Grades

The grades teachers help their students develop their imagination, concentration, ability to focus and use flexibility of thinking as well as learn subject material through the use of stories, verses, rhythmic activities, tongue twisters, songs, movement, concentration exercises, and artistic activities during the first two hours of each day called the Main Lesson. One subject is explored in depth for a period of three or four weeks. During the Main Lesson the students listen to stories and write and illustrate their own textbooks (main lesson books). After recess there are practice periods during which basic skills previously introduced are practiced and deepened in simulated life experiences. Specialty Subjects, which include form drawing, painting, beeswax modeling, music, flute or recorder, handwork, games, Spanish, and drama complete the curriculum. Please note that the Spanish classes offered at Golden Valley cannot be counted toward high school college-prep Spanish.

Ideally, class teachers continue with their classes from one year to the next. The class teacher and the children get to know each other very well, and it is this teacher who becomes the school’s closest link with the parents of that class. This experience of class community is both challenging and deeply rewarding to teachers. Having to prepare new subject matter as their students get older from year to year is a guarantee of a fresh start each year. Children begin to see that a human being can strive for a unity of knowledge and experience.

Specialty Classes

Specialty classes are an integral part of the curriculum inspired by Waldorf Education.

Games

Physical education is an integral part of education that contributes to the development of the individual through planned movement and physical activity. The need for movement is met with traditional games and by combining and refining basic motor skills through running, turning and climbing. Sportsmanship and social development, rather than competition, are emphasized. The results of a well-balanced games program are that young men and women have attained maximum motor development and can move with ease, confidence, and a sense of well-being. Beginning in the fifth grade, GVCS students participate in events with students from other schools. In the fifth grade, they participate in the Pentathlon; in sixth grade, they participate in the Medieval Games; in seventh grade, Orienteering; and in eighth grade, a track meet.

Music

Music is brought to the children as another language that they can grow to understand and love. Through singing together, they begin to place themselves with others in society. Beginning in first grade, children sing and play pentatonic flutes. This helps them develop the art of listening while exploring rhythm, words and melody. As they progress through the grades, children move from songs in unison to the beginning of harmony work (the singing of rounds) and the playing of more complex instruments, such as diatonic flutes and recorders. With their musical comprehension and skills building from year to year, become familiar with music notation, play in ensemble, and sing in directed choral groups by the time they reach sixth, seventh and eighth grades.

Handwork

The handwork curriculum grows along with the children, progressing with them and supporting them through their developmental stages.

Handwork begins in kindergarten as the children explore the worlds of fiber, color, and form. In the first grade, children learn the basic knit stitch and create practical projects in wool or cotton. In second and third grades, this is continued with purling and crochet, which add new movements and require more focus on each row and stitch. In fourth grade, when children undergo a change in consciousness toward individuality, the curriculum reflects this more elaborate stage in their development by teaching cross-stitch. In fifth grade, we begin woodworking and more complex knitting projects, which support the students in their efforts to explore and carve out their newfound individuality. In seventh and eighth grades, we learn hand sewing, machine sewing, and woodwork.

Handwork and woodworking are valuable in the development of intellectual clarity, fine motor skills and inner calm. They allow children to experience the self-confidence and joy that come from the creation of something beautiful and practical.

Gardening

Gardening with a Specialty teacher begins in third grade as children are introduced to garden processes in an introductory way. Students through the years will work on tilling and toiling, harvesting, seed saving, composting and sowing seeds.

Engaging the hands in work which engages gross and fine motor skills developed through Practical Arts such as handwork and gardening helps to build synapses in the brain that directly correlate with cognitive development especially logic and mathematical cognition.

The Arts

Drama, painting, music, drawing, modeling, etc., are integrated into the entire curriculum throughout the grades, including mathematics and the sciences. The arts are also offered as special subjects. In the first grade, students sing and are taught to play the pentatonic flute. Other instruments are gradually introduced, leading to choir, playing recorders in parts, percussion and string instruments in the higher grades. Other arts such as drama, puppetry, and painting enhance the child's joy of learning. The art of eurythmy may be added at a future date, a movement/dance discipline that translates speech and music into body movements. This leads children to experience moods of poetry, qualities of sound, and elements of rhythm and music through their own movements.

Cultural Studies

Cultural Studies is taught beginning in first grade, giving the children insight into and familiarity with another language and culture. The foreign language program expands to include reading, writing, grammar, and conversation. A second language may be introduced into the specialty program at a future date, based on faculty recommendation and budget availability. In addition, aspects of classical and other languages (e.g., Latin, Greek, Hebrew, or Japanese) may be introduced in the middle and upper grades.

Virtues Project

Golden Valley is excited to be working with The Virtues Project[™] as a character education program. Each month, the Faculty chooses a "Virtue of the Month" and that Virtue is featured in the weekly school gatherings that are held every Friday morning. This is a wonderful way for the children to learn about virtues that are present in all of us, and to share with the whole school community artistic offerings that focus on virtues.

Virtues: The Gifts of Character

Assertiveness	Diligence	Integrity	Reliability
Caring	Enthusiasm	Joyfulness	Respect
Cleanliness	Excellence	Justice	Responsibility

Commitment	Flexibility	Kindness	Self-Discipline
Compassion	Forgiveness	Love	Service
Confidence	Friendliness	Loyalty	Tact
Consideration	Generosity	Moderation	Thankfulness
Cooperation	Gentleness	Modesty	Tolerance
Courage	Helpfulness	Orderliness	Trust
Courtesy	Honesty	Patience	Trustworthiness
Creativity	Honor	Peacefulness	Truthfulness
Detachment	Humility	Perseverance	Understanding
Determination	Idealism	Purposefulness	Unity

The Connection Between Home and School

The Parent/Teacher Team

The family unit is the foundation of Waldorf education that the school can only augment. Therefore, the teachers at Golden Valley Charter School feel it is essential that the home support and complement what we are striving to achieve in the classroom. The child's need for rhythm, good nutrition, and sensory protection is of utmost importance. Children who are protected from the sights and sounds of media, fed wholesome food, and provided with daily and weekly rhythms at home will truly benefit from the rich language of the stories and artistic activities they experience at school. Let us look at some of the ways family life can support the educational program at GVCS.

Technology/Media

Due to the known negative effects that media has on child development and a child's ability to take in the Waldorf methods curriculum, we request that our parents eliminate or limit their children's media/technology use such as computer, radio, video, CD, TV, MP 3 players (iPod) and movies. By doing this, the children's minds are left open to take in the rich curriculum they experience each day at school.

Rhythm/Rest

Providing your children with daily rhythms, such as regular chores and set meal and bedtimes within your daily and weekly schedules will enable them to develop self-discipline and the sense of security they will take into their adult lives. In this modern world our lives have become so busy and hectic that we sometimes forget that we all need "down time in order to breathe". Also, children who are well rested come to school able to concentrate and work. Children often need nine to eleven hours of sleep a night, depending on their age.

Festivals and Celebrations

Throughout the year, each school celebrates festivals to connect us with the cycles of nature, establish a yearly rhythm for the children, and strengthen our community. Festivals help us nourish ourselves through the sharing of stories, food, songs, and activities linked to the seasons and expressed with beauty and reverence. In addition to the community wide festivals, teachers celebrate festivals in the classroom; including those connected to different cultures being studied in class.

Opening Day - Rose Ceremony

Our school year begins with Opening Day. The takes place on the first day of school in the morning. Traditionally, our eighth-grade students welcome the first-grade students into the grades. Each eighth-grade student hands a first-grade student a rosebud as a symbol of their blossoming from early childhood into the magical, middle years of childhood. The faculty and staff often welcome our families back with song.

Year End – Closing Rose Ceremony

Each school celebrates the end of the year with a closing ceremony individualized to the school, as each school community is unique.

Festival of Light (River)

This quiet, school-centered festival takes place in Fall at the River School. The event is open to the public.

Journey Around the World (Orchard)

This Multi-Cultural festival is an inspiring day full of children's handcrafts, nourishing food, storytelling, music, and other fun activities. This event is open to the public and all are welcome so bring the whole family!

May Festival & Picnic

The May Day Festival takes place on or near the first weekend in May. Our eighth graders dance the May Pole accompanied by live music as a rite of passage. River's is generally the last Saturday of April, while Orchard's is generally the first Saturday of May.

8th Grade Graduation

We celebrate and say farewell to our eighth graders with a Graduation Ceremony. Graduation usually takes place in the Multi-Purpose Room in the evening of the last day of school. Many of our students have shared their learning experiences together as a class for eight years —some of them have been together since kindergarten!

Traditionally, the seventh-grade students and their families plan and execute the ceremony. Parents prepare and serve food, and students hand out programs and usher parents, grandparents and friends to their seats. In addition, seventh graders often play music for the ceremony – usually “Pomp and Circumstance.” Our graduations are an intimate and special experience for all.

Communication and Problem Solving

Communication Resources for our Community

We do our best to communicate information about current school-sponsored events, news, policies, volunteer opportunities, and classroom activities to our parents and students.

- **The Parent Handbook:** This Handbook is designed to provide an overview of school policies and daily procedures. We ask that parents refer to the Handbook and the website for answers to general questions.
- **The Newsletters:** The Community News is our school newsletter, and it is intended to keep our community informed about school activities including updates by grade, events such as festivals and fundraisers, and sign-up for special programs. The newsletter is bi-weekly via ParentSquare. Copies can be obtained in the school office if you do not have access to internet. Your written contributions are welcome and may be submitted to the editor via email for review before publication.
- **ParentSquare:** is a platform for school to home communications. Golden Valley administrators, staff, and faculty use this platform to communicate information, newsletters, volunteer opportunities, student absences, events, sports, clubs, and more to our community. Families can choose how to receive information once they are registered. A parent directory is held on this system as well as school calendar, photos, and files.
- **Event Flyers:** Your student may periodically bring home flyers about events, festivals, classroom activities, or other school sponsored events. Please ask your child, “Did you bring something home from school today?” to help them get into the habit of bringing flyers home to you when their teacher hands them out.
- **Class Newsletters/Emails:** Your Class or Kindergarten Teacher may send out weekly or monthly class newsletters or emails to keep you up to date about classroom activities, assignments, and events.
- **Website:** Information about the school is located on the website. We have a Golden Valley Website and each school’s website can be accessed from there. For answers to general questions, please refer to the website.

Parent/Student Communication during the School Day

There are times when parents need to communicate with their children during the school day. In order to facilitate communication while at the same time honoring instructional time, we ask that you use the following procedures to help us minimize classroom interruptions and impact on teachers and office staff.

- **Urgent Messages:** If you have an urgent message, office staff will take the information and pass on to the teacher as soon as possible. We do not relay emergency messages directly to the student. We will wait for a parent to come to the school to pick up your child.
- **Non-Urgent Messages:** The office staff does their best to get messages to students, but due to the nature of the school day, it is not always possible. If absolutely necessary, please call the school office to leave a message for your child. The message will be left in the teacher’s mailbox in the office or brought to the classroom before pick-up.

**Note: Please keep in mind that the office is very busy at the end of the day, and it is often difficult to deliver messages at that time, especially right at dismissal time. We cannot guarantee that children will get messages if parents call at dismissal time.*

- **Play Dates and Carpool Arrangements:** We ask that parents make arrangements for play dates and carpools in advance. This relieves stress on your child and respects office staff time as well. Students are prohibited from using school phones to facilitate play dates and after school plans.
- **Dropping off Lunch or Homework:** Please come to the school office to drop off lunches or assignments. The office staff will do their best to get the item to the student at the earliest break in instructional time.
- **Calling Home:** Students will be allowed to call home only if they come into the office with a green pass signed by their teacher. A student may call home in cases of illness or emergencies. Children may not call home to arrange play dates or other social activities. Please help them organize their day before they arrive to school.

Parent/Teacher Communication

Golden Valley teachers spend an extraordinary amount of time and energy preparing lessons and working with your children. They are also happy to address any specific concerns or questions you have outside of class time. You may drop off a message in your teacher's mailbox in the school office, email your child's teacher, or leave a message on his or her voice mail, and your child's teacher will get back to you as soon as possible. E-MAIL communication is a convenience regularly used. Email is a tool for arrangements, confirmations and information. Do not register complaints via e-mail. Email communication is to be used for relaying routine information pertaining to school and class business and not used for student specific information or issues needing discussion. Concerns or complaints do not necessarily signal a crisis. They are a natural outcome of providing care, and they offer an opportunity for change and improvement.

We ask that parents refrain from interrupting teachers during class time, especially right before school starts. It is best to set up individual time when the teacher can give his or her full attention to you.

Parent Concerns

Should you have a concern or question related to your child's classroom experience, please speak with the teacher directly. If you do not feel that there has been resolution, please let the teacher know. If necessary, you may bring your concern to the school Principal. If appropriate, a follow-up meeting may be scheduled.

Parents will have scheduled opportunities to discuss their child or their child's class with their Kindergarten or Class Teacher.

Fall Parent/Teacher Conferences

Kindergarten and Class Teachers meet with parents in November to discuss their student's progress. The teacher will provide sign-up sheets in early November so that parents can re-organize their work schedules to accommodate these important Parent/Teacher meetings.

Parent Meetings

Kindergarten and Class Teachers schedule at least three Parent Meetings per year. All parents are required to attend at least two of these meetings and encouraged to attend all of them – this is where parents and teacher discuss classroom activities, behavior, curriculum, and field trips, and learn more deeply about the curriculum and what is happening in the classroom community.

Spring Parent/Teacher Conferences

Two days in March are set aside for Spring Parent/Teacher Conferences. These conferences are not mandatory but are another opportunity for parents and teachers to discuss student progress. Teachers and/or parents can schedule a meeting if they have a concern about their student.

Confidentiality

To maintain a supportive, friendly relationship between parents, teachers, staff, and students, parents, as well as students are asked to refrain from discussing teachers, students, and other parents in a manner that would be interpreted as gossip. "Parking lot talk" is discouraged. We ask that you speak directly to the person or persons involved to resolve issues.

Questions/Where to Address Concerns

As a public Waldorf school community, we recognize the role of parent as the primary educators of their children. Therefore, we value communication as a key to the success of all children entrusted to our care. Questions that arise through participation in our school community are best addressed at the point of origin through direct communication and

it is important that you are guided to the proper source for answers. This communication chart serves as a guideline and should assist parents and school community members in contacting the appropriate staff and/or faculty members with questions or concerns. We encourage direct communication with the faculty or staff most immediately involved with your question or concern as the first contact. If the issue is not resolved and the staff and/or faculty is informed, progress through the flow chart below to the next contact.

If your question or concern does not seem to be addressed below, please do not hesitate to contact the office for further direction.

Questions/Concerns	First Contact	Second Contact	Third Contact
Academics	Teacher	Principal	Executive Director
Athletics	Coach	Athletic Coordinator	Principal
Before & After Care	Eagle's Nest Site Lead	Principal	Executive Director
Behavior	Teacher	Principal	Executive Director
Enrollment	Central Office Enrollment Coordinator	Executive Director	None
Medical	School Office	Teacher	Principal
Policy	Teacher > Principal	Central Office	Executive Director> BOT
Safety	Teacher	Principal	Central Office> Executive Director
Special Education	RSP/Case Manager	Principal	Education Support Director/Executive Director
Specialty Class	Teacher	Principal	Executive Director
Student Records	School Office	Central Office Student Services Coordinator	Executive Director
Volunteer	Teacher	School Office	Principal

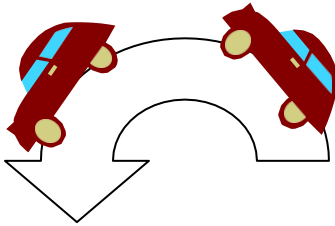
School Procedures and Protocol

Drop-Off and Pick-Up

RULES FOR DROPPING OFF AND PICKING UP IN THE “LOOP” SAFETY ZONE

All students must be picked up and dropped off in the loop unless a parent parks and walks on to campus for pick-up/drop-off. We understand that there may be congestion caused by traffic in the loop, so we are providing you with a few guidelines:

- Keep Moving
- Please pull into the loop on the side closest to the school, drop off or pick up your child quickly, and pull out.
- Stay Right
- The right lane of the parking loop is for drop off and pick up only. Do not drop off students in the left lane. Drivers waiting in the right lane should pull forward to allow for those behind them to enter the loop. The left lane may be used for pulling out after you have picked up your child. Please do not pull into the left lane, pass cars on the right and then “nudge” your way between folks who have been patiently waiting in line on the right.
- No Parking in the Loop
- If all drivers follow this simple rule by not parking in the loop, we can keep it accessible to all who need it. This rule applies from 8:00am until 3:30pm.



Drop-off Procedures

Please park in the parking lot or on the street and walk up to the campus to drop off and pick up your child whenever possible.

We suggest that students arrive 10 minutes before the beginning of their school day to have time to transition between home and school. School personnel are available to supervise children 15 minutes before the start of school, and parents are liable for the welfare of their children up until 15 minutes before the beginning of the school day.

Pick-up Procedures

Please pick up your child promptly at the end of the school day. Supervision ends 15 minutes after school ends.

If your child is not picked up, every effort will be made to contact you. All children not picked up by 3:25pm will need to be signed out by a parent, guardian, or emergency contact. A record will be kept of all late pick-ups. If no one on the Emergency Card can be reached, the Sheriff or Child Protective Services (CPS) may be called. Please see the After School Pick-up Policy for more details.

Children are not allowed on campus after school hours unless they are attending a school activity with their parents or if they are participating in an After-School Enrichment or Aftercare Program.

Parking

We encourage parents to park and walk up to campus to drop off and pick up their children. This fosters community and safety. However, we do ask that you please be courteous to our neighbors when parking on the street. Do not block driveways even “just for a minute.”

Walking or Riding a Bike Home

If your child lives close enough to the school to walk or ride a bike home, parents must provide the school office with a permission note that includes the child's route home and a parent signature. This permission note must be updated at the beginning of each school year. Ask the school office support staff for details.

After-School Late Pick-up

School is released daily at 11:45 pm for Kindergarten, 2:40 pm for 1st-2nd grade and 3:10 pm for 3rd- 8th grade. ALL grades students are released at 12:45 pm on Thursdays. Unless students are participating in an authorized pre-arranged, school sponsored activity, they must be picked up at dismissal time. Students who are not picked up 15 minutes after school dismissal will be brought to the office and staff will call ALL contacts on the student's Emergency Card until someone can be reached. It is the responsibility of the parent(s)/guardian(s) to provide up-to-date contact information, including information for individuals other than the parent(s)/guardian(s) who are authorized to pick up the child. Children will not be released to anyone who is not listed on the student's Emergency Card on file in the school office at the time of pick-up. This includes carpool and daycare drivers.

All parent(s)/guardians(s) and people authorized to pick-up students must go into the office and sign the Late Pick-up Log. The office will verify identity before releasing the student. Remember students will not be released to anyone who is not currently listed on the Emergency Card.

School staff and personnel are unable to provide supervision for students after school. As stated in Penal Code Section 11165.2, it is the responsibility of the parent(s)/guardian(s) of the student to provide care and supervision. If students are left in the office beyond 30 minutes from the end of any school day, we may have no choice but to report the concern to law enforcement or Child Protective Services.

Procedure for Repeated Late Pick-ups

- Verbal reminders to the parent(s)/guardian(s) from the school staff, as appropriate
- Letters/emails sent to parent(s)/guardian(s) communicating the number of Late Pick-ups
- SART (Student Attendance Review Team) meeting to discuss attendance
- Possible call to law enforcement or Child Protective Services

Early Releases

Children will not be released to anyone who is not listed on the student's Emergency Card on file in the school office - this includes carpool and daycare drivers. It is the responsibility of the parent(s)/guardian(s) to provide up-to-date information for the Emergency Card. Children will be brought to the office to be signed out by the authorized person signing the Early Release Log. The office will verify identity before releasing the student.

Process for Early Dismissals

If your child needs to be taken out of school before the regular dismissal:

- Send a note to the teacher clearly stating the expected time of Early Dismissal and who is expected to be picking them up.
 - Come to the office to sign your student out with your photo ID for identity verification.
 - Do not go to the classroom to get your child.
 - The office will call for your child.
 - Expect to wait in the office until after morning/lunch recess is over as necessary.
 - Students will not be released to anyone not listed on the Emergency Card.
 - The students must be signed back into school if they return before school is dismissed. Procedure for Repeated Early Dismissals
1. Verbal reminders to the parent(s)/guardian(s) from the school staff, as appropriate
 2. Letters/emails sent to parent(s)/guardian(s) communicating the number of Early Releases
 3. SART (Student Attendance Review Team) meeting to discuss attendance

Tardies

At Golden Valley Charter School, the rhythm of the day necessitates that all students attend school from the very first minute of class. Therefore, the school defines tardiness as arriving at the classroom door after the Teacher has greeted the children and the school day has begun. Being even one minute late is considered a tardy.

The school gates are open, and the school yard supervision begins 15 minutes before the official beginning of the school day. We strongly encourage all families to arrive early and build in a grace time for their morning routine. All children need at least a few moments to arrive, settle in, and get to the door, and most benefit from 10-15 minutes of time at school before the school day begins. In short, we urge all families to arrive well before the ringing of the morning bell.

It is our goal at Golden Valley Charter School to communicate clearly with parent(s)/guardian(s) regarding the importance of being to school on time. We do this in a number of ways:

- Verbal or written communications with parent(s)/guardian(s).
- Letters/emails sent to parent(s)/guardian(s) communicating the number of student tardies.
- Personal administrative meetings with families to discuss the importance of being on time.
- Periodic articles in the Community News which explain the importance of being on time.

Remember, tardiness is defined as arriving at the classroom door after the Teacher commences class, even if only one minute late. Copies of attendance records and all correspondence and written communication about attendance-related problems will be placed in a student's academic records.

If tardiness occurs, the following set of progressive steps may be taken by the school:

- Verbal reminders to the parent(s)/guardian(s) by school staff, as appropriate.
- First letter/email sent home as a warning after the 5th tardy for the year.
- Second letter/email sent home after the 10th overall tardy notifying parents that a SART meeting in person or by phone will be required

Attendance Policy

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the student's mental or behavioral health;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, ophthalmologic, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Jury duty in the manner provided by law;
6. Justifiable personal reasons, when accompanied by a written request by the parent or guardian and approved by the Principal or his/her designee, including, but not limited to:
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a holiday or ceremony of his/her religion
 - d. Attendance at religious retreats
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
7. Serving as a member of a precinct board for an election pursuant to Elections Code § 12302.
8. Spending time with a member of the pupil's immediate family, who is an active duty of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this section shall be granted for a period of time to be determined at the discretion of the Principal.
9. If a student is the custodial parent of a child, his/her absence shall be excused when the child is ill or has a medical appointment during school hours, including absences to care for a sick child for which the school shall not require a note from a doctor.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. For the purpose of participating in a cultural (habits, practices, beliefs, and traditions of a certain group of people) ceremony or event.
12. For the purpose of a middle school or high school student engaging in a civic or political event (voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls), provided that the student notifies the school ahead of the absence. A middle or high school student who is absent under this bullet is required to be excused for only one school day-long absence per school year. A middle or high school student who is absent under this bullet may be permitted additional excused absences in the discretion of a school administrator.
13. Authorized at the discretion of a school administrator. Attendance at religious retreats shall not exceed four hours per semester.

Students absent for the reasons deemed "excused" shall be allowed to complete all assignments and tests missed during

the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
 - a. When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. When a student has had 10 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Unexcused Absences/Truancy for Classroom Based Attendance

The Executive Director, or designee, shall implement positive steps to reduce truancy. Students who are habitual truants or habitually insubordinate or disorderly during attendance at School may be referred to the appropriate law enforcement agency.

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation. Further, the School attendance review board or probation officer may request a juvenile court petition on behalf of the student.

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

1. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy without a valid excuse on ten occasions in one school year, or any combination thereof. Such students shall be reported to the Director or designee.

The parent/guardian of a student classified as a truant shall be notified of the following:

 - a. The student is truant;
 - b. The parent/guardian is obligated to compel the student to attend school;
 - c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;

- d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
 - e. Alternative educational programs are available through the School;
 - f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Education Code section 48264 if found away from home and absent from school without a valid excuse;
 - g. The student may be subject to suspension, restriction or delay of his/her driving privilege; and
 - h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.
2. Upon his/her first truancy, a student and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the pupil's attendance.
 3. Upon his/her second truancy within the same school year, a student may be given a written warning by a peace officer. A record of the written warning may be kept at the school for not less than two years or until the pupil graduates or transfers from the school. If the student transfers from that school, the record may be forwarded to the school receiving the student's school records. The student may also be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #4 below.
 4. Upon his/her third truancy within the same school year, the student will be classified as a habitual truant and may be referred to, and required to attend, an attendance review board or a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Director or designee. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #5 below.
 5. Upon his/her fourth truancy within the same school year, the student may be within the jurisdiction of the juvenile court that may adjudge the pupil to be a ward of the court. If the student is adjudged a ward of the court, the student shall be required to do one of the following:
 - a. Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph.
 - b. Payment of a fine by the student of not more than fifty dollars (\$50) for which a parent or legal guardian of the student may be jointly liable.
 - c. Attendance of a court-approved truancy prevention program.
 - d. Suspension or revocation of driving privileges. This subdivision shall apply only to a student who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program pursuant to subdivision (c).

Reports

The Executive Director, or designee, shall gather and transmit to the Board the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court.

Independent Study (Non-Classroom Based Attendance)

All attendance for independent study programs shall be in accordance with current law and regulations.

Before and After School Care Program

Eagle's Nest

Our Expanded Learning Opportunity Program—Eagle's Nest—provides an enrichment program inspired by Waldorf Education for your child. This program mandated by the state of California, registration priority is given to low-income students, English language learners, foster youth, and homeless youth.

Enrollment Process

In July of each year, the Eagle's Nest application for the upcoming school year will become available on ParentSquare. Parents must also complete an accurate and complete Meal Application to complete the registration process for Eagle's Nest. The number of available spots for students is dependent on mandatory staff-to-student ratios. A lottery will be held at the beginning of August, directly following the school registration days, and families will be notified of their acceptance or placement on a waitlist on ParentSquare. Students that register after the August registration day will be placed on the waitlist until a spot becomes available (all communication will occur via ParentSquare).

Attendance

Students must attend each day they attend school, unless they have medical/dental appointments, sports or recreation obligations (and should inform the Site Leader of temporary change to schedule), funerals, and family emergencies. Excessive unexcused absences may result in students being excused from all Eagle's Nest programming for the remainder of the school year. Once students are signed out by an adult, they are not permitted to return to Eagle's Nest that day.

After-School Care

Parents must register their students for after-school care and receive confirmation that their student has been accepted into the program, before they can attend the program. Students will be provided with a daily snack, have dedicated homework time and help, structured physical activity/recreational games, and will have the opportunity to participate in numerous enrichment activities. Aftercare operates from school dismissal to 6:00 pm. Three late pick-ups from families will result in a student being removed from the program for the remainder of the school year. Aftercare is provided every instructional day.

Non-Instructional Days

In addition to operating every instructional day during the school year, Golden Valley provides an additional 30 non-instructional days. Students do not need to participate in the instructional day program to participate in the non-instructional days. There will be separate registration for each day (or set of days). Students that enroll and do not show up for the non-instructional day(s) may be barred from participating in future non-instructional day programming. Registration for non-instructional days will be done on Parent Square and will open at least three weeks prior to the scheduled day(s).

Morning Care

Morning Care is NOT a component of Eagle's Nest and families do not need to register their student to attend morning care. Staff will supervise students from 7:00 am to 8:00 am in the Multipurpose Room. Breakfast will be served from 7:30 am to 8:00 am, if students wish to eat breakfast at school. Morning care is provided every instructional day.

Meal Program

As part of the California Universal Meals program, Golden Valley Charter Schools offers two nutritionally adequate meals each day of the instructional calendar, free of charge to any student that requests a meal. All meals must be consumed on campus. All meals meet the USDA school meal nutritional standards.

Meal Service Times

Breakfast- 7:30 am to 8:00 am in the Multi-Purpose Room

Lunch- 12:15-12:45 in the Multi-Purpose Room

CHILD NUTRITION CIVIL RIGHTS GUIDANCE & COMPLAINT PROCESS

The Civil Rights compliance guidance applies to the following programs:

- National School Lunch Program
- School Breakfast Program

Civil Rights Overview

Sponsors agree to administer these programs in accordance with Civil Rights Laws. Sponsors must ensure equal access to all eligible participants regardless of race, age, color, sex, national origin, or disability. All participants must be treated in the same manner.

The goals of Civil Rights include:

- Eliminating barriers that prevent or deter people from receiving benefits of government sponsored or funded programs.
- To provide equitable treatment to all in the delivery of programs and services to all applicants, participants, and beneficiaries of a federal program.
- To ensure that all applicants and participants understand their rights and responsibilities
- To show respect and dignity to all

Civil Rights requirements for Child Nutrition Programs can be found in FNS Instruction 113.1.

USDA FNS Protected Classes

A protected class refers to any person or group of people who have characteristics for which discrimination is prohibited based on law, regulation, or executive order. Protected classes in the Child Nutrition Programs are:

- Race
- Age
- Color
- Sex
- National Origin
- Disability

Discrimination is the treatment or consideration of, or making a distinction in favor or against, a person based on the group, class, or category to which the person belongs. Examples of unlawful discrimination include:

- Giving one group or type of participants larger or extra helpings of food
- Separating genders
- Failing to provide children with a dietary disability accommodating meals
- Failing to provide program information to all potential program applicants

Collecting and Reporting Participant Data

All schools that participate in a USDA Child Nutrition Program must have a system to collect the racial and ethnic data of program participants in accordance with FNS Instruction 113-1. This data is used to determine the state's compliance with

Federal Civil Rights laws. This information is strictly for statistical reporting requirements and has no effect on the determination of eligibility for program benefits. This data is maintained in a confidential file for 3 years plus the current year and this information is restricted to authorized school personnel and other authorized state and federal personnel, when requested.

Golden Valley Charter Schools collects this information on free and reduced-price meal applications. Applicants may first check one of the two boxes with regard to ethnicity:

- Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin, regardless of race.
- Not Hispanic or Latino

Applicants may then check one or more of the second set of boxes with regard to race:

- American Indian or Alaska Native – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
- Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Pakistan, The Philippine Islands, Thailand, and Vietnam.
- Black or African American – A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or Other Pacific Islands.
- White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Self-identification or self-reporting is the preferred method of obtaining characteristic data. USDA regulations state that “respect for individual dignity should guide the process and methods for collecting data on race and ethnicity.”

Public Notification Systems

Golden Valley Charter Schools annually notifies the public of their participation in the program. Notification to applicants and participants includes information regarding program availability, program rights and responsibilities, the procedure for filing a complaint, and the policy of nondiscrimination.

The public notification system includes the following elements:

- **Public Release:** the public is informed of their program rights and responsibilities and the steps necessary for participation in the program.
- **Display of “And Justice for All” poster:** schools display the “And Justice” poster in the correct size (11” x 17”) in a prominent location where it is visible to all participants in the program. The poster provides the USDA address and phone numbers that the public can use to file a complaint if they think their civil rights are violated.
- **Nondiscrimination statement:** all informational materials, including websites used by schools to inform the public about FNS programs will contain the nondiscrimination statement. The nondiscrimination statement will be included, in its entirety, on all program materials. Examples of items requiring the statement include, but are not limited to:
 - Public Release
 - Notification letter for free/reduced-price meals
 - Promotional Literature
 - Websites
 - Menus

If the material is too small to permit the full statement to be included, the material will at a minimum include the statement, in print size no smaller than the text that “The USDA and the CDE are equal opportunity providers and employers.”

