



GOLDEN VALLEY
CHARTER SCHOOLS

Parent Handbook
2023-2024

Daily Schedule

Kindergarten (M-F)	8:00 am - 11:45 am
First and Second Grades	8:15 am - 2:40 pm
Third through Eighth Grades (M, T, W, F)	8:15 am - 3:10 pm
First through Eighth Early Release Thursdays	8:15am - 12:45 pm
River Meadow Brook Homestudy (T,W)	8:15am – 1:30pm
Thursdays	8:15am – 12:45pm

Physical Address

Golden Valley River School

9601 Lake Natoma Dr.
Orangevale, CA 95662
Phone: 916-987-6141
Fax: 916-987-6741

Golden Valley Orchard School

6550 Filbert Ave.
Orangevale, CA 95662
Phone: 916-987-1490
Fax: 916- 987-1102

River Attendance: 916-987-6641

Orchard Attendance: 916-987-1962

School Office Hours (M, T, W, F)	8:00 – 3:45
Thursdays	8:00 – 1:45

Central Office

1000 River Rock Drive, Ste. 220
Folsom, CA 95630
916-597-1478
Office Hours: 8:00 – 4:00

E-Mail

General

info@goldenvalleycharter.org

Web Site

Golden Valley Charter Schools Web Site

www.goldenvalleycharter.org

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Parent/Student Handbook

This handbook is designed to help you better understand your school and its policies. Please read it thoroughly. If you have questions or comments, please share them with your child's teacher or ask in the office. Through direct communication and understanding we will serve the students and our community.

Our Mission

Why Are We Here?

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

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

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

Our Vision

What Will We Look Like?

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

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

Our Core Values

How Will We Interact with Each Other?

The foundation of our Strategic Plan and the very fabric of our community is our set of shared Core Values. A value is a commitment to a behavioral standard or social norm for how we will interact with each other. There are a few values that are prerequisites for being a member of our community. By choosing to be a member of our community, in ANY role, we commit to holding ourselves and each other to striving for these values in every interaction. None of us is perfect. We will fall short of these values at times. When we do, we gently remind each other and get back on track.

Curiosity

At GVCS we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds.

Reverence

The GVCS community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity.

Creating Community

At GVCS we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully.

Joyful service

At GVCS we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community.

Empathy

At GVCS we practice empathy and have compassion, care, and concern for one another's needs. We endeavor to be present for each other's thoughts and feelings and seek to understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being.

Commitment

The GVCS community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us.

For more information about our **Strategic Plan**, please visit our website. <https://goldenvalleycharter.org/Strategic-Plan>

Golden Valley School Song Lyrics

*Golden Valley, gleams from sunlight
Dewdrops fill the field so bright.
Seasons change and hearts awaken
Summer, Spring and Winter, Fall
Love overflowing, garden flowers growing
From the earth we drink from all its bright sparkling
streams
Hands and heart sing
Life bestows a blessing
We all together share our life as one.*

Our Background

Golden Valley Charter Schools (GVCS) are a network of public charter schools using the three-fold approach of Waldorf Education Methods. We strive to teach the hands, heart, and head of the children we serve and develop a community of families learning and working together. We opened in September 1999 to forty-five students. As of 2023, we have over 500 students in kindergarten through eighth grades enrolled in our two schools.

What is a Charter School?

A charter school is a public school, and it may provide instruction in any grades K-12. A charter school is usually created or organized by a group of teachers, parents and community leaders or a community-based organization, and it is usually sponsored by an existing local public school board or county board of education. Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the sponsoring board and charter organizers.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. Charter school pupils are required to participate in all statewide assessments that are applicable to pupils in non-charter public schools. Parents have the right to waive, under specified conditions, state testing requirements for the California Assessment of Student Performance and Progress (CAASPP) System. A charter school cannot disregard or take away this parental right. However, the school is penalized by the state when children do not sit for or complete their testing. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

School Organization

Board of Trustees (BOT)

Our schools are governed collaboratively by our Board of Trustees, which is made up of parents and community members, in addition to a faculty delegate from each school. The Board of Trustees is the legal and fiscal body of our school organization, responsible for ensuring that the school's policies are consistent with the Mission, Vision, and Values of the organization, approving budgets, and for overseeing the Executive Director. Board of Trustees meetings are open to the public, and parents are encouraged to attend.

Email: bot@gvcharter.org

Charter Management Organization (CMO)

Golden Valley Charter Schools is a Charter Management Organization (CMO), a non-profit entity that manages two or more charter schools. The CMO provides back office functions for their schools to take advantage of economies of scale. In 2015, Golden Valley Charter School became a Charter Management Organization (CMO), overseeing two schools. We are a non-profit entity that currently manages two charter schools, Golden Valley River School and Golden Valley Orchard School.

Central Office

The central office (CO) provides business, operations, and facilities management services through back office functions and is the formal administrative organization of the schools. The staff reports directly to the Executive Director and consists of:

Human Resources Manager, Compliance and Accountability Manager, Enrollment Coordinator and Office Manager, Payroll administrator, Accounts Payable technician, Marketing and Development Coordinator, Student Services Coordinator, Extended Learning Program Coordinator, IT Coordinator, Special Education Consultant, and Executive Assistant.

The CO establishes the regulations and procedures in these areas and ensures compliance. The CO provides support and administrative guidance in areas that need to be uniform and consistent across all schools. We are available from 8:30 a.m. to 4 p.m. Monday – Friday. Please feel free to contact us for support and questions. You are welcome to stop by our office. The roles and duties of administrative employees change from year to year as the state establishes new programs and creates new accountability measures. For example, our Compliance Manager took on the role of overseeing our meal program this year.

Executive Director

The Executive Director oversees the Charter Management Organization, central office operations, mentors and supports school administration, maintains strong rapport with the school districts and guides the schools through growth and expansion. The ED also works with the outside consultants on school budgets and the annual audit. School Principals report to the ED. Being the sole employee of the Board of Trustees, the ED is ultimately accountable for the operations of the schools and its employees. The Executive Director is the primary contact to the school districts, state agencies, and member organizations.

Leadership

The Leadership Team is the administrative cabinet of the Executive Director and includes the school Principals, the Compliance Manager, and other personnel needed for high level decision making in the organization. This team meets weekly to discuss day to day processes, long and short term goals and policies pertaining to all aspects of the organization. This is also a place to provide peer mentoring and to determine the best process to address complex issues as they arise.

Faculty

Class/Grades and Kindergarten Teachers

The purpose of our school is to meet the educational needs of our students. The primary role of the faculty is to implement a curriculum designed to meet those needs keeping with California education standards and Waldorf Pedagogy. Full time credentialed faculty meet weekly to discuss the life of the school and make plans for future events. Their work includes supporting student discipline, providing collaboration on best practices and curriculum support, monitoring student progress, and coordinating adjunct duties. Lead teachers take attendance and write report cards. They are the primary point of contact for parents.

Subject Specialists

Subject Specialists offer programs in handwork, music, games, foreign languages, and gardening. These teachers are professionals who are credentialed and are considered experts in their field. Their primary interface with school parents is through the class teachers. Grades 1-3 have a couple of specialist classes but many programs begin in 4th grade. Many specialists are involved in the after-school program or athletics teams.

Education Support Team

The Education Support Team (ES) includes but is not limited to: Resource Specialists, Education Support Specialists, School Psychologist, Speech/Language Pathologist, as well as other service providers as needed. The ES team provides direct services to identified students. Nearly 40% of Golden Valley students will receive an extra support service at some point during the year. Approximately 10% of our students have been identified for our special education program. This group is a large collaboration of individuals from both schools.

Mentors and Professional Development

To support our Class/Grades and Kindergarten Teachers in fulfilling their roles GVCS provides mentoring with experienced Waldorf Master Teachers. Mentors help teachers develop their lesson plans and observe the classrooms to support a healthy learning environment. GVCS also funds Beginning Teacher Induction Programs for newly credentialed teachers.

Teachers are provided ongoing professional development in all areas including but not limited to summer training in grade specific Waldorf curriculum, mathematics and classroom management. All full-time employees have been offered Waldorf Teaching Certification.

School Administration

The school administration, made up of the principal and office support staff, is charged with the day-to-day running of the school. With direct communication and continuous flow of information, the Principal coordinates all bodies of the school - faculty, staff, students, and parents. The Principal is the primary contact for items which arise from the school - whether it be concerned parents, scheduling of events, or coordination of student needs. The office staff of the schools interface with the children and parents to create a healthy learning environment.

Parent Engagement Opportunities

The Parent Circle

Each school has its own Parent Circle. Every parent at Golden Valley is a member of Parent Circle. Parent Circle representatives, who are chosen by their classroom, select a Chair annually who then appoints other officers such as Vice Chair, Treasurer, and Secretary. The Parent Circle's main function is to organize volunteers to support their individual school and to create a culture of belonging and connection within the parent group. Meetings are held monthly at the school site. The PC Chair meets monthly with the school principal to discuss events at the school. All Parent Circle events must go through the *calendar request* approval. PC also holds a bank account to serve their goals.

Some annual activities have included:

Back to School Picnics, art classes for parents, game nights for families, refreshments at Rose Ceremony, coordinating Teacher Appreciation, greeting Grandparents' Day visitors, supporting schoolwork days or gardening days, and most importantly, volunteering for school festivals such as May Festival.

Orchard PC Email: pc_orchard@gvcharter.org

River PC Email: pc_river@gvcharter.org

Parent Service Hours

Each parent is expected to contribute a minimum of 4 hours per month (or 40 hours per year)/per family. The Parent Circle is the first place to go to find out more about the endless list of volunteer opportunities available for parent involvement. There are many opportunities for working parents to volunteer off site.

