



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

April 15, 2026

**Board Meeting Access Information**

**Date:** Wednesday, April 15, 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 2026.04.15**  
**Time: April 15, 2026 05:00 PM Pacific Time (US and Canada)**

**Join Zoom Meeting**

<https://us02web.zoom.us/j/87075434589?pwd=TsrZiUlsatsq3h3vUDqjaRVn1TH6KW.1>

**Meeting ID: 870 7543 4589**

**Passcode: 382175**

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

*Members of the public who wish to comment during the Board meeting may do so in person at the primary meeting location, a remote meeting location, or use the “raise hand” tool on the Zoom platform. Members of the public may also email their comments to the Board at [bot@qvcharter.org](mailto:bot@qvcharter.org); emailed comments will be summarized by the board chair. Individual comments are limited to three (3) minutes. The Board will limit the total time for public comment to fifteen minutes. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.*

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

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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 Willisen, 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. **Board Member Resignation** – 5:21 p.m. *(K. Gerski-Keller)*  
**Discussion/Action:** The Board will acknowledge the resignation of Board Member James Stark effective April 9<sup>th</sup>, 2026. Shall the Board approve the resignation of Board Member James Stark?
7. **Voting of a Community Member to the Board of Trustees** – 5:23 p.m. *(K. Gerski-Keller)*  
**Action:** Shall the Board appoint a community member to the Board of Trustees?
8. **Consent Agenda** – 5:25 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

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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?

8.1 **Shall the Board approve the revised Golden Valley Orchard School Safety Plan?**

8.2 **Shall the Board approve the revised Golden Valley River School Safety Plan?**

9. **Employee Handbook (Third Read) – 5:28 p.m.** *(N. Freitas)*  
Discussion/Action: The Board will discuss the revised Employee Handbook for Golden Valley Charter Schools (GVCS). Shall the Board approve the revised Employee Handbook for GVCS?
10. **Expanded Learning Opportunities (ELO) Program – 5:38 p.m.** *(J. Zwane)*  
Discussion/Action: The Board will discuss the ELO Program pertaining to aftercare for GVCS. Shall the Board approve nonparticipation in the ELO Program for the 2026-2027 school year for GVCS?
11. **Minutes Approval – 5:53 p.m.** *(K. Gerski-Keller)*  
Action: Shall the Board approve the March 11, 2026, Regular Meeting Minutes?
12. **Governance Policies & Procedures (Third Read) – 5:54 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?
13. **Executive Director Evaluation Policy (Fourth Read) – 6:14 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?
14. **Faculty Reports – 6:35 p.m.**  
Faculty Chair Report, Orchard: Orchard Faculty Chair, Jennifer Evans, will present items of interest to the board. *(J. Evans)*  
Faculty Chair Report, River: River Faculty Chair, Tavia Pagan, will present items of interest to the board. *(T. Pagan)*
15. **Executive Reports – 6:45 p.m.**  
Board Chair Report: Board of Trustees Chair, Katie Gerski-Keller, will present items of interest to the board.  
Executive Director Report: Executive Director, Jennifer Hoover, will present items of interest to the board.
16. **Closed Session: Public Employee Performance Evaluation – 6:55 p.m.** *(K. Gerski-Keller)*  
Discussion: The board will go into closed session to discuss the annual review of the principals of Golden Valley Orchard School, Golden Valley River School and the Special Education (SPED) director of Golden Valley Charter Schools pursuant to § 54957.



Golden Valley Charter Schools  
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17. **Closed Session: Public Employee Performance Evaluation** – 7:30 p.m. *(K. Gerski-Keller)*  
Discussion: The board will go into closed session to discuss the annual review of the Executive Director of Golden Valley Charter Schools pursuant to § 54957.
  
18. **Recitation of the Motto of the Social Ethic** – 8:00 p.m.  
The healing social life is found  
When in the mirror of each human soul  
The whole community finds its reflection,  
And when, in the community,  
The virtue of each one is living.
  
19. **Adjournment of the meeting** – 8:01 p.m. *(K. Gerski-Keller)*

April 9th, 2026

Board Chair and Board Vice-Chair  
Golden Valley Charter Schools  
1000 River Rock Drive, Suite 200  
Folsom, CA 95630

Dear Katie and Meredith,

I am writing to formally resign from my position as a parent member of the Golden Valley Charter Schools Board of Trustees. This is a result of a change in my eligibility with the transfer of my son out of Golden Valley Charter schools.

It has been an honor to serve on the Board and support the mission for these schools. I am grateful for the opportunity to have contributed to the Golden Valley community.

Thank you for your understanding.

Sincerely,  
James Stark



**GOLDEN VALLEY**  
CHARTER SCHOOLS

**Golden Valley Orchard School  
Comprehensive School Safety Plan**

**Updated April 2026**

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## **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 Code 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*

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
- 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*

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.

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.

The GVCS Dress Code can be found in the Student and Family Handbook located on the Golden Valley website (<https://goldenvalleycharter.org/Policies-Regulations>).

## **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 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.

## **Medication & Emergency Medical Response**

### *Purpose*

This establishes procedures for the safe administration of medication, and the prevention and response to medical emergencies, including anaphylaxis, in accordance with California Education Code sections 49423, 49423.1, 49414, and related statutes.

### *Administration of Medication*

#### 1. Authorization Requirements

The Charter School shall not administer medication to any student unless the following conditions are met:

- a) A written statement from a licensed healthcare provider specifying:
  - Name of medication
  - Dosage, method, and time schedule
  - Duration of administration
  - Statement that medication is necessary during school hours
- b) A written statement from the parent/guardian:
  - Requesting administration of medication
  - Granting permission for communication with the healthcare provider
- c) For self-administration of emergency medication (epinephrine or inhalers):
  - Written confirmation from the healthcare provider that the student is capable of self-administration
  - Written parent/guardian consent and liability acknowledgment

Medication authorization forms shall be renewed annually and whenever changes occur.

#### 2. Designation of Personnel

Medication shall be administered only by:

- A credentialed school nurse, or
- Designated trained school personnel acting in accordance with California law

#### 3. Storage and Handling

- a) All medications shall be:
  - Stored in a locked and secure location
  - Clearly labeled with student identification
- b) Refrigerated medications shall be stored in a locked refrigerator
- c) Access shall be limited to authorized personnel only
- d) Unused or expired medication shall be returned or disposed of per applicable law

#### 4. Documentation and Recordkeeping

The school shall maintain a Medication Administration Record (MAR) for each student, including:

- Healthcare provider authorization
- Parent/guardian consent

- Medication log documenting:
  - Date, time, dosage
  - Method of administration
  - Name and signature of administering personnel

All records shall be maintained in compliance with student confidentiality laws (FERPA and applicable state law).

#### 5. Error Reporting

Any deviation from the prescribed medication procedure shall be reported immediately to:

- School administration
- Parent/guardian
- Healthcare provider (as appropriate)

### *Emergency Medical Response*

#### General Emergency Procedures

1. All staff shall maintain current First Aid and CPR certification
2. In the event of a medical emergency:
  - Immediate care shall be provided
  - Emergency Medical Services (911) shall be contacted when necessary
  - Parents/guardians shall be notified promptly

The Charter School shall not honor Do Not Resuscitate (DNR) orders, and staff shall initiate resuscitative efforts in all cases.

### *Emergency Epinephrine and Anaphylaxis Response*

#### 1. Stock Epinephrine Requirement (EC §49414)

The Charter School shall:

- Maintain a supply of epinephrine auto-injectors
- Ensure availability during the school day and at school-sponsored activities
- Store epinephrine in an accessible but secure location

#### 2. Training Requirements

The Charter School shall designate and train personnel in:

- Recognition of anaphylaxis symptoms
- Proper administration of epinephrine auto-injectors
- Emergency follow-up procedures

#### 3. Recognition of Anaphylaxis

Anaphylaxis is defined as a severe, potentially life-threatening allergic reaction, which may include:

- Respiratory distress (wheezing, shortness of breath)

- Swelling of throat or tongue
- Hives or widespread rash
- Difficulty swallowing or speaking
- Signs of shock

#### 4. Administration of Epinephrine

Trained personnel may administer epinephrine when:

- A student or individual is reasonably believed to be experiencing anaphylaxis
- A physician is not immediately available

Epinephrine may be administered:

- With a student-specific prescription, or
- From the school's stock supply

#### 5. Emergency Response Protocol

Upon administration of epinephrine:

- a) Call 911 immediately
- b) Notify school administration
- c) Contact parent/guardian
- d) Monitor the individual until emergency responders arrive
- e) Document the incident in accordance with school procedures

#### *Emergency Preparedness and Communication*

- The Charter School shall maintain:
  - Updated emergency contact information for all students
  - Readily accessible emergency response protocols
- Staff shall be informed of:
  - Students with known medical conditions (as appropriate)
  - Emergency procedures and assigned roles

#### *Confidentiality*

All student medical information shall be:

- Treated as confidential
- Shared only with personnel who have a legitimate educational interest
- Maintained in secure and restricted-access records

#### *Annual Review*

These procedures shall be:

- Reviewed annually as part of the Comprehensive School Safety Plan
- Updated as needed to ensure compliance with California law and best practices

The school is committed to maintaining a safe and responsive environment for all students by ensuring compliance with California Education Code requirements related to medication

administration and emergency medical response, including the availability and use of epinephrine for anaphylaxis.

### **Field Trips: Safety & First Aid**

While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (CA Education Code 32040, 32041). All chaperones and students will be made aware of the designated person holding the first aid kit.

All emergency contact information, medical information, allergies, and diet restrictions shall be kept accessible and immediately available by the teacher, employee, or agent of the school.

Any field trip into an area which is commonly known to be infested by poisonous snakes shall have a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites (CA Education Code 32043).

All students and adults on the trip shall be informed of the attending adult(s) who is First Aid Certified.

Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For chaperones that will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip.

The GVCS Field Trip Policy can be found on the Golden Valley website (<https://goldenvalleycharter.org/Policies-Regulations>).

### **Immigration Enforcement Presence on Campus**

#### *Purpose*

This establishes clear, calm, and legally compliant procedures to:

- Protect students and staff
- Maintain campus safety and order
- Prevent unauthorized access to students or records
- Reduce trauma and disruption

This plan applies whenever immigration-enforcement officers appear on campus seeking access to:

- Students
- Staff
- Records
- School grounds

### *Immediate Safety Response: Light Lockdown Protocol*

If immigration enforcement personnel are observed on campus or at campus entry points:

1. Activate Light Lockdown

The Principal or designee will announce over the intercom:

- “Attention staff: Please initiate [CODE WORD].”

2. Staff Actions During Light Lockdown

Upon hearing the code word teachers and staff will:

- Immediately close and lock classroom doors.
- Continue instruction calmly.
- Keep students inside classrooms.
- Not release students to restrooms or other locations.
- Not permit student pickup until cleared.
- Await further instructions.

Front office staff will:

- Suspend routine visitor access.
- Lock exterior access points if not already secured.
- Notify Principal if not already aware.

This is a precautionary safety measure, not an emergency lockdown.

3. Ending the Light Lockdown

Once officials leave campus or situation is resolved the Principal announces:

- “All clear. Thank you for your cooperation.”
- Teachers resume normal operations.
- Administrative team debriefs.
- Counseling support made available if needed.

### *Contact and Escort Protocol*

If immigration enforcement personnel arrive:

1. Officials will be escorted to the front secured entry area of the school, not the main office. Office staff will remain with immigration officials and will contact the administrator.
2. The designated administrator will approach calmly.
3. Officials will not be allowed to move freely on campus.
4. Students will not be accessed.

### *Administrative Response Procedures*

At the front secured area the administrator will:

1. Request identification (name and badge number).
2. Document credentials.
3. Ask the reason for presence.

4. Request any warrant or legal documentation.
5. Make copies or photograph documents.
6. Immediately notify Executive Director.

### *Determining Legal Authority*

#### A. No Judicial Warrant

If officials present:

- ICE administrative warrant
- Notice of inspection
- Unsigned subpoena
- Verbal request

THEN:

- Inform officials the school must consult legal counsel.
- Do not grant access.
- Maintain light lockdown until officials depart.
- Document interaction.

Staff shall not consent to access

#### B. Judicial Warrant (Signed by Judge)

If officials present a valid federal judicial warrant:

1. Verify judge's signature.
2. Confirm specific name and scope.
3. Contact Executive Director immediately.
4. Comply only within scope of warrant.
5. Continue light lockdown to limit disruption.

### *Parent Notification*

If a student is interviewed or accessed:

- Parent consent is required unless judicial warrant restricts notification
- Parents must be notified immediately if access occurs.

All parents and guardians will be notified via ParentSquare if immigration officials are on campus as soon as possible.

### *Documentation Requirements*

Administrator must document:

- Officer name and badge number
- Copies of credentials
- Reason for request
- Documentation provided
- Whether warrant signed by judge

- Scope of request
- School response
- Time on campus
- Staff involved

Report must be:

- Sent to legal counsel
- Provided to Governing Board
- Reported to Bureau of Children’s Justice (BCJ@doj.ca.gov)

*If a Parent/Guardian Is Detained*

If school becomes aware of parent detention the school will follow emergency card procedures:

- Release only to designated emergency contact.
- Accept Caregiver’s Authorization Affidavit if presented.
- Contact CPS only if no authorized adult is available.

*Annual Preparedness Measures*

- Annual staff training on light lockdown and code word.
- Front office scripting practice.
- Emergency contact verification with families.
- Reinforcement that emergency card information is confidential

*Communication Guidelines*

- No staff member discusses student immigration status.
- No media comment without Executive Director authorization.

*Safety Priorities*

1. Protect students.
2. Prevent unauthorized access.
3. Avoid escalation.
4. Maintain calm instructional environment.

**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
<b>Natural Disaster (Earthquake, Wildfire, Flood)</b>	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
<b>Public Health Emergency (Pandemic, Epidemic)</b>	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
<b>Power Outage</b>	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
<b>Facility Damage (Fire, Structural Issues)</b>	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
<b>Security Threat (Active Threat, Civil Unrest)</b>	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, 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.)

<b>Staff Workdays</b>	<b>Schools Reopen</b>
[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).

<b>Emergency Remote Learning Plan Dates</b>	[insert start date] through [insert end date]
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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
- IXL
- Everyday Math games
- Listenwise
- Typetastic
- Typing Agent
- 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**  
CHARTER SCHOOLS

# **Golden Valley River School Comprehensive School Safety Plan**

**Updated April 2026**

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## **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 Code 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*

Golden Valley Charter School – River 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.

### *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
- 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*

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.

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 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 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.

The GVCS Dress Code can be found in the Student and Family Handbook located on the Golden Valley website (<https://goldenvalleycharter.org/Policies-Regulations>).

### **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.

## **Medication & Emergency Medical Response**

### *Purpose*

This establishes procedures for the safe administration of medication, and the prevention and response to medical emergencies, including anaphylaxis, in accordance with California Education Code sections 49423, 49423.1, 49414, and related statutes.

### *Administration of Medication*

#### 1. Authorization Requirements

The Charter School shall not administer medication to any student unless the following conditions are met:

- a) A written statement from a licensed healthcare provider specifying:
  - Name of medication
  - Dosage, method, and time schedule
  - Duration of administration
  - Statement that medication is necessary during school hours
- b) A written statement from the parent/guardian:
  - Requesting administration of medication
  - Granting permission for communication with the healthcare provider
- c) For self-administration of emergency medication (epinephrine or inhalers):
  - Written confirmation from the healthcare provider that the student is capable of self-administration
  - Written parent/guardian consent and liability acknowledgment

Medication authorization forms shall be renewed annually and whenever changes occur.

#### 2. Designation of Personnel

Medication shall be administered only by:

- A credentialed school nurse, or
- Designated trained school personnel acting in accordance with California law

#### 3. Storage and Handling

- a) All medications shall be:
  - Stored in a locked and secure location
  - Clearly labeled with student identification
- b) Refrigerated medications shall be stored in a locked refrigerator
- c) Access shall be limited to authorized personnel only
- d) Unused or expired medication shall be returned or disposed of per applicable law

#### 4. Documentation and Recordkeeping

The school shall maintain a Medication Administration Record (MAR) for each student, including:

- Healthcare provider authorization
- Parent/guardian consent
- Medication log documenting:
  - Date, time, dosage
  - Method of administration
  - Name and signature of administering personnel

All records shall be maintained in compliance with student confidentiality laws (FERPA and applicable state law).

#### 5. Error Reporting

Any deviation from the prescribed medication procedure shall be reported immediately to:

- School administration
- Parent/guardian
- Healthcare provider (as appropriate)

### *Emergency Medical Response*

#### General Emergency Procedures

1. All staff shall maintain current First Aid and CPR certification
2. In the event of a medical emergency:
  - Immediate care shall be provided
  - Emergency Medical Services (911) shall be contacted when necessary
  - Parents/guardians shall be notified promptly

The Charter School shall not honor Do Not Resuscitate (DNR) orders, and staff shall initiate resuscitative efforts in all cases.

### *Emergency Epinephrine and Anaphylaxis Response*

1. Stock Epinephrine Requirement (EC §49414)

The Charter School shall:

- Maintain a supply of epinephrine auto-injectors
- Ensure availability during the school day and at school-sponsored activities
- Store epinephrine in an accessible but secure location

2. Training Requirements

The Charter School shall designate and train personnel in:

- Recognition of anaphylaxis symptoms
- Proper administration of epinephrine auto-injectors
- Emergency follow-up procedures

3. Recognition of Anaphylaxis

Anaphylaxis is defined as a severe, potentially life-threatening allergic reaction, which may include:

- Respiratory distress (wheezing, shortness of breath)
- Swelling of throat or tongue
- Hives or widespread rash
- Difficulty swallowing or speaking
- Signs of shock

#### 4. Administration of Epinephrine

Trained personnel may administer epinephrine when:

- A student or individual is reasonably believed to be experiencing anaphylaxis
- A physician is not immediately available

Epinephrine may be administered:

- With a student-specific prescription, or
- From the school's stock supply

#### 5. Emergency Response Protocol

Upon administration of epinephrine:

- a) Call 911 immediately
- b) Notify school administration
- c) Contact parent/guardian
- d) Monitor the individual until emergency responders arrive
- e) Document the incident in accordance with school procedures

#### *Emergency Preparedness and Communication*

- The Charter School shall maintain:
  - Updated emergency contact information for all students
  - Readily accessible emergency response protocols
- Staff shall be informed of:
  - Students with known medical conditions (as appropriate)
  - Emergency procedures and assigned roles

#### *Confidentiality*

All student medical information shall be:

- Treated as confidential
- Shared only with personnel who have a legitimate educational interest
- Maintained in secure and restricted-access records

#### *Annual Review*

These procedures shall be:

- Reviewed annually as part of the Comprehensive School Safety Plan
- Updated as needed to ensure compliance with California law and best practices

The school is committed to maintaining a safe and responsive environment for all students by ensuring compliance with California Education Code requirements related to medication administration and emergency medical response, including the availability and use of epinephrine for anaphylaxis.

### **Field Trips: Safety & First Aid**

While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (CA Education Code 32040, 32041). All chaperones and students will be made aware of the designated person holding the first aid kit.

All emergency contact information, medical information, allergies, and diet restrictions shall be kept accessible and immediately available by the teacher, employee, or agent of the school.

Any field trip into an area which is commonly known to be infested by poisonous snakes shall have a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites (CA Education Code 32043).

