

Emergency Preparedness Plans
Comprehensive School
Safety Plans



GOLDEN VALLEY
RIVER SCHOOL

GOLDEN VALLEY RIVER SCHOOL (GVR) SAFETY PLAN

(UPDATED 02/01/2023)

School: Golden Valley River School

Principal: Ryan Sutton

School Site Council Chairperson: Ryan Sutton

Approved on: _____

- All teachers should have updated San Juan Unified School District Safety Folders available in a visible and accessible location
- Fire evacuation routes **posted in all rooms.**

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BEFORE you call for assistance:

- Have emergency cards of involved parties available for correct spelling, grade level, and any other information that may be requested by dispatch.
- Be prepared to answer these BASIC questions:
 - What happened?
 - How many people are/were involved?
 - When did the incident happen?
 - Where did the incident happen?

Missing Students:

- Physical description
- Clothing description
- Where and when was student last seen?
- Have parents been contacted?
- Custody/Restraining Order on file?

Out of control Parent/Student:

- Is the person threatening anyone?
- Is the person endangering self or others?
- Have parents been contacted?

If a vehicle is involved:

- Description of vehicle
- License number of vehicle
- Number and description of occupants
- Location of vehicle

If a weapon is involved:

- What type of weapon is it?
- Has the weapon been secured? By whom?
- Where is the weapon now?

If an explosive device is discovered:

- Where is it?
- What does it look like?
- What safety measures have you taken? Lockdown? Evacuation?

If a bomb threat is received:

- Exact time of call
- Exact words of caller
- Voice description: child, adult, male, female, calm, angry, accent
- Did you recognize the voice?

IF YOU ARE BEING PHYSICALLY THREATENED OR ARE IN ANY OTHER KIND OF IMMINENT DANGER, CALL 9-1-1

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

Suspected child abuse	Call CPS	(916)875-5437
•Suspected child molestation	Call Sheriff's Dispatch	(916)874-5115
•Child removal for CPS	Call Sheriff's Dispatch	(916)874-5115
•Animal control issues	Call Animal Control	(916)875-5656
•Traffic Control	Call CHP	(916)338-6710
•M&O Issues	Call M&O	(916)971-5740
•Student Transport Home	Call Site Director	
•Truant Student	Call	(916)971-7310
•Potential Poisoning	Poison Control	1 800-222-1222

In Citrus Heights:

- Citrus Heights Police Dept. Emergency Dispatch (916)726-3015
- Citrus Heights Police Dept. Non-emergency (916)726-2499

Other Emergency Numbers

<u>Emergency</u>	<u>Agency To Call</u>	<u>Telephone Number</u>
Power Failure		
Gas	PG&E (Emergency) and 24-Hour Service	(916)383-2323 1-800-743-5000
Electric	Sacramento Municipal Utilities Department	(916)452-7811
Sheriff's Office	Non-Emergency Number	(916)874-5115
Street or Storm Drain	Sacramento Co. Public Works	
General Problems		(916)440-6544
Highway Maintenance		(916)366-2271
Sewer & Water Maintenance		(916)855-8330
After-Hours Emergency		(916)366-2000
Traffic	California Highway Patrol	(916)338-6710
Driving Over Lawns, Speeding, Auto Theft, Suspicious or Abandoned Cars, Drag Racing, Road Conditions:		
Recorded Message		(916)445-7623
Non-Recorded Message		(916)455-5710

Medical Facilities Phone Numbers

<u>Facility</u>	<u>Address</u>	<u>Telephone Number</u>
Kaiser Hospital (Main) General Info Emergency	2025 Morse Ave.	(916)973-5000 (916)973-6600
Kaiser Medical Center (Roseville) General Info Emergency	1001 Riverside Blvd.	(916)784-4000 (916) 973-6600
Mercy Hospital (General) General Info Emergency	4001 J St.	(916)453-4545 (916)453-4424
Mercy Hospital (Folsom) General Info Emergency	223 Fargo Way	(916)983-7400 (916)983-7470
Mercy San Juan General Info Emergency	6501 Coyle Ave.	(916)537-5000 (916)537-5120
Sutter General Hospital General Info Emergency	2820 L St.	(916)454-2222 (916)733-3003
Sutter Memorial Hospital General Info Emergency	52 nd and F St.	(916)454-3333 (916)733-1000
Sutter Roseville Med Center General Info (Level 2 Trauma Center) Emergency	333 Sunrise Ave.	(916)781-1000 (916)781-1533
UCD Medical Center General Info Emergency	2315 Stockton Blvd.	(916)734-2011 (916)734-3797

Safety Folder

Classroom Emergency Information

The center section of your classroom Safety Folder (red and green) should contain site-specific plans.

Please insert the following (examples included):

- School Crisis Response – Roles and Responsibilities

- Emergency Signals
- Evacuation Maps
- Lockdown Procedures
- Shelter In Place Procedures
- Student Checkout Form
- Confidential Student Medical Information & Provisions for Students with Special Needs.
- Site Safety Team and Update Verification of Emergency Folder
- Roll Sheets and/or Emergency Cards (elementary)

GVRS

Crisis Response

Evacuation Site

1st Black-Top

2nd Gated Lawn – Corner of Lake Natoma Dr. and Tonkin Dr.

Incident Management Team & Duties

Role	Name	Phone
Incident Commander	Ryan Sutton - Principal	[REDACTED]

Back-up Incident Commander	Alfred Lacoste – Faculty Chair	██████████
Search and locate	Jessica Haynes	██████████
	Stephanie Lorenz	██████████
Parent Liaison(s)	Ana Moreno	██████████ 3
	Ryan Miller	██████████
Logistics	Mark Wheatly	██████████
	Jessica Haynes	██████████
Campus Safety Liaison(s)	Matt Brown	██████████
	Mark Wheatly	██████████
Public Information Spokesperson	Ryan Sutton	██████████
Designated Teacher Leaders	Lynn Freund	██████████
	Alfred Lacoste	██████████
Incident Log Scribe	Ryan Sutton - Principal	██████████
Others to help	Tavia Pagan	██████████
	Jessie Wadkins	██████████

Incident Commander:

- Coordinate with, and provide support to, the designated Incident Coordinator (Sheriff, Fire, EMS Director).
- Assist emergency personnel to maintain established perimeters.
- Monitor and support school site/responsible for:
 - Student staging areas (classrooms).
 - Parent/Guardian housing and communication.
 - District/Media communication.

Search and Locate Coordinator:

- Gather information – classroom rosters/attendance sheets.
- Coordinate locating missing students/staff including sweep of restrooms, hallways, & fields.
- Communicate with Incident Coordinator & Designated Teacher Leader.

- Assist Parent Liaison with documented student medical and/or parent /guardian pick-up location.
- Assist Teacher Leaders with student supervision.

Parent Liaison:

- Establish & direct parents/guardians to staging area (alternate location recommended).
- Provide emotional support & information to parents/guardians. Work closely with crisis team to provide coordination for student pick-up as required.
- Coordinate with Incident Coordinator/School director to provide physical support to parents/guardians (water, seating, counseling, etc.)

Logistics:

- Custodial
 - Provide support to Incident Coordinator & emergency personnel.
 - Communicate with M&O.
 - Site utilities – shut off/on.
- Other staff (media techs, specialists, IAs) -
 - Transportation/Loading of busses.

Campus Safety Liaison:

- Gather information regarding staff/students requiring emotional support.
- Identify emerging school related problems requiring immediate attention.
- Work closely with liaison & provide support to Crisis Team members.
- Establish holding area & provide supervision for medically fragile/injured staff or students in coordination with emergency medical personnel.

Public Information Spokesperson:

- Establish media staging area (pre-made signs).
- Establish one source of information for the media.
- Gather basic information (what, who, when, where).
- Avoid speculating about cause. Don't assign blame.
- Focus on what you're doing to assure public safety, fix the problem, and restore service. Be positive. Let people know you're in control. --

Designated Teacher Leaders:

- Supervise defined wings/areas (per school emergency maps).
- Maintain basic emergency supplies (refer to Disaster Plan Section).
- Supervise rooms/classes in their area.
- Supervise students – assembly, shelter.
- Accountability – release of students (see form).
- Organize coverage for rooms without staff present.
- Serve as primary communicator to office/Incident Coordinator.

Designated Teacher Leaders

A Wing (Kinder/1-2)

Lynn Freund

B Wing (3rd-5th) Alfred Lacoste

C Wing (6th-8th, Meadow Brook) Jessie Wadkins

D Wing (Main Office) Jessica Haynes

Incident Log Scribe:

- Maintain information system to document & coordinate parent/guardian pick-up and student departure from campus.
- Maintain records of visitors.
- Stay in position in command center.