Board of Trustees (BOT)

Our schools are governed collaboratively by our Board of Trustees, which is made up of parents and community members, in addition to a faculty delegate from each school. The Board of Trustees is the legal and fiscal body of our school organization, responsible for ensuring that the school's policies are consistent with the Mission, Vision, and Values of the organization, approving budgets, and for overseeing the Executive Director. Board of Trustees meetings are open to the public, and parents are encouraged to attend.

Email: bot@gvcharter.org

Diversity, Equity and Inclusion Committee

The Diversity, Equity and Inclusion Committee comprises faculty, staff and families working collaboratively to advocate, educate and support inclusiveness in our community. The committee encourages opportunities for students, staff, and faculty to grow in their own understanding of diversity, equity, and inclusion.

Email: diversity@gvcharter.org

Finance Committee

The Finance Committee is the only standing committee of the Board of Trustees. It typically meets the week prior to the Board and is open to the public. Agenda items include the status of the current year budgets, fiscal policies, audit contracts, and other topics requested by the Board. This committee can also have non-board members and interested parties should seek an appointment from the full Board.

Golden Valley Educational Foundation (GVEF)

The Golden Valley Educational Foundation is a 501(c)3 all volunteer, non-profit whose purpose is to financially support the vision and mission of GVCS. GVEF is a fiscal agent for large scale fundraising activities and charitable donations on behalf of the schools. GVEF works collaboratively with the Development Manager, Parent Circle, school principals, and the Executive Director to ensure financial matters of fundraisers are handled in accordance with good accounting practices. All funds managed by GVEF are accounted for and disbursed in accordance with the GVCS-GVEF MOU. Any organization or individual wishing to donate cash, materials, equipment, or other property to the school should make such donations through GVEF. Fundraising meetings are held monthly throughout the school year. The GVEF board includes a faculty representative and the Executive Director.

Visit our webpage for more information: <https://goldenvalleycharter.org/Golden-Valley-Educational-Foundation>

Email: gvef@gvcharter.org

Fundraising and Donations

California public schools receive funding from the state to support their educational activities; however, state funding typically is not adequate to fully sustain the schools in their efforts to meet the needs of their students. Therefore, families raise additional funds in a variety of ways to assure that legitimate pedagogical requirements are met, for quality classroom supplies, and to aid in class fieldtrip funds.

At GVCS, families can provide financial support in several ways:

- By making donations to Golden Valley Charter Schools (GVCS) through the Annual Giving Campaign (AGC)
URL <https://goldenvalleycharter.org/Donate>
- By participating in Golden Valley Educational Foundation (GVEF) activities
- By participating in all-school and individual class fundraisers

Annual Giving Campaign

The Annual Giving Campaign (AGC) is the cornerstone of fundraising for Golden Valley Charter Schools (GVCS). Each family is asked to give a voluntary supplies donation, an annual pledge gift, and/or any associated corporate matching to GVCS. The goal is to achieve 100% participation in the Annual Giving Campaign for each school from all families with children attending GVCS.

Your donations help to support the curriculum inspired by Waldorf Education at Golden Valley Charter Schools.

Email: agc@gvcharter.org

Types of Fundraisers

All fundraising activities conducted on behalf of GVCS, fall into the following four types of fundraisers:

1. **The Annual Giving Campaign (AGC)** is the flagship fundraising program that obtains pledges and subsequent donations from enrolled families throughout the year and any associated corporate matching to GVCS.
2. **Large-Scale Fundraising Programs** are annual events or activities that involve not just GVCS families but also the larger community. These include but are not limited to art auctions, major grant applications, corporate donations, capital campaigns, etc
3. **School-Wide Fundraisers** are events and activities that involve one school community. These events can raise funds, build community, or both. School-wide fundraisers include but are not limited to festivals with vendor booths, dine & donate, Square1Art etc (percentage broken down into 3rd – 8th grade fieldtrip funds).
4. **Class Fundraisers** are defined as fundraisers coordinated by one class and are not part of a school-wide event. The class executing the event or activity receives all the funds. The School Administrator approves the event. The cap for class fundraisers is two each for third through fifth grade and three each for sixth through eighth grade (not including festivals).

The Curriculum

Kindergarten

Our play-based kindergarten provides a homelike surrounding for many activities such as watercolor painting, beeswax modeling, sewing, handwork, storytelling, puppet shows, and acting out fairy tales. As preparation for the structured curriculum in the grades, practical activities in the kitchen, garden, and classroom encourage the child to imitate work done by adults.

The Heart of Childhood—Imagination- When children are ready to leave kindergarten and enter first grade, they are eager to explore the whole world of experience for the second time. Before, they identified with it and imitated it; now, at a more conscious level, they are ready to know it again, by means of the imagination—that extraordinary power of human cognition—which allows us the “see” pictures in our minds.

The Grades

The grades teachers help their students develop their imagination, concentration, ability to focus and use flexibility of thinking as well as learn subject material through the use of stories, verses, rhythmic activities, tongue twisters, songs, movement, concentration exercises, and artistic activities during the first two hours of each day called the Main Lesson. One subject is explored in depth for a period of three or four weeks. During the Main Lesson the students listen to stories and write and illustrate their own textbooks (main lesson books). After recess there are practice periods during which basic skills previously introduced are practiced and deepened in simulated life experiences. Specialty Subjects, which include form drawing, painting, beeswax modeling, music, flute or recorder, handwork, games, Spanish, and drama complete the curriculum. Please note that the Spanish classes offered at Golden Valley cannot be counted toward high school college-prep Spanish.

Ideally, class teachers continue with their classes from one year to the next. The class teacher and the children get to know each other very well, and it is this teacher who becomes the school’s closest link with the parents of that class. This experience of class community is both challenging and deeply rewarding to teachers. Having to prepare new subject matter as their students get older from year to year is a guarantee of a fresh start each year. Children begin to see that a human being can strive for a unity of knowledge and experience.

Specialty Classes

Specialty classes are an integral part of the curriculum inspired by Waldorf Education.

Games

Physical education is an integral part of education that contributes to the development of the individual through planned movement and physical activity. The need for movement is met with traditional games and by combining and refining basic motor skills through running, turning and climbing. Sportsmanship and social development, rather than competition, are emphasized. The results of a well-balanced games program are that young men and women have attained maximum motor development and can move with ease, confidence, and a sense of well-being. Beginning in the fifth grade, GVCS students participate in events with students from other schools. In the fifth grade, they participate in the Pentathlon; in sixth grade, they participate in the Medieval Games; in seventh grade, Orienteering; and in eighth grade, a track meet.

Music

Music is brought to the children as another language that they can grow to understand and love. Through singing together, they begin to place themselves with others in society. Beginning in first grade, children sing and play pentatonic flutes. This helps them develop the art of listening while exploring rhythm, words and melody. As they progress through the grades, children move from songs in unison to the beginning of harmony work (the singing of rounds) and the playing of more complex instruments, such as diatonic flutes and recorders. With their musical comprehension and skills building from year to year, become familiar with music notation, play in ensemble, and sing in directed choral groups by the time they reach sixth, seventh and eighth grades.

Handwork

The handwork curriculum grows along with the children, progressing with them and supporting them through their developmental stages.

Handwork begins in kindergarten as the children explore the worlds of fiber, color, and form. In the first grade, children learn the basic knit stitch and create practical projects in wool or cotton. In second and third grades, this is continued with purling and crochet, which add new movements and require more focus on each row and stitch. In fourth grade, when children undergo a change in consciousness toward individuality, the curriculum reflects this more elaborate stage in their development by teaching cross-stitch. In fifth grade, we begin woodworking and more complex knitting projects, which support the students in their efforts to explore and carve out their newfound individuality. In seventh and eighth grades, we learn hand sewing, machine sewing, and woodwork.

Handwork and woodworking are valuable in the development of intellectual clarity, fine motor skills and inner calm. They allow children to experience the self-confidence and joy that come from the creation of something beautiful and practical.

Gardening

Gardening with a Specialty teacher begins in third grade as children are introduced to garden processes in an introductory way. Students through the years will work on tilling and toiling, harvesting, seed saving, composting and sowing seeds.

Engaging the hands in work which engages gross and fine motor skills developed through Practical Arts such as handwork and gardening helps to build synapses in the brain that directly correlate with cognitive development especially logic and mathematical cognition.

School Culture

Virtues Project

Golden Valley is excited to be working with The Virtues Project™ as a character education program. Each month, the Faculty chooses a “Virtue of the Month” and that Virtue is featured in the weekly school gatherings that are held every Friday morning. This is a wonderful way for the children to learn about virtues that are present in all of us, and to share with the whole school community artistic offerings that focus on virtues.

Virtues: The Gifts of Character

Assertiveness	Diligence	Integrity	Reliability
Caring	Enthusiasm	Joyfulness	Respect
Cleanliness	Excellence	Justice	Responsibility
Commitment	Flexibility	Kindness	Self-Discipline
Compassion	Forgiveness	Love	Service
Confidence	Friendliness	Loyalty	Tact
Consideration	Generosity	Moderation	Thankfulness
Cooperation	Gentleness	Modesty	Tolerance
Courage	Helpfulness	Orderliness	Trust
Courtesy	Honesty	Patience	Trustworthiness
Creativity	Honor	Peacefulness	Truthfulness
Detachment	Humility	Perseverance	Understanding
Determination	Idealism	Purposefulness	Unity

The Connection Between Home and School

The Parent/Teacher Team

The family unit is the foundation of Waldorf education that the school can only augment. Therefore, the teachers at Golden Valley Charter School feel it is essential that the home support and complement what we are striving to achieve in the classroom. The child’s need for rhythm, good nutrition, and sensory protection is of utmost importance. Children who are protected from the sights and sounds of media, fed wholesome food, and provided with daily and weekly rhythms at home will truly benefit from the rich language of the stories and artistic activities they experience at school. Let us look at some of the ways family life can support the educational program at GVCS.