All students and adults on the trip shall be informed of the attending adult(s) who is First Aid Certified.

Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For chaperones that will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip.

The GVCS Field Trip Policy can be found on the Golden Valley website (<https://goldenvalleycharter.org/Policies-Regulations>).

### **Immigration Enforcement Presence on Campus**

#### *Purpose*

This establishes clear, calm, and legally compliant procedures to:

- Protect students and staff
- Maintain campus safety and order
- Prevent unauthorized access to students or records
- Reduce trauma and disruption

This plan applies whenever immigration-enforcement officers appear on campus seeking access to:

- Students
- Staff

- Records
- School grounds

*Immediate Safety Response: Light Lockdown Protocol*

If immigration enforcement personnel are observed on campus or at campus entry points:

1. Activate Light Lockdown

The Principal or designee will announce over the intercom:

- “Attention staff: Please initiate [CODE WORD].”

2. Staff Actions During Light Lockdown

Upon hearing the code word teachers and staff will:

- Immediately close and lock classroom doors.
- Continue instruction calmly.
- Keep students inside classrooms.
- Not release students to restrooms or other locations.
- Not permit student pickup until cleared.
- Await further instructions.

Front office staff will:

- Suspend routine visitor access.
- Lock exterior access points if not already secured.
- Notify Principal if not already aware.

This is a precautionary safety measure, not an emergency lockdown.

3. Ending the Light Lockdown

Once officials leave campus or situation is resolved the Principal announces:

- “All clear. Thank you for your cooperation.”
- Teachers resume normal operations.
- Administrative team debriefs.
- Counseling support made available if needed.

*Contact and Escort Protocol*

If immigration enforcement personnel arrive:

1. Officials will be escorted to the front secured entry area of the school, not the main office. Office staff will remain with immigration officials and will contact the administrator.
2. The designated administrator will approach calmly.
3. Officials will not be allowed to move freely on campus.
4. Students will not be accessed.

*Administrative Response Procedures*

At the front secured area the administrator will:

1. Request identification (name and badge number).

2. Document credentials.
3. Ask the reason for presence.
4. Request any warrant or legal documentation.
5. Make copies or photograph documents.
6. Immediately notify Executive Director.

### *Determining Legal Authority*

#### A. No Judicial Warrant

If officials present:

- ICE administrative warrant
- Notice of inspection
- Unsigned subpoena
- Verbal request

THEN:

- Inform officials the school must consult legal counsel.
- Do not grant access.
- Maintain light lockdown until officials depart.
- Document interaction.

Staff shall not consent to access

#### B. Judicial Warrant (Signed by Judge)

If officials present a valid federal judicial warrant:

1. Verify judge's signature.
2. Confirm specific name and scope.
3. Contact Executive Director immediately.
4. Comply only within scope of warrant.
5. Continue light lockdown to limit disruption.

### *Parent Notification*

If a student is interviewed or accessed:

- Parent consent is required unless judicial warrant restricts notification
- Parents must be notified immediately if access occurs.

All parents and guardians will be notified via ParentSquare if immigration officials are on campus as soon as possible.

### *Documentation Requirements*

Administrator must document:

- Officer name and badge number
- Copies of credentials
- Reason for request

- Documentation provided
- Whether warrant signed by judge
- Scope of request
- School response
- Time on campus
- Staff involved

Report must be:

- Sent to legal counsel
- Provided to Governing Board
- Reported to Bureau of Children’s Justice (BCJ@doj.ca.gov)

*If a Parent/Guardian Is Detained*

If school becomes aware of parent detention the school will follow emergency card procedures:

- Release only to designated emergency contact.
- Accept Caregiver’s Authorization Affidavit if presented.
- Contact CPS only if no authorized adult is available.

*Annual Preparedness Measures*

- Annual staff training on light lockdown and code word.
- Front office scripting practice.
- Emergency contact verification with families.
- Reinforcement that emergency card information is confidential

*Communication Guidelines*

- No staff member discusses student immigration status.
- No media comment without Executive Director authorization.

*Safety Priorities*

1. Protect students.
2. Prevent unauthorized access.
3. Avoid escalation.
4. Maintain calm instructional environment.

**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
<b>Natural Disaster (Earthquake, Wildfire, Flood)</b>	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
<b>Public Health Emergency (Pandemic, Epidemic)</b>	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
<b>Power Outage</b>	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
<b>Facility Damage (Fire, Structural Issues)</b>	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
<b>Security Threat (Active Threat, Civil Unrest)</b>	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, 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.)

<b>Staff Workdays</b>	<b>Schools Reopen</b>
[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).

<b>Emergency Remote Learning Plan Dates</b>	[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
- IXL
- Everyday Math games
- Listenwise
- Typetastic
- Typing Agent
- 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](#).
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  - 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](#).

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2026-2027

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## 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 requires 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.

## Workplace Violence and Prevention Plan

Golden Valley Charter Schools is committed to maintaining a safe and secure work environment and has established a Workplace Violence Prevention Plan (“WVPP”) in accordance with California law. Workplace violence includes any act or threat of violence in the workplace, including but not limited to incidents involving employees, students, families, visitors, or other third parties. Employees are strictly prohibited from engaging in any acts or threats of violence in the workplace and are expected to comply with all workplace safety policies and procedures.

Any employee who experiences, witnesses, or becomes aware of workplace violence or a potential threat must report the concern immediately to their supervisor or Human Resources. Reports may be made without fear of retaliation, and retaliation for reporting concerns is strictly prohibited. In the event of an emergency or immediate threat to safety, employees should contact 9-1-1 and notify administration as soon as it is safe to do so. Employees will not be prevented from accessing their personal devices to seek emergency assistance or ensure safety.

Golden Valley Charter Schools maintains procedures for identifying and addressing workplace violence hazards, including regular safety reviews, employee involvement, and prompt investigation of all reported incidents. Investigations will be conducted in a timely, fair, and confidential manner, and appropriate corrective action will be taken based on the findings, up to and including termination. All employees are required to participate in workplace violence prevention training upon hire and on an ongoing basis and are expected to follow all safety procedures and directives outlined in the WVPP.

Golden Valley Charter Schools will maintain required records, including incident logs and training records, and will review and update the WVPP as necessary to ensure effectiveness and compliance with applicable laws. The full Workplace Violence Prevention Plan is available to employees at any time on the School’s website or by request and is included in the Appendix of this Handbook.

### 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](http://www.eeoc.gov) and [www.calcivilrights.ca.gov](http://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 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 **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](http://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 **10<sup>th</sup> and 26<sup>th</sup> 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 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.

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 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

### PERFORMANCE EVALUATIONS

#### Administrative and Classified Employees (Classified):

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 (Certificated):

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.

#### 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's** 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

### 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 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 [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 [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

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 **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

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.

## 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

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.

## 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 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

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 **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 **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 **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 **PTO** (if applicable) or accrued PSL. Otherwise, the time off is unpaid. 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](http://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

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 PTO if you want compensation for this time off. If you do not have accrued PTO available, you will be permitted to take the time off without pay.

## ORGAN DONOR / BONE MARROW DONOR LEAVE

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 PTO) for organ donation and up to five (5) days

accrued paid leave (sick and/or 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

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 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/TRAINING

Golden Valley Charter Schools complies with California law and will not discipline or discharge an employee for taking time off to perform emergency duty or required training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are engaged in this type of service, please notify your supervisor as soon as possible so that we can plan for your absence. When feasible, advance notice should be provided prior to taking leave.

Emergency duty and training leave are unpaid. Employees may elect to use available accrued PTO during this time but are not required to do so. Time off for emergency training may not exceed 14 days per calendar year, as provided by law. If you believe you have been treated unfairly as a result of requesting or taking this leave, please report your concerns to your supervisor or another member of management.

## CIVIL AIR PATROL LEAVE

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 **PTO**.

## SECTION 9 – BENEFITS

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.

### 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

Statutory Accrual Method: Eligible employees earn PSL at the rate of 1 hour of PSL for every 30 hours worked.

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, 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.

## 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

<b>Average hours worked per day</b>	<b>1+</b>	<b>2+</b>	<b>3+</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>8+</b>
<b>PTO hours accrued each month</b>	1	2	3	4	5	6	8
<b>Yearly PTO hours 10-month EE</b>	10	20	30	40	50	60	80
<b>Yearly PTO hours 11-month EE</b>	11	22	33	44	55	66	88
<b>Yearly PTO hours 12-month EE</b>	12	24	36	48	60	72	96

<b>Maximum Accrual: 160</b>							
<b>As of each May 31<sup>st</sup> each employee will be paid on all PTO hours more than 80 during the next pay cycle</b>							

**INSURANCE BENEFITS**

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.

**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)

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.
- 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.
- 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'** social medial 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.

## 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

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

Personal telephone calls, texting, and other non-work-related communications should be limited to non-working or non-instructional time.

Employees should use personal cell phones or other personal means for non-work-related communication. School phone lines are intended for business use, and employees should not incur charges to the School for personal calls, including long-distance or international calls.

Golden Valley Charter Schools expects that personal devices will be set to silent or vibrate mode during working hours, including but not limited to staff meetings, instructional time, and professional development, and that use of such devices, including texting, does not interfere with job responsibilities or student supervision.

Employees may connect personal devices, including cell phones, to Golden Valley Charter Schools' wireless networks, provided such use is in accordance with the School's Electronic Media and Acceptable Use Agreement and all applicable technology policies. All use of School networks must comply with expectations regarding appropriate use, confidentiality, and professional conduct, and must not interfere with job responsibilities or student supervision. Golden Valley Charter Schools reserves the right to monitor, restrict, or revoke network access at any time in accordance with applicable policies.

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

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 Executive Director or their designee 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.