Golden Valley River School Comprehensive Safe School Plan

Section I: About GVRS

Golden Valley River School (GVRS) is a tuition-free K-8 Waldorf public school. GVRS grew out of Golden Valley Charter School (GVCS) which was formed by a group of homeschooling parents in 1998. In 2015, GVCS split into two schools, becoming Golden Valley Orchard School and Golden Valley River School. Golden Valley River School has occupied the San Juan Palisades' campus since 2007.

As a community of teachers and families, we seek to nourish and educate the whole child — head, heart and hands — by stimulating the intellect, fostering wonder and respect, and developing the child's active will. Our dedicated faculty and staff are committed to Waldorf educational values and ongoing Waldorf training. Our Kindergarten and grades teachers hold a California credential and receive on-site mentoring by master Waldorf teachers. We are deeply committed to the reformation of public education through the charter school movement. Charter schools are public schools which are endowed with the freedom to employ innovative teaching methods, are responsive to students' needs and are held accountable for student achievement. We offer this through our curriculum inspired by Waldorf education.

Section II: A Shared Vision and Mission Statement

A SHARED VISION

Our vision is that each student becomes a self-directed life-long learner with the support of a community of peers, teachers and parents. We envision that through a whole-child approach to learning, student curiosity, enthusiasm and effort will enable all children to reach the fullest expression of their individual potential.

MISSION STATEMENT

We, the parents and faculty of the Golden Valley Charter School, share a vision for our children. We invite you to become an active participant in creating this vision, as part of our cooperative community. We are a learning community of parents, teachers and children where:

- Parents and children are life-long learners;
- Families are encouraged to share their skills and talents;
- The community comes together in cooperative projects and festivals;
- Families are supported by parent education forums; and
- Parents and faculty collaboratively govern the school.

- We provide evolving Waldorf methods curriculum that:
 - Uses a whole-child approach to support children's physical, intellectual and emotional development in a non-sectarian environment.
 - Is sensitive to children's developmental needs and their individual navigation of developmental stages;
 - Fully incorporates music, arts, crafts, movement, drama, handwork, foreign languages, and creative play;
 - Uses poetry, legends, folk tales, mythology, and histories to deliver the curriculum;
 - Teaches respect for others and the environment.

Section III: Data

In future, we may use San Juan Unified Zangle information, California Healthy Kids Survey and California Department of Education (CDE) DataQuest to collect data on points of significance/possible concerns.

Section IV: Areas of Pride and Strength

AREAS OF PRIDE AND STRENGTH

Our community provides a nurturing educational environment that inspires children to learn. Many of our parents support the school through volunteering in school activities and embracing shared values at home. They are supported by the school through class meetings, parent

workshops and seasonal festivals. This partnership between school and family creates the village which is the foundation for children’s success.

Our kindergartens provide a loving environment conducive to learning through exploration and play under the guidance of caring teachers. Children learn songs and verses and hear fairytales and folktales rich in vocabulary and imagery. They participate in practical and artistic activities including baking, painting, drawing, modeling, and handcrafts in a weekly rhythm. They honor the changing seasons through story, poetry, movement games and festival celebrations.

Our engaging curriculum is designed to awaken each child’s full and unique potential. Teacher-developed lessons are delivered orally, through rich and lively storytelling, evoking emotions and developing the imagination. Students write and illustrate their own “text” books. Academic subjects – language arts, reading, mathematics, science and social studies – are integrated with art, music, speech recitation, movement and practical activities. Students attend Spanish language, watercolor, music, movement and handwork classes taught by subject specialists.

Section V: Areas of Change and Stated Goals

AREAS OF CHANGE AND STATED GOALS

Component 1: Emergencies

Goal 1: To ensure all individuals on campus at GVRS are safe.

Objective 1-1: School staff will participate in monthly fire drills.

Objective 1-2: School staff will practice procedures for a lockdown and/or shelter in place in case of an emergency.

Objective 1-3: School Staff will be trained as mandated reporters for suspected child abuse.

Goal 2: To ensure that appropriate supplies are available and accessible during an emergency.

Objective 2-1: Ensure that the school “Go Kit” is complete and updated annually.

Objective 2-2: Ensure that CPR masks are present and accessible in the appropriate classrooms.

Goal 3: Ensure that all children and adults are safe on field trips.

Objective 3-1: Expectations for parent volunteers and or chaperones agreement are read/signed at registration.

Objective 3-2: Required documentation for volunteers, drivers, and chaperones provided by deadline every year.

Component 2: Physical Environment

Goal 1: To increase awareness about bullying on campus and how to address it.

Objective 1-1: Utilize our principal and teachers to speak to students about bullying, how to report it when it happens and how to follow up to ensure that it doesn't continue.

Objective 1-2: Message the importance of reporting bullying on campus through avenues such as the Community Newsletter and website.

Goal 2: To increase safety before and after school as students enter and exit campus.

Objective 2-1: Those who participate in carpool will follow traffic flow expectations.

Objective 2-2: A crossing guard will be stationed at crosswalk in front of school.

Objective 2-3: Supervision at both carpool circles will occur daily both before and after school.

Goal 3: Decrease vandalism occurring on campus

Objective 3-1: Work with staff to help identify repeated problems.

Objective 3-2: Have fire, security system, exterior lighting, and video surveillance installed and in use 24/7.

SECTION VI: Sharing the Safe Schools Plan

The GVRS Safe School Plan will be shared through various means that include but are not limited to the following:

- Site Based Management will review and approve the plan.
- The Safe Schools Plan will be posted on the Golden Valley website for the community to view.
- The Safe Schools Plan will be located in the Site Emergency Plan Binder.
- The district will be sent one electronic copy for the Safe Schools office.

EMERGENCY PREPAREDNESS

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

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

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

Emergency Response Plan

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

Command Center

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

PRIMARY LOCATION: Main Office

SECONDARY LOCATION: Library

The Command Center will be equipped with:

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

Medical Center

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

PRIMARY LOCATION: Library

SECONDARY LOCATION: Room 15

Media Center

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

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

Agency Center

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

PRIMARY LOCATION: Main Office
SECONDARY LOCATION: Kitchen

Parent Center

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

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

CIVIL DEFENSE PROCEDURES

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

Emergency Alert Signals

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

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

Evacuate/Fire

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

Take the following steps:

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

Lock Down/Take Cover:

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

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

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

- Get all students to the first/closest lockable room
- If you have a door that opens to an adjacent room, lock it as well
- Look for and gather any students who may be near your room and bring them into the security of that room

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

Earthquakes

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

If indoors:

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

If outdoors:

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

Shelter-in-Place

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

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

Preparation: Pre-Emergency Preparedness

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

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

GENERAL DISASTER PLANS

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

Fire

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

- Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Flood/Severe Weather

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

Electrical Failure

Incident Commander or designee will notify the electrical company (SMUD) at 800-743-5000. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored. Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Gas Line Break

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

Water Main Break

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

Water Contamination

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

Chemical Spill/ Incident

If Indoors:

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

If Outdoors:

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

Bomb Threat

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

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

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

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

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

In all cases:

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

- Use radios, walkie-talkies and phones ONLY IF ABSOLUTELY NECESSARY as the frequencies may set off the bomb(s).

Explosion

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from the windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover.
- Hold the position until directed to the building.
Staff to follow the emergency procedures previously described.

If outdoors:

- Move away from buildings, poles and overhead wires.
- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Staff to follow the emergency procedures initiated by the Incident Commander previously described.

Death/Suicide

- Incident Commander will be notified in the event of a death or suicide on campus.
- Incident Commander or designee will phone 911.
- Incident Commander will initiate a SHELTER-IN-PLACE
- Incident Commander operating under the authority of Law Enforcement will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
- Incident Commander or designee will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

- Call the school main office and the incident commander or designee will evaluate the situation and take appropriate action (i.e., contact Police or animal control agency).
- The appropriate Alert signal will be initiated (i.e. Evacuate, Lock Down. or Shelter-in-Place.)
- Notify office of who is with you, if possible.
- All students outside of the building are to be quietly and cautiously led into the building.
- Wait for further instructions from administration and/or police/animal agency.

Students with Life Threatening Health Concerns

CONFIDENTIAL

<u>Student Name</u>	<u>Health Concern</u>	<u>Care Plan</u>

Special Needs Students – Describe:

SITE SAFETY TEAM

The comprehensive Safe Schools Plan will be evaluated and revised annually by a designated Safe Schools Site Safety Team. The plan will be submitted by March 1 to the School Site Council for Approval. The final product will be submitted for approval to the San Juan Unified School District's Board of Education.