Reasonable Accommodations for Persons with Disabilities

Reasonable food substitutions or modifications are required for a student with a dietary disability if a medical statement is

on file that is completed and signed by a licensed physician. The CDE Medical Statement form or a written medical statement (i.e. prescription) is required for each child that has a disability. This written medical statement must clearly identify the child's:

- Disability
- Major life activity or bodily function affected by the disability
- Diet prescription
- Food or foods to be omitted from his or her diet
- Reasonable food or choice of foods that must be substituted in his or her meals

A child with a disability will be provided with reasonable dietary accommodations when that need is supported by a written medical statement. The USDA does not require meals for a child with a disability that involves dietary restrictions documented in the written medical statement to meet the current mandated meal patterns.

The Medical Statement Form to Request Meals and/or Accommodations may be found on CDE's Web page at <http://www.cde.ca.gov/ls/nu/cr/documents/medstat.doc>.

Non-Severe Food Allergies and/or Food Intolerance

The school food authority is not required to make food substitutions for children with non-severe food allergies or food intolerances, who do not have a disability. The School Food Authority may choose to make reasonable food substitutions, at their discretion, for individual children who do not have a disability, but who are medically certified as having a special medical or dietary need. Determinations are made on a case-by-case basis. Any accommodation must meet the mandated meal pattern. A medical statement for a child who does not have a disability must be signed by a licensed physician, physicians' assistant, or nurse practitioner.

In accordance with USDA regulation, for students with lactose intolerance or a nonlife threatening milk allergy, no other beverage can be substituted for milk except a lactose-free beverage that meets the nutritional requirements of milk.

School food authorities are not required to make food substitutions based on food choices or food preferences.

Reasonable accommodations also refer to ensuring that participants with a disability have physical access to programs and services; such as easily accessible entrances.

Reasonable Accommodations for Persons with Limited English Proficiency (LEP)

- The (District Name) Food Service Department distributes the Application for Free and Reduced Meals in English and Spanish.
- The online application is available in English and Spanish.
- The menus are distributed and posted on the school nutrition website in English and Spanish.
- The "And Justice for All" poster, which includes information on how to file a complaint of discrimination, is displayed and provided in both English and Spanish.
- The District translator assists Spanish speaking callers or visitors who have questions regarding child nutrition services.
- Assistance is received from the office of the Director of Curriculum, Accountability and Continuous Improvement for other language speakers.

Preventing Overt Identification

Overt identification is any action that may result in a child being recognized as potentially eligible to receive or certified for free or reduced price school meals. A child's eligibility status is not disclosed at any point in the process of providing free or reduced-price meals, including notification of the availability of free or reduced-price benefits; certification and notification of eligibility; provision of meals in the cafeteria; and the point of service. The names of those eligible to receive free or reduced-price meals will not be published, posted, or announced in any manner.

Students eligible for free or reduced-price meals will not be required to:

- Work for their meals
- Use a separate lunchroom or other service area
- Go through a separate serving line

- Enter the lunchroom through a separate entrance
- Eat meals at a different time
- Eat a meal different from the one sold to children paying the full price
- Use a method of payment or distribution of tickets or tokens different from the method used by children paying full price

Menus items will not differ at different school sites based on the percentage of free and reduced-price students in the population. For example, a school with an 80% free and reduced-price population will not receive reduced choices or different menu choices than a school with a 25% free and reduced-price population.

The information on rosters and computer screens at the point of sale is coded to avoid other students discerning any student's eligibility status.

Training

The Director of Food Services will provide annual training to Food Service Child Nutrition Program staff in the following topics:

- Collection and use of data
- Effective public notification systems
- Complaint Procedures
- Compliance Review Techniques
- Resolution of noncompliance
- Requirements for reasonable accommodation of persons with disabilities
- Requirements for language assistance
- Conflict resolution
- Customer Service

Site Compliance Reviews

During each school year Food Service Supervisors conduct site monitoring reviews for each meal programs. Food Service Supervisors check to ensure:

- There is no overt identification of students
- There is no disparate treatment based on anyone's protected class.
- The "And Justice for All" poster is prominently displayed.

None compliance requires a corrective action and follow-up visit. Completed monitoring forms and corrective actions are sent to the food service office where they are reviewed by the Director of Food Services and/or designee. Further follow-up or action may be warranted based on these reviews.

Customer Service

The Golden Valley Charter Schools Food Service Department is committed to treating all of our customers with dignity and respect. We aim to provide excellent customer service regardless of race, age, color, sex, national origin or disability. We welcome questions concerning our programs and aim to consistently provide full and timely information to enable our customers to make necessary decisions.

Conflict Resolution

The Food Service Department recognizes the right of all of our customers to file a complaint. We also recognize that there may be many occasions when conflicts may be resolved in house. The department is committed to exerting every effort in providing solutions when conflicts arise by seeking to listen to understand; demonstrating empathy and discovering needs; identifying barriers to a resolution and overcoming those barriers; turning problems into possibilities; and whenever possible finding a win/win solution.

CHILD NUTRITION PROGRAMS CIVIL RIGHTS COMPLAINT PROCEDURE

A complainant may at any time avail themselves of their right to file a complaint via the School Nutrition Programs Civil Rights Procedure.

An allegation will be determined to be a Civil Rights complaint in the Child Nutrition Program if it is alleged that the program is administered or operated in a manner that results in disparate treatment of services being provided to persons or groups of persons because of their protected class. Unlawful discrimination may be considered intentional or unintentional.

The protected classes for filing a discrimination complaint against a Child Nutrition Program are: race, age, color, sex, national origin, or disability

Any person who believes they have been discriminated against based on protected classes has the right to file a complaint within 180 days of the alleged discriminatory action.

A Civil Rights complaint may be verbal, written, or observed. A complaint may also be anonymous and will be handled the same as any other complaint as long as sufficient information is provided to proceed with an investigation. Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a complaint. If the complaint is verbal and the person alleging discrimination is not inclined to put the allegation in writing, the Civil Rights Coordinator is responsible for obtaining all pertinent information and developing a written complaint on behalf of the complainant.

The Civil Rights Coordinator:

Jennifer Hoover
1000 River Rock Dr, Suite 220, Folsom, CA 95630
jhoover@goldenvalleycharter.org
(916) 542-7481

All Civil Rights Complaints will be documented on a Civil Rights Complaint Log whether verbal or written. The Civil Rights Coordinator will attempt to collect the following information for insertion into the complaint log:

- The name, address, and telephone number or other means of contacting the complainant.
- The specific location and name of the entity delivering benefits.
- The nature of the complaint or action that lead to the charges being filed.

If the nature of the complaint appears discriminatory the Civil Rights Coordinator will attempt to collect the following information:

- The basis on which the complainant feels the discrimination occurred. In order to be considered a Child Nutrition Civil Rights complaint, the complainant must feel discriminated against based on one or more of the protected classes.
- The names, titles, and addresses, if known, of persons who may have knowledge of the discriminatory action or situation.
- The dates that the alleged discrimination occurred, or the duration of such action.

All complainants will be given a Civil Rights Complaint Form and/or Civil Rights Coordinator completes form with complainant. The complainant may choose to mail the Civil Rights Complaint Form or return to the Civil Rights Coordinator who will then forward to the Child Nutrition Program, Civil Rights Coordinator in Sacramento or the USDA, Director, Office of Civil Rights in Washington D.C. The complaint form will be forwarded within 3 working days to:

Child Nutrition Programs
Civil Rights and Program Complaint Coordinator
California Department of Education
Nutrition Services Division
1430 N Street, Room 4503
Sacramento, CA 95814-2342

Or

USDA, Director, Office of Adjudication
1400 Independence Avenue, Southwest
Washington, D.C. 20250-9410
866-632-9992
Federal Relay Service 800-877-8339 (English)
or 800-845-6136 (Spanish)

If the complainant does not wish to provide information to the Golden Valley Charter Schools Rights Coordinator they may file a complaint directly with the California Department of Education, Nutrition Services Division in Sacramento or the USDA, Director, Office of Civil Rights in Washington D.C.

Persons wishing to file a Civil Rights program complaint of discrimination may complete the USDA Program Discrimination Complaint Form, found online at: http://www.ascr.usda.gov/complaint_filing_cust.html or available on request from the Civil Rights Coordinator.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- **Mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- **fax:** 833-256-1665 or 202-690-7442; or
- **email:** program.intake@usda.gov

This institution is an equal opportunity provider.

Meal Program Complaint Form

The purpose of this form is to assist you in filing a complaint with the Golden Valley Charter Schools. You are not required to use this form; a letter with the same information is sufficient. However, the information requested in the items marked with a star (*) must be provided, whether or not the form is used.

1. State your name and address:

Name: _____

Address: _____

Telephone No.: Home: () _____ Work: () _____

2. *Person(s) discriminated against, if different from above:

Name: _____

Address: _____

Telephone No.: Home: () _____ Work: () _____

3. * Agency and department or program that discriminated:

Name: _____

Any individual if known: _____

Address: _____

Telephone No.: () _____

4. What is the most convenient time and place for us to contact you about this complaint?

If we will not be able to reach you directly, you may wish to give us the name and phone number of a person who can tell us how to reach you and/or provide information about your complaint:

Name: _____

Tel. No.() _____

5. If you have an attorney representing you concerning the matters raised in this complaint, please provide the following:

Name: _____

Address: _____

Telephone No.: () _____

6. *To your best recollection, on what date(s) and location(s) did the alleged discrimination take place? Earliest date of discrimination: _____

Most recent date of discrimination:

Location of discrimination:

7. Complaints of discrimination must generally be filed within 180 days of the alleged discrimination. If the most recent date of discrimination, listed above, is more than 180 days ago, you may request a waiver of the filing requirement. If you wish to request a waiver, please explain why you waited until now to file your complaint.

8. * Please explain as clearly as possible what happened, why you believe it happened, and how you were discriminated against. Indicate who was involved. Be sure to include how other persons were treated differently from you. (Please use additional sheets if necessary and attach a copy of written materials pertaining to your case.)

9. Please list below any persons (witnesses, fellow employees, supervisors, or others) if known, whom we may contact for additional information to support or clarify your complaint.

Name: _____

Address: _____

Telephone No.: () _____

10. Do you have any other information that you think is relevant to our investigation of your allegations?

11. What remedy are you seeking for the alleged discrimination?

* We cannot accept a complaint if it has not been signed. Please sign and date this complaint form below.

Signature

Date _____

Please feel free to add additional sheets to explain the present situation to us.

12. How did you learn that you could file this complaint?

USDA NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Health Examinations, Immunizations, Oral Health & Communicable Diseases

Health Examinations

I. Health Examination Certificates or Waivers

On or before the 90th day after a student's entrance into first grade at Golden Valley Charter Schools (the "School"), all students must provide a certificate approved by the California Department of Health Services documenting that within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code section 124040. Alternatively, the student must provide a waiver signed by the student's parents/guardians indicating that they do not want or are unable to obtain the health screening and evaluation services for their child. If the waiver indicates that the parents/guardians are unable to obtain services for the child, the reasons why should be included in the waiver. If the student fails to provide the required documentation, the student will be excluded from the School for not more than five days. In limited circumstances, up to five percent of the School's first grade enrollment may obtain exemptions from exclusion if the School contacts the student's parents/guardians at least twice before the 90th day after entrance to the first grade and they refuse to provide either a certificate or waiver. These exemptions shall only be used in extraordinary circumstances, including, but not limited to, family situations of great dysfunction or disruption, including substance abuse by parents or guardians, child abuse or child neglect.

II. Health Examinations by the School

The Governing Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School's program are necessary. The School shall conduct health examinations of students as needed to insure proper care of the students.

- A. **Vision Appraisals:** During the kindergarten year, or upon first enrollment in the School if it is the student's first entry in a California school, and in grades 2, 5 and 8, the School shall appraise the student's vision. The school need not appraise a student's vision in the year immediately following the student's first enrollment or entry if the student's first enrollment or entry occurs in grade 4 or 7. The appraisal shall include tests for visual acuity, including near vision and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records and need not begin until the student is in first grade. Classroom teachers are responsible for continuous and regular observation of the student's eyes, appearance, behavior visual performance, and perception that might indicate vision difficulties. Where a student's school performance begins to give evidence that the existence of the problem might be caused by visual difficulty, a visual evaluation shall be done in consultation with the school nurse.

A student's vision may be appraised by using an eye chart or any other scientifically validated photo-screening test. Photo-screening tests shall be performed, under an agreement with, or the supervision of, an optometrist or ophthalmologist, by the school nurse or a trained individual who meets requirements established by the CDE.

The vision evaluation may be waived by the parents/guardians if they present a certificate from a physician and surgeon, a physician assistant, or an optometrist setting out the results of a determination of the child's vision, including visual acuity and color vision. Parents/guardians may also avoid the testing and observation if they file with the School Director a statement in writing that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets or principles depend for healing upon prayer in the practice of their religion.

A parent/guardian may file annually with the School's Director a statement in writing, signed by the parent/guardian, stating that he/she will not consent to a physical examination of his/her child. The

student will thereafter be exempt from physical examinations, but if there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not be permitted to return to school until the School Director is satisfied that any contagious or infectious disease does not exist.

- B. Hearing Testing:** The School will provide for the testing of hearing of each student enrolled in the school in kindergarten or first grade and again in second, fifth, eighth, tenth or eleventh and first entry into the California public school system. The School may request a waiver for the hearing screening test for tenth and/or eleventh grade pupils once each school year. The waiver request will include the dates of the school year for which the waiver is requested and an alternative testing plan that will ensure that each pupil at risk of hearing loss will receive testing services.

Pupils at risk of hearing loss are: those exposed to loud noises, including loud music, pupils that have been referred for testing by a parent or teacher, repeat tests for those pupils for whom there was a previously documented problem, pupils who have not had a hearing test for three years; and any student who has enrolled for the first time in the School.

Each student enrolled in a special education program, other than those pupils enrolled for a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individual education program team's evaluation of each individual student.

The School will provide parents/guardians of children who fail the hearing tests with a written notification of the test results and recommend that a medical and audiological evaluation be obtained under certain circumstances identified in regulation.

Dates and results of all screening hearing testing shall be recorded on each pupil's health record. The School will prepare an annual report of the school hearing testing program using Annual Report of Hearing Testing forms, PM 100, provided by the State Department of Health Services.

The School shall endeavor to follow the equipment standards, test environments, and testing procedures identified in Title 17 of the California Code of Regulations, section 2951.

The Executive Director, or designee, shall ensure that staff employed to examine students are fully qualified to do so and exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

The School Director may make reports to the Governing Board regarding the number of students found to have physical problems and the effort made to correct them from time to time. The reports shall in no way reveal the identity of students.

III. Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to require immunization of all students against preventable diseases.

- A. Admission: Students** shall not be unconditionally admitted to the School unless prior to his/her first admission to the School, he/she presents an immunization record which shows at least the month and year of each immunization the student has received, in accordance with law. Students may be conditionally admitted in accordance with the regulations promulgated by the Department of Health Services. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law.

The School shall not unconditionally admit or advance any pupil to the 7th through 12th grade levels unless the

pupil has been fully immunized against pertussis (whooping cough), including all pertussis boosters appropriate for the pupil's age.

Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy.

If the School discovers that an admitted student has not received all required immunizations, the School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

- B. Exemptions from Requirements:** A student will be exempted from the immunization requirements, to the extent indicated in the written statement, if his/her parent or guardian files with the School a written statement by a licensed physician or surgeon to the effect that the physical condition of the student is such, or medical circumstances relating to the student are such, that immunization is not considered safe. The statement should include the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician or surgeon does not recommend immunization. However, whenever there is good cause to believe that the person has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the School until the local health officer is satisfied that the person is no longer at risk of developing the disease.

Beginning January 1, 2020, a child who has a medical exemption issued before January 1, 2020 shall be allowed continued enrollment in the School until the child enrolls in the next grade span. On or after July 1, 2021, the School shall not unconditionally admit or readmit a student or admit or advance any pupil to 7th grade level, unless the pupil has been immunized in accordance with Health & Safety Code section 120335 or the parent or guardian files a medical exemption form that complies with Health & Safety Code section 120372.

Beginning January 1, 2021, the form that is compliant with Health & Safety Code section 120372 shall be the only documentation of a medical exemption that the School may accept.

If California's Department of Health Services (the "Department") revokes a student's medical exemption, the student has 30 days to commence the immunization schedule required for attendance at the School. During this 30-day period, the student may continue in attendance at the School. Alternatively, the parent/guardian may appeal the revocation through the Department's appeal process. The student will continue in attendance during the pendency of the appeal and will not be required to otherwise comply with immunization requirements unless and until the revocation is upheld on appeal.

The School will file a written report on the immunization status of new entrants to the School with the Department of Health Services as required by law.

Oral Health

By May 31 of each school year, students entering kindergarten or the first grade (who have not attended kindergarten) must present proof to the school of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional. The oral health assessment must have been performed no earlier than 12 months prior to the date of initial enrollment.

A student may be excused from this requirement if his/her parent or guardian indicates on the approved form provided by the school one or more of the following reasons apply:

- The oral health assessment poses an undue financial burden on the parent/guardian;
- The parent/guardian lacks access to a licensed dentist or other licensed or registered dental health professional; or
- The parent/guardian does not consent to the assessment.

Notice: Upon initial enrollment in kindergarten or first grade, the school will notify parent/guardians of the required oral health assessment on the California Department of Education approved form.

Report to County Office of Education: By July 1 of each year, the school will submit a report to a system designated by the state dental director for the collection of those reports or the County Office of Education containing the following information:

- the total number of pupils in the school who are subject to the oral health assessment requirements of the statute;
- the total number of pupils who submitted proof of an assessment;
- the total number of pupils who could not complete the assessment due to financial burden;
- the total number of pupils who could not complete the assessment due to lack of access to a dentist;
- the total number of pupils who could not complete the assessment because their parents/guardians did not consent;
- the total number of pupils who are assessed and found to have had caries experience;
- the total number of pupils who are assessed and found to have untreated decay;
- the total number of pupils who did not return either the assessment form or the waiver request to the school

Communicable Diseases

If the school office is notified that a student from a particular class has a verified communicable disease, we send an exposure notice to the class via ParentSquare. The following is a list of the diseases and conditions that qualify for notification.

- Chicken Pox
- Ringworm
- Conjunctivitis
- Scabies
- Covid 19
- Fifth's Disease
- Scarlet Fever
- Head Lice
- Shingles
- Impetigo
- Strep Throat
- Mononucleosis
- Whooping Cough
- Pinworms

Administration of Medications, Anti-Seizure Medication, Emergencies, Opioid Antagonist Administration, and Head Lice

I. Administration of Medications

The following policy regarding the administration of medications is applicable when the staff of Golden Valley Charter Schools (the “School”) is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before- or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

Requirements for Administration or Assistance: Before the School will allow a student to carry and self administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

- A written statement executed by the student’s authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken.
- A written statement by the student’s parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider’s written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement.
- In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student’s self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student’s authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student’s parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the front office staff.

Responses to the Parent/Guardian upon Request: The School shall provide a response to the parent/guardian within 10 business days of receiving the request for administration and the physician statement regarding which School employees, if any, will administer medication to the student, and what the employees of the School will do to administer the medication to the student or otherwise assist the student in the administration of the medication.

Termination of Consent: Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the School Director.

Authorized Personnel: A designated School employee who is legally able to and has consented to administer or assist in

administering the medication to students will administer the medication or otherwise assist the students.

Storage of Medication: Medication for administration to students shall be maintained in the office of the School nurse in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by the School nurse and other authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality: School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the School Director, the School nurse or other designated School employees.

Medication Record: The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.

The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the pupil is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider's name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Deviation from Authorized Health Care Provider's Written Statement: If a material or significant deviation from the authorized health care provider's written statement is discovered, notification as quickly as possible shall be made as follows: 1) If discovery is made by a licensed health care professional, notification of the deviation shall be in accordance with applicable standards of professional practice; 2) If discovery is made by an individual other than a licensed health care professional, notification shall be given to the School Director, the student's parent/guardian, any School employees that are licensed health care professionals and the student's authorized health care provider.

Specialized Physical Health Care Services for Individuals with Exceptional Needs:

A. **Authorized Personnel:** The following individuals may assist students with exceptional needs who require specialized physical health care services during the regular school day:

- Qualified persons who possess an appropriate credential issued pursuant to Education Code sections 44267 or 44267.5
- Qualified designated school personnel trained in the administration of specialized physical health care if they perform those services under the supervision, pursuant to 5 C.C.R. § 3051.12, of a credentialed school nurse, public health nurse or licensed physician and surgeon and the services are determined by the credentialed school nurse or licensed physician and surgeon, in consultation with the physician treating the pupil, to include all of the following:
 - Routine for the pupil;
 - Pose little potential for harm for the pupil;
 - Performed with predictable outcomes, as defined in the Individualized Education Program of the pupil;

- Does not require a nursing assessment, interpretation, or decision making by the designated school personnel
- Persons providing specialized physical health care services for students with exceptional needs shall demonstrate competence in basic cardiopulmonary resuscitation and shall be knowledgeable of the emergency medical resources available in the community in which the services are performed.

Specialized health care or other services for students with exceptional needs that require medically related training shall be provided pursuant to the procedures identified in this policy generally.

Specialized physical health care services include catheterization, gastric tube feeding, suctioning or other services that require medically related training.

II. Administration of Emergency Anti-Seizure Medication

A. Definitions

“Authorizing physician and surgeon,” as used in this policy, may include, but is not limited to, a physician and surgeon employed by, or contracted with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.

“Seizure Action Plan” means a written, individualized health plan designated to acknowledge and prepare for the health care needs of a student diagnosed with seizures, a seizure disorder, or epilepsy.

“Volunteer” means an employee who (1) has volunteered to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure, (2) has been designated by the Charter School; and (3) has received training in accordance with the Education Code.

B. Administration of Emergency Medical Assistance

If a student diagnosed with seizures, a seizure disorder, or epilepsy has been prescribed an emergency anti-seizure medication by the student’s health care provider, the Charter School, upon receipt from the student’s parent or guardian, may designate one or more volunteers as the student’s school to receive initial and annual refresher training, based on prescribed standards, regarding the emergency use of anti-seizure medication from the school nurse or other qualified person designated by an authorizing physician and surgeon.

A school nurse, or if the school does not have a school nurse or the nurse is not onsite or available, a properly trained volunteer may administer emergency anti-seizure medication in accordance with the Education Code to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure.

The volunteer training shall be in line with the minimum standards of training established by the Superintendent of Public Instruction and shall include all of the following:

- Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
- Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation, approved by the United States Food and Drug Administration, or any successor agency;
- Basic emergency follow up procedures;
- Written materials covering the information required by statute.

An employee who volunteers may rescind their offer to administer emergency anti-seizure medication at any time, including after receipt of training.

Upon receipt of a parent or guardian’s request for assistance with administration of anti-seizure medication, the Charter School will distribute a notice to all staff at least once, but no more than two times per school year, with

the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after training.

Upon receipt of a parent or guardian's request for assistance with administration of anti-seizure medication, the Charter School shall notify the parent or guardian that the student may qualify for services or accommodations pursuant to 29 U.S. C. section 794 (Section 504) and the federal Individuals with Disabilities Act (IDEA), and that the parent or guardian understands that it is the parent or guardian's right to request a 504 plan or an individualized education program at any time.

If there are no volunteers at the student's school, the Charter School shall notify the parent or guardian of the student's right to be assessed for services and accommodations guaranteed under Section 504 and the IDEA.

Seizure Action Plan: Before administering emergency anti-seizure medication or therapy, the Charter School shall obtain from the student's parent or guardian a seizure action plan that includes all of the following:

- Authorization, in writing, for the medication to be administered to the student at school;
- Authorization shall be renewed each school year, unless needed sooner;
- A copy of a statement, in writing from the student's health care provider that includes the following: 1) student's name; 2) the name and purpose of the medication; 3) the prescribed dosage; 4) the method of administration; 5) the frequency with which the medication may be administered; 6) detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary; 7) the circumstances under which the medication may be administered; 8) any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number; 9) a protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time the student should be under direct observation;
- How and where the emergency anti-seizure medication will be stored at the school;
- A signed notice verifying that the parent or guardian was given the information about Section 504 and the IDEA and that the parent or guardian understands that it is the right to request a plan under Section 504 or an IEP at any time;
- A signed notice verifying that a student's seizure may be responded to, including with the administration of emergency anti-seizure medication prescribed to the student, by a nonmedical professional who has received appropriate training.

If the Charter School obtains written consent, the seizure action plan shall be distributed to any school personnel or volunteers responsible for the supervision or care of that student.

The Charter School shall notify the nurse, or the charter school administrator (or designee) if there is no nurse, if an employee at the school administers an anti-seizure medication to a student. The notice shall be kept on file in the nurse's office or the school administrator's office.

III. Emergencies

- A. First Aid and CPR:** All teachers are certified in first aid and CPR and are re-certified every year in either first aid or CPR. Every classroom has a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency

personnel will be called to assist.

- B. Resuscitation Orders:** School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical “do not resuscitate” orders. School staff should not be placed in the position of determining whether such orders should be followed. The School Director, or his/her designee, shall ensure that all parents/guardians are informed of this policy.
- C. Emergency Contact Information:** For the protection of a student’s health and welfare, the School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.
- D. Emergency Aid to Students with Anaphylactic Reaction:** The School will provide emergency epinephrine auto-injectors to trained School personnel and those trained personnel may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414 and any regulations promulgated in line therewith.

Trained School personnel may immediately administer an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylaxis reaction at School or a School related activity when a physician is not immediately available.

For purposes of this policy, “anaphylaxis” means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction and exercise.

IV. Opioid Antagonist Administration

The School will provide emergency hydrochloride or another opioid antagonist (“Opioid Antagonist”) to trained School personnel and those trained personnel may use the Opioid Antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414.3 and any regulations promulgated in line therewith.

Trained School personnel may administer the Opioid Antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the Opioid Antagonist is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. The School’s supply of Opioid Antagonist shall be restocked before its expiration date.

If School personnel administers an Opioid Antagonist to a student, the School will call emergency services (9-1-1) and will contact the student’s parent/guardian.

V. Head Lice

Head lice can be a nuisance, but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.

Both the American Academy of Pediatrics (AAP) and the National Association of School Nurses (NASN)

advocate that “no-nit” policies should be discontinued. “No-nit” policies that require a child to be free of nits before they can return to schools should be discontinued for the following reasons:

- Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as ‘casings’.
- Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
- The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
- Misdiagnosis of nits is very common during nit checks conducted by non-medical personnel.

In the event of one or more persons infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to School when reexamination by the nurse, a designee, or other authorized health care representative shows that all nits and lice have been removed. After returning, the student may be re-examined by the nurse as appropriate to ensure that re-infestation has not occurred.

Safety

Golden Valley Charter Schools strives to provide a safe and secure environment for everyone it serves. In the event of an emergency, Golden Valley has emergency and safety plans in place.

Safety Drills

To increase awareness and preparedness regarding school safety, Golden Valley holds regular emergency drills. The school has at least two Lockdown Drill per year as well as monthly Fire Drills.

Safety Protocol

Disasters and Emergencies

In case of disaster or emergency, key elements include:

- Parents will be notified via our automated phone and email system.
- All school staff must remain on campus until all children are released.
- All students must remain at school, under the direction of classroom teachers, until the emergency no longer exists, and it is safe for parents/guardians to enter the campus and pick up their children.
- Only parents or authorized persons may pick up children from school. School personnel will check Emergency Cards for names provided by parents or guardians before releasing any child—especially in the case of an emergency.
- School personnel will be under orders from legal, military or civil defense authorities during emergencies. All orders must be obeyed.
- If school buildings are unsafe to occupy, children will be assembled by class in open, outdoor areas or taken to another place of safety.
- Children will not be allowed to use school phones to call parents during an emergency. Lines must be kept open for emergency incoming calls and notifications from authorities.

How Parents Can Help

- Make certain the school always has your correct address and telephone number.
- Discuss safety protocol with your children and emphasize that s/he remain calm and cooperative during an emergency. Under no circumstances is any child to leave school premises without a parent or guardian.
- Telephone the school if a potentially dangerous situation seems to be developing.
- Campus Visitors
- For the safety of our students, all visitors (including parents) must sign in at the school office when they arrive and wear a Visitors Pass. Please see our Visitors Policy for more information.

Safety Concerns

If you notice a potentially unsafe condition, please report it immediately to the school principal. Reports may be made about safety, harassment or anything that has contributed or may contribute to a student, school employee, or parent feeling unsafe, or damage to school property.

Student Information

Change in Student Information

It is vitally important that the school office be notified immediately with a change of address, phone number(s), or emergency contact information during the school year. If you have a change, please come into the school office, and fill out a contact change form.

Child Custody/Divorce

It is extremely important that parents communicate with the school about custody situations. Please provide us with

current Court Documents and contact information for custodial parents for us to have full understanding of your family's custody agreement.

Golden Valley faculty, staff, and administration will not sign documents to further the case of one parent over another, nor will they honor requests to do so outside of court-mandated agreements. Golden Valley employees will cooperate with court-appointed mediators or counselors with signed permission from both parents.

Excusing Your Child from Physical Activities (Games)

If your child has a temporary physical condition that prevents him/her from participating in physical activities such as Games, Golden Valley will accept a note signed by the parent. If your child needs to be excused from physical activity for an extended amount of time (more than a school week), you must provide a note from a physician indicating the reason and length of time for nonparticipation. If a child cannot participate in physical activities during the school day, they may not participate in school-sponsored after school extra-curricular activities such as basketball, volleyball, etc. on the days they were excused.

Volunteer Policy

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

Definitions

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

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

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

Supervised vs. Unsupervised Volunteers—Supervised volunteers are continuously within line-of-sight of certificated staff. Unsupervised volunteers may have intermittent or direct responsibility for students without continuous staff supervision.

Driving Volunteers—Volunteers who transport students in any capacity using private or school vehicles.

Volunteer Supervision, Behavior, and Responsibilities

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

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

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

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

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

Tuberculosis (TB) Clearance

Per California Health and Safety Codes 1597.005; 121525; 121545; 121555 and California Ed Code 49406; 87408.6, school volunteers must be screened through a risk assessment and/or tested and cleared for tuberculosis by a health care provider. This clearance must be obtained every four years. Transfer of certification done within the past four years with another school district is acceptable. Volunteers must provide evidence that negative TB results are current (within four years). An X-ray of the lungs shall be required if the intradermal test is positive. . If the X-ray indicates positive results, the volunteer will not be permitted to participate in any activities involving school children during school hours or for school-sponsored events after school hours. The cost of obtaining such certification is the responsibility of the volunteer. If a potential volunteer has questions or concerns about this process, they should contact their School Principal.

Background Check via Live Scan Process

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

Role-Specific Acknowledgments and Training

Volunteers must complete any required orientation or training, such as field trip or safety protocols, before serving.

Volunteer Chaperone Drivers for Field or Athletic Trips

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

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

Disqualification and Eligibility Determinations

GVCS is committed to fair and consistent eligibility determinations. The following standards apply:

Automatic Disqualifiers:

- Any DUI (for driving roles)

- Any drug-related offense
- Any felony
- Any sex offense, child abuse, or neglect
- Any violent crime, assault, or weapons violation

Conditional Eligibility (Discretionary Review):

The Executive Director (ED) may approve volunteering on a case-by-case basis when offenses are minor, isolated, or non-violent (e.g., petty theft, disorderly conduct) and significant time has elapsed with evidence of rehabilitation.

Review and Appeal:

The ED has final discretion to approve, conditionally approve, or deny eligibility. Written appeals may be submitted within 14 calendar days of notice.

Re-Screening and Ongoing Requirements

GVCS may require re-screening every ten years or upon changes in role, new information, or a lapse in service exceeding 12 months. Volunteers must self-report any new arrest, charge, or conviction within 5 calendar days to Human Resources.