Technology/Media

Due to the known negative effects that media has on child development and a child’s ability to take in the Waldorf methods curriculum, we request that our parents eliminate or limit their children’s media/technology use such as computer, radio, video, CD, TV, MP 3 players (iPod) and movies. By doing this, the children’s minds are left open to take in the rich curriculum they experience each day at school.

Rhythm/Rest

Providing your children with daily rhythms, such as regular chores and set meal and bedtimes within your daily and weekly schedules will enable them to develop self-discipline and the sense of security they will take into their adult lives. In this modern world our lives have become so busy and hectic that we sometimes forget that we all need “down time in order to breathe”. Also, children who are well rested come to school able to concentrate and work. Children often need nine to eleven hours of sleep a night, depending on their age.

Festivals and Celebrations

Throughout the year, each school celebrates festivals to connect us with the cycles of nature, establish a yearly rhythm for the children, and strengthen our community. Festivals help us nourish ourselves through the sharing of stories, food, songs, and activities linked to the seasons and expressed with beauty and reverence. In addition to the community wide festivals, teachers celebrate festivals in the classroom; including those connected to different cultures being studied in class.

Opening Day - Rose Ceremony

Our school year begins with Opening Day. The takes place on the first day of school in the morning. Traditionally, our eighth-grade students welcome the first-grade students into the grades. Each eighth-grade student hands a first-grade student a rosebud as a symbol of their blossoming from early childhood into the magical, middle years of childhood. The faculty and staff often welcome our families back with song.

Year End – Closing Rose Ceremony

Each school celebrates the end of the year with a closing ceremony individualized to the school, as each school community is unique.

Festival of Light (River)

This quiet, school-centered festival takes place in Fall at the River School. The event is open to the public.

Journey Around the World (Orchard)

This Multi-Cultural festival is an inspiring day full of children's handcrafts, nourishing food, storytelling, music, and other fun activities. This event is open to the public and all are welcome so bring the whole family!

May Festival & Picnic

The May Day Festival takes place on or near the first weekend in May. Our eighth graders dance the May Pole accompanied by live music as a rite of passage. River's is generally the last Saturday of April, while Orchard's is generally the first Saturday of May.

8th Grade Graduation

We celebrate and say farewell to our eighth graders with a Graduation Ceremony. Graduation usually takes place in the Multi-Purpose Room in the evening of the last day of school. Many of our students have shared their learning experiences together as a class for eight years —some of them have been together since kindergarten!

Traditionally, the seventh-grade students and their families plan and execute the ceremony. Parents prepare and serve food, and students hand out programs and usher parents, grandparents and friends to their seats. In addition, seventh graders often play music for the ceremony – usually “Pomp and Circumstance.” Our graduations are an intimate and special experience for all.

School Procedures and Protocol

Drop-Off and Pick-Up

RULES FOR DROPPING OFF AND PICKING UP IN THE “LOOP” SAFETY ZONE

All students must be picked up and dropped off in the loop unless a parent parks and walks on to campus for pick-up/drop-off. We understand that there may be congestion caused by traffic in the loop, so we are providing you with a few guidelines:

Keep Moving

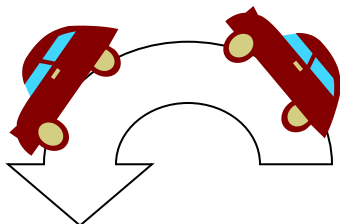
Please pull into the loop on the side closest to the school, drop off or pick up your child quickly, and pull out.

Stay Right

The right lane of the parking loop is for drop off and pick up only. Do not drop off students in the left lane. Drivers waiting in the right lane should pull forward to allow for those behind them to enter the loop. The left lane may be used for pulling out after you have picked up your child. Please **do not** pull into the left lane, pass cars on the right and then “nudge” your way between folks who have been patiently waiting in line on the right.

No Parking in the Loop

If all drivers follow this simple rule by not parking in the loop, we can keep it accessible to all who need it. This rule applies from 8:00am until 3:30pm.



Drop-off Procedures

- Please park in the parking lot or on the street and walk up to the campus to drop off and pick up your child whenever possible.
- We suggest that students arrive 10 minutes before the beginning of their school day to have time to transition between home and school. School personnel are available to supervise children 15 minutes before the start of school, and parents are liable for the welfare of their children up until 15 minutes before the beginning of the school day.

Pick-up Procedures

- Please pick up your child promptly at the end of the school day. Supervision ends 15 minutes after school ends.
- If your child is not picked up, every effort will be made to contact you. All children not picked up by 3:25pm will need to be signed out by a parent, guardian, or emergency contact. A record will be kept of all late pick-ups. If no one on the Emergency Card can be reached, the Sheriff or Child Protective Services (CPS) may be called. Please see the After School Pick-up Policy for more details.
- Children are not allowed on campus after school hours unless they are attending a school activity with their parents or if they are participating in an After-School Enrichment or Aftercare Program.

Parking

We encourage parents to park and walk up to campus to drop off and pick up their children. This fosters community and safety. However, we do ask that you please be courteous to our neighbors when parking on the street. **Do not block driveways** even “just for a minute.”

Walking or Riding a Bike Home

If your child lives close enough to the school to walk or ride a bike home, parents must provide the school office with a permission note that includes the child’s route home and a parent signature. This permission note must be updated at the beginning of each school year. Ask the school office support staff for details.

After-School Late Pick-up

School is released daily at 11:45 pm for Kindergarten, 2:40 pm for 1st-2nd grade and 3:10 pm for 3rd- 8th grade. ALL grades students are released at 12:45 pm on Thursdays. Unless students are participating in an authorized pre-arranged, school sponsored activity, they must be picked up at dismissal time. Students who are not picked up 15 minutes after school dismissal will be brought to the office and staff will call ALL contacts on the student’s Emergency Card until someone can be reached. It is the responsibility of the parent(s)/guardian(s) to provide up-to-date contact information, including information for individuals other than the parent(s)/guardian(s) who are authorized to pick up the child. Children will not be released to anyone who is not listed on the student’s Emergency Card on file in the school office at the time of pick-up. This includes carpool and daycare drivers.

All parent(s)/guardians(s) and people authorized to pick-up students must go into the office and sign the Late Pick-up Log. The office will verify identity before releasing the student. Remember students will not be released to anyone who is not currently listed on the Emergency Card.

School staff and personnel are unable to provide supervision for students after school. As stated in Penal Code Section 11165.2, it is the responsibility of the parent(s)/guardian(s) of the student to provide care and supervision. If students are left in the office beyond 30 minutes from the end of any school day, we may have no choice but to report the concern to law enforcement or Child Protective Services.

Procedure for Repeated Late Pick-ups

- Verbal reminders to the parent(s)/guardian(s) from the school staff, as appropriate
- Letters/emails sent to parent(s)/guardian(s) communicating the number of Late Pick-ups
- SART (Student Attendance Review Team) meeting to discuss attendance
- Possible call to law enforcement or Child Protective Services

Early Releases

Children will not be released to anyone who is not listed on the student’s Emergency Card on file in the school office - this includes carpool and daycare drivers. It is the responsibility of the parent(s)/guardian(s) to provide up-to-date information for the Emergency Card. Children will be brought to the office to be signed out by the authorized person signing the Early Release Log. The office will verify identity before releasing the student.

Process for Early Dismissals

If your child needs to be taken out of school before the regular dismissal:

1. Send a note to the teacher clearly stating the expected time of Early Dismissal and who is expected to be picking them up.
2. Come to the office to sign your student out with your photo ID for identity verification.
3. **Do not go to the classroom to get your child.**
4. The office will call for your child.
5. Expect to wait in the office until after morning/lunch recess is over as necessary.
6. **Students will not be released to anyone not listed on the Emergency Card.**
7. The students must be signed back into school if they return before school is dismissed.

Procedure for Repeated Early Dismissals

- Verbal reminders to the parent(s)/guardian(s) from the school staff, as appropriate
- Letters/emails sent to parent(s)/guardian(s) communicating the number of Early Releases
- SART (Student Attendance Review Team) meeting to discuss attendance

Tardies

At Golden Valley Charter School, the rhythm of the day necessitates that all students attend school from the very first minute of class. Therefore, the school defines tardiness as arriving at the classroom door after the Teacher has greeted the children and the school day has begun. Being even one minute late is considered a tardy.

The school gates are open, and the school yard supervision begins 15 minutes before the official beginning of the school day. We strongly encourage all families to arrive early and build in a grace time for their morning routine. All children need at least a few moments to arrive, settle in, and get to the door, and most benefit from 10-15 minutes of time at school before the school day begins. In short, we urge all families to arrive well before the ringing of the morning bell.

It is our goal at Golden Valley Charter School to communicate clearly with parent(s)/guardian(s) regarding the importance of being to school on time. We do this in a number of ways:

- Verbal or written communications with parent(s)/guardian(s).
- Letters/emails sent to parent(s)/guardian(s) communicating the number of student tardies.
- Personal administrative meetings with families to discuss the importance of being on time.
- Periodic articles in the Community News which explain the importance of being on time.

Remember, tardiness is defined as arriving at the classroom door after the Teacher commences class, even if only one minute late. Copies of attendance records and all correspondence and written communication about attendance-related problems will be placed in a student's academic records.