This plan will be available in the school office for public inspection. Annually, parents/guardians will be notified and invited to attend School Site Council meetings which review the plan.

2022-2023 Safety Team Members:

Administrator: Ryan Sutton

Certificated: Alfred Lacoste, Faculty Chair

Classified: Jessica Haynes, Matt Brown

Classified: Mark Wheatly

Parent/Guardian/Community member: Ryan Miller

Update Verification of Emergency Folder

Completed

(Date): _____

By:

Jessica Haynes, Ryan Sutton

Purpose

The purpose of the Site Safety Team is to maintain a safe environment that promotes mutual respect and personal responsibilities, accepting of all cultures, and conducive to learning. The committee monitors and maintains school spirit and physical conditions of the school.

Membership

Representatives should include the following:

- Parent
- Administrator
- Classified Representatives (2)
- Classroom Teacher

Responsibilities:

- Maintain a safe environment that is conducive to learning
- Maintain a school atmosphere that has a high morale, positive relationships amongst school personnel based upon mutual respect, trust, and caring and building cohesive school spirit.
- Develop, implement, and maintain school rules that are understood by all and are uniformly and consistently enforced.
- Monitor the maintenance, cleanliness, and custodial care of the buildings and grounds.
- Foster school community members who understand, appreciate, and feel pride in their backgrounds and cultural heritages, and are sensitive and able to work with people of different cultures.

Leader: Principal

Control of Agenda: The leader will determine the agenda items with input from staff members via their committee representative.

Annual Goals

The committee will support the school's vision, mission, core values, and academic improvement plan by:

- Promoting a positive school environment.
- Promoting a trusting and respectful community.
- Making success something valued and appreciated.
- Ensuring Safety on campus for all Students, Staff, Parents and Community Members

Attendance: Regular attendance is expected at all scheduled meetings. Attendance will be noted in meeting minutes.

Frequency of Meeting: Once per year, or as needed.

School Evacuation Drill Record

Month	Date	Time	Total Evacuation Time Length	Pull Station Location	Administrator's Signature
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

Emergency Roles of Staff

SITE ADMINISTRATOR

The site administrator has the overall responsibility for the organization and development of the school safety plan, in accordance with district policy and education code. The site administrator should work to engage and involve all stakeholders in the development, refinement, and practice of this plan.

In an emergency, the leadership of the site administrator is important, but if the situation develops in the absence of this person or persons, all staff should be trained and empowered to act to implement the plan to ensure the safety of everyone on campus.

CLASSROOM TEACHER

Classroom teachers' primary responsibility is for the safety and welfare of their pupils.

The teacher will:

- Keep accurate and current information about the emergency plans for the school.
- Know what to do and how to do it.
- In accordance with the school site program, provide instructions for the pupils in techniques of survival and the emergency procedures they must follow during actual operation and practice of the plan.
- Understand and put into practice the psychology of handling pupils and parents during an emergency.
- Have readily accessible a list of students in their charge with pertinent data, phone numbers, and siblings.
- Make all emergency data and plans available to a substitute teacher.
- Have a sense of permission to act independently, if necessary, based upon emergency needs to ensure student safety.
- As public employees, staffs are by law "Disaster Service Workers" when so assigned. (California Governmental Code, Title 1, Division 4, Chapter 8, Section 3100).

SUPPORT STAFF (Certified and classified)

Support staff should work in unity with site leadership. In some cases, individuals may have specific assignments. As public employees, they are by law "Disaster Service Workers" when so assigned.

The support staff will:

- Keep accurate and current information about the emergency plans for the school.
- Know what to do and how to do it.
- Act to support emergency operations to ensure student control in the event of a problem.

- Report and be available to react to site needs based upon the judgment of the school leadership team.

LIST OF EMERGENCY SUPPLIES AND EQUIPMENT

Ax
Batteries for emergency equipment
Blanket (wool)
Blanket (emergency)
Can opener (manual)
Crowbar or pry bar
Cups (paper)
Flashlight
Gloves
Hammer
Hose (50 foot)
Kleenex (1 box)
Matte Knife
Masking tape (1 roll)
Matches
Pail
Paper Towels (1 package)
Plastic garbage bags
Plastic water container
Pot to boil water
Rope
Saw (multi-use)
Screwdriver (multi-use)
Shovel
String
Tarp
Toilet Paper
Radio: AM-FM (battery operated)
Radios: Two-way ("walkie-talkies")
Wire
Wire cutters
Wrench

First Aid Kit

Small gauze pads
Instant ice packs
Blood stopper
Cotton tipped applicators
Large gauze pads
Medical Gauze
Antiseptic wipes
Gloves
Ace bandage
Eye patch
Band aids
Butterfly closures

***Location of Emergency Supply Box:** Locked Office Closet

***List of Emergency classroom supplies:** In tall cabinets at entry way to classroom

Band-aids
Basic first aid kit

CRISIS COMMUNICATION
Media Briefing tips for Spokespersons

Refer all media inquiries to the Central Office at 916-597-1478. In most cases, the Central Office will respond to the inquiry directly leaving you free to manage your school or program during a crisis. School site employees are not to speak on behalf of Golden Valley Charter Schools, without authorization from the Executive Director. If you are asked to serve as a spokesperson, here are a few helpful tips

1. Keep answers simple and succinct. Avoid education or technical terms, jargon, or acronyms.
2. Never say “No comment.” If you can’t answer, explain why. “We haven’t learned the cause of the problem at this point. We are continuing to investigate the situation.”
3. Do not go “off the record.” Everything you say is subject to publication or broadcast.
4. Do not speculate, conjecture, or guess. If you don’t know the answer, say “Let me check on that and I’ll get back to you.”
5. Define what you are doing rather than defending it. Say “Let me explain how we are fixing the problem...” rather than “this is why we are doing it this way...”
6. Go into the briefing with one or two positive statements – what is being done to correct the problem. Emphasize and re-emphasize that point at every opportunity. It is perfectly OK to repeat yourself – several times if the opportunity arises. Stay “on message” at all times.
7. Remember that reporters want to know who was involved, what happened, when it happened, how it happened, where it happened, who is affected, and when service will be back to normal. They may ask why it happened, but early in the crisis they don’t expect you to be able to answer the why.
8. Take questions one at a time, and answer one question at a time.
9. Be compassionate. Show concern for those directly affected by the crisis. If someone has been injured or killed, begin your statement with words of compassion. “We are deeply saddened because one of our employees/students has been seriously injured. We are doing everything possible to assist his/her family at this difficult time.”
10. Do not disclose personal information about students or staff.

Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan	Federal Req.	Requirement Met	Comments
<p>1. Plan is written and developed by a School Site Council (SSC) or a safety planning committee. The school safety planning committee is made up principal/designee, teacher, parent of child who attends the school, classified employee, others.</p>			
<p>2. SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.</p>			
<p>3. The comprehensive school safety plan includes, but is not limited to:</p> <p>(a)An assessment of the current status of school crime at the school and at school-related functions. You may accomplish this by reviewing the following types of information:</p> <ul style="list-style-type: none"> i. Reviewed ARC data ii. Office Referrals iii. Attendance rates/SARB data iv. Suspension/Expulsion data v. Local law enforcement juvenile crime data vi. California Healthy Kids Survey data vii. Property Damage data Other: _____ <p>x. Other: _____</p> <p>(b)An identification of appropriate strategies and programs that provide/maintain a high level of school safety.</p>			

4. The School Site Council and/or Site Safety Team committee reviewed and addressed , as needed, the school’s procedures for complying with existing laws related to school safety:			
a) Child Abuse Reporting procedures (See District Policy)			
b) Suspension/Expulsion procedures (See District Policy)			
c) Teacher notification of dangerous pupil behavior (See District Policy)			
d) Sexual Harassment and Discrimination policy (See District Policy)			
e) Dress Code , including prohibition of “gang-related” apparel (Insert school dress code)			
f) School rules and procedures for discipline (See District Policy, insert school rules)	Yes		Comments for Fed. Req. language - that prohibit disorderly conduct, illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs.
g) Hate crime reporting procedures and policies (See District Policy)			
h) A safe and orderly environment conducive to learning at the school (Insert school philosophy, climate and prevention plans, including Bullying Prevention and Response Plans and Protocol)			
i) Procedures for safe ingress and egress of pupils, parents, and employees from school site (Insert procedures and/or maps)	Yes		