### 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.

## 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 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 may not be present on school property outside of authorized hours without prior approval from San Juan Unified School District's Maintenance and Operations (M&O) Office. Requests for access must be directed to M&O at (916) 971-7000.

## 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 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 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.

### 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.

### PERSONAL APPEARANCE/STANDARDS OF DRESS

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 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 **School** 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. 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.

## 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. 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.
- 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.

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** 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.

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 \$16 for breakfast, \$19 for lunch and \$28 for dinner. Daily maximum reimbursement for actual expense is up to \$68 and incidental expenses is up to \$5. 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

### **Travel Changes and Refunds**

If travel arrangements are canceled, modified, or refunded for any reason after reimbursement has been issued, employees are required to promptly notify their immediate Supervisor and Human Resources. Any refund, credit, voucher, or other reimbursement received for travel expenses that were previously reimbursed by the organization must be returned to the organization immediately.

Failure to return reimbursed funds may result in payroll deduction to the extent permitted by applicable law and in accordance with the organization's Fiscal Policy. All travel reimbursements and adjustments are subject to review and approval under the organization's Fiscal Policy.

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

All School employees who are required to use their personal cell phones for work-related purposes are eligible for a reimbursement of **\$35.00** 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**. 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).

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.

The School may require a test by intoxicator, blood test, urinalysis, medical examination 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 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. 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 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.

## 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 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 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: \_\_\_\_\_

## Appendix A – Master Policy Index

This appendix provides a comprehensive list of policies applicable to Golden Valley Charter Schools. Employees are responsible for reviewing and complying with all policies that apply to their employment. For full detailed procedures, employees should refer to the source listed with each policy (Employee Handbook, Onboarding Packet, or GVCS website). The most current version of all policies is maintained by Human Resources.

<b>Policy Name</b>	<b>Source</b>	<b>Summary</b>
Academic Freedom Policy	Employee Handbook	Guidelines for instructional autonomy while maintaining curriculum standards and student welfare.
Attendance and Punctuality Policy	Employee Handbook	Employees must maintain regular attendance and follow reporting procedures for absences.
Behavior Policy	GVCS Website - Policies & Regulations	Establishes expectations for appropriate conduct within the school community.
Bereavement Leave Policy	Employee Handbook	Provides leave for employees following the death of a family member.
Boundaries Policy (Staff–Student Boundaries)	Onboarding Packet	Defines professional boundaries between employees and students.
Building Security / School Keys Policy	Employee Handbook	Employees issued keys must safeguard them and maintain building security.
Bullying Policy	GVCS Website - Policies & Regulations	Prohibits bullying and outlines reporting procedures.
Cell Phone Policy	Employee Handbook	Establishes rules for personal and school-issued phone use during work hours.
Child Abuse Reporting Policy	Employee Handbook	Mandates reporting of suspected child abuse or neglect.
Chemical Exposure Warning Policy	Employee Handbook	Provides information regarding potential chemical hazards in the workplace.
Code of Conduct Policy	Employee Handbook	Defines ethical and professional behavior expectations.
Communications Policy	Employee Handbook	Guidelines for professional communication and system use.
Confidential Information Policy	Handbook & Onboarding	Protects confidential student, employee, and organizational data.
Conflict of Interest Policy	Employee Handbook	Employees must avoid personal interests conflicting with job duties.
CPR and First Aid Certification Policy	Employee Handbook	Certain staff must maintain CPR and First Aid certification.
Crime Victim Leave Policy	Employee Handbook	Allows leave related to crime victim proceedings or support.
Customer and Public Relations Policy	Employee Handbook	Encourages respectful communication with families and the public.
Disciplinary Physical Contact with Students Policy	Handbook / Boundaries Policy	Prohibits corporal punishment or inappropriate physical discipline.

Domestic Violence Leave Policy	Employee Handbook	Leave protections for victims of domestic violence or related crimes.
Dress Code / Personal Appearance Policy	Handbook & Onboarding	Employees must maintain professional appearance.
Electronic Media Policy	GVCS Website - Policies & Regulations	Regulates appropriate use of technology and electronic communication.
Employee Electronic Media Acceptable Use Agreement	GVCS Website – Policies & Regulations	Outlines appropriate use of electronic media and technology.
Employee Classifications Policy	Employee Handbook	Defines employment categories such as exempt, non-exempt, full-time, and part-time.
Employee Performance Review Policy	Employee Handbook	Supervisors conduct regular evaluations for employee development.
Equal Employment Opportunity Policy	Employee Handbook	Prohibits discrimination in employment decisions.
Equipment Policy	Employee Handbook	Rules for care and use of school equipment.
Ergonomics Policy	Employee Handbook	Promotes safe workstation practices.
Expense Reimbursement Policy	Employee Handbook	Guidelines for reimbursing authorized business expenses.
Family and Medical Leave Policy (FMLA/CFRA)	Employee Handbook	Provides job-protected leave for qualifying family or medical reasons.
Field Trip Policy	GVCS Website - Policies & Regulations	Procedures and safety requirements for student field trips.
Fiscal Policy	GVCS Website - Policies & Regulations	Financial management and reimbursement standards.
Grievances Policy	GVCS Website - Policies & Regulations	Formal process for filing complaints or grievances.
Harassment, Discrimination and Retaliation Prevention Policy	Employee Handbook	Prohibits workplace harassment and discrimination.
Homeless Youth Education Policy	GVCS Website - Policies & Regulations	Ensures compliance with laws protecting homeless students.
Immigration Law Compliance Policy	Employee Handbook	Requires employment eligibility verification.
Independent Study Policy	GVCS Website - Policies & Regulations	Defines procedures for independent study programs.
Internal Investigations and Searches Policy	Employee Handbook	School may conduct work-related investigations or searches.
Lactation Accommodation Policy	Employee Handbook	Provides break time and private space for nursing employees.
Nepotism Policy	Employee Handbook	Prevents supervisory relationships between relatives.
No Solicitation / Distribution Policy	Employee Handbook	Restricts distribution of non-work materials during work time.
Open Communication Policy	Employee Handbook	Encourages employees to share concerns or suggestions.

Paid Sick Leave Policy	Employee Handbook	Provides paid sick leave consistent with California law.
Personal Property Policy	Employee Handbook	Employees are responsible for personal belongings at work.
Personal Vehicle Use Policy	Employee Handbook	Requirements for using personal vehicles for school business.
PTO / Vacation Policy	Employee Handbook	Procedures for requesting and scheduling paid time off.
Public Relations Policy	Employee Handbook	Employees represent the school professionally in public interactions.
Safety Policy	Employee Handbook	Employees must maintain safe work conditions and report hazards.
Security Policy	Employee Handbook	Establishes procedures to maintain campus security.
Social Media Policy	Employee Handbook	Guidelines for employee social media use related to the school.
Staff–Student Interactions Policy	Handbook / Onboarding	Requires professional conduct between staff and students.
Substance and Alcohol Policy	Employee Handbook	Prohibits substance use that affects workplace safety.
Suspension and Expulsion Policy	GVCS Website - Policies & Regulations	Student disciplinary procedures affecting enrollment.
Suicide Prevention Policy	GVCS Website - Policies & Regulations	Procedures for identifying and responding to suicide risk.
Title IX / Nondiscrimination Policy	Employee Handbook	Prohibits sex discrimination and harassment.
Tobacco-Free School Policy	Employee Handbook	Prohibits tobacco use on school property.
Universal Complaint Procedure	GVCS Website - Policies & Regulations	Process for resolving complaints about educational programs.
Verification and Reference Policy	Employee Handbook	Limits employment verification information released.
Visitors Policy	GVCS Website - Policies & Regulations	Requirements for campus visitors.
Volunteer Policy	GVCS Website - Policies & Regulations	Guidelines for volunteers working with the school.
Violence in the Workplace Policy	Employee Handbook	Prohibits threats, intimidation, or violence at work.
Workplace Violence Prevention Plan	GVCS Website – Policies & Regulations	Establishes guidelines for preventing and addressing workplace violence.
Wellness Policy	GVCS Website - Policies & Regulations	Supports student and staff health and wellness initiatives.
Whistleblower Policy	Employee Handbook	Protects employees reporting suspected violations from retaliation.

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 **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 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 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 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 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 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 (repeated for each meal period category)

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:

Three horizontal lines for providing details.

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.

## CHEMICAL EXPOSURE WARNING

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## SECTION 13 – TERMINATION

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Employee Name (print)\_\_\_\_\_

Employee Signature: \_\_\_\_\_

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

## Appendix A – Master Policy Index

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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.**

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\_\_\_\_\_  
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:

Three horizontal lines for providing details.

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.

March 11, 2026

Regular Meeting Minutes

1. **Vice Chair Meredith Willsen called the meeting to order at 5:03 p.m.**
2. **Roll Call –**  
**Board Members Present:** Meredith Willsen, James Stark, Jessica Crew, Ekaterina Khmelniker  
**Board Members Absent:** Stephen Quadro, Katie Gerski-Keller  
Guests: Brittany Galles, Jennifer Hoover, Bernard Benito, Becky Page, Tavia Pagan, Nikki Freitas, Mindy Kiel, Ryan Sutton (remote)
3. **Board Member Exigencies and Remote Attendance –**  
**Action:** Shall the board approve any board members to participate in this board meeting from a remote location due to 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. **James Stark read the Fairness Virtue Card.**
5. **Public Comment –**  
Bernard Benito made a public comment regarding current school climate, student safety, and the availability of emotional support services at Golden Valley Orchard School.  
  
Vice Chair Meredith Willsen closed public comment at 5:09 p.m.
6. **2025-2026 Second Interim Budget Report, GVOS –**  
Brian Lara from CSMC presented the 2025-2026 Second Interim Budget Report for Golden Valley Orchard School (GVOS).