If tardiness occurs, the following set of progressive steps may be taken by the school:

- Verbal reminders to the parent(s)/guardian(s) by school staff, as appropriate.
- First letter/email sent home as a warning after the 5th tardy for the year.
- Second letter/email sent home after the 10th overall tardy notifying parents that a SART meeting in person or by phone will be required

- Requires parent(s)/guardian(s) and older students to attend a SART (Student Attendance Review Team) meeting.
- Other steps may be recommended at the time of the SART meeting, such as student and/or parent(s)/guardian(s) donating time to school to compensate for lost class and administrative time.
- An agreement will be signed by the family that acknowledges their commitment to solving the tardiness problem.

Attendance Policy

Attendance at school each day, for the full school day, is essential to your child's academic and social well-being. In our Waldorf inspired charter school, much of the information is provided orally or is experiential and hence is impossible to make up outside of school. Being absent for even part of a day can cause children to experience gaps in their learning/social life.

Additionally, Golden Valley does not receive state funds for an absent (excused or unexcused). ADA funding is approximately \$43 per child per day. Golden Valley experiences a revenue loss greater than \$200,000 every year due to absences. Parents have the power to change this.

Reporting Absences

If a student is absent, parents are required to call the school attendance line for the appropriate campus before school begins **each** day that the child is absent. Absences **not cleared** within 48 hours will be recorded as unexcused (truant).

- Orchard Attendance Line: 916-987-1962
- River Attendance Line: 916-987-6641

Absences Allowed by Law (Ed. Code 46010, 48205)

It is important for parents to inform the school whenever their child is absent. However, under state law, an absence is considered "excused" only for the following reasons:

- **Illness** - A child is too ill to attend school if he or she has a contagious condition, a temperature of over 100.4° Fahrenheit, symptoms of vomiting or diarrhea (currently **or** in the past 24 hours), or written orders from a doctor to stay home. **Keep sick children at home** for at least 24 hours *after* they no longer have fever or do not have signs of fever, **without the use of fever-reducing drugs**.
- **Appointments** - Student's medical, dental or chiropractic appointments (bring written verification).
- **Funeral Services** - Immediate family (1 day in state, 3 days out of state).
- **Court Appearance** - Verified with documentation.
- **Religious Holiday** - With a note and approval by the school prior to the holiday. By law, attendance at religious retreats shall not exceed 8 hours per year (Ed. Code 45194)

Examples of unexcused absences (but not limited to): out of town, personal day, family vacation, car problems.

Truancy/Excessive Absence Notification

- The 1st absence letter will be sent to parent(s)/guardian(s) at: **5 absences**
- The 2nd absence letter will be sent to parent(s)/guardian(s) at: **10 absences**
- The 3rd absence letter will be sent to parent(s)/guardian(s), requiring a mandatory SART (Student Attendance Review Team) meeting at: **15 or more absences**

Copies of attendance records and all correspondence and written communication about attendance related problems will be placed in the student's academic records.

Chronic Illness

If your student has a diagnosed chronic illness, please contact the front office.

School Attendance Review Team (SART) Meeting (Ed. Code 48320-48325)

Student Attendance Review Team (SART) is designed to meet with parent(s)/guardian(s) of children who have exceeded the allowable amount of excused or unexcused absences. The purpose of the meeting is to discuss the child's attendance record and develop a plan for the child's regular participation in school and improved attendance. A contract will be signed at the meeting. By law, employers must allow parent(s)/guardian(s) to attend school meetings pertaining to their child.

Independent Study

Independent Study is available for students under certain circumstances. Please see our Independent Study Policy for details.

Before and After School Care Program—Eagle's Nest

Eagle's Nest

Our Expanded Learning Opportunity Program—Eagle's Nest— provides an enrichment program inspired by Waldorf Education for your child. This program is free for all students. As mandated by the state of California, registration priority is given to low-income students, English language learners, foster youth, and homeless youth.

Enrollment Process

In July of each year, the Eagle's Nest application for the upcoming school year will become available on the Aeries Portal. Parents must also complete an accurate and complete Meal Application to complete the registration process for Eagle's Nest. The number of available spots for students is dependent on mandatory staff-to-student ratios. A lottery will be held at the beginning of August, directly following the school registration days, and families will be notified of their acceptance or placement on a waitlist on Parent Square. Students that register after the August registration day will be placed on the waitlist until a spot becomes available (all communication will occur via ParentSquare).

Attendance

Students must attend each day they attend school, unless they have medical/dental appointments, sports or recreation obligations (and should inform the Site Leader of temporary change to schedule), funerals, and family emergencies. Excessive unexcused absences may result in students being excused from all Eagle's Nest programming for the remainder of the school year. Eagle's Nest students must commit to attending a minimum of 90 minutes each day they attend the after-school program. Once students are signed out by an adult, they are not permitted to return to Eagle's Nest that day.

Morning Care

Students do not need to register for Eagle's Nest for before-school care. Eagle's Nest staff will supervise students from 7:00 am to 8:00 am in the Multipurpose Room. Breakfast will be served from 7:30 am to 8:00 am, if students wish to eat breakfast at school. Morning care is provided every instructional day.

After-School Care

Parents must register their students for after-school care and receive confirmation that their student has been accepted into the program, before they can attend the program. Students will be provided with a daily snack, have dedicated homework time and help, structured physical activity/recreational games, and will have the opportunity to participate in numerous enrichment activities. Aftercare operates from school dismissal to 6:00 pm. Three late pick-ups from families will result in a student being removed from the program for the remainder of the school year. Aftercare is provided every instructional day.

Non-Instructional Days

In addition to operating every instructional day during the school year, Golden Valley provides an additional 30 non-instructional days. Students do not need to participate in the instructional day program to participate in the non-instructional days. There will be separate registration for each day (or set of days). Students that enroll and do not show up for the non-instructional day(s) may be barred from participating in future non-instructional day programming. Registration for non-instructional days will be done on Parent Square and will open at least three weeks prior to the scheduled day(s).

After School Enrichment Activities

We are pleased to offer a variety of after-school enrichment opportunities to our students. Students do not have to be enrolled in the regular Eagle's Nest after-school program to participate in the enrichment offerings. Parents will be notified of enrichment sign-ups on ParentSquare. We hope to continue growing our programs in the future.

The following are examples of the enrichment activities that have been offered:

- Basketball- 6th, 7th and 8th grade students
- Cross Country- 6th, 7th and 8th
- Volleyball- 7th and 8th grade
- Juggling
- Drama
- Ukelele (third grade and up)
- Handwork
- Art
- Coding

Meal Program

As part of the California Universal Meals program, Golden Valley Charter Schools offers two nutritionally adequate meals each day of the instructional calendar, free of charge to any student that requests a meal. All meals must be consumed on campus. All meals meet the USDA school meal nutritional standards.

Meal Service Times

- Breakfast- 7:30 am to 8:00 am in the Multi-Purpose Room
- Lunch- 12:15-12:45 in the Multi-Purpose Room

Communication and Problem Solving

Communication Resources for our Community

We do our best to communicate information about current school-sponsored events, news, policies, volunteer opportunities, and classroom activities to our parents and students.

- **The Parent Handbook:** This Handbook is designed to provide an overview of school policies and daily procedures. We ask that parents refer to the Handbook and the website for answers to general questions.
- **The Newsletters:** The Community News is our school newsletter, and it is intended to keep our community informed about school activities including updates by grade, events such as festivals and fundraisers, and sign-up for special programs. The newsletter is bi-weekly via ParentSquare. Copies can be obtained in the school office if you do not have access to internet. Your written contributions are welcome and may be submitted to the editor via email for review before publication.
- **ParentSquare:** is a platform for school to home communications. Golden Valley administrators, staff, and faculty use this platform to communicate information, newsletters, volunteer opportunities, student absences, events, sports, clubs, and more to our community. Families can choose how to receive information once they are registered. A parent directory is held on this system as well as school calendar, photos, and files.
- **Event Flyers:** Your student may periodically bring home flyers about events, festivals, classroom activities, or other school sponsored events. Please ask your child, “Did you bring something home from school today?” to help them get into the habit of bringing flyers home to you when their teacher hands them out.
- **Class Newsletters/Emails:** Your Class or Kindergarten Teacher may send out weekly or monthly class newsletters or emails to keep you up to date about classroom activities, assignments, and events.
- **Website:** Information about the school is located on the website. We have a Golden Valley Website and each school’s website can be accessed from there. For answers to general questions, please refer to the website.

Parent/Student Communication during the School Day

There are times when parents need to communicate with their children during the school day. In order to facilitate communication while at the same time honoring instructional time, we ask that you use the following procedures to help us minimize classroom interruptions and impact on teachers and office staff.

- **Urgent Messages:** If you have an urgent message, office staff will take the information and pass on to the teacher as soon as possible. We do not relay emergency messages directly to the student. We will wait for a parent to come to the school to pick up your child.
- **Non-Urgent Messages:** The office staff does their best to get messages to students, but due to the nature of the school day, it is not always possible. If absolutely necessary, please call the school office to leave a message for your child. The message will be left in the teacher’s mailbox in the office or brought to the classroom before pick-up.
*Note: Please keep in mind that the office is very busy at the end of the day, and it is often difficult to deliver messages at that time, especially right at dismissal time. We cannot guarantee that children will get messages if parents call at dismissal time.
- **Play Dates and Carpool Arrangements:** We ask that parents make arrangements for play dates and carpools in advance. This relieves stress on your child and respects office staff time as well. Students are prohibited from using school phones to facilitate play dates and after school plans.
- **Dropping off Lunch or Homework:** Please come to the school office to drop off lunches or assignments. The office staff will do their best to get the item to the student at the earliest break in instructional time.