<p>j) Crisis Response Plan Insert Disaster procedures, routine and emergency, including earthquake emergency procedures Earthquake emergency procedures that include:</p> <ul style="list-style-type: none"> i. a school building disaster plan ii. drop procedures iii. protective measures to be taken before, during, and after an earthquake a program to ensure that pupils and staff are aware of and are trained in the earthquake emergency procedures system. 	Yes			
<p>5. Verify completion and maintain a copy of Crisis Response Plans for before and after school programs on your campus.</p>				
<p>6. School Site Council (SSC) or School Site Safety Team communicated the school safety plan by inviting the public and holding a meeting at the school site</p>				
<p>7. Verification that the school safety plan was evaluated (approved by SSC) at least once a year and revised by March 1 of current year.</p>				
<p>Other Safety Requirements</p>	<p>Req. Met</p>	<p>In Progress</p>	<p>Not Started</p>	<p>Comments</p>
<p>8. SJUSD Safety Folders in every classroom with current site updates/health conditions/verification by teacher completed.</p>				
<p>9. SJUSD Safety Folders in office for every administrator and clerical staff. Students with life threatening health conditions listed. Care plans on file.</p>				

<p>10. Make Office Staff aware of guidelines on when to call Safe Schools and Crisis Response Procedures.</p>				
<p>11. Able to log on and access Rapid Responder https://proadmin.rapidresponder.com or view only, https://prod.rapidresponder.com.</p>				
<p>12. Rapid Responder data update request (new personnel and safety plan changes) submitted to Tony Oddo, toddo@sanjuan.edu, or you may make changes if you prefer.</p>				
<p>13. Log of fire, earthquake and lockdown drills with response times noted. Copies of logs to be attached. <u>Fire Drill (Evacuations)</u> per Ed Code section 32001</p> <ul style="list-style-type: none"> i. Elementary – monthly ii. Middle School – 4 times per year iii. Secondary – 2 times per year <p><u>Lockdowns (recommended)</u></p> <ul style="list-style-type: none"> i. Elementary – 4 times per year ii. Middle School – 4 times per year iii. Secondary – 2 times per year <p><u>Earthquake (recommended)</u></p> <ul style="list-style-type: none"> i. Elementary – 4 times per year ii. Middle School – 4 times per year iii. Secondary – 2 times per year 				
<p>14. Site Safety Team Members Selected</p> <ul style="list-style-type: none"> i. Administrator 				

ii. Teacher iii. Classified Representative iv. Parent v. Student (High School)				
15. Calendar Regular Meetings of Safety Team/Safe School Task Force Dates.				
16. Review Site Disaster Procedures with Staff				
17. At least one tabletop exercise conducted with staff. Scenarios may be provided for your use.				
18. Visitors must register in the office; signs posted at entrances. Does staff monitor the visitor check in? Does the office issue visitor pass?				
19. Make sure evacuation routes are Posted.				
20. Provisions made for individuals with disabilities for evacuations and lockdown locations.				
21. Off-site evacuation and Parent Reunification Sites identified. Contact name: _____ Phone #: _____				
22. Intercom/Bells (Volume Adequate) working in classrooms. Contingency plan (buddy system/2-way radios) if a bell is not functioning due to construction/malfunctioning.				

23. Traffic directions for pick-up and drop off visible to make parking lot traffic flow efficient as possible.				
24. Buildings or outside equipment related to heating, cooling, fuel or chemical storage clearly marked and secured.				
25. Hazardous chemicals secured and marked.				

Safety Review

Date: _____

In attendance: _____

Comments: _____

MANDATED REPORTER FOR CHILD ABUSE POLICY

Purpose

With concern for the total well-being of each student, the GV Board of Trustees directs the employees of GVRS to report known or suspected incidences of child abuse in accordance with state law. GVRS employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Reporting Child Abuse

This policy applies to all certificated employees of GVRS and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

The principal or designee shall develop and implement regulations for identifying and reporting child abuse.

The principal or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The principal or designee shall also provide training in the duties of child abuse identification and reporting to Subject Specialists, Waldorf Kindergarten Specialists and other classified employees and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights.

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

- a. "Child Abuse," as defined by law and for purposes of this regulation, includes the following:
 - i. Physical abuse resulting in a non-accidental physical injury.
 - ii. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
 - iii. Sexual abuse including both sexual assault and sexual exploitation.
 - iv. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
 - v. Severe corporal punishment.
- b. "Mandated Reporters" are those people defined by law as "child care custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report: Teachers, principal, and supervisors of child welfare and attendance, certificated student personnel employees, subject specialists, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.
- c. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
- d. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse.

Child Abuse Reporting Guidelines

Certificated personnel who suspect child abuse must report according to the child abuse reporting laws. If you know, observe, or reasonably suspect that a student has been a victim of physical or sexual abuse or neglect, you are required to report. (You may but are not required to report on incidents of mental and/or emotional abuse or neglect.)

You Are Required To:

1. Report by telephone immediately to any of the following numbers:

In-Family Abuse (including live-in boyfriend or girlfriend)

Child Protective Services – (916)875-5437

Third Party Abuse (i.e., neighbor, babysitter, school employee) if an employee of the school is known or suspected to be a perpetrator of child abuse, standard reporting procedures must be followed. Report to law enforcement agency where abuse occurred (i.e., grandma's house within city limits-report to police.)

Sheriff - Patrol Officer – (916)874-5115

Child Abuse Bureau – (916)874-5191

Police - Patrol Officer – (916)264-5471

Sexual Assault/Child Abuse Division – (916)264-5771

2. Submit a written Suspected Child Abuse Report on PC form 11166 within 24 hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Report forms can be downloaded from www.sacdhhs.com. Fill in the form completely giving both your work address and telephone number. Write in the name of the person to whom you spoke. Teachers may confer and ask support from the principal and/or other colleagues who have been trained.

3. Keep a copy of the report for your protection in a confidential file. Do not file or record in student's record.

4. Send a copy of the report to the agency to which you reported by telephone.

CPS - 3701 Branch Center Road, Sacramento, 95827

Sheriff - 711 G Street, Sacramento, 95814

Police - 813 6th Street, Sacramento, 95814

5. Notify the principal of the report.

DO NOT NOTIFY SUSPECTED ABUSER AND OR PARENT/ GUARDIAN. This is the responsibility of law enforcement or CPS.

There is no liability if you file a report that proves to be incorrect. Failure to report could result in imprisonment for up to six months, a fine of up to \$1,000, or both. Reporting forms may be obtained from the office file or www.sacdhhs.com.

Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial verbal report by telephone.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and school regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

If the mandated reporter does not disclose his/her identity to the Principal or designee, he/she shall at least provide or mail a copy of the written report to the school without his/her signature or name.

Storage and Access to Completed Child Abuse Forms

Legal Responsibility and Liability

- Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
- A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six months or by a fine of not more than \$1,000 or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
- When two or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
- The duty to report child abuse is an individual duty and no principal may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, the child has the right to have their teacher or an adult present for the interview.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian.

It is the responsibility of the peace officer to notify the parent/guardian of the situation.

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parents/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with school policies and regulations. The principal or designee should consult with legal counsel in implementing either suspension or dismissal.

SEXUAL HARASSMENT POLICY

Purpose

GVRS is committed to providing and continuing to provide a cooperative and comfortable work environment free of sexual harassment of any kind. This policy is intended to be consistent with and enforced in conformance with the California Fair Employment and Housing Act as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace.

GVRS shall not discriminate on the basis of actual or perceived sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, age, gender, color or physical or mental disability. The school will not tolerate sexual harassment activity by any of its employees or students. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

Definitions:

- **Conduct of a Sexual Nature**

Conduct of a sexual nature may include, but is not limited to, verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually oriented "kidding," "teasing," double-entendres, and jokes, and any harassing conduct to which an employee would not be subjected, but for such employee's gender.

- **Unwelcome Conduct of a Sexual Nature**

Verbal or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.

An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

GVRS prohibits any conduct of a sexual nature directed from students to teachers, teachers to students, employees to employees or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

- **Sexual Harassment Prohibited**

For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature constitute prohibited sexual harassment if:

- Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors)
- Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee.
- The conduct substantially interferes with an employee's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected).

Specific Prohibitions

Administrators and Supervisors

It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

Non-managerial and Non-supervisory Employees

It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

Employees and Students

It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

Reporting, Investigation, and Sanctions

It is the express policy of GVRS to encourage victims of sexual harassment to report such claims. This may be done through the grievance policy or by reporting such matters to the principal or his/her designee.

Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the principal. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.

Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance or creates a hostile or offensive working environment.

Confidentiality will be maintained, and no reprisals or retaliation will be allowed to occur as a result of the good-faith reporting of charges of sexual harassment.

Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or the principal.

In determining whether alleged conduct constitutes sexual harassment the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated. The Principal or the Board of Trustees has a responsibility to investigate and resolve complaints of sexual harassment.

Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate authorities.

This policy supersedes all previous policies related to personnel policies.

This policy exists in the Employee Handbook, GVRS School Policies and Procedures binder and Personnel Policies and Procedures binder in the business office.

STUDENT BEHAVIOR POLICY

PHILOSOPHY –Creating a Healthy, Positive Learning Environment

“Loving authority needs to precede freedom of thought and independent judgment.”

Rudolf Steiner

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools.

- California State Education Code 48908

Golden Valley River School is committed to creating a safe and nurturing learning environment for every child. We are equally committed to helping our children grow into healthy, happy, responsible adults. In order to respect, care for and work with others; children must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the child to do better in the future. Our approach emphasizes compassion, consistency and responsibility.

The Student Behavior Guidelines for GVRS are based upon a philosophy of respect:

- Respect for all human beings
- Respect for the earth and all living things
- Respect for all school and personal property
- Respect for the guidance provided by teachers, staff and parents
- Respect for our school community
- Respect for our neighbors

Code of Behavior

In order to provide a school environment that fosters cooperation, responsibility and respect; children will be expected to follow these guidelines:

1. Students will support a good learning environment: Children are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and lining up promptly and quietly when requested to do so.
2. Students will treat all adults and children with respect: Respectful, courteous language is expected towards teachers, children and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a child asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect: Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed: rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules: Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.
6. Parental concerns about the implementation of this policy shall be shared directly with their child’s teacher.

Home/School Communication

At the beginning of each school year each teacher will discuss his/her class management plan with parents at the first parent meeting. Additionally, a written copy of the class management plan and behavior policies for Special Subject classes will be distributed to all parents.

Consequences for misbehavior

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the following procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances:

Student Behavior Report and Action Plan (Referral)

If a child fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a notice may be sent home with the child describing this behavior. Teacher will follow this up with a phone call to the parents letting them know to expect a referral from their child.

The parents and child will discuss the situation and the parents will assist the child in developing a plan to correct the behavior. It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. Either the parent or the teacher may request a telephone or personal conference. It is the parents' responsibility to see that the student returns this signed referral to the school the following day.

Parent-Teacher Conference

When a student receives two referrals, a parent-teacher conference will be scheduled by the teacher. If both parents and teacher agree, the child may be included in the meeting. A behavior plan may be developed at this time. The teacher or parents may request that the principal be present. Parents may invite other individuals to the conference.

Suspension

Upon receiving a third, sixth and ninth referral, a student may be suspended from school. The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long.

In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension. These behaviors are:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self-defense.
- Attempting, threatening to cause or participated in hate violence.
- Willfully and knowingly making a terrorist threat against the school.
- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object.
- Possessing an imitation firearm.
- Possessing, selling or otherwise furnishing, or being under the influence of any controlled substance, an alcoholic beverage or an intoxicant of any kind.
- Unlawfully offering, arranging, or negotiating to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering or otherwise furnishing to any other person a liquid substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property.
- Stealing or attempting to steal school property or private property while on school grounds.
- Knowingly receiving stolen school property or private property.
- Possessing or using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel, exclusive of physician's prescriptions.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Committing or attempting to commit a sexual assault or committing sexual battery.

- Committing an act of sexual harassment which has a negative impact on an individual's academic performance or which creates an intimidating, hostile or offensive educational environment.
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

If a child is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The child may return to school after a suspension once a follow-up conversation with the teacher and/or administrator stipulating the conditions of the child's return has taken place.

Special Needs Students

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

Student Success Team (SST) Meeting

At any time, the teacher deems it necessary, an SST Meeting, consisting of the student's parents, classroom teacher, administrator, as well as other teachers and support staff, if needed, will be convened to study the child and his/her needs. The team will work to cultivate healthy classroom and playground behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

Clearing Referrals

Referrals and suspensions are cumulative from year to year. In order for a student's referral record to be cleared, he/she must be referral free for two consecutive school years.

Expulsion

Should the above steps not prove to correct the student's behavior, expulsion may be recommended.

In addition, there are certain situations in which Mandatory Expulsion is required (Ed Code 48915). They are listed in the Code as follows:

The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:

- Possession, as verified by a district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with the principal or designee's concurrence.
- Brandishing a knife at another person.
- Sale of drugs.
- Committing or attempting to commit sexual assault or battery.

SUSPENSION/EXPULSION POLICY

Purpose

The purpose of this policy is to outline the procedures used for suspension and/or expulsion of a student.

Definitions (as used in this policy)

- “Board” means governing body of the Charter School.
- “Expulsion” means disenrollment from the Charter School.
- “School day” means a day upon which the Charter School is in session or weekdays during the summer recess.
- “Suspension” means removal of a pupil from ongoing instruction for adjustment purposes. However, “suspension” does not mean the following:
 - Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - Referral to a certificated employee designated by the Principal to advise pupils. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
- “Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.
- “School” means the Charter School.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance at the School or at a School sponsored event at any time including but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Due Process

Below is a summary of the steps that may be taken prior to a recommendation for expulsion:

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled
4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3rd suspension: Recommendation for expulsion

Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

- Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.
- Upon a recommendation of expulsion by the principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

- Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee determines that the Pupil has committed an expellable offense.
- The expulsion hearing will be presided over by the Board Chairman or the Chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.
- Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
 - The date and place of the expulsion hearing
 - A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
 - A copy of the school's disciplinary rules which relate to the alleged violation
 - Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
 - The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
 - The right to inspect and obtain copies of all documents to be used at the hearing
 - The opportunity to confront and question all witnesses who testify at the hearing
 - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

Record of Hearing

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

Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Trustees who will make a final determination regarding the expulsion. The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The Principal or designee following a decision of the Board of Trustees to expel shall send written notice of the decision to expel, including the Board of Trustees' findings of fact, to the student or parent/guardian. This notice shall include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.

The principal or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student.
- Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

FIELD TRIP POLICY

Class field and study trips away from the school site are considered a regular part of the instructional program and are designed to meet the educational and/or social needs of a particular class. School-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interest among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board of Trustees believes that careful planning can greatly enhance the value and safety of such trips.

Study Trips, Field Trips and Athletic Trips

1. All trips involving out-of-state travel shall require the prior approval of the Board of Trustees. The principal may approve other trips.
2. The principal shall ensure that teachers develop plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips as well as a careful fiscal plan for each trip. Other school employees and parent/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings. The teacher will be in charge of all aspects of the trip while away from school.

3. In advance of a study trip, teachers shall determine educational objectives, which relate directly to the curriculum. Teachers also shall provide appropriate instruction before and after the trip.
4. The ratio of adults to students on school-sponsored trips that require motorized transportation and/or are overnight events (i.e.: on camping on the school grounds) shall be at least one to five. The ratio of adults to students on walking field trips shall be at least one to ten.
5. School personnel, adult chaperones and the children in the class may participate in the field trip. Children who are not enrolled in the class may not participate in class field trips.
6. Student trips for the purpose of educational enrichment or athletic competition are considered field trips or athletic events. If students on such trips also participate in a community performance or service, the trip is considered a field trip or athletic event.
7. Students must have written parental permission in order to participate in trips requiring transportation. (Education Code 35350).
8. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip. Teachers will provide the office with a list of students participating in the trip, absent students and nonparticipating students (with the name of teacher responsible) prior to departure.
9. Parents shall be notified in advance of all Field Trips to allow time for financial planning and gathering of supplies.

Definitions (as used in this policy) Safety and First Aid

- 1) While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (Education Code 32040, 32041).
- 2) Whenever trips are conducted in areas known to be infested with poisonous snakes:
 - a. The first aid kit taken on the trip shall contain medically accepted snakebite remedies. (Education Code 32043)
 - b. The trip shall be accompanied by a teacher, employee or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites. (Education Code 32043).
- 3) Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For non-certificated adults who will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip. As a courtesy, parent volunteers are to be notified at least one week in advance of their responsibilities.

Supervision

1. Students on approved trips are subject to all school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide all adult chaperones who accompany the students, with clear information regarding their responsibilities.
4. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities.
5. Drivers/Chaperones must follow the route prescribed by the teacher.
6. Drivers/Chaperones will be cleared through the LiveScan process.
7. Teachers and Chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
8. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor whenever possible.

Trip Approval

1. The principal may exclude from the trip any person whose presence on the trip would pose a safety or disciplinary risk.
2. The principal shall approve no activities, which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.