Brian first reviewed the slide deck showing a summary of changes between first interim and second interim for GVOS highlighting an increase in total revenue by \$347,000. Personnel expenses have gone up slightly by \$23,000. Operational expenses have increased by \$74,000 projecting a surplus of \$1.071 million. GVOS beginning fund balance was the \$233,137 deficit, but with combining that with the ending surplus of \$1,071,323, that puts the final fund balance at \$838,186. As requested by the Finance Committee, Brian also provided a forecasted breakdown of fiscal year 26-27 and fiscal year 27-28 as well as enrollment numbers. He explained if enrollment remains the same, then the surplus for fiscal year 26-27 will be around \$72,000, and for fiscal year 27-28 it would be around \$113,000.

Consolidated LCFF revenue increased by \$114k, primarily driven by slightly higher enrollment and ADA projections at Orchard and although River slightly decreased, they did have more TK/K students this time around. (TK Add-on rate is \$5,545; previously only \$3,077).

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Federal revenues increased by \$551,048 overall, primarily driven by receiving the ERC Tax Credit amounts for Orchard who received an additional \$357,485 and River who received an additional \$153K when compared to the First Interim budget. There were also minor adjustments to recent Title fund allocations and receiving prior year revenue amounts. (Through January 2026, GVCS has received a collective amount of \$1,879,410 in ERC Tax Credit).

It was moved by Ekaterina Khmelniker and seconded by James Stark that the Board approve the 2025-2026 Second Interim Budget for Golden Valley Orchard School (GVOS).

**(Ayes: 4, Noes: 0, Abstain: 0)**

**7. 2025-2026 Second Interim Budget Report, GVRS –**

Brian Lara from CSMC presented the 2025-2026 Second Interim Budget Report for Golden Valley River School (GVRS).

Brian reviewed the summary of changes showing the variance between first interim and second interim for GVRS, highlighting an increase in total revenue of \$39,000. Total personnel expenses increased by \$128,000 and books and supplies and services together increased by \$60,000, projecting a surplus for the end of the year of around \$564,000. Brian presented enrollment numbers and ADA projections as well as the forecasted breakdown of fiscal year 26-27 and fiscal year 27-28. He also reviewed revenue assumptions as well as a breakdown for total revenue. The breakdown for total revenue for GVRS included the following: LCFF \$3,669,482. Federal \$749,841. State \$547,699. Local \$42,979; totaling \$5,010,001 with a variance from prior of \$39,839.

Shared cost allocations are mainly evenly split amongst both locations. Personnel expenses collectively increased by \$152k after updating wages, related benefits, and new hires to more accurately reflect the current staff roster.

GVRS beginning fund balance was \$787,794. Combined with the ending surplus of \$564,741 puts the final fund balance at \$1,352,535. The consolidated total for GVOS and GVRS is \$2,190,721.

The Board discussed a projected timeline for a third interim budget would be in May.

It was moved by James Stark and seconded by Ekaterina Khmelniker that the Board approve the 2025-2026 Second Interim Budget for Golden Valley River School (GVRS).

**(Ayes: 4, Noes: 0, Abstain: 0)**

**8. Employee Handbook (Second Read) –**

Nikki Freitas reviewed the revised Employee Handbook for GVCS. Nikki reviewed the list of changes that were applied based on feedback and suggestions from the Board during last month's first read.

Items discussed for revision are as follows:

1. Page 50 – Volunteer Civil Service Leave and Volunteer Civil Service Leave/Training sections are similar. Possibly edit into one section and eliminate redundant verbiage.

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2. IT policies – James suggested consulting Datacate for guidance on what should be included in GVCS IT policies. James will compose and send a list of questions that GVCS will reference to Datacate.
3. Page 74 – Solicitation Policy within the 3<sup>rd</sup> paragraph change to “the executive director or their designee must approve any postings prior to posting.”

***(TABLED. NO ACTION)***

**9. Golden Valley Orchard School Safety Plan –**

Jennifer Hoover explained revisions on the GVOS Safety Plan and noted that immigration procedures have been attached.

Items discussed for revisions are as follows:

1. Update the Table of Contents to include child abuse reporting and school-wide dress code prohibiting gang-related apparel.
2. Include in appendix: allergies and administering medication. This will reference policies within the GVCS Student and Parent Handbook.
3. Include in appendix: emergencies during a field trip off campus. This will reference policies within the GVCS Student and Parent Handbook.

***(TABLED. NO ACTION)***

**10. Golden Valley River School Safety Plan –**

Jennifer explained revisions on the GVRS Safety Plan and noted that immigration procedures have been attached.

The Board discussed approving the GVRS and GVOS Safety Plans simultaneously to streamline the approval process. Both plans will be presented for approval at the next Board meeting.

***(TABLED. NO ACTION)***

**11. Minutes Approval –**

It was moved by Ekaterina Khmelniker and seconded by James Stark that the Board approve the February 11, 2026, Regular Meeting Minutes.

***(Ayes: 4, Noes: 0, Abstain: 0)***

**12. 2026-2027 School Calendar –**

Brittany Galles presented a revised 2026-2027 school calendar draft based on direction from SJUSD 2026-2027 school calendar, GVCS faculty input and GVCS Leadership input. The SJUSD 2026-2027 school calendar was provided for reference.

GVOS and GVRS faculty agreed to compromise and move the Teacher Workday from October 9<sup>th</sup>, 2026, to January 4<sup>th</sup>, 2027. They also agreed to hold the conference week during the week of October 19<sup>th</sup>-23<sup>rd</sup> 2026 due to events including Festival of Light and Eagle Chase.

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It was moved by James Stark and seconded by Jessica Crew that the Board approve the 2026-2027 School Calendar for GVCS.

**(Ayes: 4, Noes: 0, Abstain: 0)**

**13. 2026-2027 Instructional Minutes –**

Brittany presented a 2026-2027 Instructional Minutes draft based on the proposed 2026-2027 school calendar for GVCS. Highlights included noting 130 regular days, 45 minimum days with a total of 175 instructional days along with corresponding minutes broken down by grades.

It was moved by Ekaterina Khmelniker and seconded by James that the Board approve the 2026-2027 Instructional Minutes for GVCS.

**(Ayes: 4, Noes: 0, Abstain: 0)**

**14. Governance Policies & Procedures (Second Read) –**

Meredith presented the revised governance Policies & Procedures from the first read. Brittany provided a Table of Contents within the packet of policies. Meredith did make edits to the Conflict of Interest Policy to be more streamlined pertaining to the Board versus for the Board and for employees. It was also noted that the Conflict of Interest Policy is included in the Employee Handbook. The Board encourages any comments pertaining to revisions to the Governance Policies & Procedures to be emailed to the Executive Committee. Meredith also explained that these policies and procedures included are based off CSDC's Policy Checklist.

**(TABLED. NO ACTION)**

**15. Fiscal Policy (Third Read) –**

The Board reviewed the revised Fiscal Policy for GVCS. James reviewed revised areas of the policy that the Finance Committee has helped influence from the previous read including credit card limit management, additional payroll controls and procedures and language pertaining to contracts.

It was moved by James Stark and seconded by Ekaterina Khmelniker that the Board approve the Fiscal Policy for GVCS.

**(Ayes: 4, Noes: 0, Abstain: 0)**

**16. 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.

**17. Executive Reports –**

**Board Chair Report:** Board of Trustees Vice Chair, Meredith Willson, presented items of interest to the board.

March 11, 2026

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

18. **The Board recited the Motto of the Social Ethic.**

19. **Vice Chair Meredith Willsen adjourned the meeting at 6:33 p.m.**

*Respectfully submitted by Brittany Galles.*

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**Meredith Willsen, Vice Chair**

**Date**

DRAFT

# Golden Valley Charter Board of Trustees

## Governance Policies & Procedures

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# Acceptance of Gifts

## ACCEPTANCE OF GIFTS

Adopted:

Amended:

**Purpose:** The Board of Trustees (“ Board”) has the primary purpose of accepting gifts 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, if required, annually reflect such gifts on their Form 700 in accordance with the Political Reform Act.

The Board must accept the following gifts or donations 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, or are not valuable enough in relation to the difficulty or expense of administration, or could produce unacceptable consequences for the School, or are in contravention of the School’s mission.

# Annual Organizational Meetings

## ANNUAL ORGANIZATIONAL MEETING

Adopted:

Amended:

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 on 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, [reviewing agency-wide goals for the coming year, evaluation timeline \(goal setting\) with the Executive Director, and/or other matters within the purview of the Board of Trustees' responsibilities](#)

### 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. [Complete Board member\(s\) Oath of Office.](#)

- E. Review and discuss the Executive Director's goals for Golden Valley Charter.
- F. Set a schedule of regular meetings (time, place, and day).
- G. Discuss updated Financial legal changes, updates from ~~CSMS~~ the financial advisor, and/or review Financial information of concern.
- H. Elect any representatives to serve on any applicable advisory boards and/or committees as appropriate.
- I. Review policies that need to be updated/changed due to agency changes, federal, state, and/or local accedences with laws.
- J. Conduct Board Training requirements.
- K. Readopt in resolution form the School policy regarding the Board's Code of Ethics.
- L. Such other business as may be determined to be necessary by the Board and reflected on the posted agenda.
- M. Adjournment.

# Anti-Nepotism

## 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.

- If action was taken as related to this policy, it is the duty of the Executive Director and/or Director of Human Resources to discuss such concerns with the Board of Trustees leadership, Chair, and/or Vice-Chair

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.

# Assignment of Teachers Instruction

## 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

## 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

## **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

### **2. Definitions**

- Designated Persons: Board members
- 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

#### B. Timing of Filings

- 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. 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.

#### 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

#### 5. Procedures for Disqualification

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.