Volunteer Conduct and Responsibilities

Volunteers must sign and comply with the Volunteer and/or Chaperone Agreement and the Adult Code of Conduct Policy. All volunteers shall check in at the office, wear identification when required, and work under the supervision of GVCS staff. Volunteers may be asked to cease volunteering at any time if their conduct or performance is not in the best interest of students or the school. Volunteers are not permitted to be alone with students without authorization from school administration.

Confidentiality and Student Records

Volunteers must comply with all state and federal confidentiality laws, including FERPA, IDEA, and relevant California Education Codes. Volunteers may not discuss student information or access records unless granted professional need-to-know status.

Privacy, Records, and Retention

All screening and background information is confidential and maintained separately by the Custodian of Records in accordance with applicable privacy laws.

Oversight and Administration

Principals ensure site-level implementation and volunteer coordination. Human Resources manages Live Scan documentation and compliance tracking. The Executive Director makes final eligibility determinations. The Board of Trustees oversees volunteer service on governance bodies or committees and enforces applicable conflict of interest and conduct standards.

Acknowledgment

By signing the GVCS Volunteer Agreement, volunteers acknowledge receipt and understanding of this policy and agree to comply with all GVCS expectations for safety, confidentiality, professionalism, and integrity.

Visitor Policy

GVCS shall post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements, penalties for refusing to leave school grounds, and any other announcements required by the local law enforcement agency in order to pursue the arrest of persons found loitering or trespassing.

Immediately upon entering any school building or grounds when school is in session, any person who is not a student of the school, school staff employee, or a school district employee shall report and register their presence and the reason for visiting the school to the office and register. At time of departure, they are to sign out of the registration log. Any person the principal or designee asks to leave school grounds shall promptly comply. Registration is not required when picking up or dropping off students immediately before or after school session.

Any visitor who fails to register within a reasonable time after entering the school grounds, who fails to leave upon request of the principal or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to the law (California Education Code 32210, 32211, 44810, 44811).

All staff members should watch for strangers on school grounds and ask such persons if they have registered in the school office. Staff shall inform the principal or designee when anyone is present who refuses to comply with the registration requirement.

Any possession of unauthorized dangerous instruments, weapons or devices shall be reported immediately to the principal or designee and may be reported to the local law enforcement agency.

Any person who complies with the principal or designee's request to depart from school grounds may appeal to the Board of Trustees, designee, or principal. The written request for a hearing must be made within five days after the person's departure from school and must state why the request to depart was improper. The request also must provide an address to which a hearing notice may be sent. Upon receipt of the request for a hearing, the Board, designee, or principal shall mail a notice of the hearing to the person requesting it. The hearing shall be held within seven days after receipt of the request.

The Board shall consider and decide the matter at the next regular public Board meeting for which it can be placed on the agenda. The Board's decision shall be final.

Adult Code of Conduct Policy

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

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

DEFINITIONS OF UNACCEPTABLE BEHAVIOR:

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

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

PROCESS & CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

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

STATE LAW REGARDING UNACCEPTABLE BEHAVIOR

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

CAMPUS BEHAVIOR REGULATIONS

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

- Please always refrain from the above Unacceptable Behaviors.
- Please understand that school employees (teachers) may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.

- Please speak with your Class Teacher at an appropriate time if you or your child has an issue in the classroom or on the playground. If you have an issue with a Subject Specialist, Education Specialist, or Yard Duty person, please speak with your Class Teacher first.
- Please always use student-appropriate language and behavior on campus.
- Please honor each teacher's "Class Rules."
- Please do not enter the Home Room/Faculty Lounge unless you are a school employee.
- If you are asked to leave an area or room on campus, please do so immediately without resorting to any unacceptable behaviors as defined above.

SCHOOL OFFICE BEHAVIOR REGULATIONS

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

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

EMAIL ETIQUETTE

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

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

Student Assessment

Theory of Action on Assessments

In order to remain consistent with our vision, our authentic assessment strategies will reflect GVCS's commitment to:

- Promote an individualized approach to education
- Assess students in both academic and non-academic areas
- Recognize students' individual strengths and weaknesses
- Avoid labeling students
- Create a non-competitive environment for our students
- Provide broad in-depth assessments to assist GVRS families
- Benchmark skills and classroom-level skills are developed and assessed routinely

GVCS will base performance assessments on the Waldorf/Common Core State Standards developed by the Alliance for Public Waldorf Education. These standards are designed to align Waldorf methods curricula with Common Core Standards over the ten-year period of transitional kindergarten through eighth grade.

Assessment is only sometimes a formal, scheduled activity. Assessment takes place continuously through observation of student learning, teacher and student reflection, analysis of student work, discussions between teachers and students, and formal and informal testing.

Multiple Measures/Assessments Selected

Golden Valley's formal assessment system is designed to ensure all students make adequate and consistent progress toward measurable pupil outcomes and that teachers and administrators can monitor that progress for each student. Teachers will regularly use additional assessments specific to their content areas. Additionally, students who are academically behind may be assessed more frequently in their intervention areas as part of our RTI plan.

The following table lists specific assessment tools used to evaluate pupil progress and identifies the grades that each assessment is used to evaluate.

Assessment	Purpose	Grade(s)	Frequency
CAASPP	Measures student proficiency in ELA and Mathematics	3-8	Annually in Spring
CAST	Assess student knowledge and understanding in science, including scientific thinking and reasoning	5, 8	Annually in Spring
ELPAC	Measures student understanding and proficiency of English language	K-8	Annually
CAA	Measure the academic abilities of students with significant cognitive disabilities	3-8	Annually in Spring
PFT	Measure student physical fitness against state criteria; teachers and parents share information/develop strategy to support students' fitness if needed.	5, 7	Annually in Spring
FastBridge Benchmark Assessment	Evaluate student progress towards meeting grade level standards for ELA and Mathematics.	1-8	1-2 times per year
Curriculum Embedded Assessments	Measure student progress and achievement, identify areas of need, and drive instruction.	TK-8	Ongoing
Report Cards	Assess students' progress in academic, social, and motor skills based on teacher observation.	TK-8	January and May

Progress Reports	Students at risk of not meeting grade level expectations or who do not have passing grades will receive mid-semester progress reports	TK-8	October and April
End of Year Narrative	Provide teachers and parents with annual, individualized reports of student progress in all areas of study, social interaction, etc.	TK-8	Annually in Spring
Individual Student Portfolio	Provide teachers and parents with annual, individualized reports of student progress based on samples of student work.	TK-8	Annually in Spring
Oral recitations, presentations, reports, performances, exhibits, and demonstrations.	Observe student presentations of work completed or mastered. Presentations will take place in the classroom and at periodic school-wide assemblies.	2-8	Varies-Periodically during each school year
8 th Grade Student Projects	Document completed student projects, both individual and group. Exhibit samples of completed projects at school-wide and/or public events. To demonstrate their learning, each student will submit a written report and create an oral report and artistic presentation, to be presented at the school wide Eighth Grade Project Presentations at the end of the school year.	8	Annually in Spring

Classroom and Campus Etiquette

Library Use

We are happy to have books available for students and parents to check out and enjoy. In order to have quality library materials readily available, we ask for your support and help by observing the following:

Only one (1) book may be checked out at a time. Preferably, this book will remain at school for use in class. Most damage and loss occur when books are taken home. Students are strongly encouraged to take advantage of the local public library system.

Borrowers are responsible for the care and condition of library materials in their possession. It will be necessary to charge parents/guardians for lost or damaged items. If students have outstanding books or fines, their report cards and classroom projects may be held until these are cleared.

Lost and Found

PLEASE CLEARLY MARK ALL OF YOUR CHILDREN'S CLOTHING, LUNCHBOXES, AND BACKPACKS TO HELP US IDENTIFY THEIR PROPERTY.

Found property should be turned into the office (small items) or to the Lost and Found bins/racks. Students may check the Lost and Found during recess with adult supervision or before or after school. Parents may check Lost and Found anytime. Parents and students may also want to check the child's classroom and the Aftercare room for missing items.

All unclaimed items will become property of Golden Valley Charter School after three months or at the end of the school year. Unmarked and unclaimed items will be donated to charity.

Birthdays and Parties

Invitations to birthdays or other parties may be passed out at school ONLY if every child (or all boys or all girls) in the class receives an invitation. If the party is for a select group of students within the class, invitations may not be distributed on campus.

Be mindful that in a small school community such as ours, it is very hurtful for children who are left out of an activity or a party. Please be sensitive to the feelings of all children in the class. Please ask your Class Teacher or the school Principal if you have further questions.

Student Organizations & Clubs

Student Government

If appropriate, the School may establish a student government so long as a faculty member will supervise such activities and ensure compliance with Board requirements and other applicable lawful regulations. The Principal or designee may establish a fair process for the nomination and election of officer for President, Vice President, Secretary and Treasurer. There shall be a minimum of two class representatives, to be selected by procedures to be developed at the discretion of the faculty of the participating classes. Meetings shall be held in a manner and at times deemed necessary by the student government. However, the body shall generally determine all other rules for its operation and activities consistent with the established rules of the School and the Board.

Student Organizations

In addition to a student government body, students may establish organizations or clubs so long as approval is obtained by the governing board consistent with this policy and any other applicable requirements.

Approval

The student organization's constitution and by-laws may be prepared through the cooperative work of the students and faculty. A request form should be submitted to the Principal for initial review to ensure consistency. In reviewing such proposals, the Principal shall respect all pupil constitutional and statutory rights. The funds of every student organization shall be deposited, expended and accounted for in accordance with a written procedure developed by the student government, with the assistance of the Principal of the School.

Use of School Facilities

The use of school facilities by student organizations will be subject to reasonable rules established by the School. Students interested in initiating a meeting on school premises shall submit a request in writing to the school Principal. The request should state the name of the person requesting the meeting, the name of the group or type of group requesting the meeting, the number of persons expected to attend, the time requested, and the length of time for the meeting. The Principal or designee shall review the written request and determine, which, if any room is available to accommodate the request. Requests for use shall be presented to the Principal seven school days in advance of the date requested for use. The Principal shall assign a teacher, administrator or other employee to a meeting for "custodial" purposes. The employee shall not participate in the meetings, sponsor the meeting or attempt to influence the form or content of the meeting.

The granting of use of school facilities does not mean the School sponsors or endorses the activities of any student group.

Revocation of Privileges

Student groups and individual students meeting on school property or otherwise at a school sponsored event may have their privilege to meet revoked if they engage in conduct that violates this policy, disruptive to the educational process, damages school property or violative of any law. Student organizations or their members shall not engage in any activity which coerces, pressures, embarrasses or unduly influences other students to participate in any meeting.

Student Dress Code

INTRODUCTION

The scope of education provided at Golden Valley Charter Schools does not stop with the core curriculum, extending to consideration of the environment into which the children come as they attend school. We wish to surround the child with a nourishing environment that is beautiful and supports learning. GVCS endeavors to form a healthy school-time environment by guiding children toward appropriate school attire. This dress code shall also apply to school functions and field trips.

DRESS CODE

- To create an environment focused on learning which provides a wholesome social atmosphere, all attire should be free of logos as well as media references and images. Logos smaller than a credit/business card are permitted. One logo per piece of apparel.
- Clothing should prepare the child for weather and movement
 - Cut so that underwear is not visible.
 - Tops cover the midriff when arms are extended overhead
 - Shoulder straps are a minimum of 1" wide, necklines and sleeve holes keep the chest covered
 - Pants cover the hipbones
 - Skirts and shorts reach mid-thigh length
- Patterns, plaids, stripes, solids, or singular images from nature are allowed. (Only the nature item, no nature words or names of places.)
 - School-related apparel is allowed, such as GVCS shirts, Eagle Chase shirts, GVCS sports team uniforms, Pentathlon shirt, Medieval Games shirt, etc.
 - "Virtues" words and positive messages are permitted
- Come wearing comfortable, practical, flat-soled shoes that are firmly attached to the feet.
 - Flexible, firm-fitting athletic shoes are required for Games Class, though every school day includes movement and physical activity.
 - Shoes must be free of lights and/or wheels
 - Sandals or crocs must have a backstrap.
- Children are asked to come to school free of make-up
 - Nail polish is an exception for all grades
- Hair:
 - Color must be natural
 - Exaggerated, distracting hairdos are not permitted at school (e.g. mohawks, spikes, etc.)
- Jewelry:
 - Leave dangling jewelry at home.
 - Only ears may be pierced

Middle School Adjustments

6th, 7th, and 8th grade students are given more freedom of expression in the following ways:

- Clothing
 - Shoulder straps may be "spaghetti" style, as long as the chest and undergarments are adequately covered
 - "Virtues" words and positive messages are permitted
- Students may wear make-up that is moderate and not distracting
 - Must be applied at home before coming to school.

- Hair may be dyed any color
- Jewelry:
 - Earrings and stud-type nose rings are allowed.
 - For safety, no hoops or dangling ear or nose rings are permitted.

The above guidelines may not cover all situations and teachers may need to address particular attire for their class's learning environment.

ASSEMBLY DRESS

Assemblies and performances may require specific dress, such as white clothes for the May Festival. Music performances, graduations, and ceremonies will be preceded with specific guidelines from the teacher about how to dress. It is important to have ceremonial, unifying attire and students may wish to bring a change of clothes for recess. Failure to present oneself in appropriate attire may require a student to be excluded from a presentation. This includes Friday gatherings.

FREE SPEECH

Students at GVCS shall have the right to exercise freedom of speech and of the press as provided for in Education Code Sections 48907 and 48950. Any acts or speech that are obscene, libelous or slanderous, or which create a clear and present danger of unlawful acts or violation of school regulations, or substantial disruption to the orderly operation of the school, or speech that constitutes harassment, threats, or intimidation are prohibited. The school principal can place restrictions on the time, place, and manner for students to exercise these rights.

Cellphone Policy

Limiting or Prohibiting the Use of Cellphones on the Charter School Campus

We would like to respect our students' rights to have a cell phone for use in an emergency. However, cell phones can be a source of distraction and interruption in the school environment. To improve this situation, the following guidelines are to be followed:

- While on campus, cellphones and electronic devices brought to school by students are to be kept turned off and out of sight (this includes but is not limited to before/after school and at festivals and school events).
- Students are not to keep cellphones on their person during the school day.
- Students are expected to keep cellphones and electronic devices in their backpacks or to give them to the teacher during school hours, at the teacher's discretion. If given to the teachers, the phones will be in an accessible location in the event of an emergency
- If a student needs to call home, he/she will ask his/her teacher for permission to do so from the school office phone.
- If a parent has a family emergency, he or she should call the school office and school personnel will contact the student.
- ~~• All electronic devices such as must not be visible or used on the school campus at any time.~~
- ~~• Students are not to keep electronic devices on their person while on the school campus.~~
- The school is not responsible for cell phones or other electronic devices brought to school by students and will not be liable for damaged, destroyed or lost cellphones or devices.

Notwithstanding the above, students shall not be prohibited from using or possessing a smartphone on campus, while attending school-sponsored activities, or under the supervision or control of school employees under any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to the student to possess or use the smartphone, subject to any reasonable limitation they may impose.
- When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student.
- When the possession or use of a smartphone is required in a student's individualized education program.

Student Code of Conduct

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

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

The Student Behavior Guidelines for Golden Valley Charter Schools are based upon a philosophy of respect and adherence to California State Education Code (*particularly Sections 48900 through 48915, and 48918 where applicable 48908*):

Student Behavior Guidelines

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

1. Students will support a positive learning environment. —Students are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and follow directions when requested to do so.
2. Students will treat all adults and students with respect. —Respectful, courteous language is expected towards teachers, students and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a student asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect. —Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed. —Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules. —Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.
6. Parental concerns about the implementation of this policy shall be shared directly with their student’s teacher.
7. Due to FERPA Privacy Laws, school personnel are unable to discuss other students’ behaviors with parents.
8. Please refer to the Bullying Prevention Policy and Plan for further information regarding bullying prevention and reporting, including use of the Bullying Incident Report.
9. Restorative and trauma-informed practices will be utilized where appropriate as a first means of correction, in alignment with Education Code 48900.5.

Consequences for Misbehavior

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

Classroom Management for Student Behavior

Setting Expectations

At the beginning of each school year each teacher will communicate their class management plan with parents at the first

parent meeting. Additionally, a written copy of the class expectations for Specialty classes will be distributed to all parents.

Consequences for Misbehavior:

At this level, misbehavior will be dealt with according to the teacher's class management plan. In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the student will progress to the next step.

Referral and Parent-Teacher Conference

Referral

If a student fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a Referral) may be sent home with the student describing this behavior. The teacher will follow this up with a phone call, email, or ParentSquare message to the parents and letting them know to expect a referral from their student.

The parents and student will discuss the situation and assist the student in developing a plan to correct the behavior. The signed notice will be returned to the teacher the following day.

Parent-Teacher Conference

When a student receives two referrals, the teacher will schedule a parent-teacher conference. Restorative practices, counseling, or other means of correction will be discussed.

Suspension

Suspensions will be imposed only when other means of correction fail to bring about proper conduct, in accordance with the Suspension & Expulsion policy and as required under Ed Code 48900.5.

The duration of suspension will depend on the severity and nature of the behavior in accordance with Ed Code 48911.

The school will not suspend students in grades K–8 solely for "willful defiance," consistent with Ed Code 48900(k) and subsequent amendments.

Expulsion

Should the above steps and due process not prove to correct the student's behavior expulsion may be recommended. Students have the right to an expulsion hearing, representation, presentation of evidence, and appeal, per Ed Code 48918 and in accordance with the Suspension & Expulsion policy.

Behaviors and Interventions

1. First referral: Phone call to parent from the teacher
2. Second referral: Phone call and parent-teacher conference
3. Third referral: Phone call home from administrator and SST meeting is scheduled
4. At SST Meeting: Parents and school will develop a plan and identify any necessary interventions that the student may need
5. Subsequent referrals: Continued documentation, interventions, and SST meetings as needed
6. Restorative and non-punitive strategies will be applied at every reasonable step prior to suspension or expulsion recommendation.

Referral and Records

Referrals are cleared year to year. Suspensions are cumulative from year to year and are part of a student's cumulative file. *Disciplinary records will be maintained in accordance with FERPA and California Education Code requirements.*

Pupil Suspension and Expulsion Policy

Introduction

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

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

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

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

School staff shall not do any of the following:

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

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

Suspension

Definition

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

- Reassignment to another education program or class at GVCS where the pupil will receive continuing instruction for the length of day prescribed by the Principal for pupils of the same grade level;
- Referral to a certificated employee designated by the principal to advise pupils;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the principal or designee.

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

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

Authority

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

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

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

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

Grounds

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

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Principal or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.

- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, “school property” includes but is not limited to electronic files and databases)
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Knowingly received stolen school property or private property
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 - A message, text, sound or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - An act of cyber sexual bullying.
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
 - An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.
 - For students in grades 4 to 12, committed sexual harassment
 - Caused or participated in an act of hate violence
 - Carried, possessed, sold or otherwise furnished an electronic signaling device
 - Committed vandalism/malicious mischief
 - Violated academic ethics
 - Falsified or misinterpreted notes or phone calls of parents or guardians
 - Falsely activated fire alarm
 - Habitually violated the dress code
 - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment
 - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: those set forth in Penal Code section 422.55, including immigration status, and Education Code section 220, disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
 - A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

A student in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other

school personnel engaged in the performance of their duties (the “Act”), and those Acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.

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

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

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

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

Procedures Required to Suspend

Step One

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

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

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Principal and the student in which the student shall be orally informed of the reason for the suspension, the evidence against that student, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of that student’s side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

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

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

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

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

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

Step Three

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

Step Four

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

Step Five

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

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

Step Six

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

Step Seven

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

Special Education and Section 504 Student Suspensions

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The Principal

shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify the Director of Special Education of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and the LEA).

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

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

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

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

Appeal Process

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

Expulsion

Definition

Expulsion means involuntary disenrollment from the charter school.

Authority

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

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

Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

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

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

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

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

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

Category III Expulsions – Discretionary Expulsion Recommendation

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

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

Procedures to Expel a Student

Step One

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

Step Two

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

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

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

Step Three

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

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

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of GVCS's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at GVCS to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing; EC 47605(b)(5)(J).

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

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

Step Five

An expulsion hearing shall be held before the GVCS Board of Trustees. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.

While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the GVCS Board of Trustees to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

Step Six

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

Step Seven

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

- Notice of the specific offense committed by the student;
- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school

Within 30 days of the decision to expel, the Executive Director shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the

student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

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

Step Nine

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

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

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

Application, Admission, and Enrollment Policy

Purpose

The goal of the admissions policy of Golden Valley Charter Schools (GVCS) is to attract, admit and retain at the School the broadest spectrum of students and families representative of the rich diversity existing in the San Juan Unified School District. GVCS will be nonsectarian in its programs, admissions policies, employment practices and all other operations. GVCS will not charge tuition and will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

The purpose of this policy is to set forth guidelines for the application, admissions and enrollment procedures.

GVCS shall admit all pupils who wish to attend the School up to capacity. All families must complete a written enrollment application and are requested to sign a parent commitment ("Parent Agreement").

Birth Date Deadlines

The GVCS curriculum inspired by Waldorf education is based on the development of the child. While our school is open to all students who wish to enroll subject only to capacity, the school has adopted a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law for some grades. In compliance with California Education Code §48000 governing Kindergarten and Transitional Kindergarten age eligibility:

- Kindergarten: Children must turn five (5) years old on or before September 1 of the school year.
- Transitional Kindergarten (TK): Beginning in the 2025–26 school year, children who turn four (4) years old on or before September 1 of the school year are eligible to enroll in TK.
- TK serves as the first year of a two-year Kindergarten program, and students who complete TK shall continue to Kindergarten the following school year.
- Admission to Kindergarten or TK shall not be conditioned on readiness assessments; such assessments may be used only after enrollment for instructional planning and support.
- The School will communicate TK and K placement options to families and provide information about developmental readiness, consistent with Waldorf-inspired educational principles and applicable law.

Below are the current grade/age guidelines given in the GVCS enrollment policy for student applicants.

Birthday Deadlines for Enrollment at GVCS through 2029			
2025-2026 Birthdate Deadlines		2026-2027 Birthdate Deadlines	
TK	6/3/20- 9/1/21	TK	9/2/21-9/1/22
K	5/15/19- 6/2/20	K	6/3/20- 9/1/21
1st grade	5/15/18 – 5/14/19	1st grade	5/15/19- 6/2/20
2nd grade	5/15/17- 5/14/18	2nd grade	5/15/18 – 5/14/19
3rd grade	5/15/16 - 5/14/17	3rd grade	5/15/17- 5/14/18
4th grade	5/15/15 - 5/14/16	4th grade	5/15/16 - 5/14/17
5th grade	5/15/14- 5/14/15	5th grade	5/15/15 - 5/14/16
6th grade	5/15/13 - 5/14/14	6th grade	5/15/14- 5/14/15
7th grade	5/15/12 - 5/14/13	7th grade	5/15/13 - 5/14/14
8th grade	5/15/11 - 5/14/12	8th grade	5/15/12 - 5/14/13
2027-2028 Birthdate Deadlines		2028-2029 Birthdate Deadlines	
TK	9/2/22-9/1/23	TK	9/2/23-9/1/24

K	9/2/21-9/1/22
1st grade	6/3/20- 9/1/21
2nd grade	5/15/19- 6/2/20
3rd grade	5/15/18 – 5/14/19
4th grade	5/15/17- 5/14/18
5th grade	5/15/16 - 5/14/17
6th grade	5/15/15 - 5/14/16
7th grade	5/15/14- 5/14/15
8th grade	5/15/13 - 5/14/14

K	9/2/22-9/1/23
1st grade	9/2/21-9/1/22
2nd grade	6/3/20- 9/1/21
3rd grade	5/15/19- 6/2/20
4th grade	5/15/18 – 5/14/19
5th grade	5/15/17- 5/14/18
6th grade	5/15/16 - 5/14/17
7th grade	5/15/15 - 5/14/16
8th grade	5/15/14- 5/14/15

Application Process

Parent(s)/Guardian(s) who wish to apply to Golden Valley Charter School are required to:

- Attend a Parent Information Meeting (PIM).
- After attending a PIM, the parent(s)/guardian(s) shall fill out the Enrollment Application and Parent Agreement and submit them to the Enrollment Coordinator.
 - Parents will complete an open enrollment application which will ask for basic student information. Parents will be asked to complete a more extensive Registration Packet due date before the student's first day of attendance. The packet will include, but is not limited to:
 - Registration Form
 - Parent signature of Parent Agreement
 - Income Survey
 - Proof of Immunization
 - Home Language Survey
 - Completion of Emergency Medical Information Form
 - Proof of minimum age requirements, e.g. birth certificate
 - Media Release
 - During the February Open Enrollment period: Applications must be submitted and received by the last day of February.
 - After the February Open Enrollment period: If spaces are still available after the February Open Enrollment period, parent(s)/guardian(s) may attend a specially scheduled PIM and turn in an Enrollment Application and Parent Agreement.

Admissions Process

1. If it is determined that spaces are available in any grade level, a public random drawing (hereinafter “lottery”) will be held and a waiting list will be formed. Students will be invited to enroll at Golden Valley in wait list order.
2. If an applicant declines the offer of placement at the time the offer is extended, the applicant will be removed from the waiting list and must reapply to be eligible for the next lottery.

Enrollment Process

The following requirements must be met in order to enroll a student at *GVCS*.

1. Parent(s)/guardian(s) must complete an Enrollment packet before the first day of attendance, including, but not limited to:
 - Enrollment/Registration form
 - Emergency Card

- Parent Agreement
 - Proof of Immunization
 - Proof of minimum age requirements, e.g. Birth Certificate
2. Parent(s)/guardian(s) must complete the following paperwork on or after the first day of attendance.
 - Health Exam for School Entry (submitted within 60 days of the first day of attendance)
 - Language Survey
 - Income Survey
 - Family Directory and Media Release

Open Enrollment Period

Applications will be accepted during the February Open Enrollment period for enrollment in the following school year. At the end of the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level, with the exception of existing students (this would include students currently enrolled in Golden Valley Charter School, approved as authorized by the San Juan Unified School District) who are guaranteed enrollment in the following school year.

Lottery/Public Random Drawing

Enrollment preferences in the case of a lottery following the February open enrollment period shall be allowed in the following priority. The application of preferences will be further defined by Board policy.

1. Students who are children or grandchildren of current GVCS and/or GVOS employees, not to exceed 10% of the student population
2. Siblings of students currently attending GVCS
3. Siblings of alumni of GVCS (alumni are defined as having attended GVCS for four years or having graduated 8th grade)
4. Students who have been attending other Waldorf or Waldorf-inspired schools or playgroups
5. Students, not in the above categories, who are residents of the San Juan Unified School District
6. All other applicants

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year.

In no circumstance will a waiting list carry over to the following school year.

Outside the Enrollment Period

Applications for classes that are full will be accepted and placed in a “pool” until there is an opening in the class. If a space opens up, a lottery will be held. If an opening does not occur before the next Open Enrollment Period, the application will not be carried over to the following year.

Misrepresentation of Admission and Enrollment Information

GVCS shall have the right to withdraw students whose parents misrepresent their legal status as guardians, their place of residence, or any other material information on any school document including but not limited to admission and enrollment forms. Parents shall be entitled to notice and an opportunity to respond before the Board of Trustees to any charge that they have misrepresented material information to the Charter School.

Special Circumstances

Students who have special needs may be required to enter into a contract outlining the requirements for enrollment.

Students who have been expelled from another school require special consideration by Executive Director and may not be admitted.

Appeal Process

If a parent believes the enrollment procedure as described herein has not been followed, the enrollment decision may be appealed. Note that appeals must be based on the belief that procedural violation has occurred. Appeals will not be reviewed if they are based solely on the fact that the parent disagrees with the decision.

The appeal process is as follows:

- Appeals are to be submitted in writing within two weeks of receipt of notification by the family of the student who has not been accepted.
- The Executive Director will screen all appeals and, if it is determined that a procedural error occurred or may have occurred, the appeal will be forwarded to the Board of Trustees.
- The parent may be invited to a closed session of the Board to explain the appeal. The Board will then vote on a proposal to reverse the enrollment decision. The decision of the Board is final. The parent may elect to have the appeal held in open session.
- The decision of the Board of Trustees will be communicated in writing to the parent within one week of the decision.

Student Records

GVCS will comply with the Family Educational Rights and Privacy Act (FERPA) 20 USC 1232g and the California Education Code 49060-49084 in order to provide protection for student records.

This policy supersedes all previous policies related to applications, admissions and enrollment.

Residency Policy

California law requires that certain residency requirements are established in order for a student to be admitted in Golden Valley Charter Schools (the “School”). California law requires that a student is a resident of the state of California.

A student has residency in the state California of the residence of the parent/guardian/caregiver with whom that student maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn. Owning a home in California or in a particular county does not qualify a student to attend the School, unless it can be shown that the student is also living in the home at least three days per week during the school year.

The school requires a new proof of residency before the student is unconditionally enrolled and will require a new proof of residence at the beginning of each school year.

A student on an extended vacation lasting up to four months (cumulatively or consecutively) in one school year, will not be deemed to have lost California residency.

All materials will be mailed to, and any in person services will be held at, the address identified in the student’s records in his/her proof of residence documentation, unless an alternative location is agreed upon by the teacher of record.

If there is reason to believe that a student’s residency is in question, the School may investigate in order to determine authenticity of the home address on file with the school. When it is determined that a student lives outside of California, The School will provide written notice of the determination of non-residency within five days of the School’s intention to disenroll the student.

The notice shall contain an explanation of the parent/guardian/education rights holder’s right to request a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses and at which the pupil has the right to bring legal counsel or an advocate to dispute the finding of non-residency. If the parent/guardian/educational rights holder does not request a hearing within five days of receipt of the notice, the right to a hearing is waived and the student will be immediately disenrolled. If the student’s parent, guardian or educational rights holder initiates the hearing, the student shall remain enrolled and shall not be disenrolled until the School issues a final decision. If the parent, guardian or educational rights holder initiates the hearing, from the time the School sends the notice until the resolution of the residency hearing, the School will not provide enrichment funds for the student.

Exceptions: If any of the following categories of students lose residency due to their status as described below, the School shall serve these children as articulated and in accordance with law.

Children of Military Families

The School will serve children of military families as follows:

- 1) Allow the student to continue his or her education in the School, regardless of change of residence of the military family during that school year, for the duration of the student’s status as a child of a military family; or
- 2) For a student whose status changes due to the end of military service of his or her parent during a school year, comply with either of the following, as applicable:
 - a. If the student is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the student to continue his or her education in the School through the duration of that academic school year;

- b. If the child is enrolled in high school, allow the student to continue his or her education in the School through graduation.

“Children of military families” means a school-aged child or children, enrolled in Kindergarten through 12th grade, in the household of an active duty member. “Active duty” means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.

Homeless Youth

The School will be considered to be a pupil’s school of origin for a homeless youth when the child attended the School when permanently housed or was last enrolled in the School before becoming homeless. The School will serve homeless youth, as defined below, whose residency has changed as follows:

- 1) Allow the student to continue his or her education in the School, for the duration of homelessness.
- 2) If the pupil is no longer homeless before the end of the academic year, either of the following apply:
 - a. If the homeless youth is in high school, the School shall allow the formerly homeless child to continue his or her education in the School through graduation.
 - b. If the homeless youth is in kindergarten or any of grades 1 to 8, inclusive, the School shall allow the formerly homeless youth to continue his or her education in the School through the duration of the academic year.