Trips that include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advance.
2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones of one to five ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
3. Swimming Activities:
 - a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.
 - b.. Swimming facilities shall be inspected for safety hazards.
 - c. Lifeguards must be designated for all swimming activities. Lifeguards must be Red Cross certified or equivalent and must be at least 21 years old.
 - d. The ratio of the adult chaperones to students shall be at least one to five.
 - e. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
 - f. Emergency procedures shall be included with the written instructions to adult chaperones and staff.
 - g. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim.
 - h. A buddy system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.



GOLDEN VALLEY CHARTER SCHOOLS

Administrative Regulations – Dress Code

(Approved by the Administration 2018.04.19)

The scope of education provided at Golden Valley Charter School encompasses more than just the curriculum; it extends into consideration of the school environment as well. We ask parents to support our desire to create a healthy learning environment by sending your children to school in appropriate school attire. As part of this dress code, we ask that your child come to school in clean and tidy clothes with hair that is neat and clean. We ask that all students follow the dress code when attending school and all school functions including field trips, dances, festivals, and any other GVCS sponsored trips or events.

The teacher will have final say in all areas of the dress code, and parents may choose to have a more restrictive dress code for their children.

Kindergarten and Grades 1-5 Dress Code Regulations:

- Stripes, plaids, florals, patterned, abstract-designed or solid-colored clothing ONLY. No images or clothing related to death, violence, drugs, or media may be worn.
- Shirts that endorse a GVCS-sponsored event may be worn. (i.e., Pentathlon, Medieval Games, GVCS shirts or GVCS basketball jersey)
- Dresses, skirts and shorts may not be shorter than mid-thigh.
- Hair should be natural in color (no dyed, bleached, highlighted or otherwise colored hair).
- Piercing of ears only. Jewelry and accessories must not interfere with learning or safety.
- No visible tattoos, fingernail polish, or makeup.
- Shoes which firmly attach to feet must be worn at all times on campus. Shoes should be appropriate for active play. No lighted or roller shoes. Logos on shoes must be small and discreet.
- All clothing must fit properly and all underwear must be covered.
- Hats designed to shade the children from the sun or to keep them warm are encouraged and must be free of logos.
- All accessories, including but not limited to backpacks, totes, and lunch boxes must follow the above dress code guidelines.

6th - 8th Grade Dress Code Regulations

In order to acknowledge their stage of development, 6th – 8th graders have been given more liberty in their choice of dress. It is very important that teachers, parents, and students exercise good common sense and respectfully dialogue, considering not only their personal desires, but also our environment and community.

The class teacher will have final say in all areas of the dress code, and parents may choose to have a more restrictive dress code for their children.



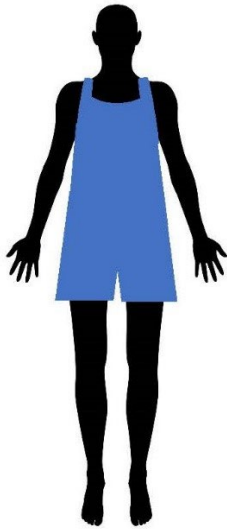
- Students may dye or highlight their hair using a natural hair color.
- Nail polish may be worn.
- Makeup may be worn. Excessive makeup is not allowed. Makeup, nail polish or anything else that must be applied to one's skin must be done at home and not on campus.
- Words on clothing must be in the language of the Virtues and are left to the discretion of the class teacher.
- All other regulations are the same for all students.

Consequences for violating the GVCS Dress Code The following procedures and consequences for dress code violations have been established and apply to all GVCS students. Any child sent to school inappropriately attired will need to follow the procedure outlined below. The three violations are considered to be within the school calendar year.

First violation: The teacher will explain the violation to the student and send the student to the office with a written notice indicating the violation. When the student reports to the office, he/she will be asked to remove the inappropriate attire and replace it with clothing supplied by the school. The student either accepts the replacement garment and returns back to class, or he/she declines the clothing and is sent home (Please see note below re: suspension.) The office staff will log the violation in a logbook and keep the item of inappropriate clothing until the end of the day at which time the student will come and pick it up. Finally, the parents will receive a "Dress Code Violation Form" sent home with the student to be signed and returned to the Class Teacher the next day.

Second violation: (Same as above) In addition, a meeting will take place between the student and the Principal and the parents will be notified by phone. Dress Code Policy 3 of 3

Third violation: The teacher will send the student to the office with a written notice indicating the violation. When the student reports to the office, a staff member will then call the parent to pick up their child from school. A meeting between the student, parent(s), class teacher and Administrator will occur. Note: Students who refuse to change their clothing will be seen as willfully disobedient which is a violation of Education Code 48900(k) and may result in suspension or other disciplinary actions.



Body and undergarments must be covered and not seen through clothing.

Employee Security

An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49331)

Employees shall promptly report any student attack, assault or threat against them to their principal or other immediate supervisor. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

The report also shall be forwarded immediately to the Executive Director or designee, who may act as liaison between the employee, the police, and the courts.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

Employees injured as a result of an assault must notify the Human Resource Department and complete any necessary forms.

Employees whose personal property has been stolen or damaged must file a claim with the Human Resource Department.

Required Notice Regarding Violent Students

The Executive Director or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury that requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. (Education Code 49079)

Teachers shall receive the above information in confidence and disseminate it no further. (Education Code 49079) Teachers may be subject to discipline for divulging such information to persons who are not entitled to it.

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. This file shall be kept at the school which the student attends. The principal or designee shall notify the teacher in writing when such a student is assigned to his/her class/program and ask the teacher to review the student's file in the school office. This notification shall not name or otherwise identify the student.

The principal or designee shall keep a record of the above notification. Teachers who will be notified are those who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches and counselors.

DEALING WITH CONFRONTATIONAL ADULTS

The following sequential guidelines should be followed whenever possible to resolve this type of situation:

1) Individual who is angry or confrontational:

On a first-time basis, an individual who enters the office or school campus agitated or angry should immediately be escorted to a school office and be dealt with privately. When the adult is in your office, the following points should be covered:

- Discuss the need for reasonable dialogue and do not allow belligerent threatening, or profane dialogue to continue.
- Explain the need for the school to maintain a calm educational environment and the policies/laws available to ensure school personnel to be treated in a non-threatening fashion.

- Give the individual the choice of calmly explaining his/her position or to put concerns in writing so a follow up conference can be scheduled.
- If the individual's self-control is in question, include more than one adult in the meeting or ask the individual to return for an appointment when he/she is able to discuss the concern in a calm manner.

2) Individuals who have habitually confronted staff in a belligerent fashion:

- He/she should be notified, with witnesses present, that their behavior is disruptive, threatening, and unacceptable, and that if a dialogue is to continue on the campus, he/she needs to immediately gain control to himself.
- If the individual fails to do so, he/she must be directed to leave the campus. Inform the individual that a communication will be coming from the school to clarify future meetings or visitations. Assure the individual that he/she will be given the opportunity to share his/her concerns, but it will have to be in a calm environment.
- If the individual persists in a confrontational manner, contact 911 and direct the individual to leave the campus. Inform the individual that a Sheriff has been contacted to ensure the safety of the campus.
- If the individual appears to be irrational and not in complete control, the administrator or secretary should contact 911 without informing the individual. The administrator should maintain the situation until the Sheriff arrives.
- Upon either the departure of the individual or the arrival of the Deputy, the individual should be verbally notified that he/she is not to return to the campus without first contacting the Principal for an appointment.

3) Controlling Future Encounters:

Verbal communication to the individual in question should be handled immediately by phone or in person. State that his/her presence on the campus is viewed as disruptive to staff and/or students and that he/she is being denied access to the campus without prior approval from the Principal. All required school communications will be provided in written form or in a controlled environment, i.e., at the Central Office, special meeting, etc.

When you have an individual who continually causes problems on or around the school property, you may request that a Letter of Restricted Visitation be sent to the parent. Please follow the guidelines:

- Attempt to resolve the problem with the parent before seeking the letter as a resolution.
- Discuss the situation with your Director to determine if there are other ways to resolve the problem.
- A copy of the letter should be kept on file in the School's Office.

If future threatening communications or visitations should continue, a Sheriff's deputy will be dispatched to remove the individual from the campus. The Administrator will be expected to file appropriate charges and will attempt to obtain a restraining order to prevent future intrusions onto the school campus.

CONCLUSION:

The guidelines described are sequential and should be implemented at the least confrontive level. It is important to work with parents who can be calmed down and not assume that all angry adults are necessarily individuals who have a penchant for confrontations with those in authority. It is critical that site personnel work with their Director or other appropriate personnel to coordinate their efforts to assist in assessing both the history of the confrontational individual and the nature of each situation. Each individual situation is unique and requires flexibility and a controlled response from the staff members who are engaged in the situation.