- **Calling Home:** Students will be allowed to call home only if they come into the office with a green pass signed by their teacher. A student may call home in cases of illness or emergencies. Children may not call home to arrange play dates or other social activities. Please help them organize their day before they arrive to school.

Parent/Teacher Communication

Golden Valley teachers spend an extraordinary amount of time and energy preparing lessons and working with your children. They are also happy to address any specific concerns or questions you have outside of class time. You may drop off a message in your teacher's mailbox in the school office, email your child's teacher, or leave a message on his or her voice mail, and your child's teacher will get back to you as soon as possible. E-MAIL communication is a convenience regularly used. Email is a tool for arrangements, confirmations and information. Do not register complaints via e-mail. Email communication is to be used for relaying routine information pertaining to school and class business and not used for student specific information or issues needing discussion. Concerns or complaints do not necessarily signal a crisis. They are a natural outcome of providing care, and they offer an opportunity for change and improvement.

We ask that parents refrain from interrupting teachers during class time, especially right before school starts. It is best to set up individual time when the teacher can give his or her full attention to you.

Parent Concerns

Should you have a concern or question related to your child's classroom experience, please speak with the teacher directly. If you do not feel that there has been resolution, please let the teacher know. If necessary, you may bring your concern to the school Principal. If appropriate, a follow up meeting may be scheduled.

Parents will have scheduled opportunities to discuss their child or their child's class with their Kindergarten or Class Teacher.

- **Fall Parent/Teacher Conferences**
Kindergarten and Class Teachers meet with parents in November to discuss their student's progress. The teacher will provide sign-up sheets in early November so that parents can re-organize their work schedules to accommodate these important Parent/Teacher meetings.
- **Parent Meetings**
Kindergarten and Class Teachers schedule at least three Parent Meetings per year. All parents are required to attend at least two of these meetings, and encouraged to attend all of them – this is where parents and teacher discuss classroom activities, behavior, curriculum, and field trips, and learn more deeply about the curriculum and what is happening in the classroom community.
- **Spring Parent/Teacher Conferences**
Two days in March are set aside for Spring Parent/Teacher Conferences. These conferences are not mandatory but are another opportunity for parents and teachers to discuss student progress. Teachers and/or parents can schedule a meeting if they have a concern about their student.

Confidentiality

To maintain a supportive, friendly relationship between parents, teachers, staff, and students, parents, as well as students are asked to refrain from discussing teachers, students, and other parents in a manner that would be interpreted as gossip. "Parking lot talk" is discouraged. We ask that you speak directly to the person or persons involved to resolve issues.

Questions/Where to Address Concerns

As a public Waldorf school community, we recognize the role of parent as the primary educators of their children. Therefore, we value communication as a key to the success of all children entrusted to our care. Questions that arise through participation in our school community are best addressed at the point of origin through direct communication and it is important that you are guided to the proper source for answers. This communication chart serves as a guideline and should assist parents and school community members in contacting the appropriate staff and/or faculty members with questions or concerns. We encourage direct communication with the faculty or staff most immediately involved with your question or concern as the first contact. If the issue is not resolved and the staff and/or faculty is informed, progress through the flow chart below to the next contact.

If your question or concern does not seem to be addressed below, please do not hesitate to contact the office for further direction.

Questions/Concerns	First Contact	Second Contact	Third Contact
Academics	Teacher	Principal	Executive Director
Athletics	Coach	Athletic Coordinator	Principal
Before & After Care	Eagle's Nest Site Lead	Principal	Executive Director
Behavior	Teacher	Principal	Executive Director
Enrollment	Central Office Enrollment Coordinator	Executive Director	None
Medical	School Office	Teacher	Principal
Policy	Teacher > Principal	Central Office	Executive Director > BOT
Safety	Teacher	Principal	Central Office > Executive Director
Special Education	RSP/Case Manager	Principal	Education Support Director/Executive Director
Specialty Class	Teacher	Principal	Executive Director
Student Records	School Office	Central Office Student Services Coordinator	Executive Director
Volunteer	Teacher	School Office	Principal

Health

Immunizations

Required Immunizations for TK & Kindergarten Entry

Incoming Kindergarten students are required by the State Department of Health Care Services to have all necessary immunizations upon school entry. These immunizations are as follows:

- Polio
- DPT—Diphtheria/Pertussis/Tetanus
- MMR—Measles/Mumps/Rubella
- Hepatitis-B

- Varicella (Chicken Pox)

Required Immunizations by 7th Grade

All incoming 7th grade student's immunization records are to be reviewed prior to the start of the school year. All required immunizations must be up to date and previous personal belief waivers are void.

The required 7th grade immunizations are as follows:

- Polio
- DPT—Diphtheria/Pertussis/Tetanus
- MMR—Measles/Mumps/Rubella
- Varicella (Chicken Pox)
- TDAP BOOSTER

Students who have a medical exemption must provide a signed letter from their Physician to the school upon registration for school.

Health Exams and Screenings

Health Examination for Kindergarten Entry

State law requires that parents of Kindergarten students provide the school with a completed Health Exam form from their physician or a signed waiver. The health exam may be given up to 18 months before or 90 days after entering school.

Hearing/Vision Screenings

Children in 2nd, 5th, and 8th grades will be screened to evaluate hearing and vision. The vision screening will include tests for visual acuity and color vision. The evaluations may be waived upon parent's written request.

Parents will be notified if their child fails either the hearing or vision screening test.

Scoliosis Screenings

All 7th grade girls and 8th grade boys are screened by a medically trained person for the spinal condition known as scoliosis. The evaluation may be waived upon parent's written request. Parents will be notified if their child is suspected of having a spinal defect.

Administration of Medication

Most of the time, medications can be worked around the school day: given before school, right after school, at dinnertime, and at bedtime. Parents may also come to school themselves to give their child medicine.

If your child's doctor says he/she must take medication at school, the medication may be administered by school employees **ONLY** upon receipt of an Administration of Medication form filled out by both the parent and the physician. Please see our Administration of Medication Policy for more information.

Asthma

If your child has asthma and needs access to an inhaler at school, a parent must still fill out an Administration of Medication form. Once we receive the form, the child may either keep an inhaler in the classroom, on his or her person, or store it in the school office for use.

Lice and Communicable Disease Protocol

Lice

Like most schools, we occasionally have lice outbreaks. We do our best to catch outbreaks early, and we follow a detailed procedure in the school office and in the classroom. We ask for parent diligence in regularly checking children for lice at home and notifying the school office immediately if lice are discovered. Please see the Lice Control Administrative Regulation in the School Policies and Guidelines section of this handbook for more detailed information.

Communicable Diseases

If the school office is notified that a student from a particular class has a verified communicable disease, we send an exposure notice to the class via ParentSquare. The following is a list of the diseases and conditions that qualify for notification.

Chicken Pox	Ringworm
Conjunctivitis	Scabies
Covid 19	
Fifth's Disease	Scarlet Fever
Head Lice	Shingles
Impetigo	Strep Throat
Mononucleosis	Whooping Cough
Pinworms	

Safety

Golden Valley Charter Schools strives to provide a safe and secure environment for everyone it serves. In the event of an emergency, Golden Valley has emergency and safety plans in place.

Safety Drills

To increase awareness and preparedness regarding school safety, Golden Valley holds regular emergency drills. The school has at least two Lockdown Drill per year as well as monthly Fire Drills.

Safety Protocol

Disasters and Emergencies

In case of disaster or emergency, key elements include:

- Parents will be notified via our automated phone and email system.
- All school staff must remain on campus until all children are released.
- All students must remain at school, under the direction of classroom teachers, until the emergency no longer exists, and it is safe for parents/guardians to enter the campus and pick up their children.
- Only parents or authorized persons may pick up children from school. School personnel will check Emergency Cards for names provided by parents or guardians before releasing any child—especially in the case of an emergency.
- School personnel will be under orders from legal, military or civil defense authorities during emergencies. All orders must be obeyed.
- If school buildings are unsafe to occupy, children will be assembled by class in open, outdoor areas or taken to another place of safety.
- Children will not be allowed to use school phones to call parents during an emergency. Lines must be kept open for emergency incoming calls and notifications from authorities.

How Parents Can Help

- Make certain the school always has your correct address and telephone number.
- Discuss safety protocol with your children and emphasize that s/he remain calm and cooperative during an emergency. Under no circumstances is any child to leave school premises without a parent or guardian.
- Telephone the school if a potentially dangerous situation seems to be developing.

Campus Visitors

For the safety of our students, all visitors (including parents) must sign in at the school office when they arrive and wear a Visitors Pass. Please see our Visitors Policy for more information.

CAMPUS/CLASSROOM VOLUNTEERS AND FIELD TRIP CHAPRONES

If a parent wishes to volunteer with children on campus or on a field trip, he or she must be fingerprinted through the Live Scan process and submit a negative TB test. No adult will be permitted into the classroom as a volunteer until they are cleared to do so. Please see the Fingerprinting and TB Policy at the end of this handbook for more information.

Safety Concerns

If you notice a potentially unsafe condition, please report it immediately to the school principal. Reports may be made about safety, harassment or anything that has contributed or may contribute to a student, school employee, or parent feeling unsafe, or damage to school property.

Student Information

Change in Student Information

It is vitally important that the school office be notified immediately with a change of address, phone number(s), or emergency contact information during the school year. If you have a change, please come into the school office, and fill out a contact change form.

Child Custody/Divorce

It is extremely important that parents communicate with the school about custody situations. Please provide us with current Court Documents and contact information for custodial parents for us to have full understanding of your family's custody agreement.