The term “homeless youth” or “homeless pupil” shall mean individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 USC section 11302(a)(1)); and includes—

- 1) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- 2) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 42 USC section 11302(a)(2)(C));
- 3) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 4) migratory children (as such term is defined in 20 USC section 6399) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

Foster Youth

The School will be considered to be a pupil’s school of origin for a foster youth when the child attended the School at the initial detention or placement, or any subsequent change in placement of a foster child for the duration of the jurisdiction of the court. The School will serve former foster youth, as defined below, whose residency has changed as follows:

- 1) If the jurisdiction of the court is terminated before the end of an academic year, the School shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education in the school of origin through the duration of the academic school year.
- 2) If the jurisdiction of the court is terminated while a foster child is in high school, the School shall allow the former foster child to continue his or her education in the School through graduation.

The term “foster youth” means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I Code sections 300 or 602 or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.

Migratory Youth

The School will be considered to be a pupil's school of origin for a migratory youth when the child attended the School at the time the pupil's status changed to a pupil who is a migratory youth. The School will serve migratory youth, as defined below, whose residency has changed as follows:

- 1) If the migratory youth is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the pupil to continue their education in the School through the duration of that academic school year.
- 2) If the migratory youth is enrolled in high school, allow the pupil to continue their education in the School through graduation.

The term "migratory youth" means a child who has moved with a parent, guardian or other person having custody, from one school to another, either within the State of California or from another state within the 12-month period immediately preceding his or her identification as such a child, in order that the child, a parent, guardian or other member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Migratory youth" includes a child who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

Identification and Education Under Section 504

The Board of Golden Valley Charter Schools recognizes the need to identify and evaluate students with disabilities, and desires to ensure that all students, including students with disabilities, have a free appropriate public education (FAPE). This means that students with disabilities will receive the same education as students without a disability.

The Executive Director shall designate a 504 coordinator to establish and implement evaluation procedures to be used whenever there is reason to believe that a student, because of a disability, needs or is believed to need special instruction or related services. This coordinator shall also ensure a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the student to examine relevant records, an impartial hearing with the opportunity for participation by the student's parent/guardian and representation by counsel, and a review procedure.

The Executive Director or designee shall ensure that identified students with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.

If the student is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 multi-disciplinary team members shall develop a written Section 504 service plan for the student. Upon reviewing the nature of the disability and how it impacts the student's education, the members shall determine what general and/or special education services, related aids, supplemental aids and services, accommodations and/or modifications, are needed in order to provide the student with a FAPE. The student shall be educated with non-disabled students to the maximum extent appropriate.

The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. The Section 504 multi-disciplinary team shall provide the parent/guardian with a copy of the Section 504 service plan. If the Section 504 multi-disciplinary team determines that the student is not eligible under Section 504, the parent/guardian shall receive a copy of the Section 504 multidisciplinary team meeting notes stating the basis for this decision. Parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.

Staff-Student Boundaries Policy

PURPOSE

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

SCOPE

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

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

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

STAFF-STUDENT INTERACTIONS

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

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

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

DEFINITIONS

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

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

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

ACCEPTABLE AND UNACCEPTABLE BEHAVIORS

Some activities may seem innocent from a staff member’s employees point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose

of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between employees and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.”

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

Unacceptable Behaviors

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

- Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the School Principal along with the rationale, therefore.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one’s lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
- “Dating” or “going out with” a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- Taking or requesting photographs or videos of students for personal use or posting online
- Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the School Principal and the student’s parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental or legal guardian permission
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.
- A visit to the student’s home without parental or legal guardian approval or administrative notification.

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

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- Touching face to check temperature or other first aid procedures
- Consoling an upset student by example: wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP, behavioral contract or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from the School Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment), see Staff Electronic Media Policy and Employee Electronic Media Acceptable Use Agreement
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Socializing (attending outings) with class or group gatherings with students outside of approved functions with parent or legal guardian approval
- Prioritizing professional behavior during all moments of student contact

BOUNDARIES REPORTING

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

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

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse (or you reasonably suspect it), California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to your county child protective agency (CPS) or local police/sheriff. The report shall be made by phone immediately (employees will be provided a break from their duties to file the report), and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse.

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

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

Internal Investigations

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

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

Consequences

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

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

Foster Youth Policy

The Board of Golden Valley Charter Schools (the “Charter School”) desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Foster students will not be stigmatized or segregated in a separate school or program based on the student’s status as foster youth.

Definitions

- **Foster child/student/youth** means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.
- The Charter School is the **school of origin** when the student attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

Foster Child Liaison

The School’s foster child liaison is: [insert name and contact info]. The School’s foster child liaison is required to do all of the following:

- Ensure and facilitate the proper educational placement, admission in school and checkout from school of foster children.
- Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.
- The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child’s best interests, that the foster child’s right to attend the school of origin be waived and the foster child be admitted in a public school that pupils living in the attendance area in which the foster child resides are eligible to attend.
- Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child’s best interest.
- If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be

served by his or her transfer to a school other than the school of origin, the foster child shall immediately be admitted in the new school.

Admission

All foster students are required to follow the school's process for admitting students, including filling out and submitting the school's admissions packet on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, foster students will participate in the lottery as with any other student.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in [Name of School] as the school of origin, the foster child has the right to remain in [Name of School] pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in [School Name] as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend [School Name]. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is admitted at the time of placement.

Former Foster Children

If the jurisdiction of the court is terminated before the end of an academic year, the [School Name] shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

If the jurisdiction of the court is terminated while a foster child is in high school, [School Name] shall allow the former foster child to continue his or her education in [School Name] as the school of origin through graduation.

Course Work

The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for coursework completed. The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the pupil did not complete the entire course, the Charter School shall not require the pupil to retake the portion of the course the pupil completed unless the Charter School, in consultation with the holder of educational rights for the pupil, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be admitted in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course.

If the Charter School has knowledge that the transcript from the transferring local educational agency may not

include certain credits or grades for the student, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic or other records to the Charter School within two business days of the request.

Transportation

If the foster student requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost-effective manner.

Records

A foster family agency with jurisdiction over a currently admitted or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for pupils and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster pupil.

A foster family agency, short-term residential treatment program, or caregiver may review and receive pupil records pursuant to subdivision (a) for purposes of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the pupil has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and admitting the pupil in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A “resource family” means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.

Homeless Education Policy

The Board of Golden Valley Charter Schools (the “Charter School”) desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student’s status as homeless.

Definitions

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last admitted when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student’s parent(s) or guardian(s), or is not in the best interest of the student.
- In determining the best interest of the child or youth, the School shall:
 - Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, unless it is contrary to the request of the child’s or youth’s parent or guardian, or unaccompanied youth;
 - Consider student-centered factors related to the child’s or youth’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child’s or youth’s parent or guardian or unaccompanied youth;
 - If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child’s or youth’s best interest to attend the School, the School shall provide the child’s or youth’s parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
 - In the case of an unaccompanied youth, ensure that the School liaison assists in placement or admission decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

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

Homeless Liaison

The School's homeless liaison is:

Ashley Cecil, Enrollment & Student Services Coordinator
1000 River Rock Drive, Suite 220
Folsom, CA 95630
(916) 597-1033
(916) 529-4160 (fax)

The School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth are admitted to, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including Head Start programs (including Early Head Start Programs) and [if applicable] early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that admission disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are admitted to school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.
- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies and that they receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
- Shall administer a housing questionnaire for purposes of identifying homeless children and youths and unaccompanied youths. The questionnaire shall comply with legal requirements. The questionnaire shall be administered annually, and report to the California Department of Education the number of homeless children and youths and unaccompanied youths enrolled.

- Offer training to the Charter School’s certificated and classified employees providing services to pupils experiencing homelessness, including, but not limited to, teachers, support staff, and other Charter School staff who work with students, at least annually relating to the following: 1) the homes education program policies established by law; 2) recognition of the signs that students are experiencing, or are at risk of experiencing homelessness. The liaison is encouraged to offer this training to all school certificated and classified staff, including, but not limited to, teachers, support staff, and other school staff who work with students.
- Inform employees of the availability of training and the services the liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

Admission

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

If the homeless student seeking admission is unable to produce records normally required for admission, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-admission. Provided that the admission process has been followed in all other respects, a homeless student will be admitted in the School despite the missing paper work. Additionally, the homeless student shall not be denied admission even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended. Upon admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

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

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student’s status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it is the school of origin) shall allow the formerly homeless student to continue that student’s education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student’s education in the School through the duration of the academic school year.

Admission Disputes and the Dispute Resolution Process

If a dispute arises over admission in the Charter School of a homeless student, the student will be immediately admitted to the Charter School in which admission is sought, pending resolution of the dispute. “Admission” means attending classes and participating fully in school activities.

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

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

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

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

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

Transportation

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

Comparable Education Services

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

- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- Programs for gifted and talented students
- School nutrition programs

Coursework Requirements

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

If the School is the transferring school, it shall issue the full and partial credits on an official transcript for the student and shall ensure the transcript includes all of the following: 1) All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at the School or any other local educational agency, other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school; 2) The credits and grades for each school and local

educational agency listed separately so it is clear where they were earned; 3) A complete record of the student's seat time, including both period attendance and days of enrollment.

If a homeless student enrolls in the School, and the School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, the School shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic and other records to the School within two business days of the request.

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

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

Notice

The School shall list the homeless liaison(s) and contact information for those liaison(s) on its website. The contact information for any employees or persons under contract whose duties include assisting the liaison in completing the liaison's duties shall also be listed.

Immigration Enforcement Policy

Responding to On-Campus Immigration Enforcement

Charter school personnel shall notify the Executive Director of any request by an immigration or law-enforcement officer for school or student access, requests for review of school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, charter school personnel must take the following actions:

1. Advise the officer that school personnel must have the Director review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the campus, school personnel should comply and contact the Director.

If the officer does not declare that exigent circumstances exist, school personnel shall inform the officer that the school must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

School personnel shall provide notes of the interaction to the charter school's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. Charter school personnel's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Parental Notification

Before a student can be interview or searched by any officer seeking to enforce civil immigration laws at the charter school, charter school personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

Charter school personnel must immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Immigration Enforcement Policy Related to the Detention/Deportation of a Student's Family Member

Responding to the Detention or Deportation of a Student's Family Member

The Charter School shall encourage families and students to be prepared in the event that a family member is detained or deported. The Charter School shall encourage families and students to:

- Know their emergency phone numbers;
- Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors' contact information, medication lists, and lists of allergies.

The Charter School shall permit students and families to update a student's emergency contact information as needed throughout the school year and to provide alternative contacts if not parent or guardian is available.

- The Charter School shall ensure that families may include the contact information of a trusted adult guardian as a secondary emergency contact in the event a student's parent or guardian is ever detained.
- The Charter School shall communicate to families that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The student's emergency card contact information is the information that shall be used in the event a student's parent or guardian is detained or deported and the student must be released to an adult designated on that card. Alternately, the Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. The Charter School shall only contact Child Protective Services if school staff are unable to arrange for timely care through the methods outlined above or other instructions given by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Educational Records and Student Information

I. Definitions

A. Education Record

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the School. Such information includes but is not limited to:

- i. Date and place of birth; parent and/or guardian's address, and where the parties may be contacted for emergency purposes.
- ii. Grades, test scores, courses taken, academic specializations and school activities;
- iii. Special education records;
- iv. Disciplinary records;
- v. Medical and health records;
- vi. Attendance records and records of past schools attended;
- vii. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, the School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

The School shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin.

An education record does not include any of the following:

- i. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- ii. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purpose of law enforcement;
- iii. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- iv. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the School; or
- v. Records that only contain information about an individual after he or she is no longer a student at the School.
- vi. Grades on peer-graded papers before they are collected and recorded by a teacher.

B. Directory Information

Part of the education record, known as directory information, includes personal information about a student that the School may make public. Directory information includes a student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received and the most recent previous educational agency or institution attended by the student.

C. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

D. Eligible Student

Eligible student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

II. Disclosure of Directory Information

At the beginning of each year, the School shall provide parents and eligible students with a notice containing the following information: 1) The categories or type of personally identifiable information it designates as directory information (this should be limited to the information specifically identified in Education Code section 49061(c)); 2) A statement that directory information does not include citizenship status, immigration status, place of birth or any other information indicating national origin (except where the School receives consent as required under state law); 3) The recipients of the directory information; Education Code 234.7 (Model AG policies); 4) The parent's or eligible student's right to refuse to let the School designate any or all of those types of information about the student as directory information; and 5) The period of time within which a parent or student has to notify the School in writing that he/she does not want any or all of those types of information about the student designated as directory information. The notice shall be included in the student handbook. Within 5 days of sending notice, any parent(s) who does not want his/her child's directory information made public without prior written consent must inform the School in writing. This parental notice must identify what student directory information (any or all) is subject to the prior written consent requirement.

The rights to require prior written consent does not apply to disclosure or requiring a student to disclose his/her name, identifier or institutional email address in a class in which the student is enrolled or to require the student to wear, display publicly or disclose a student ID card or badge that exhibits directory information.

III. Annual Notification to Parents and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
- File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.

The notice must also include the following:

- The procedure for exercising the right to inspect and review educational records;
- The procedure for requesting amendment of records;
- Assurances that the School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order;
- A description of the types of student records maintained by the School;
- A list of the circumstances or conditions under which the School might release student information to outside people or entities;
- A statement that, unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the School shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student's personally identifiable information.

IV. Parental and Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within 10 days, the School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

A. Update and Reissuance of Pupil Records

A former pupil of the School may request that former pupil's records to be updated to reflect the former pupil's changed legal name or gender by submitting government-issued documentation in the form of one of the following: State-issued driver's license, birth certificate, passport, social security card, court order indicating a name change or a gender change, or both. Upon the request of the former pupil, the School shall reissue the pupil records, including, but not limited to a transcript, a high school diploma, a high school equivalency certificate or other similar documents conferred on the former pupil. The School is not required to modify records that the former pupil has not required for modification or reissuance. If a former pupil requests that their name or gender is changed and records are reissued, the School shall add a new document to the former pupil's file that includes all of the following: 1) The date of the request; 2) The date the requested records were reissued to the former pupil; 3) A list of records that were requested by, and reissued to, the former pupil; 4) The type of documentation provided by the former pupil in order to demonstrate the legal name or gender change; 5) The name of the School staff person that completed the request; 6) The current and former name or gender of the former pupil. Former pupils who are unable to provide the government-issued documentation described above may request a name or gender change, or both, to the former pupil's records through the process described below in section C.

B. Copies of Education Records

The School will provide copies of requested documents within 10 days of a request for copies. The School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

C. Request for Amendment to Education Records

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted or misleading or in violation of the student's right of privacy, that person may request, in writing, that the School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. The School will respond within ten (10) days of the receipt of the request to amend. The School's response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

D. Hearing to Challenge Education Record

If the School denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The hearing to challenge the education record shall be held within 30 days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the School to the parent or

eligible student no later than 20 days before the hearing.

The hearing will be conducted by Executive Director. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The Executive Director's decision will be based solely on the evidence presented at the hearing. Within 30 days of the conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the School, or both. If the School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. Records of Foster Children

A foster family agency with jurisdiction over a currently enrolled or former pupil, a short-term residential treatment program staff responsible for the education or case management of a pupil, and a caregiver who has direct responsibility for the care of the pupil, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for pupils and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently enrolled or former foster pupil.

A foster family agency, short-term residential treatment program, or caregiver may review and receive pupil records pursuant to subdivision (a) for purposes of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by [Section 16010 of the Welfare and Institutions Code](#), and ensuring the pupil has access to educational services, supports, and activities. These purposes include, but are not limited to, enrolling the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and enrolling the pupil in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

VI. Disclosure of Education Records and Directory Information

The School must have a signed and dated written permission from the parent or eligible student before releasing any information from a student's education record with the exceptions listed below and for directory information. With the exceptions listed below, the School will not release educational records to any person or entity outside the School without the written consent of a parent or eligible student. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. The School shall permanently keep the consent notice with the record file. A parent, guardian or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the School shall not release the information.

The School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. No student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. *Id.* Immigration-enforcement agencies do not have a legitimate educational interest in a student's or family's citizenship or immigration status. A student's or family's citizenship or immigration status is not considered to be directory information.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the School prohibits disclosure, the School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and the School maintains the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior writing consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. If the School receives an information request related to a student's or family's immigration or citizenship status, the School personnel shall take the following action steps:

- Notify the [designate a School official, e.g., Executive Director] about the information request;
- Provide students and families with appropriate notice and a description of the immigration officer's request;
- Document any verbal or written request for information by immigration authorities;
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

The School will train its personnel regarding gathering and handling sensitive student information as identified in this policy.

The School will disclose education records, without consent, to the following parties:

School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

- a. Contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions may be considered a school official provided that the outside party performs an institutional service or function for which the school would otherwise use employees, is under the direct control of the school with respect to the use and maintenance of records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information.
- b. Other schools to which a student seeks or intends to enroll;
- c. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- d. Appropriate parties in connection with a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- e. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- f. Accrediting organizations in order to carry out their accrediting functions;
- g. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;
- h. Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students with some exceptions;
- i. Persons who need to know in cases of health and safety emergencies;
- j. State and local authorities, within a juvenile justice system, pursuant to specific State law.

- k. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the School with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding, regardless of whether the School concluded a violation was committed.
- l. The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purpose of conducting program monitoring, evaluations and performance measurements of the School, provided the data is reported in the appropriate form provided by law.
- m. An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law.
- n. Other disclosures as provided by applicable law.

VII. Requirements in Specific Disclosure Situations

If the School education records pursuant to Section V.b. above without consent to officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll, the School will make a reasonable attempt to notify the parent or eligible student at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section IV.C. above.

VIII. Record Keeping Requirements

The School will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

IX. Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202**

Student Internet Use Policy and Agreement

INTRODUCTION

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. The Golden Valley Charter Schools (“Charter School”) provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, the Charter School believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

The Charter School has promulgated and adopted the Student Internet Use Policy and Agreement (“Policy”) to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of the Charter School. This Policy sets forth student responsibilities and duties when accessing and using the Internet through Charter School equipment and resource network and when using email accounts maintained by the Charter School. The Charter School has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Charter School equipment and resource networks. The Charter School stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of the Charter School.

In addition to the below identified policies, the Charter School will use technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography, or with respect to use by minors, harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

An authorized administrator, supervisor or other employee may disable the technology protection measure concerned only during use by an adult to enable access for bona fide research or other lawful purposes.

Students are reminded that their use of Charter School equipment and resource networks reflect upon the Charter School, and Students should guide their activities accordingly.

STUDENT RESPONSIBILITIES

- A. **Use Limited to an Educational Purpose:** The Student acknowledges that access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Charter School equipment and resource networks only in a manner specified in the Policy.
1. *Educational Purpose:* “Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.
 2. *Inappropriate Use:* An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of Charter School policy.
- B. **Plagiarism:** Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the

written work as the student's original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

- C. **Copyright:** Student agrees that he or she will not use Charter School equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by the Charter School and the owner of the copyrighted material.
- D. **Communication:** Student agrees that he or she will use Charter School equipment or resource networks or Charter School email accounts in the following manner:
1. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
 2. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
 3. Student will not make threats against others.
 4. Student will not reveal personal information about others.
 5. Student will not use email to send chain letters or "spam" email to a list of people or to an individual. Excessive email use may constitute grounds for suspecting misuse.
 6. Student will not place illegal information on the Internet, nor will Student use the Internet in any way that violates federal, state, or local law.
 7. All communications will be polite and respectful of others.
 8. Student will not give out to any other Internet user or post on the Internet his or her personal information, including name, address, telephone number, credit card information and social security numbers, unless expressly authorized by the Charter School in writing.
 9. Student will not arrange a face-to-face meeting with someone he or she has "met" on the computer network or Internet without a parent's written permission.
 10. Student will not use the School's equipment in a manner that jeopardizes the security of access of the computer network or other networks on the internet.
 11. Student will not engage in cyberbullying or cyberthreats. Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, smartphone, or pager, of a communication, including but not limited to, a message, text, sound, video or image.
 12. Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act. EC 48900
 13. Student will not engage in social media bullying on any forum, including but not limited to, internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as SnapChat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

In instances of misuse or suspected misuse, in addition to any disciplinary actions appropriate, the Student's parent or guardian may be granted access to the Student's email files.

A. Illegal, Dangerous Activities and Hacking

Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School,

other students, or the community. Additionally, Student shall not damage, debilitate or disable computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs. Student shall not engage in any unauthorized online access to other computers by means of hacking into other computers, download hacker tools such as port scanners and password crackers designed for use with Windows (or applicable operating systems), or use Internet Explorer (or other WWW browsing tools) to evade restrictions on what programs Student can run on the Charter School's computers.

B. Obscene Materials

Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access, upload, download, distribute, or transmit obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials, and materials that are pornographic, abusive or threatening. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

C. Supervision and Student Privacy

Student acknowledges that computer equipment, Internet access networks, and email accounts are owned by the Charter School and provided to students for educational purposes. The Charter School will provide staff to monitor and supervise all Student access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens will be positioned so that they are visible to the staff member supervising the students. The Charter School also reserves the right to access stored computer records to assure compliance with this Policy. Student is aware that communication over Charter School owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

1. Routine system maintenance.
2. General inspection or monitoring, with or without notice to Student, if there is suspicion of inappropriate use.
3. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

D. Commercial Activities

Student agrees that Student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by the Charter School in writing.

E. Information About Others

Student agrees that he or she will not make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue.

F. Violation of Policy

The Student acknowledges that violation of this Policy can result in a loss of all Internet access and email privileges. If Student violates this Policy, or in any other way uses Charter School equipment in a manner that is not consistent with educational use, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why the Charter School should deem the activity in question a use consistent with the educational purposes stated in this Policy. If the Charter School deems that the use is inconsistent with the educational purposes stated in this Policy, the Charter School may terminate the Student's Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the Internet appropriately, the Charter School reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that he or she may receive penalties less than

full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email.

Student also acknowledges that the Charter School will contact the proper legal authorities if the Charter School concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

G. Training

Student acknowledges that he/she will be required to attend training on the requirements of this Internet use policy as a condition of using Charter School owned technology. This will include training about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyberbullying awareness and response. Student must demonstrate an understanding of the policy prior to receiving an individual account on the Charter School's system.

Federal Law Compliant Parental/Family Engagement Policy

Introduction

Research has shown that the attitudes, behavior, and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Golden Valley Orchard School (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of the School.²

Annual Meeting

The School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure maximum parental participation, providing the same information to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

Notice

Within 60 days of the beginning of school, the School will send a notice to parents of participating children containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy;
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

A copy of the most current Parent and Family Engagement Policy and a feedback form for parents to comment on its content.

Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy and the School will involve parents of participating students as follows:

- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 10 days.

Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents and the

² Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to as "Standards and Requirements"):

- Each grade level will hold a minimum of two Parent Meetings per year so that parents may mingle with their child's teacher to find out specific ways to help with educating their child.
- On the School's website, it will provide a link to its School Accountability Report Card on the California Department of Education's website.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The School's principal will visit the classes to interact with the parents.
- The School will provide parents with access to classes to obtain their GED.
- The School will provide parents with access to literacy programs that bond families around reading and using the public library.
- The School will provide parent enrichment offerings on parenting skills and parent-child communication.
- The School's psychologist will work with parents to better understand their children and the issues facing them.

C. Education on Parent Involvement

The School will annually educate teachers, specialized instructional support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 30 days of the commencement of the School year):

- A survey will be sent home to parents of participating students which solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

D. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows:

- Designating family engagement as one of the school's Local Control Accountability Plan (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.
- Coordinating parent and family engagement activities and strategies with other programs including Special Education, English Learner, and programs to support families in participating in the education programs for their students

E. Other Optional Parent Participation

The School will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training by soliciting feedback on annual parent input surveys.

The School will provide parent enrichment offerings for parents to enhance the involvement of other parents.

In order to maximize parental involvement and participation, the School will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the School.

The School will adopt and implement model approaches to improving parental involvement.

The School will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, creating internships for students, etc.

School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The School will provide full opportunities for participation for parents and family members of limited English proficient students, disabled parents and parents of migratory children. To accomplish this goal, the School will do the following:

- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework.

Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The School will provide other reasonable support for parental involvement activities as requested by parents.

Title I School-Parent Compact

The Golden Valley Parent Compact is an agreement between the school, parents and students that firmly unites us. The School-Parent compact explains how parents and teachers will work together to make sure all of our students reach or exceed grade-level standards.

Below are ways each team member will be accountable for helping to achieve this goal.

School Staff/Teachers Responsibilities:

- Provide high quality curriculum instruction in a supportive and enjoyable learning environment.
- Use student achievement data to make instructional decisions and to address the diverse learning styles of students.
- Strive to be aware of the unique needs of every child.
- Create a positive learning environment for all students to experience success.
- Welcome parents as partners in the education of their professional development experiences that continue to improve classroom instruction.

Families/Parents Responsibilities:

- Ensure that my child attends school regularly and on time.
- Support Golden Valley Charter Schools and offer ideas to improve the educational process.
- Provide a safe and positive place for my child to do his or her assignments.
- Welcome teachers as partners in the education of my children.
- Participate in opportunities to learn about the school, needed services, and ways to support my child.
- Communicate with my child daily about their school experience.

Students Responsibilities:

- Attend school regularly and on time.
- Support Golden Valley Charter Schools and ask for help when needed.
- Completing assignments given by their teachers and staying engaged in classes.
- Welcome teachers and parents as partners while they work to help students meet their academic goals.
- Participate in school activities and always try my best.
- Communicate with my parent(s) guardian(s) daily about my school experience.

Parents/Guardians Right to Know:

A Title I, Part A Program Fact Sheet for Parents

The Title I, Part A Program makes it possible to expand the basic educational programs schools and districts offer with services and interventions that support struggling learners. Title I, Part A is one of many programs governed by the Elementary and Secondary Education Act or ESEA.

There are two kinds of programs that schools can fund through Title I, Part A — *schoolwide* and *targeted assistance*. *Schoolwide* means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.

Targeted assistance makes it possible to provide the same benefits but only to selected students based on academic need.

Your Right to Know—ESEA directs schools and districts to notify parents about four key requirements of a Title I, Part A program.

1. Professional qualifications of teachers and paraprofessionals who instruct
2. Notification if your child's teacher is not highly qualified
3. Individual report card that lets you know how your child is progressing
4. Notification that the school has entered *school improvement* because its students did not make *Adequate Yearly Progress*—meet the state standard in math or reading or both—for two school years in a row.

Your Right to Know —Professional Qualifications of Teachers

Parents of children, who attend schools that receive Title I, Part A funding, have the right to request and receive information about the qualifications of the educators who teach their children core subjects—reading, English language arts and mathematics. The same applies to paraprofessionals who instruct.

At a minimum, the information you receive must explain these 3 essential components of an educator's qualifications. ● ●

1. Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching,
2. Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
3. What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major s) or area(s) of concentration.

Your Right to Know—Qualifications of Paraprofessionals Who Instruct

Districts employ paraprofessionals to provide instructional support— consistent with the instruction provided by the classroom teacher or teachers. In schools that operate a *schoolwide* program, all paraprofessionals who instruct must have special qualifications. In schools that operate a *targeted assistance* program, the paraprofessionals who instruct students served by the Title I, Part A program must also have earned these same qualifications.

1. Completed at least two years of study at an institution of higher education, **or**
2. Obtained an associate's or higher degree.

Notification If Your Child's Teacher Is Not Highly Qualified.

ESEA directs schools to send timely notice to parents and guardians IF their child has been assigned to, or taught for more than four consecutive weeks by—a teacher of a core academic subject—who is not highly qualified.

Report Card for Every Student

You have a right to know how well your child is progressing. Schools that operate Title I, Part A programs must generate a report card for every student that explains how well that student scored on the state assessment in, at least, reading, English language arts and mathematics.

School Accountability Report Card

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its

progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Notification—Mandatory Throughout School Improvement

Federal law—ESEA—sets a standard for state, district and school accountability, and directs public schools that receive Title I, Part A funds to reach 100% proficiency: *all students reach state academic standards in math and reading.*

Under ESEA, schools, whose students have taken the state assessments and have not met these standards—two years in a row—begin a process of *improvement* in the next school year. There are five Steps to school improvement. At each Step, schools and districts must make sure parents and guardians receive a detailed explanation of the causes and consequences of the school's performance and how to get involved in their student's education.

These notifications must be clear and concise. You should be able to distinguish notifications related to school improvement from other information the school or district sends home. Here are the basics you should expect from your school district.

- What it means to enter a program of school improvement
- Reason this school was identified for improvement
- How the school compares—academically—to other schools in the district and state
- What the school is doing to address the problem.
- What the school district or state is doing to help this school
- How you can get involved, and how you can help to address the academic issues that led to the need for school improvement
- Public School Choice—the option to transfer your student to another public school not in a Step of improvement
- Supplemental Educational Services—the option to access remedial instruction for your student

**U.S. Department of Education:
1-800-USA-LEARN (872-5327)**

Suicide Awareness & Prevention Policy

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

The possibility of suicide and suicidal ideation requires vigilant attention through collaboration between home and school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create safe and nurturing campuses that minimize suicidal ideation in students.

Recognizing that it is the duty of GVCS to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including providing adequate supports for students, staff, and families affected by suicidal ideation, suicide attempts, and loss.

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

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

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

Overall Strategic Plan for Suicide Prevention

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

The Executive Director will ensure policies regarding suicide prevention are properly adopted, implemented, and updated. Each Golden Valley school (GVOS, GVRS, and GVTS) will have a Suicide Prevention Point of Contact (SPPOC). The Suicide Prevention Point of Contact will be the school principal. The SPPOC will coordinate and implement suicide prevention activities for their school. The SPPOC may designate the school psychologist to carry out these activities. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Prevention

Messaging about Suicide Prevention

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

Suicide Prevention Training and Education

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

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-appointed mental health professionals (e.g., counselors, psychologist) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- All GVCS staff will participate in a minimum of one-hour general suicide prevention training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) and will include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate suicide risk assessment referral;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on GVCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on GVCS guidelines;
 - GVCS-approved procedures for responding to suicide risk. Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - GVCS-approved procedures and protocols for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Resources regarding youth suicide prevention;
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth with a history of suicidal ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences

Employee Qualifications and Scope of Services

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

Specialized Staff Training (Assessment)

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

Parents, Guardians, and Caregivers Participation and Education

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

Student Participation and Education

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

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

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

Intervention, Assessment, Referral

A. Staff

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

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

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

B. Parents, Guardians, and Caregivers

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

school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement

GVCS shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
 - An Exchange of Information between the students' mental health treatment provider and the School will be requested from the parent/guardian/caregiver
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the SPPOC (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care.
- An SST, 504, or IEP meeting will be scheduled if applicable

Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the Principal or Designee;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- If appropriate follow GVCS Suicide Prevention Protocols and Risk Assessment;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of GVCS property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The

following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for a re-entry plan to school.

Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmentally to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Schedule an SST, 504, or IEP team meeting prior to re-entry
- Obtain a written release of information signed by parents/guardians/caregivers and providers, and when appropriate mental health providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Offer Independent Study if the student needs time to transition back to in person school
- Trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in a safety plan.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences

on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Executive Director shall ensure that each school site adopts a plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Postvention Response Plan needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall include the following:
 - School Administrator shall confirm death and cause;
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the GVCS Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Student Complaints

Notification

It is the intent of the School to integrate conflict resolution skills into the curriculum. In accordance therewith, Students that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills without the intervention of a school employee. If, however, the student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Director of the complaint if it cannot be resolved immediately at that level and will notify the student's parent/guardian of the complaint.

Students who have complaints against school personnel or programs may notify a teacher or the Director. If a teacher, or any other staff member, is notified of a student complaint against school personnel or programs, the teacher shall notify the Director.