INJURY AND ILLNESS PREVENTION PROGRAM

It is the policy of Golden Valley River Schools to maintain safe and healthful work environments. To achieve this goal, the School has developed an Injury and Illness Prevention Program (IIPP) as required by California Senate Bill 198 and implemented under the California Code of Regulations, Title 8, Chapter 4, Section 3203.

Accidents, for the most part, are avoidable. Therefore, the School believes that nearly all accidents are preventable. Safety is everyone's responsibility. We expect every administrator and employee to be personally concerned and motivated to maintain a safe working environment for all employees. Together, we can make a difference in the safety of our fellow co-workers and ourselves. Good safety habits reduce the possibility of injury for you and your co-workers, and all employees are responsible to be alert for and report any safety hazards.

Responsibilities

Each employee of Golden Valley River School has individual responsibilities regarding workplace safety and health. These responsibilities include:

School Principal

It is the responsibility of the Principal to develop procedures that ensure effective compliance with the IIP Program. The Principal is responsible for setting acceptable safety policies and procedures for each employee to follow and ensuring employees receive general and specific training. In addition, supervision carries the responsibility for knowing how to safely accomplish the tasks assigned to each employee, for purchasing appropriate personal protective equipment, and for evaluating employee compliance. The Principal will also:

- Enforce recommended safe work conditions and employee actions.
- Provide safety training to employees as appropriate.
- Consistently and fairly enforce all safety rules.
- Investigate all accidents and near-miss injuries to determine cause, and then take appropriate action to prevent repetition.
- Maintain equipment in safe operating condition.
- Inspect work areas often to identify unsafe conditions and work practices. At a minimum, Supervisors and Managers shall utilize self-inspection checklists on a consistent basis.

Administrative Staff

Administration will effectively execute their safety responsibilities by the following methods:

- Familiarizing themselves with the safety program and procedures for effective implementation
- Giving support to all programs and committees whose function is to promote safety and health.
- Being aware of safety considerations when introducing new procedures, tools or materials to the workplace.

Custodial/Maintenance Staff will be responsible for:

- Maintaining equipment in safe operating condition.
- Inspecting school buildings and grounds often to identify unsafe conditions.
- Being aware of safety considerations when introducing new procedures, tools or materials to the workplace.
- Custodial/Maintenance staff will report any unsafe conditions to the School Principal.

Employees

Immediate responsibility for workplace health and safety rests with each individual employee. Employees are responsible for following the established work procedures and safety guidelines in their area. Employees are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors. Specifically, their responsibilities include:

- Attending or participating in provided training and retraining programs.
- Following all School safety rules and regulations and applying safe work practices to all job tasks.
- Reporting safety hazards and unsafe conditions to the Principal.
- When appropriate, providing recommendations on how to eliminate or reduce a discovered safety hazard.

Compliance

Employees who fail to comply with Safety Rules will be subject to disciplinary action up to and including termination. For Safety Rule violations, disciplinary procedures may include:

- Verbal or written warning outlining the nature of the offense, counseling on how to improve performance, and consequences of failure to correct.
- Probation outlining nature of offense and putting employee on notice that another violation will result in additional disciplinary action, such as pay reduction, placement on temporary unpaid leave, or termination, depending on the severity and number of safety violations.

Communication

A communication system has been established at Golden Valley River School to encourage employees to inform their immediate supervisors regarding observed hazards.

Review of the Injury and Illness Prevention Program is provided for each new employee as part of their new employee orientation program. All employees are given a copy of this IIP containing the Safety Policy and Safety Rules established by Golden Valley River School. These rules are reviewed with the employee and indicate their understanding by the signing of the Safety Agreement.

Employees at Golden Valley River School are encouraged to inform their managers and supervisors about workplace hazards immediately without fear of reprisal.

Accident Investigation Program

An accident investigation will be conducted for all workplace accidents and hazardous substance exposures. It is the policy of Golden Valley River School that all injuries or illnesses be reported to the Principal or designee immediately after the accident/exposure occurs. "Near accidents" should also be reported as they can indicate possible unsafe conditions or procedures.

Investigation

The Principal or designee will be responsible for investigating all accidents promptly and thoroughly. The appropriate form will be completed and returned to the school office within 24 hours of a reported incident. The investigations will include, but not be limited to, the following:

Interviewing injured employees and witnesses immediately

- Examining the workplace for factors associated with the accident/exposure
- Determining the cause of the accident/exposure

- Taking corrective action to prevent the accident/exposure from recurring
- Recording the findings and actions taken on the appropriate form.
- To ensure timely accounting for Workers' Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form available in the school office.

Record Keeping

A copy of the Injury and Illness Prevention Program is located in the school office. To ensure the critical elements of the IIPP are being implemented, the following records will be kept on file:

- Records of hazard assessment inspections
- Records of safety and health training
- Documentation of accident/exposure investigations and corrective action taken
- Records of safety communication such as safety meetings, newsletters, posted or written notification of safety policies, and anonymous information from employees.

Workplace inspection records shall be kept for all scheduled, periodic inspections. These records will include at minimum:

- Date of inspection
- Work areas inspected
- Name of person(s) conducting the inspection
- The unsafe conditions and work practices which have been identified
- Action taken to correct the identified unsafe conditions

Personnel records shall be kept for all scheduled, periodic training opportunities. These records will include at minimum:

- Employee name
- Date of training
- Type of training provided
- Training instructor

INFECTIOUS DISEASE

Precautions to Prevent the Spread of Infectious Diseases in the School Setting

Because of the concern generated by AIDS/HIV infection, the California Legislature has mandated that schools inform their employees annually about appropriate methods for preventing the spread of ALL infectious diseases with specific suggestions about AIDS/HIV and Hepatitis B infections (Health & Safety Code, Part 1 of Division 1, Section 199.81).

Questions related to infectious diseases should be directed to your personal physician, the County Health Department or the District Health Services (971-7643).

Universal Precautions

Universal Precautions are precautions used in all situations and not limited to use with individuals known to be carrying a specific virus such as HIV or the virus causing Hepatitis B. In the school setting, those precautions should include handwashing, using gloves, careful trash disposal, using disinfectants, and modifications of cardiopulmonary resuscitation (CPR).

It is critical that universal precautions be used in every instance when handling blood and body fluids because (1) for legal reasons related to confidentiality, there is no requirement that health officials notify school authorities of the results of blood tests for antibody to the AIDS virus, (2) there may be situations where we do not know that a person is infected, and (3) we should not wait until we encounter an identified infected student or adult before practicing infectious disease prevention techniques.

The term "body fluid" includes blood, semen, vaginal secretions, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions (such as nasal drainage) and saliva.

Handwashing

1. Thorough handwashing is the single most important factor in preventing the spread of infectious diseases and should be practiced routinely by all school personnel and taught to students as routine hygienic practice.
2. All staff should wash their hands in the following circumstances:
 - a) Before handling food, drinking, eating or smoking.
 - b) After toileting.
 - c) After contact with body fluids or items soiled with body fluids.
 - d) After touching or caring for students, especially those with nose, mouth or other discharges.
3. Scheduling time for students to wash hands before eating is suggested to encourage the practice.
4. How to wash hands: Wet hands with running water and apply soap from a dispenser. Lather well and wash vigorously for 15 to 20 seconds. Soap suspends easily removable soil and microorganisms, allowing them to be washed off. Running water is necessary to carry away dirt and debris. Rinse well under running water with water draining from wrist to fingertips. Leave water running. Dry hands well with a paper towel and then turn off the faucet with paper towel. Discard the towel.
5. Classroom instruction about proper handwashing can be integrated into health instruction at all grade levels.

First Aid Involving Body Fluids and CPR

1. Avoid direct skin contact with body fluids. If direct skin contact occurs, hands and other affected skin areas should be washed with soap and water immediately after contact has ended.
2. Disposal single use gloves should be used when contact with body fluids is anticipated (such as bloody nose, diapering). Gloves should be standard components of first aid supplies in the schools so that they are readily accessible for emergencies and regular care given in school health/offices.

3. Devices that prevent backflow of fluids from the mouth of a victim being given CPR should be used by rescuers in the school setting. These devices are available through local medical supply companies.

4. Any soiled clothing should be placed in a plastic bag, sealed and placed in a second plastic bag labeled with the student's name. Send home with student.

Trash Disposal

1. Place soiled tissues, pads, gauze bandages, towels, etc., into a plastic bag and tie or seal the bag. Place it in a second bag and leave unsealed.