Golden Valley faculty, staff, and administration will not sign documents to further the case of one parent over another, nor will they honor requests to do so outside of court-mandated agreements. Golden Valley employees will cooperate with court-appointed mediators or counselors with signed permission from both parents.

Excusing Your Child from Physical Activities (Games)

If your child has a temporary physical condition that prevents him/her from participating in physical activities such as Games, Golden Valley will accept a note signed by the parent. If your child needs to be excused from physical activity for an extended amount of time (more than a school week), you must provide a note from a physician indicating the reason and length of time for nonparticipation. If a child cannot participate in physical activities during the school day, they may not participate in school-sponsored after school extra-curricular activities such as basketball, volleyball, etc. on the days they were excused.

Student Assessment

Fall/Winter Reports

Parents will receive their child's Fall Report Card in November during Parent/Teacher Conferences. The Fall Reports give a brief, general overview about each child's progress. A second report card will be received in March for grades 1-8. Parent/Teacher conferences are optional for this reporting session.

Year-End Reports

Year-End Report Cards are sent out two to three weeks after the last day of school. Year-End Reports contain a grade-specific, detailed curriculum report; a narrative student report, specialty subject reports; and a follow-up to the Fall and Winter Reports.

Annual State Testing

CAASPP – California Assessment of Student Performance and Progress

Golden Valley Charter Schools are required by law to administer the CAASPP test annually, to our 3rd through 8th graders. Testing usually takes place between March and May.

California Science Test - the 5th and 8th graders are given this in April.

Physical Fitness Testing (PFT) - 5th and 7th graders are given this test between March and May.

Classroom and Campus Etiquette

Library Use

We are happy to have books available for students and parents to check out and enjoy. In order to have quality library materials readily available, we ask for your support and help by observing the following:

- Only one (1) book may be checked out at a time. Preferably, this book will remain at school for use in class. Most damage and loss occur when books are taken home. Students are strongly encouraged to take advantage of the local public library system.
- Borrowers are responsible for the care and condition of library materials in their possession. It will be necessary to charge parents/guardians for lost or damaged items. If students have outstanding books or fines, their report cards and classroom projects may be held until these are cleared.

Lost and Found

PLEASE CLEARLY MARK ALL OF YOUR CHILDREN'S CLOTHING, LUNCHBOXES, AND BACKPACKS TO HELP US IDENTIFY THEIR PROPERTY.

Found property should be turned into the office (small items) or to the Lost and Found bins/racks. Students may check the Lost and Found during recess with adult supervision or before or after school. Parents may check Lost and Found anytime. Parents and students may also want to check the child's classroom and the Aftercare room for missing items.

All unclaimed items will become property of Golden Valley Charter School after three months or at the end of the school year. Unmarked and unclaimed items will be donated to charity.

Birthdays and Parties

Invitations to birthdays or other parties may be passed out at school ONLY if every child (or all boys or all girls) in the class receives an invitation. If the party is for a select group of students within the class, invitations may not be distributed on campus.

Be mindful that in a small school community such as ours, it is very hurtful for children who are left out of an activity or a party. Please be sensitive to the feelings of all children in the class. Please ask your Class Teacher or the school Principal if you have further questions.

Student and Extracurricular Activities

Student council

Our 6th through 8th grade students are offered the opportunity to serve as members of the Student Council. The Student Council is led by a Faculty Member, and elections for Student Council Representatives take place by class in the fall. The Student Council meets once per month during lunch. Student Council sponsors many student-led activities and service projects such as Spirit Day in June, clothing and food drives, and art contests.

Admissions/Enrollment

GVCS shall admit all pupils who wish to attend the School up to capacity. All families must complete an enrollment application and are requested to sign a parent commitment (“Parent Agreement”).

Pupils will be considered for admission without regard to actual or perceived sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, age, gender, color or physical or mental disability or any other basis prohibited by law. Golden Valley will not charge tuition. No test or assessment shall be administered to students prior to acceptance into the school. However, assessments may be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students’ reading, writing and math skills.

Birth Date Deadlines

The GVCS curriculum inspired by Waldorf education is based on the development of the child. While our school is open to all students who wish to enroll, subject only to capacity, the school has adopted a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law. Below are the current grade/age guidelines given in the GVCS enrollment policy for student applicants. Determination of whether to place age-eligible students in Kindergarten for one additional year or in First Grade will be based on each child’s developmental readiness. A student’s developmental readiness for First Grade will be evaluated by the First Grade Readiness Assessment administered prior to the student starting the next school year (usually in the spring or summer), and by parent-teacher or parent-principal conference.

Application Process

Parent(s)/Guardian(s) who wish to apply to Golden Valley Charter School are required to:

1. Attend a Parent Information Meeting (PIM).
2. After attending a PIM, the parent(s)/guardian(s) shall fill out the Enrollment Application and submit it to the Enrollment Coordinator.
 - During the January- February Open Enrollment period: Applications must be submitted and received by the last day of February.
 - After the Open Enrollment period: If spaces are still available after the February Open Enrollment period, parent(s)/guardian(s) may attend a specially scheduled PIM and turn in an Enrollment Application and Parent Agreement.

Admissions Process

1. If it is determined that spaces are available in any grade level, a public random drawing (hereinafter “lottery”) will be held and a waiting list will be formed. Students will be invited to enroll at Golden Valley in wait list order.
2. If an applicant declines the offer of placement at the time the offer is extended, the applicant will be removed from the waiting list and must reapply to be eligible for the next lottery.

Enrollment Process

The following requirements must be met in order to enroll a student at *GVCS*.

1. Parent(s)/guardian(s) must complete an Enrollment packet before the first day of attendance, including, but not limited to:
 - Enrollment/Registration form
 - Emergency Card
 - Parent Agreement
 - Proof of Immunization
 - Proof of minimum age requirements, e.g. Birth Certificate
2. Parent(s)/guardian(s) must complete the following paperwork on or after the first day of attendance.
 - Health Exam for School Entry (submitted within 60 days of the first day of attendance)
 - Language Survey
 - Income Survey
 - Family Directory Release

Open Enrollment Period

Applications will be accepted during the Open Enrollment period for enrollment in the following school year. At the end of the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level, with the exception of existing students (this would include students currently enrolled in Golden Valley Charter School, approved as authorized by the San Juan Unified School District) who are guaranteed enrollment in the following school year.

Lottery Process

Enrollment preferences in the case of a lottery following the open enrollment period shall be allowed in the following priority. The application of preferences will be further defined by Board policy.

1. Students who are children or grandchildren of current fulltime GVCS employees, not to exceed 10% of the student population.
2. Siblings of students currently attending GVCS.
3. Siblings of alumni of Golden Valley. (Alumni is defined as having attended Golden Valley for four years or having graduated from 8th grade.)
4. Students who have been attending other Waldorf or Waldorf- inspired schools or playgroups.
5. Students, not in the above categories, who are residents of the San Juan Unified School District.
6. All other applicants.

After the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. ***In no circumstance will a waiting list carry over to the following school year.***

Outside the Enrollment Period

Applications for classes that are full will be accepted and placed in a “pool” until there is an opening in the class. If a space opens, a lottery will be held. If an opening does not occur before the next Open Enrollment period, the application will not be carried over to the following year.

Misrepresentation of Admission and Enrollment Information

GVCS shall have the right to withdraw students whose parents misrepresent their legal status as guardians, their place of residence, or any other material information on any school document including but not limited to admission and enrollment forms. Parents shall be entitled to notice and an opportunity to respond before the Board of Trustees to any charge that they have misrepresented material information to the Charter School.

Students who have been expelled from another school require special consideration by the class teacher and the Principal and may not be admitted.

Parents/Guardians Right to Know Title I, Part A Programs

A Title I, Part A Program Fact Sheet for Parents

The Title I, Part A Program makes it possible to expand the basic educational programs schools and districts offer with services and interventions that support struggling learners. Title I, Part A is one of many programs governed by the Elementary and Secondary Education Act or ESEA.

There are two kinds of programs that schools can fund through Title I, Part A — *schoolwide* and *targeted assistance*.

- *Schoolwide* means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.
- *Targeted assistance* makes it possible to provide the same benefits but only to selected students based on academic need.

Your Right to Know--ESEA directs schools and districts to notify parents about four key requirements of a Title I, Part A program.

1. Professional qualifications of teachers and paraprofessionals who instruct
2. Notification if your child's teacher is not highly qualified
3. Individual report card that lets you know how your child is progressing
4. Notification that the school has entered *school improvement* because its students did not make *Adequate Yearly Progress*—meet the state standard in math or reading or both—for two school years in a row.

Your Right to Know —Professional Qualifications of Teachers

Parents of children, who attend schools that receive Title I, Part A funding, have the right to request and receive information about the qualifications of the educators who teach their children core subjects—reading, English language arts and mathematics. The same applies to paraprofessionals who instruct.

At a minimum, the information you receive must explain these 3 essential components of an educator's qualifications.

1. Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching,
2. Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
3. What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

Your Right to Know—Qualifications of Paraprofessionals Who Instruct

Districts employ paraprofessionals to provide instructional support—consistent with the instruction provided by the classroom teacher or teachers. In schools that operate a *schoolwide* program, all paraprofessionals who instruct must have special qualifications. In schools that operate a *targeted assistance* program, the paraprofessionals who instruct students served by the Title I, Part A program must also have earned these same qualifications.

1. Completed at least two years of study at an institution of higher education, **or**
2. Obtained an associate's or higher degree.

Notification If Your Child's Teacher Is Not Highly Qualified.