Procedures

Depending upon the nature of a complaint, the pupil will be provided information concerning the applicable policy and procedures to be followed. For instance, if the complaint is one of sexual harassment or other discrimination, the student will be provided with a copy of the School's policy against harassment and discrimination and provided a complaint form and apprised of the procedures under the policy.

If the School has no specific policy or procedures for the particular complaint, the Executive Director, or his/her designee, will undertake a responsible inquiry into the pupil's complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the pupil's complaint will be obtained from the student.

Confidentiality

Complainants will be notified that information obtained from the pupil and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate student complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Universal Complaint Policy & Procedures

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

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

Golden Valley Orchard

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

Golden Valley River

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

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

- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and section 11135 of the Government Code, including any actual or perceived characteristic as set forth in section 422.55 of the Penal Code, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the school;
- Improper student fees;
- Failure to accommodate lactating students
- Noncompliance with the rights of pregnant and parenting students;
- Failure to provide Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources;
- Failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education;
- Failure to comply with statutes relating to the education of homeless students, students in foster care, former juvenile court school students, students who are children of a military family, or migratory students;
- A complaint about the Charter School’s safety plan;
- A complaint that the Charter School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable. This complaint may be filed by any member of the public and may be filed anonymously;
- Every Student Succeeds Act;
- A complaint that the governing body of the Charter School has refused to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study and contributions of any individual group consistent with the requirements of Education Code sections 51204 and 60040, unless the study of the role and contributions violates Section 51501 or 60044. A complaint filed for this reason may be filed with the Superintendent of Public instruction directly if immediate action is necessary. The complaint may be filed by any member of the public and may be filed anonymously;

- A complaint that the governing body of the Charter School adopted or approved the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if its use would subject a pupil to unlawful discrimination;
- School or athletic team names, mascots, or nicknames pursuant to Education Code section 221.3;
- Other violation of state or federal law under the following: Consolidated Categorical Aid Programs, including improving academic achievement, compensatory education, English learner programs, Physical Education; School Plans for Student Achievement.

Types of Complaints Not Covered by the UCP

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

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

Internal Procedures

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

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

Golden Valley Orchard

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

Golden Valley River

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

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

Jennifer Hoover, Executive Director
1000 River Rock Drive, Suite 220
Folsom, CA 95630
(916) 597-1477

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

Anonymous Complaints: Students making a complaint of improper fees or complaints that the Charter School has failed

to comply with Education Code sections 47606.5 or 47607.3, may make the complaint

anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

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

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

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

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

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

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

Written Decision: The Executive Director or his/her designee shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant’s right to appeal the Charter School’s decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the Executive Director or his/her designee will send a copy of the written decision to the complainant.

Appeal of School’s Decision

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

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

will be subject to disciplinary action, up to and including possible suspension or expulsion.

External Procedures: Filing a Complaint with the CRD.

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

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

Retaliation Policy

It is in violation of the Charter School’s policy for the Charter School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the Charter School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

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

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

Dissemination

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

Harassment, Discrimination, Intimidation & Bullying Prevention Policy

(Complaint with the Safe Place to Learn Act)

It is the policy of Golden Valley Charter Schools to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Golden Valley Charter Schools to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived, or singularly or a combination of two or more of the following protected characteristics: race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits associated with race, including, but not limited to, hair texture and protective hairstyles, including, but not limited to, such hairstyles as braids, locs and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the governing board of the Charter School, and all acts of the governing board of the Charter School, including enacting policies and procedures that govern the Charter School. Additionally, the Charter School shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of the textbook, instructional material, supplemental instructional material, or curriculum would subject a student to unlawful discrimination.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to

whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

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

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

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on the student's physical or mental health; 3) causes a reasonable student to experience substantial interference with the student's academic performance; 4) causes a reasonable student to experience interference with the student's ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, WhatsApp, Slack, Teams, Messenger), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, TikTok, Vimeo).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The principal of the School

Complaints may be submitted to the Principal by any of the following methods:

Golden Valley Orchard

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

Investigation and Disposition of Complaints**Golden Valley River**

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

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal and/or Board. Where the investigator concludes that a violation of this policy has occurred, the Principal and/or Board will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Principal shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Title IX Sexual Harassment Policy and Grievance Procedures

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Golden Valley Charter Schools ("GVCS" or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. This policy will supersede all previous policies on these topics.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GVCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GVCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, GVCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GVCS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. GVCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX Personnel/Parties

The Charter School's Title IX Coordinator is:

Golden Valley Orchard

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

Golden Valley River

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

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

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

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

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

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by GVCS

GVCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.

- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or
 - pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by GVCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was

or is the pupil who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Education

GVCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GVCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GVCS and encourages students to practice compassion and respect each other.

GVCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

GVCS’s bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a nonaggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GVCS informs GVCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

GVCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GVCS employees who have regular interaction with pupils.

GVCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating

- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Title IX Coordinator Responsibilities

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

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

Reporting Allegations of Sex Discrimination

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

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

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

Procedures

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

Response to an Informal Complaint

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

In the event there is no formal complaint, the Title IX Coordinator shall determine whether to initiate a complaint of sex discrimination that complies with the complaint procedures identified herein. This determination need not be made if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute sex discrimination under Title IX or its implementing regulations.

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

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

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

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

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

Supportive Measures

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

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

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

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or

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

Response to a Formal Complaint

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

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

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

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

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

Written Notice of the Formal Complaint

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

During the Grievance Process:

Investigation

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

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

all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance, and consistency with implementing regulations.

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

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

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

If, in the course of the investigation, the Charter School decides to investigate additional allegations of sex discrimination by the accused toward the complainant that are not included in the initial notice identified above or that are included in a complaint, the Charter School will provide notice of the additional allegations to the parties whose identities are known.

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

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

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

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

- Evidence protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee, unless the privilege or confidentiality has been voluntarily waived;
- A party's or witness's records that are made or maintained by a physician, psychologist or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures;
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the

complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

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

Dismissal of a Formal Complaint:

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

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

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

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

Determination Whether Sex Discrimination Occurred.

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

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

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

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

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

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

Appeals

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

If the dismissal is appealed, the Charter School will:

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

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

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

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

As to all appeals, the Charter School shall:

- 1) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 2) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- 3) Ensure that the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set forth above;
- 4) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging,

the outcome;

- 5) Issue a written decision describing the result of the appeal and the rationale for the result; and
- 6) Provide the written decision simultaneously to both parties.

Informal Resolution

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

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

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

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

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

Recordkeeping

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

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

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

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



Mental Health Resource Letter

Golden Valley Charter Schools Parents and Guardians,

California Education Code Section 48980 requires that you are notified in writing on how to initiate access to available pupil mental health services on campus or in the community, or both. The mental health of your student is very important to us and as always, we are ready to work with you to coordinate on any issue that may involve the social-emotional needs of your student. Below are local resources that may be available to you and your student should the need arise. Please keep us informed as appropriate so that we can assist you in caring for and providing services to your student.

- On-campus counselors or student support staff, as applicable to your charter school/organization;
- Most private health care plans (eg: Kaiser, Blue Cross, Health Net, etc.) and Medi-Cal offer mental health care and/or cover mental health services as a covered benefit;
- County mental health resources (a statewide list of county contacts is posted here:
 - Sacramento County (888) 881-4881
 - Placer County Family and Children Services (866) 293-1940

Please let me, your student's teacher or any of the administrative staff know if we can be of further assistance to you or your student.

Sincerely,

Jennifer Hoover
Executive Director, Golden Valley Charter School

GOLDEN VALLEY CHARTER BOARD OF TRUSTEES ANNUAL ORGANIZATIONAL MEETING

Purpose: This policy is drafted to augment the Golden Valley Charter Schools ' bylaws and provide any details missing in the bylaws relating to the board's annual meeting. The bylaws typically offer details relating to the annual meeting, although it is not a required element. Therefore, this policy must be carefully reviewed along with the school's bylaws and articles of incorporation to ensure it is consistent with them.

The Governing Board of Trustees ("Board") hereby adopts this Annual Organizational Meeting ("Policy"), which shall apply to all governing board members, candidates for membership of the board, and all other designated employees of the Golden Valley Charter School ("School").

Time and Place for Meeting

In accordance with the Bylaws, the Board shall meet at its principal executive office at least once annually within thirty (30) days of the beginning of the Academic school year ("Board Retreat") for the purpose of reorganizing the Board.

Order of Business

In accordance with the Bylaws, the order of business at this meeting shall be:

- A. Call to order.
- B. Recognize departing Board members.
- C. Introduce new Board members.
- D. Set a schedule of regular meetings (time, place and day).
- E. Discuss updated Financial legal changes, updates from CSMC, and/or review Financial information of concerns.
- F. Elect any representatives to serve on any applicable advisory boards and/or committees as appropriate.
- G. Review policies that need to be updated/changed due to agency changes, federal, state, and/or local accedences with laws.
- H. Conduct Board Training requirements.
- I. Readopt in resolution form School policy regarding the Board's Code of Ethics.
- J. Such other business as may be determined to be necessary by the Board and reflected on the posted agenda.
- K. Adjournment.

Adopted:

Amended:

Golden Valley Charter Anti-Nepotism

Adopted

I. Purpose

The purpose of this Anti-Nepotism Policy ("Policy") at Golden Valley Charter, a Waldorf-inspired public charter school, is to foster a working and learning environment rooted in fairness, transparency, and integrity. In the spirit of mutual respect and in service of our mission to educate the whole child, we recognize the importance of ensuring that professional decisions are made in alignment with our values and free from personal bias or undue influence.

This policy is designed to prevent situations where favoritism or perceived conflicts of interest—especially those that may arise from familial or close personal relationships—might compromise our shared commitment to equity, trust, and professional responsibility.

II. Guidelines and Procedures

To uphold a healthy and collaborative school culture:

- Individuals who have close personal or familial relationships ("Related Persons") may not hold positions where one has direct supervisory or evaluative authority over the other.
- Any relationship that could present a potential conflict of interest or challenge workplace harmony must be approached with transparency and care. If a situation arises where a Related Person is hired or becomes connected to someone within the school community, the relationship should not negatively affect work performance or community dynamics.
- Determinations about potential conflicts or impacts on performance will be thoughtfully reviewed by the appropriate supervisors or, in the case of board involvement, by the Board of Trustees..
- The Director of Human Resources (or equivalent school administrator) will review and respond to concerns or reports related to this policy, and may recommend adjustments or actions, including reassignment or non-selection for employment, when necessary.

In the interest of integrity and open communication, all employees, board members, and contractors are required to disclose existing or newly established relationships that may fall under this policy. This information will be handled with discretion and used only to support a fair and lawful decision-making process.

If the situation involves the Director of Human Resources, the Board shall make the final determination regarding any necessary action.

III. Definition of Related Persons

For the purpose of this policy, a “Related Person” includes individuals connected through familial, romantic, or household relationships, including but not limited to:

- Parent and child
- Siblings
- Grandparent and grandchild
- Aunt/uncle and niece/nephew
- First cousins
- Spouses or domestic partners
- Guardian and ward
- Any in-law, step-relative, or adopted family member
- Individuals residing in the same household on a long-term basis
- Individuals in a romantic relationship (e.g., dating, engaged, or otherwise involved outside of a legal partnership)

IV. Policy Implementation and Exceptions

Our Golden Valley school community values accountability and respectful relationships. Violations of this policy may lead to appropriate corrective actions, which may include reassignment, changes in supervisory roles, or in serious cases, termination of employment or contract.

We also recognize that unique circumstances may arise. In rare cases, the Board may review and approve exceptions if doing so clearly supports the school’s mission and operational integrity.

Golden Valley Charter Board of Trustees Duties and Responsibilities- Delegation of Power Policy

(adapted from CSDC, 2024 Board Governance Policy#1 Board Governance Policy)

Adapted:

Purpose: This policy outlines the respective roles and responsibilities of the governing board of trustees and the administrative staff within the Golden Valley Charter School, a Waldorf Public Charter School. In alignment with Waldorf educational values- such as collaborative leadership, clarity of mission, and developmental harmony– it is essential to define the boundaries of responsibility between governance and administration to ensure the school functions effectively and remains mission-aligned.

In most schools, including Waldorf public charter schools, clear delineation of roles helps prevent misunderstanding, such as board overreach into daily operations (‘ micro-mangement”) or administrative failure to carry out core responsibilities. As is common in the charter school sector, the governing board is composed of dedicated school community volunteers. Accordingly, it is both practical and necessary for this board to delegate the day-to-day operations of the school to a qualified Executive Director, or designee, Lead School site Administrator, or administrative team members.

However, such delegation does not absolve the board of trustees of its legal and ethical duties to uphold the school’s mission, vision, values, protect its longer-term health, and fulfill its fiduciary obligations (see “Fiduciary Duties” and “Legal Limitations” below)

This policy reflects a model in which the governing board has delegated operational authority to the Executive Director or designee (e.g. School Director or Administrator), while retaining its core oversight and governance functions. This policy should be reviewed and adapted to reflect Golden Valley Charter’s specific practices, and must align with the school’s bylaws, articles of incorporation, state or local laws, charter, and applicable law.

Legal Limitations – California Corporations Code:

Delegation: Under the California Corporations Code, nonprofit public charter schools are permitted to delegate management duties to individuals or committees, as long as the board of trustees retains ultimate responsibility and oversight. It is essential that the scope of authority delegated to school leadership be clearly articulated and that the board’s oversight responsibilities be maintained. This policy serves as a guide to help maintain the balance and comply with legal requirements.

Fiduciary Duties of Board Members to the Non-Profit Corporation: As board of trustee members of a nonprofit Waldorf Charter school are held to fiduciary standards in carrying out their governance responsibilities. These duties are divided into three key areas:

1. **Duty of Care-** Board members must act with diligence, informed judgment, and in good faith to advance the interest of the school. They are expected to act as reasonably

prudent individuals would in similar circumstances, taking care to remain informed and to ask appropriate questions when needed. Board of trustee members may rely on competent staff, professional advisory, or board committees- as long as their reliance is reasonable and made in good faith.

2. **Duty of Loyalty**-This duty requires board members to act in the best interest of the school, avoiding conflicts of interest or self-dealing. Any potential conflicts must be fully disclosed, and the interested board member must recuse themselves from decision-making. A separate conflict of interest policy should be consulted for more specific guidance.
3. **Duty of Obedience**-Board members are responsible for ensuring that the school remains faithful to its Waldorf mission and complies with its founding documents (bylaws, charter, articles of incorporation) and applicable laws. Actions must be aligned with the school's stated purpose and not exceed the authority granted by law or organizational policy.

Charter schools are governed by boards, not by individual board members. While understanding their separate roles, the Board of Trustees and the school's Lead Administrator work together as a governance team in operating Golden Valley Charter ("School"). The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, the following policy identifies the role of the Board of Trustees and the role of the Executive Director, Diegnée, or Lead Administrator.

Role of the Governing Board

Vision and Strategic Plan:

- ☐ The Board drafts, modifies, and approves the School Mission and in each subsequent year, reevaluates the School Mission;
- ☐ The Board reviews, provides input, and approves the one- and five-year Strategic Plans submitted by the Executive Director or designees, or School Lead Administrator.
- ☐ The Board adopts policies to successfully implement the School Mission and Strategic Plans.
- ☐ The Board provides an annual review of the School's Lead Administrator to ensure that the School Mission and Strategic Plans are reflected in the day-to-day operations of the school, including ensuring that the curriculum aligns with the School Mission.

Academic Performance Monitoring:

- ☐ The Board, or a committee thereof, annually reviews student performance based on state and federally mandated assessments and sets goals for student achievement;
- ☐ The Board, or a committee thereof, periodically reviews student performance based on school-level assessments and sets goals for student achievement on school-level assessments.
- ☐ The Board reviews and adopts academic policies to achieve the student achievement goals.
- ☐ The Board approves all academic performance reports to all federal, state, and local agencies as required by law;
- ☐ The Board approves a Local Control Accountability Plan (LCAP) and also annually reviews, updates the LCAP as needed.
- ☐ The Board, or a committee thereof, researches or develops student data collection systems and periodically reviews them to ensure their effectiveness.

Staffing and Personnel:

- ☐ The Board reviews and approves personnel policies and any amendments thereto;
- ☐ The Board hires and terminates, upon nomination and recommendation of the Executive Director, or designee
- ☐ The Board hires, evaluates, and terminates the employment of the Executive Director or designee Administrator.
- ☐ The Board establishes performance goals for the Executive Director or designee Administrator and communicates the goals to the Executive Director or designee Administrator.
- ☐ The Board annually reviews the Executive Director or designee Administrator's performance;
- ☐ The Board annually reviews the Executive Director or designee Administrator's employment contract, and reevaluates it yearly;
- ☐ The Board establishes and annually reviews the Executive Director or designee Administrator succession and recruitment plans;

- ☐ The Board approves the salaries and compensation policies for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable);
- ☐ The Board hears and decides employee grievances

Parent, Student, and Community Relations

- ☐ The Board, or a committee thereof, hears and decides student expulsion recommendations;
- ☐ The Board, or a committee thereof, hears and decides student suspension appeals, if applicable;
- ☐ The Board reviews and approves student and parent policies and any proposed amendments thereto;
- ☐ As needed, the Board communicates with the media and community at large, consistent with the School's Mission and Vision.

Finance and Budget

- ☐ The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto;
- ☐ The Board reviews and approves the school's annual academic calendar and class schedule.
- ☐ The Board, or a committee thereof, solicits and selects the school's independent financial auditor, oversees the auditor's work, and receives the auditor's report(s);
- ☐ The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements;
- ☐ The Board, or a committee thereof, reviews and approves the audit report;
- ☐ The Board monitors the responses to the audit report and implementation thereof.

Facilities

- ☐ The Board enters into financing and building contracts;
- ☐ The Board approves construction and remodeling of facilities;

- ☐ The Board, or a committee thereof, researches school sites as needed, and funding and facilities options;
- ☐ The Board, or a committee thereof, makes recommendations on facilities needs and policies.

Board Internal Business

- ☐ The Board drafts, reviews and approves board policies and amendments thereto;
- ☐ The Board recruits prospective Board members;
- ☐ The Board orients new Board members;
- ☐ The Board, as needed, provides training to its members;
- ☐ The Board develops and yearly implements a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

Charter Performance and Renewal

- ☐ The Board annually reviews the school performance reports;
- ☐ The Board, as needed, reviews charter school renewal proposals and reports.

Delegation of Power to the Lead Administrator

The Board delegates the following powers to the Director, or his/her delegate:

Vision and Strategic Plan:

- ☐ The Lead Administrator provides input to the Board when it drafts, modifies and approves the School Mission and in each subsequent year when it reevaluates the School Mission;
- ☐ The Lead Administrator drafts and submits to the Board the School's one- and five-year Strategic Plans;
- ☐ The Lead Administrator implements the Board-adopted policies to implement the School Mission and Strategic Plans, by, among other things, adopting appropriate procedures and training staff on the policies and procedures.

Academic Performance Monitoring:

- ☐ The Lead Administrator creates a report reflecting student performance based on state- and federally-mandated assessments, provides a copy to the Board, reviews the

performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student achievement on national assessments. The Lead Administrator implements the goals for student achievement on such assessments.

- ☐ The Lead Administrator quarterly creates a report reflecting student performance based on school-level assessments, provides a copy to the Board, reviews the performance with the Board or a committee thereof, and provides input to the Board when setting goals for student assessment on school-level assessments. The Lead Administrator implements the goals for student achievement on school-level assessments.
- ☐ The Lead Administrator implements Board-adopted policies to achieve the student achievement goals, by, among other things, adopting appropriate procedures and training staff on policies and procedures;
- ☐ The Lead Administrator creates all academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board for approval;
- ☐ The Lead Administrator consults with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan, which is approved by the Board annually.
- ☐ The Lead Administrator develops the school calendar and class schedule and provides them to the Board for approval.

Staffing and Personnel:

- ☐ The Lead Administrator drafts all personnel policies and presents them to the Board for review and approval. The Lead Administrator also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval.
- ☐ The Lead Administrator nominates and recommends hiring and terminating all school personnel other than the Director and presents those nominations and recommendations to the Board, for final approval or rejection. [Often the Lead Administrator is given authority to make staffing decisions without board approval. Amend this section as necessary.] The Lead Administrator is responsible for all recruitment activities associated with the hiring of school personnel;
- ☐ The Lead Administrator recommends the salaries for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable) to the Board for final approval;

- The Lead Administrator ensures that all school personnel are evaluated on a yearly basis and creates the process for such evaluation.
- The Lead Administrator implements all personnel policies, including the school's internal complaint procedures. If applicable, the Lead Administrator presents employee grievances to the Board, which hears and decides them (only applicable if employees are given grievance rights under a contract or collective bargaining agreement).

Parent, Student and Community Relations

- The Lead Administrator implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school-level procedures.
- The Lead Administrator follows the policies and procedures adopted for student suspensions and refers any student appeals to the Board to hear and decide such appeals;
- The Lead Administrator drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Lead Administrator drafts amendments to the student and parent policies, and presents them to the Board for approval;
- At the request of the Board, the Lead Administrator communicates with the media and community at large in a fashion that is consistent with the School's Mission and Vision;

Finance and Budget

- The Lead Administrator drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Lead Administrator drafts amendments to the fiscal policies, and presents them to the Board for approval;
- The Lead Administrator drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts;
- The Lead Administrator drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements;
- The Lead Administrator implements the responses to the audit report as instructed by the Board.

Facilities

- The Lead Administrator conducts school site needs assessments at the direction of the Board;
- The Lead Administrator conducts capital campaigns as needed;
- The Lead Administrator implements any facilities policies.

Charter Performance and Renewal

- The Lead Administrator annually drafts any required school performance reports for Board review;
- The Lead Administrator, as needed, drafts charter school renewal proposals and reports.

Adopted:

Amended:

Golden Valley Charter Board of Trustees Governance Norms and Protocols

Adopted

Revised

Golden Valley Charter Schools – Board of Trustees Governance Commitment

The Board of Trustees (“the Board”) of Golden Valley Charter Schools (“Golden Valley”) recognizes its central role in stewarding the vision and mission of a public Waldorf education. The Board is entrusted with setting a clear vision, developing policies, ensuring accountability, and supporting the long-term health and integrity of the organization.

The Board will focus on strategic planning, policy-making, and communication, and will refrain from involvement in the day-to-day management of school operations. Operational responsibilities are delegated to the Executive Director or their designee, who manages daily functions and brings forward recommendations, proposals, and informed suggestions on matters requiring Board action.

Together, the Board and the Executive Director or designee will engage in thoughtful goal-setting for the organization. The Board will also set its own goals to support continuous improvement and uphold its responsibilities.

Board meetings are official meetings held in public, not open-forum town halls. The Board is committed to conducting its meetings with clarity and purpose, providing opportunities for community input at designated times. In doing so, the Board ensures that a range of community voices inform deliberations while maintaining the structure necessary for effective governance.

The Board is committed to consistently following established processes to ensure fairness, transparency, and equity in all proceedings. Trustees will prepare thoroughly, seek ongoing development through governance training, and engage with peer networks to strengthen their leadership capacity.

As public representatives of Golden Valley Charter Schools, Board members will lead by example. They will act with integrity and mindfulness, avoiding language or behavior that may reflect negatively on individuals, the Board, or the school community. While healthy debate and diverse perspectives are encouraged, discussions will be conducted with respect, care, and a shared commitment to the values of Waldorf education.

Board Protocols

Board protocols describe how the Board members serve and perform during and outside of meetings.

Boards operate in meetings. Individual Board members do not have the authority to act on behalf of the Board. The only authority to direct action rests with the body as a whole, and it takes the action of the Board to set direction. Outside of meetings, individual members operate as advocates and community leaders.

The following protocols outline how individual members of this Board agree to conduct both the public's business and themselves:

1. Agenda Questions Asked Prior to a Meeting:
 - a. Board members have an opportunity to meet with the Executive Director or Designee one-on-one before the Board meeting to discuss comments/questions on the agenda. Within Brown Act guidelines and to the greatest extent possible, Board members should attempt to have the Executive Director or Designee resolve concerns with items in the proposed agenda at this one-on-one meeting in order to save time at the subsequent public meeting.
 - b. Board members will, insofar as possible, let the Executive Director or Designee and staff know ahead of time when a request for information will be made in public so that staff can be prepared to provide a thorough answer.
2. Future Agenda Items:
 - a. If there are at least two Board members who wish to place an item on the agenda, it will be placed on a future agenda in a timely manner by the Executive Director or Designee.
 - b. Requests for Future Agenda Items by Board members will be determined under the "Future Agenda Items" section of the Board Meeting agenda. If the Board Chairperson determines that two members agree to add an agenda item, such item will be referred immediately to the Executive Director or Designee for inclusion on a future agenda.
 - c. The Board recognizes that, from time to time, issues may arise during the periods between scheduled meetings that require immediate presentation to the Board. In these cases, the Board Chairperson and the Executive Director or Designee will decide whether to include such item(s) on an upcoming agenda without the concurrence of a second Board member.
 - d. Members of the public may submit written requests at any time for agenda items to any Board member, who will then forward the request to the Board Chairperson and the Executive Director or Designee. The Public may also make a verbal request for an agenda item at the meeting during public comments on non-agendized items. However, in order to be placed on a future agenda, such requests must be supported by at least two Board members per the above guidelines.
3. Consent Agenda:
 - a. The purpose of the Consent Agenda is to expedite routine operational business with minimal discussion.
 - b. The Board will move and approve the Consent Agenda as a whole unless items are removed by at least one member. Items on the Consent Agenda may be removed when approving the agenda at the beginning of the meeting or when the Consent Agenda item comes up for action. Discussion and vote on particular items occur only when an item is removed. There are generally two specific times that call for an item to be removed:
 - i. When a member plans to vote "no"

- ii. When a member needs further information or discussion before deciding how to vote.
 - c. Removed items trail to the end of the Consent Agenda (after the vote) or to a future meeting at the discretion of the Board Chairperson.
 - d. Prior to the vote-seeking approval for the Consent Agenda, Board members may comment on an item without removing it from the Consent Agenda.
4. Requests for Information:
- a. If it appears that a request for information made by a Board member during a meeting will take considerable staff time, the Board Chairperson will restate the request and ask the Executive Director or Designee for input regarding the time and resources involved. The Board Chairperson will then seek consensus from the entire Board to see if a majority supports the request.
 - b. Board members will not direct questions to the staff/teachers outside of public meetings. Board members must submit all questions directly to the Executive Director or Designee.
 - c. When an individual Board member requests information from the Executive Director or Designee, the information will be provided to all Board members.

Board Communication & Conduct Protocols

Golden Valley Charter Schools Board of Trustees

Staff Contact

In the interest of clarity, respect for roles, and healthy communication boundaries, all Board members will direct school-related or operational inquiries through the Executive Director or their designated representative. This central point of contact helps preserve appropriate governance structures and ensures staff can focus on their work with minimal disruption.

If a Board member feels a need to connect directly with another staff member, they should first speak with the Board Chairperson and then consult the Executive Director or designee before initiating contact.

Spokesperson Responsibilities

The Board Chair/Vice Chairperson serves as the designated spokesperson for the Board, especially in response to emails or other communications addressed to the full Board. The Chair/Vice Chair may respond with brief acknowledgments or clarifications regarding previous Board actions, when appropriate.

All such communications will be shared—via courtesy copy—with the Executive Director or designee and the full Board to ensure transparency and collective awareness.

These communication guidelines aim to maintain a thoughtful balance between:

- Being responsive and respectful to community input,
- Promoting clear and efficient communication, and
- Upholding compliance with all open meeting laws.

Speaking with a Unified Voice

Public statements made on behalf of the Board will come only from the Board Chair/Vice Chairperson or, when appropriate, the Executive Director or designee.

When individual Board members speak in public, to community groups, or with the media, they are expected to clarify when they are expressing **personal opinions**, not those of the Board as a whole.

Maintaining a clear distinction between personal views and official Board positions is essential to uphold the integrity and unity of the Board's voice.

Participation in Golden Valley Events

Board members are warmly encouraged to attend school events and gatherings as a way to stay connected to the heart of the school—its students, staff, and curriculum.

For the sake of planning, safety, and respect for learning environments, Board members are asked to:

- Coordinate visits through the Executive Director or designee, and
- Notify the Board Administrative Assistant in advance so the visit can be noted on the Board calendar.

This helps ensure visits are well-timed and that school leadership is aware of Board presence.

Receiving Complaints or Concerns

When a member of the community or staff brings a concern to a Board member, the following steps are recommended:

1. **Listen with empathy and presence**, using active listening skills to fully understand the issue.
2. **Restate what you've heard** to ensure clarity.
3. Ask whether the person has followed the school's internal complaint or resolution process.

- If they haven't, kindly refer them to the appropriate path of communication.
 - If they have, ask what outcomes they hope for and what role they expect the Board member to play.
4. **Clarify that you will share the concern** with the Executive Director or designee.
 5. Encourage the individual to follow up if the matter remains unresolved.
 6. **Notify the Executive Director or designee** of the concern as soon as possible.

If the concern is specifically about the Executive Director or designee, the Board member should instead notify the Board Chair/Vice Chairperson, who will seek legal guidance before taking any further steps.

This protocol supports the Waldorf values of transparency, mutual respect, and thoughtful governance, while helping the Board remain within its appropriate scope of responsibility.

Golden Valley Charter Public Records Act Requests

Adopted

I. Purpose

This Policy for Public Records Act Requests ("Policy") sets forth Golden Valley Charter School's In ("Golden Valley" or "School") policies and procedures regarding requests for inspection of the School's public records under the California Public Records Act ("PRA") (Government Code section 7920.000 *et seq.*). The School is committed to providing members of the public with reasonable access to its public records consistent with the law.

II. How to Request Records

Requests for the School's public records must be submitted to:

Executive Director or designee

1 Address

Email:

To ensure that requests can be responded to appropriately and to avoid ambiguity and confusion, Golden Valley encourages that all requests be made in writing. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the Executive Director or designee will reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor. To the extent possible, the requester should specify, in writing, the records sought with sufficient detail to enable the School to identify particular records.

III. Right to Inspect

To the extent required by law, the School will make available all public records open to inspection by any person during normal business hours and by appointment. Copies of public records may be obtained by any person, subject to compliance with the procedures outlined in this Policy and consistent with the law.

IV. Records Exempt from Disclosure

There are numerous circumstances under which School records are exempt from disclosure. Whether an exemption applies will be determined on a case-by-case basis. When requested records may be exempt, the School will determine which records or a portion thereof are exempt from disclosure consistent with the PRA and other relevant state and federal laws.

V. Procedures for Responding to Requests for Inspection or Copies of Records

Within ten (10) calendar days of receiving a PRA request, the Executive Director or designee will acknowledge receipt of the request and inform the requester whether the School has disclosable

public records in its possession that are responsive to the request. If the School determines that it has disclosable documents responsive to the request that are not exempt, it will make the documents available within a reasonable time and indicate to the requester an estimated date that the disclosable public records are expected to be made available.

In unusual circumstances, the Executive Director or designee may extend the 10-day time period for up to an additional fourteen (14) calendar days by providing written notice to the requestor. The written notice shall set forth the reasons for the extension and the date on which the School expects to inform the requester of whether the School has disclosable public records in its possession that are responsive to the request. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request:

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request.
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request.
3. The need for consultation, which will be conducted with all practicable speed, with another agency having substantial interest in the determination of the request or among two or more components of the agency having substantial subject matter interest therein.
4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If a request is ambiguous or unfocused, the School may ask for clarifying information from the requester. The School will do all of the following, to the extent it is reasonable under the circumstances, in assisting the requester to make a focused and effective request that reasonably describes an identifiable record or records:

1. Assist the requester in identifying records and information that are responsive to the request or to the purpose of the request, if stated.
2. Describe the information technology and physical location in which the records exist.
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought.