## **6. 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.

## **7. Adoption and Amendments**

This Policy was:

- Adopted on: [Insert Date]
- Amended on: [Insert Date, if applicable]

## 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 to 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.

# Dissolution of School Policy

## 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.

# Delegation of Power Policy

Golden Valley Charter Board of Trustees Duties and Responsibilities- Delegation of Power Policy

(adapted from CSDC, 2024 Board Governance Policy#1 Board Governance Policy)

Adopted:

Amended::

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 Administrator**. ~~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 **of Education** ~~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- [Executive Director](#), 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, Diegnee, 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. 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.

# Governance Norms & Protocols

## Golden Valley Charter Board of Trustees Governance Norms and Protocols

Adopted:

Amended: Revised

Golden Valley Charter Schools – Board of Trustees Governance Commitment

### **Purpose:**

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. **At the Executive Meeting, the Board Chairperson and/or Vice Chair will communicate to all Board members individually to determine if any additional items should be included on the Agenda with the Executive Director, or Designee.**
- b. Board members have an opportunity to **communicate** ~~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.
- c. 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.

# Procedure for Policy Adoption

## 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]; \_\_\_\_\_

---



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\_\_\_\_\_ and

WHEREAS, [state the second fact or rationale] \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ; and

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: \_\_\_\_\_

# Public Records Act Requests

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

1Address

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.

# Board Meetings-Brown Act Compliant

## 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.

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 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.

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 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*

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, 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 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*

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.

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 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.

*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 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 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 recontinue 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*

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 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.



# 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	<ul style="list-style-type: none"> <li>— 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 *</li> <li>— Collectively establish the Executive Director’s goals for the new year.</li> <li>— Collectively establish the Executive Director’s professional development/improvement plan (if required)</li> </ul>
December/January	<ul style="list-style-type: none"> <li>— 4-5 month progress check-in</li> <li>— If necessary, jointly adjust goals</li> </ul>
February/March	<ul style="list-style-type: none"> <li>— Teacher, Staff, and Community Survey sent to all members of the GVCS community.</li> <li>— 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.</li> <li>— Additional staff interviews can be conducted as needed</li> </ul>
April	<ul style="list-style-type: none"> <li>— Board members will complete the Executive Director Performance Evaluation rubric</li> </ul>
May/June	<ul style="list-style-type: none"> <li>— Executive Director completes self assessment</li> <li>— The Board will summarize assessment results with the Executive Director.</li> <li>— The Board will jointly establish the Executive Director’s performance review.</li> </ul>

Executive Director Evaluation Timeline	
Month	Tasks
August	<ul style="list-style-type: none"> <li>- 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 *</li> <li>- Identify a collective group of staff (teachers, central office staff, leadership, and/or additional members of need) to be interviewed quarterly.</li> <li>- At the Board retreat, discuss and present the Executive Director goals to the board</li> <li>- At “Back to School Night” or Parent Registration, a survey will be made available to review the school culture with school community members.</li> <li>- 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.</li> </ul>

	<ul style="list-style-type: none"> <li>- Both survey results will help determine an appropriate baseline for establishing goals as needed for the Executive Director.</li> <li>- Collectively establish the Executive Director’s professional development/improvement plan (if required)</li> </ul>
September	<ul style="list-style-type: none"> <li>- Review the results of the questionnaire/surveys given to parents and staff</li> <li>- Present to the Board the results of the questionnaire/surveys.</li> </ul>
October	<ul style="list-style-type: none"> <li>- Create Board mid-year rubric evaluation of ED goals.</li> </ul>
November	<ul style="list-style-type: none"> <li>- Post survey to the school community about the goals of the ED</li> <li>- Schedule a meeting with ED to discuss progress and check in about goals.</li> </ul>
December	<ul style="list-style-type: none"> <li>- Check in with the leadership team/ collective group with a survey question.</li> <li>- Meet with ED review progress, if needed, adjust goals jointly</li> </ul>
January	<ul style="list-style-type: none"> <li>- Create and finalize survey questions to send out to families and all staff.</li> </ul>
February	<ul style="list-style-type: none"> <li>- Survey questions remain open till early March, send out reminders.</li> <li>- Plan interviews with a collective group.</li> <li>- Plan a closed session with leadership and the collective group.</li> </ul>
March	<ul style="list-style-type: none"> <li>- Hold closed session (s) and interviews with the collective group of staff identified in August. <ul style="list-style-type: none"> <li>- In closed session, conduct 360 interviews using open-ended questions and the rubric for the Executive Director Performance Evaluation Rubric.</li> </ul> </li> <li>- Additional staff interviews can be conducted as needed</li> </ul>
April	<ul style="list-style-type: none"> <li>- Board members will complete the Executive Director Performance Evaluation rubric</li> <li>- Any additional interviews can be scheduled during closed session at the request of the Board Chair and/or Evaluation Committee.</li> </ul>
May/June	<ul style="list-style-type: none"> <li>- Executive Director completes self-assessment</li> <li>- The Board will summarize assessment results with the Executive Director.</li> <li>- The Board will jointly establish the Executive Director’s performance review.</li> <li>- 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.</li> </ul>

*\*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



### Timeline

- ~~• September: The committee is organized~~
- ~~• February and March: The Committee designs and creates the surveys and questions to be asked.~~
- ~~• Early March: The ED submits a self-evaluation.~~
- ~~• Early March: An online survey is sent out to the groups for feedback. Interviews with Administration are scheduled.~~
- ~~• Late March: The committee collects the feedback and prepares its findings. The findings are discussed with the ED who may choose to respond to the findings. The committee notes the response from the ED, if any, and prepares a final summary of findings.~~

- ~~• Early April: The committee, in closed session, presents its final summary of findings to the Board of Trustees without the ED in attendance.
 
  - ~~○ Faculty delegates to present report to the Board during closed session.~~~~
- ~~• The BOT makes a recommendation based on one of the following:
 
  - ~~– Rehire the ED with a salary recommendation~~
  - ~~– Rehire the ED with conditions~~
  - ~~– Place the ED on administrative leave pending further action~~~~
- ~~– Non-renewal of contract~~
- ~~• The Director Evaluation Committee, in closed session, discusses the recommendation with the ED who may choose to respond to the recommendation.
 
  - ~~• The Board notes the response from the ED, if any, and approves a final recommendation.~~~~

### Measurements

- Review Ppast 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**

*The Executive Director will be rated on their efficacy in the following CPSEL standards and Fiscal Stewardship through Governing Board goals:*

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**

<b>Goal</b>	<b>SMART GOAL (aligned with Strategic Plan and Board Evaluation)</b>	<b>Level of Accomplishment (E,M,I,NP)</b>
#1	<b>Organizational:</b>	
#2	<b>Financial:</b>	
#3	<b>Academic:</b>	
#4	<b>Outreach:</b>	
#5	<b>Leadership:</b>	
#6	<b>School Culture:</b>	
#7	<b>Communication:</b>	
#8	<b>Teamwork:</b>	
<b>Level Of Accomplishment:                    E- Exceeded;   M-Met;   I-Incomplete;   NP- No Progress</b>		

**SMART Goal Planning Date & Notes:**



	<i>Proficient (P), Distinguished (D)</i>	
<p><b>Element 2A: Professional Learning Culture</b>  <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></p>		
<p><b>Element 2B: Curriculum and Instruction</b>  <i>Leaders guide and support the implementation of standards-based curriculum, Waldorf pedagogy, instruction, and assessments that address student expectations and outcomes.</i></p>		
<p><b>Element 2C: Assessment and Accountability</b>  <i>Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</i></p>		

### **Standard 3: Management and Learning Environment**

<b>ELEMENT</b>	<b>EVALUATION RATING</b> <small><i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i></small>	<b>REFLECTION/EVIDENCE</b>
<p><b>Element 3A: Operations and Facilities</b>  <i>Leaders provide and oversee a functional, safe, and clean learning environment.</i></p>		
<p><b>Element 3B: Plans and Procedures</b>  <i>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</i></p>		
<p><b>Element 3C: Climate</b>  <i>Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</i></p>		

<p><b>Element 3D: Fiscal and Human Resources</b>  <i>Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</i></p>		
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**Standard 4: Family and Community Engagement**

<p align="center"><b>ELEMENT</b></p>	<p align="center"><b>EVALUATION RATING</b>  <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small></p>	<p align="center"><b>REFLECTION/EVIDENCE</b></p>
<p><b>Element 4A: Parent and Family Engagement</b>  <i>Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</i></p>		
<p><b>Element 4B: Community Partnerships</b>  <i>Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</i></p>		
<p><b>Element 4C: Community Resources and Services</b>  <i>Leaders leverage and integrate community resources and services to meet the varied needs of all students.</i></p>		

**Standard 5: Ethics and Integrity**

<p align="center"><b>ELEMENT</b></p>	<p align="center"><b>EVALUATION RATING</b>  <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small></p>	<p align="center"><b>REFLECTION/EVIDENCE</b></p>
<p><b>Element 5A: Reflective Practice</b>  <i>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</i></p>		
<p><b>Element 5B: Ethical Decision-</b></p>		

<p><b>Making</b>  <i>Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</i></p>		
<p><b>Element 5C: Ethical Action</b>  <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></p>		

<b>Standard 6: External Context and Policy</b>		
<b>ELEMENT</b>	<b>EVALUATION RATING</b> <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	<b>REFLECTION/EVIDENCE</b>
<p><b>Element 6A: Understanding and Communicating Policy</b>  <i>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</i></p>		
<p><b>Element 6B: Professional Influence</b>  <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></p>		

<b>Standard 7 Fiscal Stewardship</b>		
<b>ELEMENT</b>	<b>EVALUATION RATING</b> <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	<b>REFLECTION/EVIDENCE</b>
<p><b>Element 7A: Fiscal Stewardship.</b>  <i>Responsibly manage financial resources in alignment with legal</i></p>		

<i>requirements and the school's educational priorities.</i>		
<b>Element 7B: Fiscal Stewardship.</b>		