ESEA directs schools to send timely notice to parents and guardians IF their child has been assigned to, or taught for more than four consecutive weeks by—a teacher of a core academic subject—who is not highly qualified.

Report Card for Every Student

You have a right to know how well your child is progressing. Schools that operate Title I, Part A programs must generate a report card for every student that explains how well that student scored on the state assessment in, at least, reading, English language arts and mathematics.

School Accountability Report Card

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its

progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Notification—Mandatory Throughout School Improvement

Federal law—ESEA—sets a standard for state, district and school accountability, and directs public schools that receive Title I, Part A funds to reach 100% proficiency: *all students reach state academic standards in math and reading.*

Under ESEA, schools, whose students have taken the state assessments and have not met these standards—two years in a row—begin a process of *improvement* in the next school year. There are five Steps to school improvement. At each Step, schools and districts must make sure parents and guardians receive a detailed explanation of the causes and consequences of the school's performance and how to get involved in their student's education.

These notifications must be clear and concise. You should be able to distinguish notifications related to school improvement from other information the school or district sends home. Here are the basics you should expect from your school district.

- What it means to enter a program of school improvement
- Reason this school was identified for improvement
- How the school compares—academically—to other schools in the district and state
- What the school is doing to address the problem.
- What the school district or state is doing to help this school
- How you can get involved, and how you can help to address the academic issues that led to the need for school improvement
- Public School Choice—the option to transfer your student to another public school not in a Step of improvement
- Supplemental Educational Services—the option to access remedial instruction for your student

U.S. Department of Education: 1-800-USA-LEARN (872-5327)

Derechos que Padres/Guardianes deben saber

Título I, Programas de Parte A

Una hoja de Información para Padres de Título I, Programa de Parte A

Título I, Programa de Parte A hace posible ampliar los programas de educación básica que escuelas y distritos ofrecen con servicios y intervenciones que apoyan a estudiantes que luchan. Título I, Parte A es uno de muchos programas regidos por la ley de educación primaria y secundaria (ESEA).

Hay dos clases de programas que las escuelas pueden financiar a través del Título I, parte A, *toda la escuela y ayuda dirigida*.

- *Toda la escuela* significa que todos los estudiantes, basado en la necesidad académica — son elegibles para recibir las instrucciones adicionales de este programa federal que se financiará.
- *Asistencia selectiva*, hace posible proporcionar los mismos beneficios, pero sólo a alumnos seleccionados basados en necesidad académica.

Su derecho a saber - ESEA dirige a las escuelas y a los distritos que notifiquen a los padres acerca de los cuatro requisitos claves de un programa de Título I, Parte A.

1. Requisitos profesionales de los maestros y paraprofesionales que instruyen
2. Notificación si la maestra/o no está calificada
3. Calificaciones Individuales que le permite ver como esta progresando su hijo
4. Notificación de que la escuela ha entrado en *Mejoramiento de Escuela* porque sus estudiantes no lograron *El progreso Anual Adecuado*, cumplir con la normas del estado en Matemáticas, o Lectura o ambos — por dos años escolares consecutivos.

Su Derecho a Saber: Cualificación Profesional de los Maestros

Los padres de los niños, que asisten a escuelas que reciben la financiación de Título I, Parte A, tienen el derecho de pedir y recibir información sobre las calificaciones de los educadores que enseñan a sus hijos temas centrales- Lectura, Artes de Lenguaje de Inglés y Matemáticas. Lo mismo se aplica a paraprofesionales que instruyen.

Como mínimo, la información que reciba debe explicar estos 3 componentes esenciales de las calificaciones de un educador.

1. Si el profesor logró requisitos de certificación para el grado y temas (s) que él o ella está enseñando,

2. Si el maestro tiene un certificado de emergencia o condicional que títulos del estado fueron renunciados.
3. Qué título (s) el maestro tiene, incluyendo certificados de postgrado y títulos adicionales y áreas de concentración.

Su Derecho a Saber: Calificaciones de Paraprofesionales que Instruyen

Distritos emplean a paraprofesionales para proporcionar apoyo en la enseñanza, consistente con la instrucción provista por el maestro o maestros. En las escuelas que operan un programa de *toda la escuela*, todos los asistentes que instruyen deben tener calificaciones especiales. En las escuelas que operan un programa con *objetivo de asistencia*, los paraprofesionales que instruyen a los alumnos atendidos por el programa de Título I, Parte A deben también obtener estos mismos requisitos.

1. Completado al menos dos años de estudio en una institución de educación superior, o
2. Obtener un Asociado o un título más alto.

Notificación si la/el maestra/o No Está Altamente Cualificada.

ESEA dirige a las escuelas a que avien en oportuno a los padres si su hijo ha sido asignado ser enseñado por más de cuatro semanas consecutivas por — un profesor de un tema académico de base, que no es altamente calificado.

Calificaciones Para Cada Estudiante

Usted tiene derecho a saber qué tan bien está progresando su hijo. Las escuelas que operan un programa de Título I, Programas de Parte A deben generar un reporte para cada estudiante que explique lo bien que el estudiante salió en la evaluaciones estatales, por lo menos en, Lectura, Artes del Lenguaje Inglés y Matemáticas.

Informe de Responsabilidad Escolar

Desde Noviembre de 1988, la ley estatal ha requerido a todas las escuelas públicas que reciben fondos estatales que preparen y distribuyan un Informe De Responsabilidad Escolar SARC. Un requisito similar se encuentra también en la primaria federal y ley de educación secundaria (ESEA). El propósito de la tarjeta de informe es proporcionar a los padres y a la comunidad con información importante sobre cada escuela pública. Un Informe puede ser una manera eficaz para una escuela informar sobre su progreso en el logro de objetivos. El público también puede utilizar un Informe para evaluar y comparar las escuelas en una variedad de indicadores.

Notificación: Obligatoria a través del Mejoramiento escolar

Ley Federal — ESEA — establece un estándar de responsabilidad del estado, distrito y escuela y dirige a las escuelas públicas que reciben fondos de Título I, Parte A para llegar al 100% de dominio: *todos los estudiantes alcanzan estándares académicos del estado en Matemáticas y Lectura.*

En ESEA, escuelas, cuyos alumnos han tomado las evaluaciones del estado y no cumplen estas normas — dos años seguidos, comienzan un proceso de *mejoramiento* en el próximo año escolar. Hay cinco pasos para el mejoramiento de la escuela. En cada paso, las escuelas y distritos deben asegurarse de que los padres y tutores reciban una explicación detallada de las causas y consecuencias del de la escuela y cómo involucrarse en la educación de sus estudiantes.

Estas notificaciones deben ser claras y concisas. Usted debe poder distinguir las notificaciones relacionadas con el mejoramiento de la escuela de otra información de que la escuela o el distrito envía. Aquí está lo básico que debe esperar de su distrito escolar.

- **Lo que significa entrar en un programa de mejoramiento de escuela**
- **Razón que esta escuela fue identificada para Mejoramiento**
- **Cómo se compara la escuela — académicamente, a otras escuelas en el distrito y el estado**
- **Qué está haciendo la escuela para mejorar el problema.**
- **Lo que el distrito escolar o el estado está haciendo para ayudar a esta escuela**
- **Cómo puede involucrarse, y cómo usted puede ayudar a tratar los asuntos académicos que llevaron a la necesidad de mejoramiento a la escuela**
- **Elección de escuela pública, la opción de transferir a su estudiante a otra escuela pública, no en un paso de Mejoramiento**
- **Servicios Educativos Suplementarios: la opción de acceder instrucción correctiva para el alumno**

Departamento de Educación : 1-800-USA-LEARN (872-5327)

UNIFORM COMPLAINT POLICY AND PROCEDURES

(Approved by the Board of Trustees on October 13, 2021)

Scope

Golden Valley Charter Schools' ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Education Programs; American Indian Education Centers and Early Child Education Program Assessments; Bilingual Education; California Peer Assistance and Review Programs for Teacher; Consolidated Categorical Aid Programs; Career Technical and Technical Education and Career Technical and Technical Training Programs; Child Care and Development Programs; Child Nutrition Programs; Compensatory Education; Economic Impact Aid; Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Education of Foster or Homeless Youth; Pupils from Military Families; Migratory Pupils; Accommodations for Pregnant and Parenting Pupils; Migrant Education Programs; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; and/or Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be

provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.
 - (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
 - (7) Complaints of noncompliance with the Charter School's School Safety Plan.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes



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keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Golden Valley Orchard School

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

Golden Valley River School

Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141

Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Road
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Board of Trustees Chair.

Notifications

The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials, and other interested parties (e.g., Adult Education).

The annual notice shall be in English. Pursuant to Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such pupils in their primary language.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. The Compliance Officer shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The Compliance Officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the Compliance Officer shall prepare and send to the complainant a final written decision of the Charter School's investigation and disposition, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- **Step 5: Final Written Decision**

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists,



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including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, Section 4622.



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Compensatory Education | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Economic Impact Aid | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Agricultural Vocational Education | <input type="checkbox"/> Every Student Succeeds Act / No Child Left Behind Programs | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Foster/Homeless Youth Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Juvenile Court School Pupils | <input type="checkbox"/> State Preschool Health/Safety |
| <input type="checkbox"/> California Peer Assistance and Review Programs for Teacher | <input type="checkbox"/> Lactating Pupils | <input type="checkbox"/> Pupil Fees |
| <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> Pupils from Military Families |
| <input type="checkbox"/> Career/Technical Education and Training | | <input type="checkbox"/> Pregnant and Parenting Pupils |
| <input type="checkbox"/> Child Care and Development | | <input type="checkbox"/> Migratory Pupils |
| <input type="checkbox"/> Child Nutrition | | <input type="checkbox"/> Tobacco-Use Prevention Education |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Medical Condition | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Nationality / National Origin | |
| <input type="checkbox"/> Medical Condition | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.