These requirements are deemed to have been satisfied if the School is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requester that will help identify the record or records.

Any notification denying a request for public records in whole or in part shall be in writing and state the name and title of each person responsible for the denial. If the School withholds any record due to an exemption, the School shall justify the withholding by demonstrating that the record in

question is exempt under the PRA, or that on the facts of the particular case the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure.

Golden Valley may charge a reasonable fee (not to exceed the direct costs of duplication) for copies of public records or other materials requested by individuals or groups. For the current fee, please direct questions to Golden Valley Central Office. These costs are made up of the direct cost of duplication. It does not include the cost of locating, retrieving, or inspecting records.

Requests to waive associated fees related to the direct cost of duplication must be submitted to the Executive Director or designee's Office.

ACCEPTANCE OF GIFTS

Adopted:

Amended:

Purpose: The Board of Trustees (“Board”) primary purpose of the acceptance of gift policy is to prevent conflicts of interest, corruption, and the appearance of impropriety by establishing clear rules on accepting gifts, especially from those doing or seeking business with Golden Valley Charter (“School”). These policies ensure decisions are made independently and in the best interest of students and the community.

All Board members who receive gifts in their individual capacity must reflect such gifts in accordance with the Political Reform Act annually on their Form 700, if required.

The following gifts or donations must be accepted by the Board at a regularly scheduled Board meeting: real property, gifts of personal property, and gifts of securities. The Board will not accept gifts that would result in the School losing its charter, would result in the School losing its tax-exempt status with the IRS, are not valuable enough in relation to the difficulty or expense in administration, could produce unacceptable consequences for the School, or are in contravention of the School’s mission.

Golden Valley Charter School Dissolution of School Policy

Golden Valley Charter- Waldorf Inspired Public Charter School

I. Purpose and Philosophy

At Golden Valley Charter, we strive to cultivate a vibrant learning community centered on the principles of Waldorf education and public school accessibility. In the unlikely event that our school must close — whether through non-renewal, revocation of the charter, or a decision by the Governing Board of Trustees— we are committed to ensuring a thoughtful, transparent, and respectful closure process that honors our students, families, faculty, and the broader community.

II. Designated Entity for Closure Activities

The entity responsible for carrying out the closure process will be Golden Valley Charter or another designated organization. This entity will oversee all activities related to school closure, in accordance with the California Education Code and California Code of Regulations, Title 5, Section 11962.

III. Notification of Closure

In the event of school closure, the designated entity will issue a formal written notice to the following parties:

- All parents and guardians of enrolled students
- The charter authorizer (San Juan Unified School District)
- The County Office of Education (Sacramento County)
- The Special Education Local Plan Area (SELPA)
- Retirement systems such as CalSTRS, CalPERS, and Social Security
- The California Department of Education (CDE)

Each notice shall include the following information:

- The effective date of the school's closure
- Names and contact information for individuals available to answer questions regarding the closure
- Clear instructions for how families can obtain pupil records, including a record of completed courses and grades that meet Golden Valley Charter's graduation requirements (and those of traditional public schools, where applicable)

IV. Additional Closure Responsibilities

The following activities shall be completed by the School, in coordination with the designated entity:

A. Student Records

- A list of students by grade level and completed coursework, along with each student's district of residence, will be submitted to the San Juan Unified School District.
- All cumulative pupil records, including state assessments and special education files, will be transferred to and maintained by San Juan Unified School District, unless otherwise directed by law or authorizing agencies.
- Pupil records will be managed in accordance with **Education Code §49061(b)**.

B. Personnel Records

- All employee records (e.g., performance evaluations, grievance documentation, credential information) will be transferred to and maintained by Golden Valley Charter Schools, as defined in **Labor Code §1198.5**.

C. Independent Final Audit

The designated entity will ensure completion of an **independent final audit** within six months of the official closure date. This audit may also serve as the school's final annual audit and shall include:

- A complete accounting of all financial assets, including cash, accounts receivable, and material inventory
- A detailed list of liabilities, such as outstanding payables, loans, apportionment reductions, and unpaid employee compensation
- An assessment of the use and final disposition of all restricted funds

D. Distribution of Assets

After all debts and obligations are settled, remaining assets will be handled in accordance with law and in a manner aligned with Golden Valley Charter School's founding intentions and agreements. This includes:

- Returning any grant or categorical funds in compliance with state or federal requirements, including final reporting
- Returning donated items or materials per donor agreements, where applicable

E. Final Reporting

The designated entity will file any final reports required by **Education Code §47604.33** and applicable federal or state funding sources.

V. Funding for Closure Activities

Closure-related expenses shall be covered using the following identified source(s) of funding: **[Insert funding source identified in the charter petition (e.g., reserve funds, restricted accounts, etc.)]**.

[Note: The designated funding source should be clearly stated in the school's charter and financial plans.]

VI. Optional: Nonprofit Dissolution Procedures (If Applicable)

If the governing board of the nonprofit corporation operating Golden Valley Charter elects to dissolve the organization upon closure of the school, the following process shall be followed:

A. Board Resolution for Dissolution

The Board of Trustees may, by majority vote, approve a resolution to formally wind up and dissolve the corporation. The Board shall retain full legal authority to manage the winding-up process both before and after the **Certificate of Dissolution** is filed with the California Secretary of State.

B. Conducting the Wind-Up

The nonprofit shall cease operations unrelated to closure, except as needed to protect goodwill or manage the sale or transfer of remaining assets.

C. Legal Notices

Upon initiating dissolution:

- Written notice will be provided to all known creditors and claimants
- Required filings will be submitted to the **California Secretary of State** and the **Attorney General's Office**

[Note: If the nonprofit has members, those members must also receive notice and participate in the dissolution process in accordance with the bylaws.]

VII. Guiding Principles for Closure

Throughout the closure process, Golden Valley Charter School and its designated representatives will act with **compassion, integrity, and transparency**, guided by the following values:

- Ensuring a **smooth and supportive transition** for every student
- Preserving the **dignity and wellbeing of faculty and staff**
- Honoring the **community bonds** and shared experiences that have shaped our school

We recognize that while school closure is a legal and operational process, it is also an emotional and communal one. We will do everything possible to honor the contributions of all who have walked through our doors and uphold the spirit of Waldorf education until our final day.

School Board Meetings-Brown Act Compliant

(adapted from CSDC, 2024 Board Governance Policy#5-School board Meetings-Brown Act Complaint)

- I. Types of Meetings
 - A. Regular Meetings:

The Brown Act requires that the regular meetings of the board of directors be open to the public.

Meeting defined: A meeting (whether regular or special) is defined very broadly as any congregation of a majority of board of trustees members at the same time and place to hear, discuss or deliberate upon any item that is within the subject matter jurisdiction of the board. Deliberation in this context connotes not only collective decision making, but also the collective acquisition and exchange of facts preliminary to the ultimate decision. Thus, virtually any congregation of a majority of board members constitutes a meeting—even if the congregation is an informal or inadvertent one.

Serial meetings prohibited: The Brown Act prohibits so-called serial meetings, where a board majority uses direct communication, personal intermediaries or technological devices (such as email) to develop a collective concurrence as to action to be taken on an item by the board members. Thus, discussions (whether via phone, e-mail, text, or in person) among a majority of board members that are used to achieve a concurrence constitute a “meeting” even if the individual members are not physically present.

Advisory committees and standing committees: Advisory and standing committees created by formal action or resolution of the board are considered to be legislative bodies subject to the Brown Act. However, advisory committees comprised solely of board members that are less than a quorum are not legislative bodies, unless they are standing committees. All standing committees, those that have a continuing subject matter jurisdiction or a meeting schedule fixed by resolution or other formal action of a legislative body, are legislative bodies subject to the Brown Act. Standing committees typically include executive committees, fiscal committees, audit committees and/or curriculum committees. There may be others. Check your school’s resolutions, bylaws or other minutes to determine if you have standing committees subject to the Brown Act. Meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting are considered as regular meetings of the committee.

When are regular meetings held? The organization’s bylaws or a board resolution usually set the schedule for regular meetings of the board. This policy is drafted in a manner that assumes that the regular meetings are scheduled every year by board resolution and are usually set monthly or quarterly.

Regular Meetings are held

Located in the Same County: The governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or charter schools are located. A two-way teleconference location shall be established at each school site, and/or central office.

Discrimination: Another consideration when determining where to have an open board meeting is the requirement that the location meet the protections and prohibitions contained in the Americans with Disabilities Act, and the implementing rules and regulations. Additionally, the meeting may not be conducted in a facility that prohibits the admittance of any person on the basis of race, religious creed, color, national origin, ancestry or sex, or where members of the public are required to make a payment or purchase in order to attend.

The Corporations Code provides that board meetings may be held any place that has been designated in the notice or in the bylaws or board resolutions. Thus, if the school follows the Brown Act, it will be in compliance with the Corporations Code.

Teleconference options: There are three teleconferencing options available for board members if certain rules are followed, but only two may be utilized when there is no proclaimed state of emergency. Under the original teleconferencing rules, the board is required to post agendas at all teleconference locations, each teleconference location shall be identified in the notice and agenda, and each location shall be accessible to the public (which must be open to those with disabilities and be non-discriminatory in operation). During the teleconference, at least a quorum of the members shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction. The agenda shall provide an opportunity for members of the public to address the board directly at each teleconference location.

Legislative bodies may follow different teleconferencing rules if there exists “Just Cause” or “Emergency Circumstances.”

During times with a proclaimed state of emergency, a third set of rules may be followed.

All votes taken during a teleconferenced meeting under any of the rules shall be by rollcall.

The Corporations Code provides guidelines for teleconferencing options, but they are less restrictive than the Brown Act guidelines. Thus, if the school follows the Brown Act, it will be in compliance with the Corporations Code as well.

Regular meetings of the Board of Trustees of Golden Valley Charter Schools (“Board”) shall be held consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

Golden Valley Charter School- Policy

Adopted:

Amended:

When required by law, meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting in accordance with law, shall be considered regular committee meetings.

Special Meetings

Special meetings are those meetings other than regular meetings and may be called at any time by the presiding officer of the board or by a majority of the board members. Certain notice provisions attach to special meetings, which are addressed below at II. See discussion in I.A. regarding location requirements, access limitations and teleconference options.

Special meetings may be called on an as-needed basis by the [title of the presiding officer of the legislative body] or a majority of the members of the board, consistent with legal requirements.

Emergency Meetings

Emergency meetings are permissible only when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities. An emergency situation is defined as a work stoppage, crippling activity or other activity that severely impairs public health and/or safety as determined by a majority of the board. It is also defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring a board to provide one-hour notice before holding an emergency meeting may endanger public health and/or safety as determined by a majority of the board.

Emergency meetings may be called by a Board majority when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities in accordance with law.

Notification of Meetings

Meetings subject to the Brown Act must be publicly noticed, posted on the school's website and notice must also be provided to board members, the length of which depends upon the type of meeting held.

Length of notice: Regular meetings require 72 hours notice; special meetings require 24 hours notice; emergency meetings require 1 hour notice and sometimes less.

The Corporations Code provides that regular meetings may be held without notice if the time and place of the meetings are fixed in the bylaws or by the board.

Content of notice: "Notice" is a bit misleading for purposes of board meetings because in practice, the "notice" identifying the time and location of the meetings will simply be identified at

Golden Valley Charter School- Policy

Adopted:

Amended:

the top of the agenda prepared for the meeting. Thus, “notice” simply means providing a copy of the agenda (containing the proper identifying information) to the public (via display and posted on the school’s website), delivering it to the media (if requested) and to the board members. Specifically, regular meetings require that the agenda be posted containing, among other things, the time and location of the regular meeting. (A further discussion of the content required for agendas may be found below.) Special meetings require that the notice specify the time and place of the special meeting and the business to be transacted or discussed. Emergency meetings require notice of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible. (See further discussion below regarding notice to media for emergency meetings.)

Notice to board members: The Brown Act does not prescribe how and when board members receive a copy of the notice of regular meetings, presumably because regular meetings are scheduled by resolution or other formal action of the board. It is, however, recommended that the same notice be provided to the board members as the regular public (i.e., at least 72 hours). For special meetings, the meeting may be called by delivering written notice to each board member in writing. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the special meeting. Board members may file with the board secretary a written waiver of notice, which may be given by telegram or at the time of the meeting. For emergency meetings, there is no specified time frame for members to receive notice.

The Corporations Code provides that for special meetings, notice be provided four days in advance if given by first-class mail or 48 hours if delivered personally, by telephone or electronic transmission. This provision may not be waived by bylaws or articles of incorporation. A Board member may, however, waive the notice requirements. Thus, it is recommended that a nonprofit charter school operating under the Brown Act and the Corporations Code do one of the following: 1) Provide the Board members with notice in compliance with the Corporations Code (such as merely alerting them that there is a special meeting) and public notice in compliance with the Brown Act; or 2) Ask the Board members to waive their notice rights under the Corporations Code and follow the notice requirements of the Brown Act only. The latter makes more sense if the meeting is scheduled without four day’s notice.

Notice to media and other members of the public: Regular and special meetings must be posted (i.e., post the agenda) in a location that is freely accessible to members of the public 24-hours a day and on the school’s website if it has one. The Brown Act requires the online posting of the agenda on the primary website homepage of the School that is accessible through a prominent direct link to the current agenda. The direct link shall not be solely found in a contextual menu. If the school has an integrated agenda management platform, certain other provisions apply, including an exemption from the requirements that the agenda is placed on the homepage.

Golden Valley Charter School- Policy

Adopted:

Amended:

Additionally, notice of special meetings must be delivered to media outlets that have requested notice in writing. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the time of the meeting. For emergency meetings, media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived; however, the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Sending the agenda to members of the public: Persons may request that the agenda and supporting documents be mailed to that person at the time the agenda is posted or upon distribution to all, or a majority of, board members. If the person requests, the school may email a copy of, or website link to, the agenda or a copy of all documents constituting the agenda packet. If it is technologically infeasible to send a copy of all documents by email or other electronic means, the school may send it by mail. The request for agendas is only valid for the calendar year in which it is filed and must be renewed following January 1 of each year. The board may establish a fee for mailing the packet, which fee shall not exceed the cost of providing the service.

Additionally, agendas and any other writings, when distributed to all, or a majority of all, of the board members by any person in connection with a matter subject to discussion or consideration at a public meeting of the body, are disclosable public records under the California Public Records Act and shall be made available without delay when requested under the Public Records Act. This, however, does not include any writing exempt from disclosure under the Public Records Act.

Regular Meetings

Notice of the time and place of regular meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons or entities who have previously requested notice of such meetings, not later than 72 hours prior to a regular meeting. The notice and agenda will also be posted in a location that is freely accessible to members of the public not later than 72 hours prior to a regular meeting.

The notice and agenda will be posted on the School's website on the School's Website homepage through a prominent, direct link. The direct link shall not be in a contextual menu. [Alternatively, if your school uses an integrated agenda management platform, use the following language: "on the School's Website homepage through a direct link to the integrated agenda management platform. The direct link to the integrated agenda management platform shall not be in a contextual menu. When a person clicks on the direct link to the integrated agenda

Golden Valley Charter School- Policy

Adopted:

Amended:

management platform, the direct link shall take the person directly to an Internet Website with the current agenda at the top of the integrated agenda management platform.”] The agenda [or integrated agenda management platform] shall be posted in an open format that meets all of the following requirements:

- 1) retrievable, downloadable, indexable, and electronically searchable by commonly used internet search applications;
- 2) platform independent and machine readable;
- 3) available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda..

It is the Director's responsibility to provide notice and copies of the agenda and supporting documentation for regular meetings. [Note: This task may be delegated to anyone within the organization.]

Special Meetings

Notice of the time and place of special meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons who have previously requested notice of such meetings, not later than 24 hours prior to a regular meeting. Board members and media outlets (local newspapers, radios and/or television stations), that have requested notice in writing, will be provided written notice delivered personally or by any other means to ensure receipt at least 24 hours before the time of the special meeting. The agenda packet will be mailed to all other persons requesting a copy of the agenda, and supporting documents under Government Code section 54954.1 at the time the materials are distributed to all members of the Board if possible or, if not a majority of the Board.

The notice and agenda will be posted on the School's website in line with the posting requirements described for Regular meetings [Note: only include this website posting if the school has a website] and in a location that is freely accessible to members of the public not later than 24 hours prior to a special meeting.

It is the Director's, or designee's, responsibility to provide notice and copies of the agenda and supporting documentation for special meetings.

[Note: This task may be delegated to anyone within the organization.]

The agendas will be posted on the School's primary website homepage accessible through a prominent, direct link.

Emergency Meetings

Golden Valley Charter School- Policy

Adopted:

Amended:

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived and the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Agendas

Preparation of Agenda and Process There is no requirement that the agenda be prepared by any one particular person or group of persons within the board or school. It is important to designate someone to prepare the agenda so that there is someone responsible for it, and to set up a process to avoid disputes over what is placed on the agenda. Some boards designate a few board members to determine the content of the agenda. If you take this course, be careful not to designate the members by any formal action so as to avoid application of the Brown Act to the meeting to set the agenda. The process employed to create the agenda is also largely up to the board.

The Director, or designee, shall be responsible for preparing the agendas for all meetings of the Board. [Note: This task may be assigned to anyone within the organization.]

The Director, or designee, shall include on the agenda items that relate to school business as are requested for inclusion by Board members, and determined by the Director, or designee, to be appropriate for discussion at that meeting. In addition, a citizen may request that a topic directly related to school business be placed on the agenda. The Director, or designee, and/or Board Chair and/or Vice-Chair shall determine, in his/her discretion, whether the citizen request is or is not an item directly related to school business. No citizen-requested item shall be placed on the agenda if it is repetitive of a previous item placed on an agenda and considered by the Board.

Requests for items to be included on the agenda by Board members, school employees or citizens shall be in writing and submitted to the Director's or designee, office no later than seven (7) working days prior to the next regularly scheduled Board meeting.

At a Board meeting, Board members or the Director, or designee, may request that a topic be placed on the agenda, which topic had been recently considered and acted upon by the Board,

Golden Valley Charter School- Policy

Adopted:

Amended:

provided there is new and relevant information on the topic. Discussion at the meeting is limited to the determination of whether to reconsider the agenda topic at the next Board meeting.

Contents of the Agenda

The Brown Act requires that the agenda provide a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The description generally need not exceed 20 words. The agenda also must include the time and location of the regular meeting.

Agendas for special meetings must include the time and place of the special meeting and the business to be transacted or discussed. .

The agenda must also be made available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. The agenda shall include information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

When preparing the agenda for closed session items, special attention should be given to the confidentiality of the agenda items. Government Code section 54954.5 provides sample language for closed session items and if followed with substantial compliance, provides a safe harbor for the board.

In preparing the agenda, the Director, or designee, shall include the following:

- Time and location of the meeting, including, if applicable, any teleconferencing location(s) if using the original teleconferencing rules;
- A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session; Closed session items must be described in accordance with Government Code section 54954.5;
- An opportunity for members of the public to directly address the Board in accordance with the Board's public comment policy (addressed below);
- If teleconference locations are being utilized, an opportunity for members of the public to address the Board directly at each teleconference location, unless the board is operating pursuant to Government Code section 54953(e); and
- Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a

Golden Valley Charter School- Policy

Adopted:

Amended:

person with a disability who requires a modification or accommodation in order to participate in the public meeting.

Supporting Information Relating to Agenda Items

The Director, or designee, is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board. [Note: This task may be assigned to anyone within the organization.]

The purpose of preparing supporting information is to facilitate decision-making on the part of the Board members by having available to them in advance of Board meetings comprehensive data pertaining to each agenda topic. The supporting information shall accompany the agenda and be delivered to the Board members concurrently with the agenda.

If supporting materials are distributed to Board members during a public meeting, such materials will be made available for public inspection at the meeting if prepared by the Director or designee. If such materials are prepared by some other person, they shall be made available after the meeting at which they were distributed. The Board may charge a fee or deposit for a copy of such materials.

If written materials are provided to a majority of Board members less than 72 hours in advance of a regular meeting, the writing is to be available to the public for inspection at that time. The School's administrative offices located at [insert address] are designated for this purpose, which shall also be identified on the agenda. Additional processes for these written materials may be followed in accordance with Government Code section 54957.5(b)(2)(B).

These materials will be made available in appropriate alternative formats upon request by a person with a disability, as required by the Americans with Disabilities Act. No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Citizens who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Meetings

Open Session

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Closed Sessions as authorized by law.

Public Participation at Meetings

Golden Valley Charter School- Policy

Adopted:

Amended:

The Brown Act provides the public with the right to testify at meetings. At a regular meeting, the public may comment on any item of interest to the public, before or during the legislative body's consideration of the item, that is within the subject matter jurisdiction of the board. In a regular meeting, the board need not provide an opportunity for the public to address the board on any item that has already been considered by a committee, composed exclusively of members of the board, at a public meeting wherein the public was given an opportunity to address the committee on the item, before or during the committee's consideration, unless the item has been substantially changed since the committee heard the item. During public comment, a reminder of FERPA-slander-

Additionally, if the board requires multiple days to reach all of the items on the agenda of a regular meeting, the California Court of Appeal has found that only one general comment period is required, in addition to public comment on each agenda item. The following policy is drafted with the assumption that the board meeting will last only one day; thus, the general comment period and the public comment on each agenda item are combined into one comment period. It is recommended that if your board meeting will last multiple days, the public comment period on each agenda item be provided on the day in which the item will be discussed or decided.

At special meetings, the public is only given the right to address the board concerning items described in the meeting notice, and the opportunity must be given before or during consideration of that item.

Length of time of public comment: Government Code section 54954.3(b) vests the board with wide discretion concerning the adoption of regulations limiting the time at its meetings for public testimony on each issue and for each speaker. A limitation of five minutes or less for each speaker may be valid, depending upon the particular circumstances. What is a "reasonable" period of time for public discussion will necessarily vary with the facts and circumstances in each case. The time allocated for the meeting, the number of agenda items, the complexity of each item, and the number of persons wishing to address the legislative body on each item of general public interest would require consideration. If the board adopts the time limitation as a formally adopted policy, as is the case in this policy, the limitation should provide for a waiver by the board where necessary or appropriate pursuant to the usual rules governing deliberative bodies. This flexibility can be especially helpful when large numbers of persons wish to address the board because the board may want to more sharply limit the time that each person may speak and set a cap on the total time that those favoring and opposing an action may address the board.

The law provides that if the School limits the time for public comment, it is required to provide at least twice the allotted time to a member of the public who utilizes a translator to ensure that non-English speakers receive the same opportunity to directly address the board, unless simultaneous translation equipment is used to allow the board to hear the translated public testimony simultaneously.

Golden Valley Charter School- Policy

Adopted:

Amended:

Public comment generally: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters under the Board's jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed one-half hour, unless additional time is granted by the Board. At the discretion of the [insert title of presiding officer of the Board], individuals may be granted 5 minutes to make a presentation to the Board. Normally, individuals will be granted 2 minutes each for public comment. Individuals who utilize a translator will be given twice the allotted time to a member of the public to ensure that non-English speakers receive the same opportunity to directly address the Board. If the Board makes available simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, this additional time allotment does not apply.

Limits on public comment: The Chairperson may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded. Any person who addresses the Board shall not make personal impertinent, slanderous or profane remarks to any Board member, staff or the general public. Any person who makes such remarks, or who utters loud, threatening, personal or abusive language, or engages in any other disorderly conduct that disrupts, disturbs or otherwise impedes the orderly conduct of any Board meeting shall, at the discretion of the Board Chair and/or Vice-Chair, or a Board majority, be barred from the audience before the Board during that meeting. [Note: The Board may not prohibit public criticism of the policies, procedures, programs or services of the agency, or of the acts or omissions of the Board.]

In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible, and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session. [Note: The board may also establish a procedure to readmit an individual(s) not responsible for willfully disturbing the orderly conduct of the meeting.]

Citizens desiring Board action on an item are required to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution.

Disorderly Conduct: The presiding member(s) of the Board, or their designee, may remove, or cause the removal of an individual for disrupting the meeting. Prior to removing the individual, the presiding member or designee shall warn the individual that their behavior is disrupting the meeting and that their failure to cease the behavior may result in their removal. The presiding member or designee may then remove the individual if they do not promptly cease their

Golden Valley Charter School- Policy

Adopted:

Amended:

disruptive behavior. Disrupting means engaging in behavior during a meeting of a legislative body that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, one of the following: A failure to comply with reasonable and lawful regulations adopted by the Board or any other law or engaging in behavior that constitutes use of force or a true threat of force.

Time for public comment: All public comments concerning all matters shall be heard immediately after the meeting is called to order, roll call of board members, and moment of virtue, and prior to the formal discussion of the agenda topics by the Board and consideration of action.

Recording and/or broadcasting of meeting: Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video tape recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

Requests to address the Board: Prior to the beginning of the meeting, citizens seeking to address the Board on an item on the agenda or during time allocated for public comment shall complete the card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the Board Chair, Vice-Chair, and/or Executive assistant, or their designee.

Board Members at Meetings

Board discussion: For regular and special meetings, no action or discussion shall be taken on any item not appearing on the posted agenda. At a regular meeting, however, Board members or staff may briefly respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Certain discussions are prevented in special meetings and required announcements in regular meetings: The Board may not discuss in any special meetings the salaries, salary schedules or compensation paid in the form of fringe benefits of the Executive Director, or designee, (or other identified head of the School). This limitation, however, does not apply to the Board calling a special meeting to discuss the School's budget. Prior to taking final action, the Board shall orally report a summary of a recommendation for a final action on the salaries, salary schedules or compensation paid in the form of fringe benefits of the School's Executive Director, or designees, during the open regular meeting in which the final action is to be taken.

Golden Valley Charter School- Policy

Adopted:

Amended:

Exceptions in regular meetings: In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply:

- 1) A majority of the Board determines that an emergency situation exists (as defined by Govt. Code section 54956.5);
- 2) A determination by a two-thirds vote of the Board members present at the meeting, or if less than two-thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or
- 3) The item was properly posted for a prior meeting occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the [insert title of presiding officer of the Board] shall publicly identify the item(s).

Closed session: Prior to holding any closed session, the Board shall disclose, in an open meeting, the item(s) to be discussed in the closed session. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may consider only those matters covered in its statement.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code section 54957.1.

Minutes of Board Meetings

The content of meeting minutes for open session is not prescribed by the Brown Act, with the exception of minutes for emergency meetings; however, the Brown Act does have requirements for the minutes of closed session meetings. The Brown Act requires that the board record each board member's vote or abstention for open and closed session items. The Corporations Code requires only that the nonprofit corporation maintain minutes of proceedings of its boards and committees. It does not provide any detail on the content.

Open session meetings: The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion, including the vote or abstention of every Board member present. In the event that Board members are participating via teleconferencing, all votes during the meeting shall be by roll call and will be reflected in the minutes. The open session minutes shall also record all resolutions, the recommendations of the administration and the substance of the Board's

Golden Valley Charter School- Policy

Adopted:

Amended:

discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Clerk. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

Closed session meetings [Note: minutes are not required to be kept for closed session meetings; if they are kept, there are rules that apply as articulated below.]: The Board designates [insert the title of a clerk or other officer or employee of the local agency] to attend each closed session of the Board and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book for closed session is not a public record subject to inspection and shall be kept confidential. The minute book shall be available only to Board members, or when otherwise required by law. The minute book may, but need not, consist of a recording of the closed session.

Minutes for Emergency Meetings: Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

Storing the minutes: The official minutes of the Board (for open and closed sessions) shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;

Original copy of all budget transfers;

Copies of any document determined by the Board to be attached to the official minutes; and

Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

Quorum Requirements

A majority of the voting members of the Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action

Golden Valley Charter School- Policy

Adopted:

Amended:

by at least a majority of the full Board. No act of the Board is valid or binding unless a majority of all members concur therein.

Should there be less than a majority of the Board present at any meeting, the meeting shall be adjourned.

Continuances and Adjournment

Continuances

Items appearing on agendas for regular meeting may be continued to another meeting, to be held within 5 calendar days from the date of the originally posted meeting, without triggering the requirement that the agenda item be re-posted with the requisite notice.

If the Board is holding, has noticed or ordered a hearing, at any meeting, the Board may, by order or notice, continue or reconvene to any subsequent meeting of the Board in the same manner and to the same extent that a meeting may be adjourned (see below). If the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be conspicuously posted on or near the door immediately following the meeting at which the continuation was adopted or made.

Adjournment

The following discussion on adjournment is in compliance with the Brown Act. The Corporations Code provides that a majority of directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of the adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Board members who were not present at the time of the adjournment.

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular meeting, the Board Secretary may declare the meeting adjourned to a stated time and place and he/she shall cause a written notice of adjournment to be given in the same manner as provided for special meetings, unless such notice is waived for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

Board Meetings When Operating During Proclaimed State of Emergency

Golden Valley Charter School- Policy

Adopted:

Amended:

The Board may modify its operations to hold meetings remotely when there is a proclaimed state of emergency and when one of the following applies:

- 1) state or local officials have imposed or recommended measures to promote social distancing; or
- 2) the Board holds a meeting for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or
- 3) the Board holds a meeting and has determined, by a majority vote, that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

When the Board holds a meeting under these findings, it shall do the following:

Give notice of the meeting and post the agenda as normally required by the Brown Act.

The agenda shall identify and include an opportunity for all persons to attend via call-in option or an internet-based service option. There will be no requirement to provide a physical location from which the public may attend or comment.

The Board will conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the Board.

In the event of a disruption that prevents the Board from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the School's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board will not take further action on items appearing on the agenda until public access to the meeting via call-in option or internet-based service option is restored.

The Board will not require public comments to be submitted in advance of the meeting and will provide an opportunity for the public to address the Board and offer comment in real time.

[If your Board provides a timed public comment period for each agenda item, include this paragraph] Public comment shall not close for each agenda item, or the opportunity to register for public comment if applicable, until the timed public comment period for each agenda item has elapsed.

[If your Board does not provide a timed public comment period, but takes public comment on each agenda item, include this paragraph] The Board will allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time

Golden Valley Charter School- Policy

Adopted:

Amended:

for members of the public to register for public comment if applicable or otherwise be recognized for the purpose of providing public comment.

[If your Board provides a timed general public comment period, include this paragraph] Public comment shall not close, or the opportunity to register if applicable, until the timed general public comment period has elapsed.

GOVERNANCE POLICY: Assignment of Teachers to Multiple or Single Subject Instruction

Golden Valley, a Waldorf-Inspired Charter School

Adopted: [Insert Date]

Amended: [Insert Date] (if applicable)

I. Intent and Philosophy

At Golden Valley Charter, we honor the whole-child approach and value the artistry and integrity of the teaching profession. We recognize that, in alignment with both Waldorf principles and the California Education Code, a teacher's breadth of knowledge, training, and life experience can enable them to present subject matter in a developmentally appropriate and deeply engaging way—even when that subject falls outside the narrow scope of their original credential authorization.

To support pedagogical flexibility while remaining fully compliant with state law, this resolution outlines the Board's approach to utilizing legal assignment options available under the Education Code. It ensures that teacher assignments are made thoughtfully, with teacher consent, and in service to the needs of the students, the curriculum, and the school's mission.