<b>Standard 8: Professional Transparency</b>		
<b>ELEMENT</b>	<b>EVALUATION RATING</b> <i>Not-Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	<b>REFLECTION/EVIDENCE</b>
<b>Element 8A: Build positive professional relationships.</b> <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>		
<b>Element 8B: Accountability</b> <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>		

		<b>TOTAL SCORE</b>
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)
<p>Rarely articulates or aligns the school vision with practice.</p> <p>Demonstrates unethical or unprofessional behavior</p> <p>Rarely addresses the equity or diverse students' needs</p> <p>Lacks alignment or rigor in instructional systems. Student support is inconsistent or exclusionary.</p> <p>Neglects the development of staff skills or growth. Limited collaboration or shared leadership</p> <p>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.</p> <p>Lacks understanding or mismanages fiscal responsibilities. Unable to build and maintain a collaborative, transparent, and professional relationship with the governing board.</p>	<p>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.</p> <p>Works with staff to commit to a vision focused on student-centered learning and on the well-being of each student.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes.</p> <p>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.</p>	<p>The leader manifests the vision of all students graduating ready for college and career.</p> <p>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.</p> <p>S/he makes certain that these opportunities are available to, and support, students with academic, linguistic, cultural, social-emotional, behavioral, and physical development needs.</p> <p>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.</p> <p>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.</p>

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 <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
<p><b>Element 1A: Student Centered Vision</b> <i>Leaders shape a collective vision that uses multiple</i></p>		
<p><b>Element 1B: Developing Shared Vision</b> <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></p>		
<p><b>Element 1C: Vision Planning and Implementation</b> <i>Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</i></p>		

## Standard 2: Instructional Leadership

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
<p><b>Element 2A: Professional Learning Culture</b> <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></p>		

## Standard 2: Instructional Leadership

<p><b>Element 2B: Curriculum and Instruction</b>  <i>Leaders guide and support the implementation of standards-based curriculum, Waldorf pedagogy, instruction, and assessments that address student expectations and outcomes.</i></p>		
<p><b>Element 2C: Assessment and Accountability</b>  <i>Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</i></p>		

## Standard 3: Management and Learning Environment

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
<p><b>Element 3A: Operations and Facilities</b>  <i>Leaders provide and oversee a functional, safe, and clean learning environment.</i></p>		
<p><b>Element 3B: Plans and Procedures</b>  <i>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</i></p>		
<p><b>Element 3C: Climate</b>  <i>Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</i></p>		

### 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 <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
<p><b>Element 4A: Parent and Family Engagement</b>  <i>Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</i></p>		
<p><b>Element 4B: Community Partnerships</b>  <i>Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</i></p>		
<p><b>Element 4C: Community Resources and Services</b>  <i>Leaders leverage and integrate community resources and services to meet the varied needs of all students.</i></p>		

## Standard 5: Ethics and Integrity

<b>ELEMENT</b>	<b>EVALUATION RATING</b> <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	<b>REFLECTION/EVIDENCE</b>
<p><b>Element 5A: Reflective Practice</b> <i>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</i></p>		
<p><b>Element 5B: Ethical Decision-Making</b> <i>Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</i></p>		
<p><b>Element 5C: Ethical Action</b> <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></p>		

## Standard 6: External Context and Policy

ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
<p><b>Element 6A: Understanding and Communicating Policy</b> <i>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</i></p>		
<p><b>Element 6B: Professional Influence</b> <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></p>		

## Standard 7 Fiscal Stewardship

ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
<p><b>Element 7A: Fiscal Stewardship.</b> <i>Responsibly manage financial resources in alignment with legal requirements and the school's educational priorities.</i></p>		
<p><b>Element 7B: Fiscal Stewardship.</b> <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></p>		

## Standard 8: Professional Transparency

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
<p><b>Element 8A: Build positive professional relationships.</b> <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></p>		
<p><b>Element 8B: Accountability</b> <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></p>		

		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

<b>NOT MET INEFFECTIVE (1)</b>	<b>EMERGING (2)</b>	<b>PROFICIENT (3)</b>	<b>DISTINGUISHED (4)</b>
<p>Rarely articulates or aligns the school vision with practice.</p> <p>Demonstrates unethical or unprofessional behavior</p> <p>Rarely addresses the equity or diverse students' needs</p> <p>Lacks alignment or rigor in instructional systems. Student support is inconsistent or exclusionary.</p> <p>Neglects the development of staff skills or growth. Limited collaboration or shared leadership</p> <p>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.</p> <p>Lacks understanding or mismanages fiscal responsibilities. Unable to build and maintain a collaborative, transparent, and professional relationship with the governing board.</p>	<p>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.</p> <p>Works with staff to commit to a vision focused on student-centered learning and on the well-being of each student.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes.</p> <p>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.</p>	<p>The leader manifests the vision of all students graduating ready for college and career.</p> <p>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.</p> <p>S/he makes certain that these opportunities are available to, and support, students with academic, linguistic, cultural, social-emotional, behavioral, and physical development needs.</p> <p>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.</p> <p>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.</p>

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

Orchard's winter concert was an amazing event. Everyone put in their best efforts, and it was great being back at San Juan High School's theatre for the event. Last Thursday, April 9, was GoldenStock at Orchard School. This is a time-honored event that came about as an alumni's 8<sup>th</sup> grade project many years ago. It is so great to see all the kids' talents and families in attendance. This is one of my favorite events because both campuses come together and showcase their talents.

May Day for Orchard is only Three weeks away. Oh, my goodness. Where has this year gone? Sequoia tree has been practicing for months for their May Day event. We are looking forward to the festivities.

We are completing state testing and have worked out the bugs. Spring break was a much needed break and now we turn to preparing for the final progress reports and student portraits for the end of the year.

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

Last month, Mrs. Bosque offered a Parenting series on Resilience, Connection, and Community to the Golden Valley Community. It was well attended and many parents—from both Orchard and River, kindergarten through 6<sup>th</sup> grade—came for all three nights. One piece of information that she offered was information she recently learned about a specific part of the brain called the anterior mid cingulate cortex. Research suggests that this part of the brain is linked to improving willpower and the ability to overcome obstacles, and that you can enhance its function and size. How? Engage in challenging tasks or those that you have an aversion to, especially those that require sustained effort over time. That’s right, not only *can* you do hard things, but you *should*! When we insist that our children do activities that are difficult or not preferable, we are supporting their healthy brain development. Parents shared that after attending the series they feel more empowered to say “no” to their children and let them struggle more. Mrs. Bosque enjoyed this time with our parent community so much and hopes to offer it again in the future.

This month, teachers are hunkering down to hold boundaries and remind our students that the rules still apply, even in the spring! Everyone has a touch of spring fever. All the while, teachers are shuffling through lesson plans to see how we are going to fit in all that is still on our plates with only several weeks left in the school year.

After a magical Goldenstock event, it is now “all hands on deck” to prepare for our May Festival & Picnic, which will take place at the River Campus on Saturday, April 25th. Invite a friend to share your blanket and watch the Cottonwood 8th grade dance around the May pole for this special rite of passage. They have been practicing for months and I have seen firsthand that they are amazing! Please bring cash or a QR code scanner to support the Poppy and Laurel Tree 6th and 7th grade classes with their strawberry shortcake and lemonade fundraisers immediately after the dance. Bring a picnic lunch and lawn games to enjoy the festival atmosphere with your school community!



April 2026

Thank you to Marlene Laughter and all the volunteers that made the Gala such a success!

This month, our school communities are enjoying beautiful weather and feeling the excitement as the end of the year feels tantalizingly close. With St. Patrick's Day, Concerts, and spring break in the rearview spirits and energy are high in the classrooms. Please remember to thank your teachers and do everything you can to support their mission—its extra hard as we hurtle toward the end of the year. We also look forward to May Day and graduation which will be here before we know it.

We continue to strive for maximum student attendance as an important part of our school community's school financial outcome. However, if they show any signs of illness please keep them home until they are well.

Thank you as well to everyone who participated in the various surveys that are circulating—that data helps us make informed decisions for the schools.

We are continuously recruiting a robust Board of highly qualified community members. The Board will be actively reaching out to those community members who are interested and well-equipped for Board service. Since the qualification and preparation process for Board members can take many months, it is important for the Board to continuously recruit and network, bringing new members into this process throughout the year. For training, support, and organizational purposes please contact the Board Chair at [bot@gvcharter.org](mailto:bot@gvcharter.org)

As the end of the year approaches, if you are able to please contribute to our Annual Giving Campaign and help us to reach our goal of \$100,000 for each campus. If you are unable to contribute financially, there are other ways to participate in your school community by volunteering. If you are interested in volunteering opportunities please contact your child's classroom teacher, participation in Golden Valley Education Fund (GVEF), or parent circle. Contact information below

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

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



# GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Jennifer Hoover, ED

April 15, 2026

*K-8 Tuition for Public Waldorf Schools*

## THE CHARTER MANAGEMENT OFFICE

As we move more fully into the spring season, we are reminded of the rhythms of growth, renewal, and possibility that this time of year brings. In our schools, we see this reflected in the blossoming of student work, the deepening of relationships, and the steady unfolding of each child's developmental journey. It is within this spirit of renewal that we continue our work, tending not only to the operational needs of our organization, but also to the human connections and shared purpose that form the heart of Golden Valley Charter Schools.

The month of April has brought several meaningful accomplishments and continued progress across our organization. Most notably, the GVCS Gala was a success, with early estimates indicating that between \$40,000 and \$45,000 was raised in support of our programs. This event is a powerful reflection of our community's commitment to our schools. I would like to extend a heartfelt thank you to Marlene Laughter, the Golden Valley Education Foundation (GVEF), and the many volunteers whose time, energy, and dedication made the evening such a success.