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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Golden Valley Orchard School

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

Golden Valley River School

Barbara Ames, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
916-987-6141



Golden Valley Tahoe School

Barbara Linares, Principal
12640 Union Mills Rd.
Truckee, CA 96161
530-717-3019

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director
1000 River Rock Drive, Ste 220
Folsom, CA 95630
916-597-1477



STAFF-STUDENT BOUNDARIES POLICY

(Approved by the Board of Trustees on December 14, 2022)

PURPOSE

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

SCOPE

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

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

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

STAFF-STUDENT INTERACTIONS

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

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

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

DEFINITIONS

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

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

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

ACCEPTABLE AND UNACCEPTABLE BEHAVIORS

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

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

Unacceptable Behaviors

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

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

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

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

Acceptable Behaviors

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

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

BOUNDARIES REPORTING

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

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

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

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

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

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

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

Internal Investigations

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

Upon receiving information from the mandated reporter, the designated responsible administrator must take immediate action to stop the alleged inappropriate conduct—~~3/4~~—by removing the employee (or volunteer/vendor/guest) from the classroom or worksite when there is a potential risk to student or school safety. The Executive Director shall consult with legal counsel as appropriate, prior to, during, and after conducting any investigation.

Consequences

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

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

PARENT AND FAMILY ENGAGEMENT POLICY

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

I. Introduction

Research has shown that the attitudes, behavior, and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Golden Valley Orchard School (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of the School.¹

II. Annual Meeting

The School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure maximum parental participation, providing the same information to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

III. Notice

Within 60 days of the beginning of school, the School will send a notice to parents of participating children containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the Parent and Family Engagement Policy ~~parent involvement policy~~;
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback form for parents to comment on its content.

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

IV. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the Parent and Family Engagement Policy ~~parent involvement policy~~ and the School will involve parents of participating students as follows:

- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 10 days.

V. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to as "Standards and Requirements"):

- Each grade level will hold a minimum of two Parent Meetings per year so that parents may mingle with their child's teacher to find out specific ways to help with educating their child.
- On the School's website, it will provide a link to its School Accountability Report Card on the California Department of Education's website.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The School's principal will visit the classes to interact with the parents.
- The School will provide parents with access to classes to obtain their GED.
- The School will provide parents with access to literacy programs that bond families around reading and using the public library.



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- The School will provide parent enrichment offerings on parenting skills and parent-child communication.
- The School's psychologist will work with parents to better understand their children and the issues facing them.

C. Education on Parent Involvement

The School will annually educate teachers, specialized instructional support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 30 days of the commencement of the School year):

- A survey will be sent home to parents of participating students which solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

D. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows:

- Designating family engagement as one of the school's Local Control Accountability Plan (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.
- Coordinating parent and family engagement activities and strategies with other programs including Special Education, English Learner, and programs to support families in participating in the education programs for their students.

E. Other Optional Parent Participation

The School will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training by soliciting feedback on annual parent input surveys.



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The School will provide parent enrichment offerings for parents to enhance the involvement of other parents.

In order to maximize parental involvement and participation, the School will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the School.

The School will adopt and implement model approaches to improving parental involvement.

The School will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, creating internships for students, etc.

VI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

VII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The School will provide full opportunities for participation for parents and family members of limited English proficient students, disabled parents and parents of migratory children. To accomplish this goal, the School will do the following:

- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework.

VIII. Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.



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The School will provide other reasonable support for parental involvement activities as requested by parents.

PARENT AND FAMILY ENGAGEMENT POLICY

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

I. Introduction

Research has shown that the attitudes, behavior, and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Golden Valley River School (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of the School.¹

II. Annual Meeting

The School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure maximum parental participation, providing the same information to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

III. Notice

Within 60 days of the beginning of school, the School will send a notice to parents of participating children containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the Parent and Family Engagement Policy;
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback form for parents to comment on its content.

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

IV. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the Parent and Family Engagement Policy and the School will involve parents of participating students as follows:

- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 10 days.

V. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to as "Standards and Requirements"):

- Each grade level will hold a minimum of two Parent Meetings per year so that parents may mingle with their child's teacher to find out specific ways to help with educating their child.
- On the School's website, it will provide a link to its School Accountability Report Card on the California Department of Education's website.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The School's principal will visit the classes to interact with the parents.
- The School will provide parents with access to classes to obtain their GED.
- The School will provide parents with access to literacy programs that bond families around reading and using the public library.



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- The School will provide parent enrichment offerings on parenting skills and parent-child communication.
- The School's psychologist will work with parents to better understand their children and the issues facing them.

C. Education on Parent Involvement

The School will annually educate teachers, specialized instructional support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 30 days of the commencement of the School year):

- A survey will be sent home to parents of participating students which solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

D. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows:

- Designating family engagement as one of the school's Local Control Accountability Plan (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.
- Coordinating parent and family engagement activities and strategies with other programs including Special Education, English Learner, and programs to support families in participating in the education programs for their students.

E. Other Optional Parent Participation

The School will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training by soliciting feedback on annual parent input surveys.



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The School will provide parent enrichment offerings for parents to enhance the involvement of other parents.

In order to maximize parental involvement and participation, the School will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the School.

The School will adopt and implement model approaches to improving parental involvement.

The School will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, creating internships for students, etc.

VI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

VII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The School will provide full opportunities for participation for parents and family members of limited English proficient students, disabled parents and parents of migratory children. To accomplish this goal, the School will do the following:

- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework.

VIII. Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.



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The School will provide other reasonable support for parental involvement activities as requested by parents.



Student Dress Code ADMINISTRATIVE REGULATION

INTRODUCTION

The scope of education provided at Golden Valley Charter Schools does not stop with the core curriculum but extends to consideration of the environment into which the children come as they attend school. We wish to surround the child with a nourishing environment that is beautiful and supports learning. The dress code shall apply to school functions and field trips.

DRESS CODE

GVCS endeavors to form a healthy school-time environment by guiding children towards appropriate school attire. Support is most needed and appreciated in the following areas.

To ensure a safe environment for our children, have them:

- Leave dangling jewelry and earrings at home. The only pierced jewelry allowed is earrings (except where permitted for the 7th and 8th grades; see below).
- Come well dressed for the weather and movement. Our educational model includes movement several times a day. Rain Policy: Your child should plan to play outside even when it rains. Children will not be allowed outside on rainy days without a raincoat and hat, which excludes them from much needed play.
- Come wearing comfortable, practical, flat-soled, shoes that are firmly attached to the feet. No flipflops or shoes with heels are allowed. Check schedules for GAMES classes. These classes require flexible, firm- fitting running shoes worn with socks, though every day at school requires physical activity and movement.
- To create an environment focused on learning and which provides a wholesome social atmosphere, the children should wear:
- Clothing, hats and lunchboxes free of printed messages, pictures or images. Words or images on clothing should be no larger than 2" X 4". The one exception shall be for single images from nature and the words from the list of virtues.



DRESS CODE AND FREE SPEECH GUIDELINES

- Prints, plaids, stripes or solids are allowed
- School related apparel such as: Golden Valley T-shirts, Eagle Chase T-shirts, etc.
- Shoes free of lights and/or wheels.
- Clothing (tops, pants, dresses...) cut so that underwear is not visible. Specific examples are:
 - Tops that cover the midriff even when arms are extended overhead, with the torso completely covered.
 - Pants that cover the hipbones.
 - Skirts and shorts at least mid-thigh length.
 - Clothing free of purposeful cutting, slashing, or ripping.
 - Width of straps on shoulders a minimum of 1" wide. Tops with necklines and sleeve-holes that keep the chest covered. No spaghetti straps (except where allowed in 7th and 8th grades; see below).

Children (kindergarten through 6th grade) are asked to come to school free of make-up. Exaggerated, distracting hair-dos, such as mohawks or spikes, are not permitted at school. Hair color must look natural – it must be a color that grows on humans.

1. Children sent to school inappropriately attired will be sent to the office receptionist and given a t-shirt to wear for the day. With the first two occurrences, the parents will be notified. On the third occurrence, the parents will be called to either bring a change of clothes or to bring their child home.
2. These guidelines may not cover all situations and teachers may have special need to address particular attire.
3. Please contact your class teachers if you have any questions about specific articles of clothing.

Upper Grades 7-8 ONLY:

- Only positive messages/words are permitted on outerwear.
- Spaghetti straps are permitted, as long as the chest area is adequately covered.
- Piercings allowed include stud-type nose rings and earrings ONLY. For the safety of students, no hoops or dangling nose rings or earrings are permitted.
- Animals, Elements of nature, Landscape scenes.



ASSEMBLY DRESS

Assemblies and performances may require specific dress such as white clothes for May Fair. Music performances, graduations, and ceremonies will be preceded with specific guidelines from the teacher about how to dress. It is important at Golden Valley to have a ceremonial unifying attire and students may wish to bring a change of clothes for recess. Failure to present oneself in appropriate attire may require a student to be excluded from a presentation. This includes Friday gatherings.

FREE SPEECH

Students at GVCS shall have the right to exercise freedom of speech and of the press as provided for in Education Code Sections 48907 and 48950. Any acts or speech that are obscene, libelous or slanderous, or which create a clear and present danger of unlawful acts or violation of school regulations, or substantial disruption to the orderly operation of the school, or speech that constitutes harassment, threats or intimidation are prohibited. The school principal can place restrictions on the time, place and manner for students to exercise these rights.