II. RESOLUTION REGARDING MULTIPLE SUBJECT INSTRUCTION (Ed. Code §44256)

WHEREAS, Education Code §47605(l) allows charter schools to utilize flexible, locally approved assignment options permitted by law and regulation;

WHEREAS, Education Code §44256 authorizes the assignment of credentialed multiple subject teachers to departmentalized subject areas (as commonly practiced in California elementary settings), when specific coursework conditions are met;

WHEREAS, the Governing Board of Golden Valley Charter wishes to ensure that teaching assignments reflect both legal compliance and the school's pedagogical values;

NOW, THEREFORE, BE IT RESOLVED:

The Governing Board of Golden Valley Charter authorizes that any teacher holding a Multiple Subject Teaching Credential or Standard Elementary Credential may be assigned to teach specific subjects in a departmentalized setting for students in grades K–8, provided that:

- The teacher has completed at least 12 semester units or 6 upper-division or graduate units in each subject to be taught, from a regionally accredited institution;
- The assignment is made with the teacher's informed and written consent;

- Such assignments are made in alignment with the school’s mission and student developmental needs.

III. RESOLUTION REGARDING SINGLE SUBJECT INSTRUCTION IN MIDDLE SCHOOL (Ed. Code §44258.2)

WHEREAS, Education Code §44258.2 authorizes the assignment of a holder of a **Single Subject Credential** to teach in **grades 5 through 8**, provided certain conditions are met;

WHEREAS, [Employee Name] is employed by Golden Valley Charter, holds a Single Subject or Standard Secondary Credential, and:

- Has provided consent to teach in grades 5–8;
- Has completed at least **12 semester units** or **6 upper-division or graduate units** in the subject to which they are assigned;

NOW, THEREFORE, BE IT RESOLVED:

The Governing Board of Golden Valley Charter hereby authorizes the assignment of [Employee Name] to teach the subject of [Subject] in grades **5 through 8**, in accordance with Education Code §44258.2.

IV. POLICY FOR VERIFYING SUBJECT MATTER COMPETENCE FOR DEPARTMENTALIZED ASSIGNMENTS (Ed. Code §44258.3)

Intent: In recognition of the rich life experiences and additional qualifications held by our faculty, the Education Code allows schools to assign credentialed teachers—outside of their credential authorization—to teach in a **departmentalized setting** (grades K–12), when the teacher has adequate subject knowledge and gives consent, and when the Board adopts a policy to verify subject matter knowledge.

A. Development and Implementation of the Policy

The Governing Board of Golden Valley Charter affirms that:

- This policy has been developed in consultation with subject matter specialists, including mentor teachers, curriculum coordinators, certified subject-area teachers, Waldorf-trained specialists, and/or college faculty.
- Subject matter specialists will support the implementation of this policy by participating in the verification process.

B. Verification Methods

Subject matter competence may be demonstrated through one or more of the following methods, facilitated by the School Site Leadership, or Executive Director or designee, in collaboration with subject matter specialists:

- **Observation** of the teacher delivering lessons in the subject area
- **Oral interview** to assess knowledge and curricular alignment
- **Demonstration lessons**
- **Presentation of curricular or student work portfolios**
- **Written exam or self-assessment**
- **Review of coursework and professional development**

C. Criteria for Assignment

Verification shall include, but is not limited to:

- Evidence of knowledge aligned with the California Curriculum Framework and Waldorf pedagogy for the relevant subject and grade level
- Demonstrated capacity to deliver developmentally appropriate content
- The teacher's written consent to the assignment

V. RESOLUTION: ASSIGNMENT TO ELECTIVE COURSES BASED ON SPECIAL SKILLS (Ed. Code §44258.7(c))

WHEREAS, Education Code §44258.7(c) allows a full-time teacher with **special skills or preparation** outside of their credential area to be assigned to teach an **elective course**, with approval of an Assignment Committee;

NOW, THEREFORE, BE IT RESOLVED:

The Governing Board of Trustees of Golden Valley Charter School establishes an **Assignment Committee** consisting of:

- ____ teachers, selected by their peers;

- ____ administrators, selected by school leadership (equal in number to the teachers);

The Leadership Committee will:

- Review requests for elective teaching assignments based on special skills;
- Approve assignments valid for **one school year**, renewable upon review;
- Ensure that assignments align with the school's mission and curriculum goals;

A plan outlining the Assignment Committee's structure, procedures, and criteria will be submitted to the School Site Leadership, or Executive Director or designee, as required.

VI. RESOLUTION: ASSIGNMENT UNDER EDUCATION CODE §44263 (Single or Multiple Subject)

WHEREAS, Education Code §44263 authorizes a credentialed teacher to be assigned to teach:

- A **single subject class**, if they have completed **18 semester hours** (or 9 upper-division or graduate units) in that subject;
- A **multiple subject class**, if they have completed **60 semester hours**, distributed among the **ten areas** of a diversified major (as defined in Ed. Code §44314), with a variance of up to 3 units allowed in any one area;

WHEREAS, [Employee Name] meets the above coursework requirements and has provided their consent;

NOW, THEREFORE, BE IT RESOLVED:

The Governing Board of Golden Valley Charter hereby authorizes [Employee Name] to be assigned to teach a **[single/multiple] subject class** in the subject area of [Subject], in accordance with the provisions of Education Code §44263.

VII. Final Notes

This policy and associated resolutions reflect Golden Valley Charter's commitment to lawful governance, pedagogical integrity, and the thoughtful support of our teachers' capacities to serve the evolving needs of our students. All assignments shall be made in good faith, in collaboration with the faculty member, and with deep respect for the teacher's preparation and calling.

Code of Conduct for Board Members

Purpose:

The Board of Trustees provides clear, shared expectations for behavior, ensuring members act with integrity, honesty, and in the organization's best interest, thereby fostering trust, promoting ethical conduct, ensuring Golden Valley upholds Waldorf's mission, vision, values, and philosophy through maintaining public reputation and transparency. These policies guide trustees in fulfilling their fiduciary duties by providing a framework for ethical decision-making, preventing conflicts of interest, and setting standards for professional conduct to achieve the organization's mission. All Board of Trustees members will complete the oath of office annually or when appointed to the Board of Trustees.

Waldorf Student-Centered Focus:

1. Members of the Board of Trustees ("Board") of Golden Valley Charter Schools ("Golden Valley") will be continuously guided by what is best for all students of Golden Valley.
2. Members of the Board Trustees ("Board") actions are consistent with the core principles of Waldorf Education as articulated by the Association of Waldorf Schools of North America (AWSNA) and California State Education Standards

Equity in Attitude:

1. Members will be fair, just, and impartial in all their decisions and actions.
2. Members will accord others the respect they wish for themselves.
3. Members will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in Stewardship:

1. Members will keep in mind that, alone, they are not the Board, and as such, they will not purport to act on behalf of the Board or make representations on behalf of the Board unless specifically authorized to do so.
2. Members will ensure legal and financial integrity, safeguard the school's financial health through responsible management.
3. Members will be accountable to the public by representing Golden Valley's policies, programs, priorities, and progress accurately.
4. Members will work to ensure prudent and accountable use of Golden Valley's resources.

Honor in Conduct:

1. Members will tell the truth.
2. Members will not release confidential information.
3. Members will share their views while working towards a consensus.
4. Members will respect the majority decision as the decision of the Board of Trustees.
5. Members will base their decisions on fact rather than supposition, opinion, political purpose, or public favor.

Commitment to Service:

1. Members will focus their attention on fulfilling the Board of Trustees' responsibilities of fiscal health, goal setting, policymaking, and accountability.
2. Members will diligently prepare for and attend Board meetings.
3. Members will avoid personal involvement in activities the Board has delegated to the Executive Director or Designee.
4. Members will seek continuing education that will enhance their ability to fulfill their duties effectively.

Each Individual Board Member Will:

1. Keep the Waldorf learning environment and achievement for all students as the primary focus.
2. Recognize and respect differences of perspective and style on the Board and among staff, students, parents, and the Golden Valley community.
3. Act with dignity and carry oneself with mindfulness, recognizing that one's words, actions, and presence at school functions, community events, classroom gatherings, and other public moments reflect upon and represent Golden Valley Charter Schools.
4. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.
5. Understand the distinctions between Board and administration roles, and refrain from performing management functions that are the responsibility of the Executive Director or Designee and staff.
6. Comply with applicable laws and Golden Valley's policies, including, but not limited to, those related to conflicts of interest.

Board Member Interactions

In alignment with the principles of Waldorf education and collaborative spirit of our Charter School, all members of the governance body commit to engaging in open and respectful dialogue. Diverse perspectives are welcomed as a vital part of our shared decision-making. Members will strive to listen with intention, speak with care, and approach disagreement with equanimity- recognizing that differing views are not personal, but growth opportunities. Body language, tone, and presence should reflect a mood of mutual respect, thoughtful reflection, and kindness toward one another/

Conflicts of Interest Policy Pursuant to the Political Reform Act of 1974 (Government Code §§ 87100, et seq.) and Government Code section 1090

1. Introduction and Purpose

In the spirit of transparency, integrity, and community stewardship, the Board of Trustees of Golden Valley Charter Schools (the “School”), a Waldorf-inspired educational institution, formally adopts this Conflict of Interest Policy (“Policy”). This Policy is intended to ensure that all decisions made by the School’s leadership are grounded in fairness, guided by ethical standards, and in the best interest of the students, faculty, and the wider community.

This Policy applies to:

- All current and prospective Board members
- School officers and employees holding designated positions
- Any other individuals identified under the School’s Conflict of Interest Code

2. Definitions

- Designated Persons: These are individuals within the School—Board members, officers, and staff—whose roles involve decision-making that could materially affect their own financial interests. These positions are listed in Appendix A of the School’s Conflict of Interest Code.
- Remote Interests: These are specific types of financial interests in contracts that are recognized under California Government Code §1091. These apply primarily to Board members and are referenced in this Policy as “disqualifying interests.”
- Non-Interests: These are financial interests that, under Government Code §1091.5, do not disqualify an individual from participation, though they must still be disclosed. These also fall under the term “disqualifying interests” in this Policy.

(Refer to Exhibit A for the full legal definitions under California Government Code §§ 1091 and 1091.5.)

3. Disclosure Responsibilities

A. Statement of Economic Interests (Form 700)

All Designated Persons must complete and file Form 700 (Statement of Economic Interests) as required by law. This form discloses financial interests that could foreseeably be affected by decisions made in their role at the School.

These statements must disclose:

- Investments
- Interests in real property
- Business positions
- Sources of income

The nature and extent of disclosure depends on the position held, as outlined in Appendix A and Appendix B of the Conflict of Interest Code.

B. Timing of Filings

- Initial Statement: Filed within 30 days after this Policy becomes effective.
- Assuming Office Statement: Filed within 30 days of beginning service or candidacy.
- Annual Statement: Filed by April 1 of each year.
- Leaving Office Statement: Filed within 30 days of leaving the role.

All forms will be provided by the School and submitted to the School's designated filing officer, who will retain copies and forward originals to the reviewing authority.

4. Common Director Disclosure Statement

In addition to Form 700, each Board member shall annually complete a Common Director Disclosure Statement at the start of the fiscal year, listing any other organizations in which they serve as a board member, employee, or committee member.

Note: While not required by law, this additional disclosure aligns with the School's values of integrity and transparency.

5. Disqualification and Recusal

- A. General Rule- No Designated Person, nor their spouse or dependent children, may be financially interested in any contract or decision made in their official capacity. Individuals must recuse themselves when their participation would constitute a conflict of interest under state law.

A "disqualifying financial interest" arises when a decision could reasonably have a material financial effect on the individual or their immediate family, distinguishable from its effect on the general public.

Board members who are also School employees must follow special recusal rules when decisions uniquely affect their employment.

B. Examples of Disqualifying Actions

Making or participating in a decision includes:

- Voting
- Recommending or advising on a decision
- Directing action or entering contracts
- Attempting to influence others through formal or informal means

6. Board Composition Limitation

In alignment with nonprofit governance standards:

- No more than 49% of the Board may be individuals (or their immediate family) who are compensated by the School for services in the previous 12 months.
- A School employee may serve on the Board, but must follow recusal protocols regarding employment-related decisions.

7. Procedures for Disqualification

For Staff (Non-Board) Designated Persons:

If a conflict arises:

1. Submit a written disclosure to your supervisor.
2. The supervisor will reassign the matter and forward the notice to the School Director.
3. The Director will record the disqualification and inform the Board at its next meeting.

If the Executive Director, or designee, is involved, they must report their conflict directly to the Board in writing.

For Board Members:

1. Oral Disclosure must be made at the meeting, after the item is announced but before discussion or vote.
2. The member must not participate in the discussion or decision.
3. If the matter is addressed in closed session, the conflict must be disclosed in open session before entering closed session. The member must not be present during the closed session discussion or have access to non-public materials related to the item.

All disclosures must be included in the official minutes.

8. Approval of Contracts Involving Disqualifying Interests

Before approving any contract involving a Designated Person with a Remote or Non-Interest:

- The Board must determine:

1. The contract serves the best interests of the School.
2. The terms are fair and reasonable.
3. No more advantageous arrangement could be obtained with reasonable effort.

These findings must be documented in the Board's minutes and/or the School's financial records.

Note: Disqualified individuals do not count toward the quorum for that item.

9. Adoption and Amendments

This Policy was:

- Adopted on: [Insert Date]
- Amended on: [Insert Date, if applicable]

EXHIBIT A

For full definitions of Remote Interests and Non-Interests as described in Government Code §§ 1091 and 1091.5, please refer to the attached statute excerpts. These provide guidance on specific relationships and circumstances that may or may not constitute a disqualifying conflict.

EXHIBIT A

Government Code § 1091. Remote interest of officer or member

(a) An officer shall not be deemed to be interested in a contract entered into by a body or board of which the officer is a member within the meaning of this article if the officer has only a remote interest in the contract and if the fact of that interest is disclosed to the body or board of which the officer is a member and noted in its official records, and thereafter the body or board authorizes, approves, or ratifies the contract in good faith by a vote of its membership sufficient for the purpose without counting the vote or votes of the officer or member with the remote interest.

(b) As used in this article, "remote interest" means any of the following:

(1) That of an officer or employee of a nonprofit entity exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code (26 U.S.C. Sec. 501(c)(3)) or a nonprofit corporation, except as provided in paragraph (8) of subdivision (a) of Section 1091.5.

(2) That of an employee or agent of the contracting party, if the contracting party has 10 or more other employees and if the officer was an employee or agent of that contracting party for at least three years prior to the officer initially accepting his or her office and the officer owns less than 3 percent of the shares of stock of the contracting party; and the employee or agent is not an officer or director of the contracting party and did not directly participate in formulating the bid of the contracting party.

For purposes of this paragraph, time of employment with the contracting party by the officer shall be counted in computing the three-year period specified in this paragraph even though the contracting party has been converted from one form of business organization to a different form of business organization within three years of the initial taking of office by the officer. Time of employment in that case shall be counted only if, after the transfer or change in organization, the real or ultimate ownership of the contracting party is the same or substantially similar to that which existed before the transfer or change in organization. For purposes of this paragraph, stockholders, bondholders, partners, or other persons holding an interest in the contracting party are regarded as having the "real or ultimate ownership" of the contracting party.

(3) That of an employee or agent of the contracting party, if all of the following conditions are met:

(A) The agency of which the person is an officer is a local public agency located in a county with a population of less than 4,000,000.

(B) The contract is competitively bid and is not for personal services.

(C) The employee or agent is not in a primary management capacity with the contracting party, is not an officer or director of the contracting party, and holds no ownership interest in the contracting party.

(D) The contracting party has 10 or more other employees.

(E) The employee or agent did not directly participate in formulating the bid of the contracting party.

(F) The contracting party is the lowest responsible bidder.

(4) That of a parent in the earnings of his or her minor child for personal services.

(5) That of a landlord or tenant of the contracting party.

(6) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm that renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of 10 percent or more in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(7) That of a member of a nonprofit corporation formed under the Food and Agricultural Code or a nonprofit corporation formed under the Corporations Code for the sole purpose of engaging in the merchandising of agricultural products or the supplying of water.

(8) That of a supplier of goods or services when those goods or services have been supplied to the contracting party by the officer for at least five years prior to his or her election or appointment to office.

(9) That of a person subject to the provisions of Section 1090 in any contract or agreement entered into pursuant to the provisions of the California Land Conservation Act of 1965.

(10) Except as provided in subdivision (b) of Section 1091.5, that of a director of, or a person having an ownership interest of, 10 percent or more in a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower or depositor, debtor or creditor.

(11) That of an engineer, geologist, or architect employed by a consulting engineering or architectural firm. This paragraph applies only to an employee of a consulting firm who does not serve in a primary management capacity, and does not apply to an officer or director of a consulting firm.

(12) That of an elected officer otherwise subject to Section 1090, in any housing assistance payment contract entered into pursuant to Section 8 of the United States Housing Act of 1937 (42 U.S.C. Sec. 1437f) as amended, provided that the housing assistance payment contract was in existence before Section 1090 became applicable to the officer and will be renewed or extended only as to the existing tenant, or, in a jurisdiction in which the rental vacancy rate is less than 5 percent, as to new tenants in a unit previously under a Section 8 contract. This section applies to any person who became a public official on or after November 1, 1986.

(13) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity.

(14) That of a person owning less than 3 percent of the shares of a contracting party that is a for-profit corporation, provided that the ownership of the shares derived from the person's employment with that corporation.

(15) That of a party to litigation involving the body or board of which the officer is a member in connection with an agreement in which all of the following apply:

(A) The agreement is entered into as part of a settlement of litigation in which the body or board is represented by legal counsel.

(B) After a review of the merits of the agreement and other relevant facts and circumstances, a court of competent jurisdiction finds that the agreement serves the public interest.

(C) The interested member has recused himself or herself from all participation, direct or indirect, in the making of the agreement on behalf of the body or board.

(16) That of a person who is an officer or employee of an investor-owned utility that is regulated by the Public Utilities Commission with respect to a contract between the investor-owned utility and a state, county, district, judicial district, or city body or board of which the person is a member, if the contract requires the investor-owned utility to provide energy efficiency rebates or other type of program to encourage energy efficiency that benefits the public when all of the following apply:

(A) The contract is funded by utility consumers pursuant to regulations of the Public Utilities Commission.

(B) The contract provides no individual benefit to the person that is not also provided to the public, and the investor-owned utility receives no direct financial profit from the contract.

(C) The person has recused himself or herself from all participation in making the contract on behalf of the state, county, district, judicial district, or city body or board of which he or she is a member.

(D) The contract implements a program authorized by the Public Utilities Commission.

(17) That of an owner or partner of a firm serving as an appointed member of an unelected board or commission of the contracting agency if the owner or partner recuses themselves from providing any advice of the contracting agency regarding the contract between the firm and the contracting agency and from all participation in reviewing a project that results from that contract.

(18) [1/1/26] That of a public officer if the public officer's child is an officer or director of, or has an ownership interest of 10 percent or more in, a party to a contract entered into by the board or board of which the officer is a member, if this information is actually known to the public officer.

(c) This section is not applicable to any officer interested in a contract who influences or attempts to influence another member of the body or board of which he or she is a member to enter into the contract.

(d) The willful failure of an officer to disclose the fact of his or her interest in a contract pursuant to this section is punishable as provided in Section 1097. That violation does not void the contract unless the contracting party had knowledge of the fact of the remote interest of the officer at the time the contract was executed.

§ 1091.5. Interests not constituting an interest in a contract

(a) An officer or employee shall not be deemed to be interested in a contract if his or her interest is any of the following:

(1) The ownership of less than 3 percent of the shares of a corporation for profit, provided that the total annual income to him or her from dividends, including the value of stock dividends, from the corporation does not exceed 5 percent of his or her total annual income, and any other payments made to him or her by the corporation do not exceed 5 percent of his or her total annual income.

(2) That of an officer in being reimbursed for his or her actual and necessary expenses incurred in the performance of official duties.

(3) That of a recipient of public services generally provided by the public body or board of which he or she is a member, on the same terms and conditions as if he or she were not a member of the body or board.

(4) That of a landlord or tenant of the contracting party if the contracting party is the federal government or any federal department or agency, this state or an adjoining state, any department or agency of this state or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial, or other public district of this state or an adjoining state unless the subject matter of the contract is the property in which the officer or employee has the interest as landlord or tenant in which event his or her interest shall be deemed a remote interest within the meaning of, and subject to, the provisions of Section 1091.

(5) That of a tenant in a public housing authority created pursuant to Part 2 (commencing with Section 34200) of Division 24 of the Health and Safety Code in which he or she serves as a member of the board of commissioners of the authority or of a community development commission created pursuant to Part 1.7 (commencing with Section 34100) of Division 24 of the Health and Safety Code.

(6) That of a spouse of an officer or employee of a public agency in his or her spouse's employment or office holding if his or her spouse's employment or office holding has existed for at least one year prior to his or her election or appointment.

(7) That of a nonsalaried member of a nonprofit corporation, provided that this interest is disclosed to the body or board at the time of the first consideration of the contract, and provided further that this interest is noted in its official records.

(8) That of a noncompensated officer of a nonprofit, tax-exempt corporation, which, as one of its primary purposes, supports the functions of the body or board or to which the body or board has a legal obligation to give particular consideration, and provided further that this interest is noted in its official records.

For purposes of this paragraph, an officer is “noncompensated” even though he or she receives reimbursement from the nonprofit, tax-exempt corporation for necessary travel and other actual expenses incurred in performing the duties of his or her office.

(9) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity, unless the contract directly involves the department of the government entity that employs the officer or employee, provided that the interest is disclosed to the body or board at the time of consideration of the contract, and provided further that the interest is noted in its official record.

(10) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than 10 percent in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(11) Except as provided in subdivision (b), that of an officer or employee of, or a person having less than a 10-percent ownership interest in, a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower, depositor, debtor, or creditor.

(12) That of (A) a bona fide nonprofit, tax-exempt corporation having among its primary purposes the conservation, preservation, or restoration of park and natural lands or historical resources for public benefit, which corporation enters into an agreement with a public agency to provide services related to park and natural lands or historical resources and which services are found by the public agency, prior to entering into the agreement or as part of the agreement, to be necessary to the public interest to plan for, acquire, protect, conserve, improve, or restore park and natural lands or historical resources for public purposes and (B) any officer, director, or employee acting pursuant to the agreement on behalf of the nonprofit corporation. For purposes of this paragraph, “agreement” includes contracts and grants, and “park,” “natural lands,” and “historical resources” shall have the meanings set forth in subdivisions (d), (g), and (i) of Section 5902 of the Public Resources Code. Services to be provided to the public agency may include those studies and related services, acquisitions of property and property interests, and any activities related to those studies and acquisitions necessary for the conservation, preservation, improvement, or restoration of park and natural lands or historical resources.

(13) That of an officer, employee, or member of the Board of Directors of the California Housing Finance Agency with respect to a loan product or programs if the officer, employee, or member participated in the planning, discussions, development, or approval of the loan product or program and both of the following two conditions exist:

(A) The loan product or program is or may be originated by any lender approved by the agency.

(B) The loan product or program is generally available to qualifying borrowers on terms and conditions that are substantially the same for all qualifying borrowers at the time the loan is made.

(b) An officer or employee shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by law if his or her sole interest is that of an officer, director, or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor.

Golden Valley Charter Procedure for Policy Adoption

Aligned with the principles of Waldorf Education and California meeting laws of the Brown Act

I. Purpose and Intent

At Golden Valley Charter Schools, we view policy development as an evolving, collaborative process grounded in reflection, inclusivity, and alignment with our mission to educate the whole child. The creation and stewardship of school policy should reflect the thoughtful input of our broader school community while maintaining consistency with our obligations as a public charter school and nonprofit organization.

This policy outlines the procedure by which the Board of Trustees adopts, revises, and communicates policies to ensure that governance decisions are transparent, participatory, and grounded in both the law and the values of Waldorf education.

II. Commitment to Open Governance

In accordance with California's open meeting laws, including the Brown Act, all actions related to the adoption or revision of school policy will be conducted in a manner that is open, public, and accountable. A committee will be formed by the Board of Trustees annually, for policy development, and will follow applicable open meeting requirements. Board members and staff are encouraged to seek guidance from legal counsel regarding compliance with these laws.

III. Guiding Principles for Policy Development

- **Clarity and Transparency:** Policies shall be written clearly and shared openly so that students, families, faculty, staff, and community members understand the decisions guiding our school.
- **Inclusiveness:** Voices from across our school community, including educators, administrative staff, families, students, and community partners, are welcome in raising potential policy topics.
- **Collaboration and Inquiry:** Policy development is seen as a shared responsibility grounded in listening, discernment, and seeking alignment with our educational mission.
- **Stewardship:** Policies are living documents that require regular review and care to remain relevant and effective.

IV. Steps in the Policy Process

1. Raising a Policy Issue

Any member of the school community—including faculty, staff, students, parents, or interested community members—may bring forward a potential policy topic by submitting a completed Policy Issue Form (approved by the Board of Trustees) to the Executive Director or their designee.

The Executive Director, or designee, will forward the issue to the Chair of the Policy Committee within one week of receipt.

Members of the Board of Trustees may also raise policy matters directly to the Policy Committee using the same form. If a policy topic arises during a Board meeting, it shall be recorded by the Policy Committee using the approved form.

The Policy Committee may also initiate its own policy inquiries and document them accordingly.

2. Investigation and Exploration

Upon receiving a policy issue, the Policy Committee will determine how best to understand the context and needs surrounding the issue. This may include:

- Conducting its own investigation
- Seeking input from relevant stakeholders (e.g., faculty, staff, parents, students)
- Delegating the investigation to a staff member or working group

This process should be guided by curiosity, respect, and a desire to understand multiple perspectives.

3. Policy Drafting

Following its inquiry, the Policy Committee will determine whether a new policy or revision is needed. If so, the committee may:

- Draft the policy internally, or
- Delegate drafting to a relevant staff member, working group, or outside expert

Drafts should be rooted in the mission and pedagogical philosophy of the school, as well as applicable legal and operational standards.

4. Board Review and Adoption

Proposed policies shall be presented to the full Board of Trustees during a regular or special public meeting. Policy adoption, revision, or repeal shall require a majority vote of the Board.

All Board actions regarding policy shall occur in accordance with the Brown Act and be fully open to the public.

V. Community Participation and Communication

The school community shall be provided with an opportunity to offer input on proposed policies before final adoption or revision. This may include:

- Public comment at Board meetings
- Community listening sessions
- Written input through designated communication channels

All adopted policies shall be:

- Maintained in an organized policy binder by the Board Chair or a designated Board member, with assistance from staff
- Available during regular business hours for public review
- Shared with all new Board members, who will receive an orientation and overview of key policies from a designated staff member

VI. Ongoing Review and Renewal of Policies

To ensure our policies remain responsive and relevant, the Policy Committee will complete a full review of all existing policies by **September** each year. The committee will:

- Identify any policies that require revision
- Report its findings to the Board at the next regular meeting
- Follow the same process outlined above for any needed revisions

As with new policies, revisions may be supported by individuals or working groups appointed by the Policy Committee, drawing on the expertise and wisdom within our school community.

Template 2: Golden Valley Charter Policy Routing and Approval Form

1. Proposal Details

- Policy Title: _____
- Date Submitted: _____
- Requested Action: ☐ New Policy ☐ Policy Revision ☐ Policy Deletion
- Requesting Individual/Department: _____
- Contact Person: _____

2. Review and Approval

- Reviewer: Policy Committee
- Date Reviewed: _____
- Action: ☐ Approved (Recommend for next level) ☐ Not Approved ☐ More Information Needed
- Comments: _____

- Reviewer: [Next Level, e.g., Board of Trustees] _____
- Date Reviewed: _____
- Action: ☐ Approved ☐ Not Approved
- Comments: _____

3. Final Approval

- Final Approval Date: _____
- Effective Date: _____
- Authorized Signature: _____

Template 3: Committee resolution template

A resolution is a formal statement of a decision or position taken by a governing body, such as the policy committee.

RESOLUTION

Resolution on [Title of Resolution]: _____

WHEREAS, [state the first fact or rationale for the resolution, providing background context]; _____

_____ and

WHEREAS, [state the second fact or rationale] _____

_____;

WHEREAS, [state any additional facts or rationales]; _____

NOW, THEREFORE, BE IT RESOLVED that the [Organization Name] Policy Committee recommends that the [Board of Directors/Executive Board] [state the specific action to be taken, e.g., "adopt the new policy on remote work"].

BE IT FURTHER RESOLVED, that this resolution, once approved, will be added to the official minutes of the meeting.

Adopted by the Policy Committee on [Date].

Signed by:

- Committee Member: _____
- Board of Trustees Chair: _____

Golden Valley Charter School Conflict of Interest Policy

Adopted:

Purpose: The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the

Adoption:

The Governing Board of Trustees, hereby adopts this Conflict of Interest Policy ("Policy"), which shall apply to all governing board members, candidates for member of the board, and all other designated employees of the Golden Valley Charter School ("School").

Definitions:

"Designated Persons" are officers and employees of the School and Board members who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest of that individual. The designated positions are listed in Appendix "A" attached to the School's Conflict of Interest Code and incorporated herein by reference.

"Remote Interests in a Contract" are those interests identified in Government Code section 1091 and relate only to voting members on the Board of Trustees and are referred to as "disqualifying interests" herein.

"Non-Interests in a Contract" are those interests identified in Government Code section 1091.5 and relate to directors, officers or employees of the School and are referred to as "disqualifying interests" herein. A copy of Government Code sections 1091 and 1091.5 are attached as Exhibit A to this policy.

Disclosure Statements

A. Statement of Economic Interest, Form 700

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest, Form 700 ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Person's position is assigned in Appendix A of the School's Conflict of Interest Code.

An investment, interest in real property, or income shall be reportable if the business entity in

which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Appendix B of the School's Conflict of Interest Code.

Contents of Statements

Initial Statements: Initial Statements shall disclose any reportable investments, interests in business positions and real property held on the date of assuming office, and income received during the twelve (12) months prior to the effective date of the Code.

Assuming Office Statements: Assuming Office Statements shall disclose any reportable investments, interests in business positions and real property held on the date of assuming office, and income received during the 12 months before the date of assuming office or the date of being appointed or nominated.

Annual Statements: Annual Statements shall disclose reportable investments, interests in real property, and income and business positions held or received during the previous calendar year or since the date the designated employee took office if during the calendar year.

Leaving Office Statement: Leaving Office Statements shall disclose reportable investments, interests in real property, business positions held and income received at any time during the period between the closing date of the last statement required to be filed and the date of leaving office.

Timing of Filings

An initial Statement shall be filed by each designated person within 30 days after the effective date of the Code. Thereafter, each new Designated Person shall file a Statement within 30 days after assuming office. Each Designated Person shall file an annual Statement by April 1. Every Designated Person who leaves office shall file a Statement within 30 days of leaving office.

Statements Filed With the Charter School

All Statements shall be supplied by the Charter School on forms prescribed by the Fair Political Practices Commission. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy and forward the original to the Charter School's code reviewing body.

B. Common Director Disclosure Statement

At the commencement of an individual's term with the Charter School and at the beginning of each fiscal year, each Board member shall complete a Common Director Disclosure Statement and provide it to the Charter School identifying all organizations for which he/she is a board member, employee or committee member that are not otherwise disclosed in the Statement of Economic Interest. **[Note: This provision is not required by law, but provides an additional level of review for the Board to ensure that there are no conflicts of interest.]**

I. Disqualification

Designated Persons: No Designated Person, or their spouses and dependent children, may be financially interested in any contract made by them in their official capacity. Board Members are presumed to have made contracts in which they, or their spouses and dependent children have a financial interest. A Designated Person may not make, participate in making, or in any way use or attempt to use his/her official position to influence any Charter School decision which he/she knows or has reason to know he or she has a disqualifying financial interest. A Designated Person has a “disqualifying financial interest” if the decision will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the Designated Person or a member of his or her immediate family. A Director that is also an employee of the School must follow the recusal provisions outlined below for any matters uniquely affecting that member’s employment. A Designated Person must follow recusal provisions outlined below with respect to Remote Interests in Contracts and Non-Interests in Contracts.