In our ongoing work with our authorizing district, GVCS leadership has continued to engage in collaborative and productive discussions with San Juan Unified School District (SJUSD). Our team met with SJUSD facilities personnel at the Orchard campus to review current facility concerns and begin identifying potential solutions. It is clear that additional dialogue will be necessary to fully address both immediate needs and long-term planning considerations.

In a separate meeting with SJUSD SELPA leadership, we discussed the development of an updated Memorandum of Understanding (MOU) that reflects our programmatic needs for the upcoming school year. There was alignment between both parties, and we are hopeful that a finalized agreement will be reached in the near future. Importantly, during these meetings, district representatives shared that they are pleased with and impressed by the steps GVCS has taken this year to address concerns raised in the previous year at both school sites. This positive feedback is encouraging as we look ahead to the River Charter renewal process in Fall 2026.

As part of that renewal effort, GVCS is actively seeking qualitative feedback from our educational partners to complement the quantitative data that will be included in our charter documentation. We are utilizing Parsec Reals as a platform to collect this feedback in meaningful ways. Families, staff, students, and community members are encouraged to share their experiences through video or audio submissions, which will be incorporated into our charter hearing presentation this fall. This approach will allow us to more fully tell the story of our schools and highlight the impact of our work.

Finally, we are excited to share important staffing updates for the 2026 to 2027 school year. Brianne Hanley will be joining GVCS as our Curriculum Specialist, and Madison Chaplin will serve as our shared Vice Principal and Accountability Manager. Both bring valuable experience and expertise that will strengthen our instructional program and organizational systems. We look forward to welcoming them to the team and the contributions they will make to our continued growth.

As we continue through this season of renewal, we remain grounded in our shared commitment to nurturing the intellectual, emotional, and social development of each student entrusted to our care. The work before us, including preparing for renewal, strengthening partnerships, and cultivating a thriving learning community, is both meaningful and collective. With gratitude for the dedication of our staff, the support of our families, and the guidance of the Board, we move forward with confidence and purpose into the months ahead.



## ORCHARD -

Over the past month, the school has continued to strengthen community, rhythm, and pedagogical practice in alignment with Waldorf principles. Optional parent-teacher conferences provided families with additional opportunities for meaningful dialogue and partnership around the developing child. Our annual concert was a joyful and well-attended celebration, highlighting the central role of music and the arts in our curriculum and reflecting students' growth, confidence, and collective effort. Faculty engaged in Nurtured Heart training, which was very well received and supported our ongoing commitment to relationship-based, strengths-focused work with students. In addition, teachers participated in Universal Design for Learning (UDL) professional development during a scheduled workday, further supporting inclusive, developmentally responsive instruction across grade levels.

## RIVER -

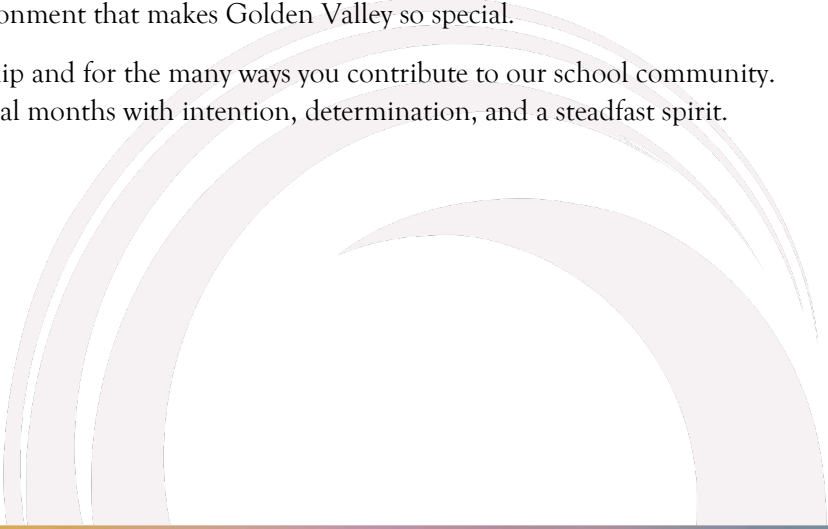
As we progress through the month of April, we are greeted by the fullness of spring—a season that reminds us of growth, renewal, and the quiet strength required for both. Our guiding virtue this month is **steadfastness**, a quality that feels especially meaningful as we enter the final stretch of the school year.

Steadfastness is the ability to remain committed, focused, and resilient, even when the path becomes challenging or the finish line feels distant. It is the steady flame that keeps us moving forward when motivation wanes or distractions arise. For our students, this may look like continuing to put forth their best effort in their studies, even as the days grow longer and the pull of summer begins to call. For our teachers, it is the ongoing dedication to thoughtful preparation, meaningful instruction, and the nurturing of each child's growth. And for our families, steadfastness is reflected in the daily routines and support that help students arrive at school ready to learn and engage.

April is a pivotal time in the academic year. Much of the foundational learning has been laid, and now is the time to build upon it with consistency and care. State testing and end-of-year assessments are either underway or just around the corner, and they offer an opportunity for students to demonstrate not only what they know, but also their perseverance and focus. We encourage families to support their children during this time by ensuring they get plenty of rest, eat nourishing meals, and arrive at school on time, ready to do their best.

Steadfastness also invites us to reflect on our commitments—not just to academic goals, but to our community and to one another. It is through steady effort, kindness, and shared purpose that we continue to cultivate the strong, connected environment that makes Golden Valley so special.

As always, thank you for your partnership and for the many ways you contribute to our school community. Together, let us move through these final months with intention, determination, and a steadfast spirit.



Enrollment and Attendance - Orchard					
	2025-2026	Month 8 ADA	Movement	<i>25/26 Budget Assumptions</i>	
TK	30	94%	0	/	/
K	28	93%	(1)		
ABK	19	TK:94%/K:89%	(1)		
OBK	20	TK: 93%/K:96%	0		
MBK	19	TK:96%/T:93%	0		
1	26	93%	(1)		
2	42	94%	(1)		
3	38	93%	(1)		
4	27	96%	0		
5	31	93%	0		
6	29	95%	(1)		
7	29	95%	0		
8	20	96%	0		
Total	04/09/2026	Month 8 ADA Total 94%	300		

Enrollment and Attendance - River					
	2025-2026	Month 8 ADA	Movement	<i>25/26 Budget Assumptions</i>	
TK	37	94%	(1)	/	/
K	46	95%	0		
CBK	20	TK:100%/K:100%	0		
LBK	20	TK:99%/K:94%	0		
PBK	19	TK:92%	(1)		
SBK	24	K:95%	0		
1	47	95%	0		
2	32	96%	0		
3	30	97%	0		
4	27	94%	+1		
5	28	95%	0		
6	30	97%	0		
7	23	94%	0		
8	20	94%	0		
Total	04/09/2026	Month 8 ADA Total 95%	320		

**Enrollment** – Enrollment has closed for the 2025-2026 school year as of Friday, February 27th, 2026. Open Enrollment has also closed as of Friday, February 27th, 2026.

We are having a Spring Parent Information Meeting at each school, next month in May.

**Monday, May 18th: Orchard 9a.m-11a.m.** - We have openings for 2nd, 3<sup>rd</sup> and 4<sup>th</sup> grade for the 2026-2027 school year.

**Wednesday, May 20th: River 9a.m.-11a.m.** - We have openings for 1st, 2nd, and 8<sup>th</sup> grade for the 2026-2027 school year.

### Marketing, Communications & Outreach

- **Focus:** Filling enrollment gaps for 2026 -2027 school year
- **Actions:**
  - Spring Parent Information Meetings Communications
  - Postcards in local community areas
  - Outreach in various local areas

### Communications

- **Community & Outreach:**
  - Invitations to our May Festivals for Both Schools
  - Musical Petting Zoo with Parent outreach Partnership April 25th
  - Farmer's Market for Spring & possible Summer

### Development

- **Annual Giving Campaign**
  - A Kindergarten communication went out from Mrs. Bosque about the importance of giving and the quality of education and care in the kindergarten -there was an increase in new participation as a direct result
  - Messages sent to teachers to show low class participation
  - Earnie the Eagle spotlight on Social Media and Newsletters at end of month
    - Earnie the Eagle is a felted Eagle that symbolizes all of us giving together to increase the vitality of our schools
    - The class with the highest increase in participation gets to have Earnie the Eagle in their classroom
    - Earnie the Eagle will have a surprise Eaglet coming
  - More Annual Giving communications will ramp up to end the giving year
    - A prize given to the teacher with the most participation at the end of the year

### Fundraising with GVEF

- **GVEF Meeting (4/7):**
  - **Reviewing Lessons Learned from the Gala**
    - Most attendees: 250 qty and sold out
    - Gross estimated around 57,000 with a net of possible 44,000
    - We had donated catering, bar spirits, wine, sponsors, & décor donated to offset costs
    - In reflection, we raised more last year with 208 in attendance over all 63,000 gross
      - More attendance does not equate to more funds raised
      - Silent auction and live auction did around the same numbers
      - The only numbers up were bar drink sales
      - Enchanted and golden ticket sold almost 50% less than previous
  - **Fireworks Booths are the next fundraisers**
    - We have two in same locations as last year
    - Need managers and shift leaders to volunteer
  - **Live meetings in-person for May Mixer, & June Mixer**
  - **Priority: GVEF needs lead board positions filled to be successful moving forward and compliant**
- **Next Meeting scheduled for May 5**

<b>SCHOOL</b>	<b>Donors/enrollment</b>	<b>YDT Received</b>	<b>Projected AGC Receivables</b>	<b>Goal</b>
GVOS	121/312	\$33,467		\$75,000.00
GVRs	182/325	\$51,223		\$75,000.00
General Donation	n/a	\$1,800		
<b>TOTAL</b>	<b>303/637</b>	<b>\$86,490</b>	<b>\$20,000</b>	<b>\$150,000.00</b>