[Note: Making decisions includes the following actions: 1) Authorizing or directing any action; 2) Voting; 3) Appointing a person; 4) Obligating or committing his/her agency to any course of action; 5) Entering into any contractual agreement on behalf of the agency.]

[Note: Participating in making a decision includes the following actions, unless there is significant intervening substantive review: Providing information, an opinion or recommendation for the purpose of affecting the decision.] [Note: An official is attempting to use his/her official position to influence the decision if, for the purpose of influencing the decision, the official: 1) contacts or appears before any official in his/her agency or in an agency subject to the authority or budgetary control of his/her agency for the purpose of affecting the decision; or 2) contacts or appears before any official in any other government agency for the purpose of affecting the decision, and the public official acts or purports to act within his/her authority or on behalf of his/her agency in making contact.] [These prohibitions do not extend to ministerial actions; appearances as a member of the general public (d)(2); terms of employment (d)(3); public speaking (d)(4); academic decisions (d)(5); architectural and engineering documents (d)(6); other consulting services (d)(7).]

Board Make-Up: Not more than 49 percent of the persons serving on the Board of the Charter School may be Directors, or family members, that were compensated by the School for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor or otherwise, excluding any reasonable reimbursement paid to a director as a director. **[Note: This section is included in accordance with the Corporations Code.]** No Directors shall serve on the Board of the Charter School if that person has a current financial interest in any contract made by him or her in his or her official capacity on the board, except that an employee Director is not disqualified from serving as a member of the Board of Directors because of that employee’s employment status with the School.

Manner of Disqualification

Persons with Remote Interests in Contracts and Non-Interests in Contracts: When a Designated Person, other than a Board Member, determines that he/she should not make a

decision because of a financial interest in a Contract, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification, and notify the Charter School Governing Board of the interest at its next meeting before the Governing Board discusses or votes on the item. In the case of the Charter School Director, this determination and disclosure shall be made in writing to the Governing Board.

Governing Board members shall orally disclose a Remote interest, and in some instances a Non-Interest in a contract at the meeting during which consideration of the decision takes place. Employee Board members shall orally disclose an interest in any decision uniquely affect that member's employment. This disclosure shall be made following the announcement of the agenda item, but before the discussion or vote commences. This disclosure shall be made part of the Board's official record. The disqualified Board member shall then refrain from participating in the decision in any way, but may remain seated if desired.

If the decision is made during a closed session, the member's disqualification may be made orally during the open session before the body goes into closed session and shall be limited to a declaration that his/her recusal is because of a conflict of interest under Government Code section 87100. The declaration shall be made part of the official public record. The member shall not be present when the decision is considered in closed session or knowingly obtain or review a recording or any other non-public information regarding the decision.

The following must be confirmed in the affirmative prior to the Board's acceptance of a contract or transaction with a Designated Person with respect to a Remote or Non-Interest in a Contract: **[Note: This section is included in accordance with the Corporations Code, although it is drafted slightly more restrictively than required as it relates to Common Directors.]**

- ☐ That the transaction is entered into for the benefit of the Charter School;
- ☐ That the transaction was fair and reasonable for the Charter School at the time it enters into the transaction;
- ☐ That after reasonable investigation under the circumstances, the Board determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Disqualified Designated Persons shall not be counted toward achieving a quorum while the item is discussed.

Adopted:

Amended:

EXHIBIT A

Government Code § 1091. Remote interest of officer or member

(a) An officer shall not be deemed to be interested in a contract entered into by a body or board of which the officer is a member within the meaning of this article if the officer has only a remote interest in the contract and if the fact of that interest is disclosed to the body or board of which the officer is a member and noted in its official records, and thereafter the body or board authorizes, approves, or ratifies the contract in good faith by a vote of its membership sufficient for the purpose without counting the vote or votes of the officer or member with the remote interest.

(b) As used in this article, “remote interest” means any of the following:

(1) That of an officer or employee of a nonprofit entity exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code (26 U.S.C. Sec. 501(c)(3)) or a nonprofit corporation, except as provided in paragraph (8) of subdivision (a) of Section 1091.5.

(2) That of an employee or agent of the contracting party, if the contracting party has 10 or more other employees and if the officer was an employee or agent of that contracting party for at least three years prior to the officer initially accepting his or her office and the officer owns less than 3 percent of the shares of stock of the contracting party; and the employee or agent is not an officer or director of the contracting party and did not directly participate in formulating the bid of the contracting party.

For purposes of this paragraph, time of employment with the contracting party by the officer shall be counted in computing the three-year period specified in this paragraph even though the contracting party has been converted from one form of business organization to a different form of business organization within three years of the initial taking of office by the officer. Time of employment in that case shall be counted only if, after the transfer or change in organization, the real or ultimate ownership of the contracting party is the same or substantially similar to that which existed before the transfer or change in organization. For purposes of this paragraph, stockholders, bondholders, partners, or other persons holding an interest in the contracting party are regarded as having the “real or ultimate ownership” of the contracting party.

(3) That of an employee or agent of the contracting party, if all of the following conditions are met:

(A) The agency of which the person is an officer is a local public agency located in a county with a population of less than 4,000,000.

(B) The contract is competitively bid and is not for personal services.

(C) The employee or agent is not in a primary management capacity with the contracting party, is not an officer or director of the contracting party, and holds no ownership interest in the contracting party.

(D) The contracting party has 10 or more other employees.

(E) The employee or agent did not directly participate in formulating the bid of the contracting party.

(F) The contracting party is the lowest responsible bidder.

(4) That of a parent in the earnings of his or her minor child for personal services.

(5) That of a landlord or tenant of the contracting party.

(6) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm that renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of 10 percent or more in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(7) That of a member of a nonprofit corporation formed under the Food and Agricultural Code or a nonprofit corporation formed under the Corporations Code for the sole purpose of engaging in the merchandising of agricultural products or the supplying of water.

(8) That of a supplier of goods or services when those goods or services have been supplied to the contracting party by the officer for at least five years prior to his or her election or appointment to office.

(9) That of a person subject to the provisions of Section 1090 in any contract or agreement entered into pursuant to the provisions of the California Land Conservation Act of 1965.

(10) Except as provided in subdivision (b) of Section 1091.5, that of a director of, or a person having an ownership interest of, 10 percent or more in a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower or depositor, debtor or creditor.

(11) That of an engineer, geologist, or architect employed by a consulting engineering or architectural firm. This paragraph applies only to an employee of a consulting firm who does not serve in a primary management capacity, and does not apply to an officer or director of a consulting firm.

(12) That of an elected officer otherwise subject to Section 1090, in any housing assistance payment contract entered into pursuant to Section 8 of the United States Housing Act of 1937 (42 U.S.C. Sec. 1437f) as amended, provided that the housing assistance payment contract was in existence before Section 1090 became applicable to the officer and will be renewed or extended only as to the existing tenant, or, in a jurisdiction in which the rental vacancy rate is less than 5 percent, as to new tenants in a unit previously under a Section 8 contract. This section applies to any person who became a public official on or after November 1, 1986.

(13) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity.

(14) That of a person owning less than 3 percent of the shares of a contracting party that is a for-profit corporation, provided that the ownership of the shares derived from the person's employment with that corporation.

(15) That of a party to litigation involving the body or board of which the officer is a member in connection with an agreement in which all of the following apply:

(A) The agreement is entered into as part of a settlement of litigation in which the body or board is represented by legal counsel.

(B) After a review of the merits of the agreement and other relevant facts and circumstances, a court of competent jurisdiction finds that the agreement serves the public interest.

(C) The interested member has recused himself or herself from all participation, direct or indirect, in the making of the agreement on behalf of the body or board.

(16) That of a person who is an officer or employee of an investor-owned utility that is regulated by the Public Utilities Commission with respect to a contract between the investor-owned utility and a state, county, district, judicial district, or city body or board of which the person is a member, if the contract requires the investor-owned utility to provide energy efficiency rebates or other type of program to encourage energy efficiency that benefits the public when all of the following apply:

(A) The contract is funded by utility consumers pursuant to regulations of the Public Utilities Commission.

(B) The contract provides no individual benefit to the person that is not also provided to the public, and the investor-owned utility receives no direct financial profit from the contract.

(C) The person has recused himself or herself from all participation in making the contract on behalf of the state, county, district, judicial district, or city body or board of which he or she is a member.

(D) The contract implements a program authorized by the Public Utilities Commission.

(17) That of an owner or partner of a firm serving as an appointed member of an unelected board or commission of the contracting agency if the owner or partner recuses themselves from providing any advice of the contracting agency regarding the contract between the firm and the contracting agency and from all participation in reviewing a project that results from that contract.

(18) [1/1/26] That of a public officer if the public officer's child is an officer or director of, or has an ownership interest of 10 percent or more in, a party to a contract entered into by the board or board of which the officer is a member, if this information is actually known to the public officer.

(c) This section is not applicable to any officer interested in a contract who influences or attempts to influence another member of the body or board of which he or she is a member to enter into the contract.

(d) The willful failure of an officer to disclose the fact of his or her interest in a contract pursuant to this section is punishable as provided in Section 1097. That violation does not void the contract unless the contracting party had knowledge of the fact of the remote interest of the officer at the time the contract was executed.

§ 1091.5. Interests not constituting an interest in a contract

(a) An officer or employee shall not be deemed to be interested in a contract if his or her interest is any of the following:

(1) The ownership of less than 3 percent of the shares of a corporation for profit, provided that the total annual income to him or her from dividends, including the value of stock dividends, from the corporation does not exceed 5 percent of his or her total annual income, and any other payments made to him or her by the corporation do not exceed 5 percent of his or her total annual income.

(2) That of an officer in being reimbursed for his or her actual and necessary expenses incurred in the performance of official duties.

(3) That of a recipient of public services generally provided by the public body or board of which he or she is a member, on the same terms and conditions as if he or she were not a member of the body or board.

(4) That of a landlord or tenant of the contracting party if the contracting party is the federal government or any federal department or agency, this state or an adjoining state, any department or agency of this state or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial, or other public district of this state or an adjoining state unless the subject matter of the contract is the property in which the officer or employee has the interest as landlord or tenant in which event his or her interest shall be deemed a remote interest within the meaning of, and subject to, the provisions of Section 1091.

(5) That of a tenant in a public housing authority created pursuant to Part 2 (commencing with Section 34200) of Division 24 of the Health and Safety Code in which he or she serves as a member of the board of commissioners of the authority or of a community development commission created pursuant to Part 1.7 (commencing with Section 34100) of Division 24 of the Health and Safety Code.

(6) That of a spouse of an officer or employee of a public agency in his or her spouse's employment or office holding if his or her spouse's employment or office holding has existed for at least one year prior to his or her election or appointment.

(7) That of a nonsalaried member of a nonprofit corporation, provided that this interest is disclosed to the body or board at the time of the first consideration of the contract, and provided further that this interest is noted in its official records.

(8) That of a noncompensated officer of a nonprofit, tax-exempt corporation, which, as one of its primary purposes, supports the functions of the body or board or to which the body or board has a legal obligation to give particular consideration, and provided further that this interest is noted in its official records.

For purposes of this paragraph, an officer is “noncompensated” even though he or she receives reimbursement from the nonprofit, tax-exempt corporation for necessary travel and other actual expenses incurred in performing the duties of his or her office.

(9) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity, unless the contract directly involves the department of the government entity that employs the officer or employee, provided that the interest is disclosed to the body or board at the time of consideration of the contract, and provided further that the interest is noted in its official record.

(10) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than 10 percent in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(11) Except as provided in subdivision (b), that of an officer or employee of, or a person having less than a 10-percent ownership interest in, a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower, depositor, debtor, or creditor.

(12) That of (A) a bona fide nonprofit, tax-exempt corporation having among its primary purposes the conservation, preservation, or restoration of park and natural lands or historical resources for public benefit, which corporation enters into an agreement with a public agency to provide services related to park and natural lands or historical resources and which services are found by the public agency, prior to entering into the agreement or as part of the agreement, to be necessary to the public interest to plan for, acquire, protect, conserve, improve, or restore park and natural lands or historical resources for public purposes and (B) any officer, director, or employee acting pursuant to the agreement on behalf of the nonprofit corporation. For purposes of this paragraph, "agreement" includes contracts and grants, and "park," "natural lands," and "historical resources" shall have the meanings set forth in subdivisions (d), (g), and (i) of Section 5902 of the Public Resources Code. Services to be provided to the public agency may include those studies and related services, acquisitions of property and property interests, and any activities related to those studies and acquisitions necessary for the conservation, preservation, improvement, or restoration of park and natural lands or historical resources.

(13) That of an officer, employee, or member of the Board of Directors of the California Housing Finance Agency with respect to a loan product or programs if the officer, employee, or member participated in the planning, discussions, development, or approval of the loan product or program and both of the following two conditions exist:

(A) The loan product or program is or may be originated by any lender approved by the agency.

(B) The loan product or program is generally available to qualifying borrowers on terms and conditions that are substantially the same for all qualifying borrowers at the time the loan is made.

(b) An officer or employee shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by law if his or her sole interest is that of an officer, director, or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor.

EXHIBIT A

Government Code § 1091. Remote interest of officer or member

(a) An officer shall not be deemed to be interested in a contract entered into by a body or board of which the officer is a member within the meaning of this article if the officer has only a remote interest in the contract and if the fact of that interest is disclosed to the body or board of which the officer is a member and noted in its official records, and thereafter the body or board authorizes, approves, or ratifies the contract in good faith by a vote of its membership sufficient for the purpose without counting the vote or votes of the officer or member with the remote interest.

(b) As used in this article, “remote interest” means any of the following:

(1) That of an officer or employee of a nonprofit entity exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code (26 U.S.C. Sec. 501(c)(3)) or a nonprofit corporation, except as provided in paragraph (8) of subdivision (a) of Section 1091.5.

(2) That of an employee or agent of the contracting party, if the contracting party has 10 or more other employees and if the officer was an employee or agent of that contracting party for at least three years prior to the officer initially accepting his or her office and the officer owns less than 3 percent of the shares of stock of the contracting party; and the employee or agent is not an officer or director of the contracting party and did not directly participate in formulating the bid of the contracting party.

For purposes of this paragraph, time of employment with the contracting party by the officer shall be counted in computing the three-year period specified in this paragraph even though the contracting party has been converted from one form of business organization to a different form of business organization within three years of the initial taking of office by the officer. Time of employment in that case shall be counted only if, after the transfer or change in organization, the real or ultimate ownership of the contracting party is the same or substantially similar to that which existed before the transfer or change in organization. For purposes of this paragraph, stockholders, bondholders, partners, or other persons holding an interest in the contracting party are regarded as having the “real or ultimate ownership” of the contracting party.

(3) That of an employee or agent of the contracting party, if all of the following conditions are met:

(A) The agency of which the person is an officer is a local public agency located in a county with a population of less than 4,000,000.

(B) The contract is competitively bid and is not for personal services.

(C) The employee or agent is not in a primary management capacity with the contracting party, is not an officer or director of the contracting party, and holds no ownership interest in the contracting party.

(D) The contracting party has 10 or more other employees.

(E) The employee or agent did not directly participate in formulating the bid of the contracting party.

(F) The contracting party is the lowest responsible bidder.

(4) That of a parent in the earnings of his or her minor child for personal services.

(5) That of a landlord or tenant of the contracting party.

(6) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm that renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of 10 percent or more in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(7) That of a member of a nonprofit corporation formed under the Food and Agricultural Code or a nonprofit corporation formed under the Corporations Code for the sole purpose of engaging in the merchandising of agricultural products or the supplying of water.

(8) That of a supplier of goods or services when those goods or services have been supplied to the contracting party by the officer for at least five years prior to his or her election or appointment to office.

(9) That of a person subject to the provisions of Section 1090 in any contract or agreement entered into pursuant to the provisions of the California Land Conservation Act of 1965.

(10) Except as provided in subdivision (b) of Section 1091.5, that of a director of, or a person having an ownership interest of, 10 percent or more in a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower or depositor, debtor or creditor.

(11) That of an engineer, geologist, or architect employed by a consulting engineering or architectural firm. This paragraph applies only to an employee of a consulting firm who does not serve in a primary management capacity, and does not apply to an officer or director of a consulting firm.

(12) That of an elected officer otherwise subject to Section 1090, in any housing assistance payment contract entered into pursuant to Section 8 of the United States Housing Act of 1937 (42 U.S.C. Sec. 1437f) as amended, provided that the housing assistance payment contract was in existence before Section 1090 became applicable to the officer and will be renewed or extended only as to the existing tenant, or, in a jurisdiction in which the rental vacancy rate is less than 5 percent, as to new tenants in a unit previously under a Section 8 contract. This section applies to any person who became a public official on or after November 1, 1986.

(13) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity.

(14) That of a person owning less than 3 percent of the shares of a contracting party that is a for-profit corporation, provided that the ownership of the shares derived from the person's employment with that corporation.

(15) That of a party to litigation involving the body or board of which the officer is a member in connection with an agreement in which all of the following apply:

Orchard School Board Report, February
By Upekkah Evans, Faculty Chair

Here at Orchard our Kindergarten teachers are working on the final touches for our beloved Journey Around the World Festival this Saturday. It is from 11 a.m. to 2 p.m. Please come join in the festivities and see a glimpse of what each grade is working on this year. We will have live entertainment and many offerings in each classroom from various countries. Kindergarten teachers are also working on friendship circles, Valentine's Day pouches, and drums.

7th grade is in their Renaissance block and are working on ratios and proportions in math. Student council is collecting letters of love to give to struggling immigrants and hospitalized children. The upper grades are planning a mountain day for this Friday. Depending on the weather, they will either play in the snow or go hiking.

Eighth grade, Sequoia Tree is getting ready for their class play The Weight of Stones and Rope which they wrote themselves. It will be a great performance for upper grades. It is in response to their American History block and illustrates the horrors of misinformation and hysteria.

Golden Valley has an incredible community of parents and families to help us in our times of need. Hawthorn Tree has a new aid for the remainder of the school year while our beloved Ms. Susan is on leave. Hawthorn Tree is working on the four processes in their next math block. This is such a great relief, and we welcome Ms. Taylor to Hawthorn tree. Fortunately, we have Ms. Westbrook who has stepped into becoming a substitute teacher for Mr. Phillips for the next few weeks. Although we are still waiting for a resource aid, we have had a sub for Fine Arts for several weeks providing faculty with their much-needed prep times. Waldorf teachers bring what no other teachers bring to their students, and we appreciate, need, and value these prep times. It helps us bring the best experiences to our students.

Mrs. Oi's 4th grade class knitted, felted and sold cup cozies to a charitable organization. Each student who participated earned \$5 and donated those funds to a sustainable charity. They are decorating their room with Nisenan animal coloring pages, learning to speak the Nisenan language, and will be offering this for Journey Around the World. They presented their animal projects already and are in their second animal block.

Our second-grade teachers, Mrs. Hanley and Mrs. G, are in their third math blocks where they are teaching how to carry numbers when adding. Mrs. Hanley is using Peter Pan and friends to help teach this concept and Mrs. G. Is using Robin Hood and his merry men and women to teach this concept.

The Fratello Marionette Show came to Orchard again this year. They are masters of their art, and every child is so enchanted during their performances. As an adult, I love their shows, too. Baobab Tree has said they want to see it for 6th grade again which is not common for upper grade students which goes to showcase the artistry and skill of the Fratello Brothers.

Morale has been very low at Orchard for most of us this year, and we are working with Leadership on Direct Communication and finding ways to improve morale. This has been a troubled and long journey for many of us. Mrs. Page and Mrs. Hoover have been responsive and helpful by addressing faculty concerns in person, providing answers to important questions, and being transparent. We are reviewing the aspects of Direct Communication in faculty meetings, which is at the core of our school's policy. While this will take time for many to build trust with this system, it is a move in a healthy direction. This is an ongoing journey, and we appreciate leadership's willingness to help. Having answers helps us all feel supported, honored, and safe in our jobs.

Nurtured Heart has been rescheduled, and we are all so grateful. This is something that is incredibly needed at Orchard.

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

The middle school is bringing Valentine cheer to River this week. The Poppy Shop will be open at the bus loop all week during grades pick-up times to support the Poppy 6th grade as we finish our Economics block and begin the heavy fundraising needed to help fund our 8th grade trip. The Poppy Shop offers handmade items with a Valentine theme. The Cottonwood 8th grade class will be serenading classes and delivering Valentine Grams on Friday, to support their culminating field trip which is right around the corner! They are hard at work preparing their 8th grade project presentations for our community.

The River faculty has been studying and reflecting together this year, as I have mentioned in previous reports. Our current study is a book written by Torin Finser, called A Second Classroom: Parent-Teacher Relationships in a Waldorf School. Each chapter is quick and easily digested in several minutes during our faculty meetings. We discuss the theme of the selected chapter, what ideas it brings forth, and how we might incorporate the ideas into our teaching and our greater school culture. These conversations align with other conversations, both during faculty meetings and “around the watercooler”, wherein we are pondering the current culture of our school and how to find our way back to a place where Waldorf pedagogy is understood and embraced not just by each faculty and school staff member, but by parents and caretakers as well.



As we move through February, our school community continues to find its rhythm within the quieter, inward-focused season of winter. This time of year offers a natural opportunity for reflection, consolidation, and thoughtful preparation for the spring ahead, both practically and pedagogically.

Governance and Board Work

The Board has remained focused this month on its core responsibilities of stewardship and support of the school's leadership. Ongoing work has included reviewing progress toward our strategic goals, particularly in the areas of financial sustainability, enrollment stability, and faculty support. Board committees have continued their work, and I would like to thank members for their steady engagement and thoughtful contributions during this mid-year period.

Administration and Faculty Support

I want to acknowledge the dedication of our administrative team and faculty, especially during what can be a demanding time of year. The Board remains committed to supporting healthy communication, clear roles, and sustainable workloads. We are grateful for the way our teachers continue to hold the children with care, creativity, and intention, while also engaging in professional development and collegial work that strengthens our school as a whole.

Financial and Enrollment Oversight

February is a key month for monitoring our financial picture and early enrollment trends for the coming school year. The Board is working closely with administration to ensure responsible budgeting and thoughtful planning.

Community and School Life

In the quieter winter months, the life of the school continues to be enriched by community efforts, classroom work, and seasonal activities. The Board appreciates the ongoing involvement of parents and caregivers, whose support and engagement are essential to the health of the school. As we look toward spring festivals and events, we are reminded of the importance of community rhythms.

Looking Ahead

As we move towards March, the Board will continue to focus on strategic planning, enrollment and retention efforts, and ensuring that our governance structures remain aligned with best practices for Waldorf schools. We do this work with deep respect for the school's mission and with care for the people who bring it to life each day.

Thank you to the faculty, staff, administration, and families for your continued commitment to our school. It is a privilege to serve this community.

Respectfully,

Katharine Gersk-Keller
Board Chair

Meredith Wilsen
Vice-Chair



GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Jennifer Hoover, Interim ED

February 11, 2026

K-8 Tuition-Free Public Waldorf Schools

THE CHARTER MANAGEMENT OFFICE

As we enter the month of February, we are guided by our Virtue of the Month: Love. In our school community, love shows up not only in affection and care, but in commitment—commitment to our students, our staff, and to the long-term health of our schools. It is reflected in the way we invest in professional growth, advocate for equitable facilities, listen deeply to our community, and continue the work of renewal and sustainability. The updates below highlight the many ways this collective care and dedication are being expressed across our organization this month.

Universal Design for Learning (UDL)

UDL training continues across both school sites. Each school has developed a small committee that will begin pushing into classrooms this month to observe how, when, and where UDL strategies are currently being implemented. These observations will help identify areas of strength as well as opportunities for additional support. The goal of this work is to ensure UDL is implemented more consistently and efficiently across classrooms, while continuing to build staff capacity and deepen instructional practice.

Proposition 39 Facilities Process

The Proposition 39 process continues to move forward. Golden Valley is currently awaiting a response from San Juan Unified School District regarding our initial facilities request, which was submitted in October. We will keep the Board informed as updates become available and as the process progresses.

Nurtured Heart Training

While we were disappointed by the cancellation of the Nurtured Heart training, we are pleased to report that the training has been successfully rescheduled and will now take place in March. We appreciate the patience and flexibility of our staff and look forward to engaging in this important professional development opportunity.

River Renewal Committee Update

The River Renewal Committee met on January 29th and made meaningful progress in support of the charter renewal process. During this meeting, the committee developed two questions to share with the River community through Parsec Reals in order to gather qualitative data. This feedback will complement the quantitative data being submitted to our authorizing district as part of the charter petition. Additionally, the committee worked on drafting sample letters for members of the River community to use when reaching out to local representatives in support of our charter school.

ORCHARD -

As of this writing, we are eagerly awaiting the announcements for **Best Teacher of Orangevale** (Mrs. Hanley or Mr. MacKinnon), **Best School** (Orchard School), and **Best Volunteer** (Katie Alanis, Parent Circle Chair). Winners will be announced **Friday, February 6, 2026**. No matter the outcome, our nominees—and our whole community—are winners in our hearts and minds.

A friendly reminder that **Orchard School has a food closet** located in the hallway by the Multipurpose Room. Community members are welcome to donate or pick up non-perishable food items as needed. We are grateful to be part of such a caring community that looks out for one another throughout the year—not only during seasonal food drives.

As we move into spring and toward the end of the school year, time can feel like it's flying by. This is a beautiful moment to remember that we all carry our own stories, trials, and triumphs. Kindness, grace, and integrity in our communication are always free and always needed. When concerns arise, please reach out first to the person most directly involved and keep class teachers informed. Our teachers are committed to partnering with families and students with care, compassion, and a shared goal of supporting every child.



RIVER –

As we enter the month of February, a time often associated with hearts and Valentine's Day, we turn our attention to the deeper meaning of our virtue of the month: **Love**. At Golden Valley River, love is not simply a feeling—it is something we practice daily through our words, actions, and intentions.

Love shows itself in many forms throughout the River community. We see love in the way students greet one another in the morning and include classmates in their games and learning. We see it when older students mentor younger ones, when friends offer encouragement, and when children learn to listen with kindness and patience. These small, everyday moments are powerful expressions of care and respect.

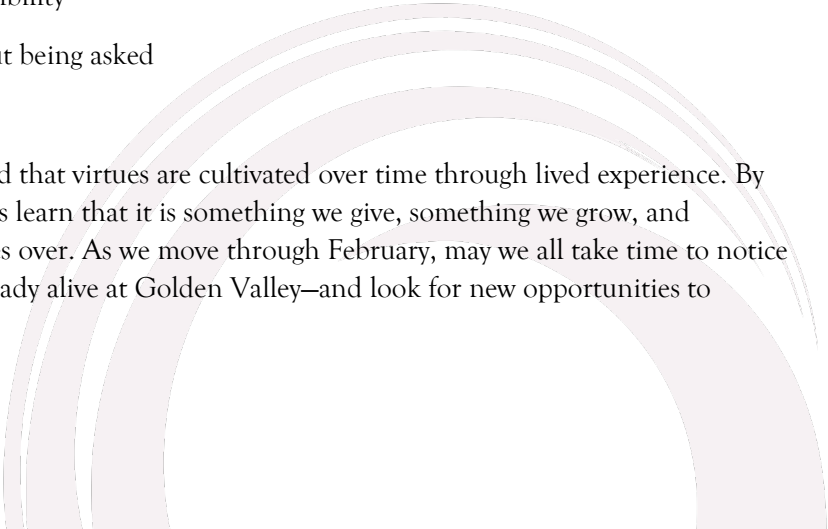
We see love in the way our teachers and staff dedicate themselves to their work. Through thoughtful lesson planning, gentle guidance, and unwavering commitment to each child's growth, our educators demonstrate love as service and devotion. Their work goes far beyond academics—it nurtures confidence, curiosity, and character. We see love in the way families partner with us. Whether through volunteering, attending events, supporting learning at home, or simply offering words of appreciation, your involvement strengthens our school and reminds us that education is truly a shared journey.

We also see love in how we care for our campus. When students pick up litter, tend to gardens, treat materials respectfully, and take pride in their surroundings, they are showing gratitude for the place that holds our learning and community. Our school is more than buildings—it is a home for growth, creativity, and connection.

This month, we encourage students to reflect on how they can practice love intentionally:

- Through kindness and inclusion
- Through patience and forgiveness
- Through gratitude and responsibility
- Through helping others without being asked

In the Waldorf tradition, we understand that virtues are cultivated over time through lived experience. By consciously practicing love, our students learn that it is something we give, something we grow, and something that returns to us many times over. As we move through February, may we all take time to notice and celebrate the many ways love is already alive at Golden Valley—and look for new opportunities to strengthen it.



Enrollment and Attendance – Orchard				
	2025-2026	Month 6 ADA	Movement	25/26 Budget Assumptions
TK	30	94%	0	
K	30	96%	0	
ABK	20	TK:95%/K:99%	0	
OBK	20	TK: 90%/K:96%	0	
MBK	20	TK:96%/T:94%	0	
1	28	92%	+1(1)	
2	43	94%	(1)	
3	46	96%	+1	
4	28	95%	+2(1)	
5	31	95%	0	
6	30	94%	+1	
7	29	97%	+1	
8	20	92%	0	
Total	02/01/2026	Month 6 ADA Total 95%	315	

Enrollment and Attendance – River				
	2025-2026	Month 6 ADA	Movement	25/26 Budget Assumptions
TK	38	93%	0	
K	44	95%	+1	
CBK	20	TK:97%/K:100%	0	
LBK	20	TK:97%/K:96%	0	
PBK	20	TK:92%	0	
SBK	22	K:94%	+1	
1	47	95%	+1	
2	32	95%	0	
3	30	97%	0	
4	26	95%	0	
5	27	96%	0	
6	30	99%	0	
7	22	96%	0	
8	20	90%	0	
Total	02/01/2026	Month 6 ADA Total 96%	316	

Enrollment – We have recorded Parent Information Meetings available for prospective families to watch as well as scheduled in person meetings. We will continue to accept applications and make offers for enrollment when there is an open seat in a class, until Enrollment closes for the 2025-2026 school year which will be February 27, 2026.

We currently have no more Parent Information Meetings for the 2025-2026 school year. We have scheduled our Open Enrollment Parent Information Meetings for the 2026-2027 School year for January and February 2026 and they are posted on our website.

Current waitlist for the Orchard School as of 02/05/2026:

TK: 7

K: 9

Current waitlist for the River School as of 02/05/2026

TK: 19 (includes Cherry Blossom)

2: 3

Marketing, Communications & Outreach

- **Focus:** Open Enrollment for 2026 -2027 school year
- **Actions:**
 - Invitations to Parent Information Meetings, Festivals, & Events
 - Halfway through Open Enrollment Communication & Marketing Roll-out
 - All Parent Information Meetings and tours have had 30+ in attendance
 - Social Media posts with the Parent Information Meeting information with ads

Communications

- **Community & Outreach:**
 - 2026 Gala & Auction event live for ticket sales
 - Journey Around the World Festival

Development**Annual Giving Campaign**

- A few for the New Year
- Preparing all end of year 2025 Annual Giving Statements per donor

Fundraising with GVEF

- **GVEF Meeting (2/3):**
 - GVEF
 - Reviewing needs for Gala & Auction fundraiser
 - Met Sponsorship goals
 - Sold half of the tickets for the Gala. We are at zero for forecasted expenditure
 - Live meetings in-person for April, May, & June Mixer
 - Priority is logistics for the Gala and committee work
- Next Meeting scheduled for March 3 on Zoom

SCHOOL	Donors/enrollment	YDT Received	Projected AGC Receivables	Goal
GVOS	117/312	\$25,935		\$75,000.00
GVRs	169/315	\$39,293		\$75,000.00
General Donation	n/a	\$1500		
TOTAL	286/627	\$66,728	\$54,000	\$150,000.00