2. If needles, syringes, or lancets are used in the school setting, arrange for a puncture-proof container. Place intact needles and syringes in the designated container. Do not bend or break needles. Do not recap needles.

Using Disinfectants

1. Environmental surfaces contaminated with body fluids should be cleaned promptly with disposable towels and approved disinfectant. Disposal gloves should be worn. Disposable items should be discarded in a plastic-lined wastebasket. Mop solution used to clean up body fluid spills should consist of the approved disinfectant. Used mops should be soaked in this solution 30 minutes and rinsed thoroughly before reusing.

2. After clean up, remove gloves and wash hands.

3. If carpet is soiled, clean up immediately and disinfect with district approved disinfectant.

What is AIDS/HIV Infection?

AIDS (Acquired Immune Deficiency Syndrome) is the advanced stage of HIV (Human Immunodeficiency Virus) infection. The virus attacks the body's immune system, leaving it vulnerable to life-threatening opportunistic infections and malignancies. The virus also may directly attack the central nervous system. Persons infected with HIV frequently have no apparent symptoms and usually appear to be in good health. more than half of the persons in the United States who have been diagnosed to have AIDS (the advanced stage of HIV infection) have died.

How is HIV Infection Spread?

Everyone infected with HIV, even a person without apparent symptoms, is capable of transmitting the infection. HIV infection is transmitted by:

1. Any sexual activity involving direct contact with semen, blood or vaginal secretions of someone who is infected.
2. Sharing intravenous (IV) needles and/or syringes with someone who is infected.
3. Penetrating the skin with needles that have been used to inject an infected person.
4. Direct contact on broken skin with infected blood.
5. Receiving blood transfusion or blood products from someone who is infected (a screening test has been used since 1985 that has reduced this risk to 1 in 68,000 in California, AIDS Update, December 1988).
6. Being born to an infected mother.

What is Hepatitis B?

Hepatitis B is an infection of the liver caused by a virus present in blood and other body fluids of infected persons. Less than 50% of persons who become infected show symptoms of illness. The symptoms include fatigue, mild fever, muscle or joint aches, nausea, vomiting, loss of appetite, and abdominal pain. In some patients the urine turns dark and the skin becomes yellow. The onset of symptoms may appear six weeks to six months after becoming infected with the virus. Death is uncommon in Hepatitis B, but five to ten percent of those infected become long-term virus carriers. Up to 25% of carriers may develop serious chronic liver disease.

How is Hepatitis B Spread?

An infected person can transmit Hepatitis B as long as the virus remains in the blood. Transmission may occur as early as four weeks before any symptoms occur. A small number of people will carry the virus in their blood for years and are known as chronic carriers. Hepatitis B is transmitted by:

1. Sexual activity involving semen, blood, or vaginal secretions.
2. Sharing with someone who is infected, unsterile instruments used to penetrate the skin such as those used for tattooing, ear piercing, and razors.

3. Sharing intravenous (IV) needles and/or syringes with someone who is infected.
4. Direct contact of infected blood with mucous membrane of the eye or mouth.
5. Direct contact of infected blood with broken skin (e.g., cuts).
6. Accidental needle sticks with needles containing blood from a virus carrier.
7. Being born to an infected mother.

Sacramento County Department of Health and Human Services
Guidelines for Common Communicable Diseases

Brief rules regarding exclusion from school of ill pupil and contacts:

<u>Disease</u>	<u>Ill Pupil</u>	<u>Family Contact</u>	<u>Classroom</u>
Chickenpox	Until 6 days after the appearance of the first crop of blisters.	No Exclusion	No Exclusion
Conjunctivitis (Pink Eye)	May return 24 hours after antibiotic treatment.	No Exclusion	No Exclusion

Encephalitis	Release by physician	No Exclusion	No Exclusion
Fifth Disease (Erythema Infectiosum)	Exclude if fever. Not contagious after appearance of rash.	No Exclusion	No Exclusion
Head Lice	Children can be readmitted after treatment. Encourage nit removal.	Should be examined.	Should be examined.
Hepatitis A	Until 7 days after onset of jaundice.	No Exclusion	No Exclusion
Hepatitis B	Until 7 days after onset of jaundice.	No Exclusion	No Exclusion
Impetigo (staph, strep skin infections)	Until treatment begins. Cover area if oozing.	No Exclusion	No Exclusion
Measles (Rubella)	Until clinical recovery but no earlier than 4 days after onset of rash.	No Exclusion	No Exclusion
Measles (Rubeola, Hard, 10 days)	Until clinical recovery but no earlier than 4 days after onset of rash.	No Exclusion if immunized	No Exclusion if immunized
Meningitis, Bacterial	Until release by physician.	No Exclusion: Observe for symptoms.	No Exclusion
Meningitis, viral	Until release by physician.	No Exclusion	No Exclusion
Mononucleosis	Until release by physician.	No Exclusion	No Exclusion
Mumps	Exclude for 9 days from onset of swelling.	No Exclusion	No Exclusion
Pin worms	Until treated.	No Exclusion	No Exclusion
<u>Disease</u>	<u>Ill Pupil</u>	<u>Family Contact</u>	<u>Classroom</u>
Ringworm (body or scalp)	Until treated with topical regimen or a NEGATIVE culture if on systemic therapy alone.	No Exclusion	No Exclusion

Streptococcal Infections (Scarlet Fever, Strep Throat)	Until treated or symptoms have disappeared. May be readmitted on physician release.	No Exclusion	No Exclusion
Scabies	Until treated. Itching may persist and is not a sign of infection. Elimite is treatment of choice.	No Exclusion	No Exclusion
Salmonella – Shigella	Any child having a confirmed diagnosis shall not return to school until asymptomatic. If a child is asymptomatic and still has a positive culture, he/she may return to school following the nurse's instruction on good hand washing and personal hygiene.	No Exclusion	No Exclusion
Whooping Cough	Exclude for a minimum of 5 days during antibiotic therapy. Must bring physician's release.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.
Whooping Cough	Exclude for a minimum of 5 days during antibiotic therapy. Must bring physician's release.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.	Should be EXCLUDED for 14 days if not immunized or 5 days while on antibiotics.
Hand, Foot, & Mouth	Exclude if fever or vesicles in mouth.	No Exclusion	No Exclusion



VOLUNTEER POLICY

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

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

Definitions

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

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

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

Volunteer Supervision, Behavior, and Responsibilities

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

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



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

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

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

Confidentiality and Student Records

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

Tuberculosis (TB) Clearance

Per California Health and Safety Codes 1597.005; 121525; 121545; 121555 and California Ed Code 49406; 87408.6, school volunteers must be screened through a risk assessment and/or tested and cleared for tuberculosis by a health care provider. This clearance must be obtained every four years. Transfer of certification done within the past four years with another school district is acceptable. Volunteers must provide evidence that negative TB results are current (within four years). An X-ray of the lungs shall be required if the intradermal test is positive. . If the X-ray indicates positive results, the volunteer will not be permitted to participate in any activities involving school children during school hours or for school-sponsored events after school hours. The cost of obtaining such certification is the responsibility of the volunteer. If a potential volunteer has questions or concerns about this process, they should contact their School Principal.

Background Check via Live Scan Process

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



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

Volunteer Chaperone Drivers for Field or Athletic Trips

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

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



VISITOR'S POLICY

(Approved by the Board of Trustees 04/10/2019)

GVCS shall post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements, penalties for refusing to leave school grounds, and any other announcements required by the local law enforcement agency in order to pursue the arrest of persons found loitering or trespassing.

Immediately upon entering any school building or grounds when school is in session, any person who is not a student of the school, school staff employee, or a school district employee shall report and register their presence and the reason for visiting the school to the office and register. At time of departure, they are to sign out of the registration log. Any person the principal or designee asks to leave school grounds shall promptly comply. Registration is not required when picking up or dropping off students immediately before or after school session.

Any visitor who fails to register within a reasonable time after entering the school grounds, who fails to leave upon request of the principal or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to the law (California Education Code 32210, 32211, 44810, 44811).

All staff members should watch for strangers on school grounds and ask such persons if they have registered in the school office. Staff shall inform the principal or designee when anyone is present who refuses to comply with the registration requirement.

Any possession of unauthorized dangerous instruments, weapons or devices shall be reported immediately to the principal or designee and may be reported to the local law enforcement agency.

Any person who complies with the principal or designee's request to depart from school grounds may appeal to the Board of Trustees, designee, or principal. The written request for a hearing must be made within five days after the person's departure from school and must state why the request to depart was improper. The request also must provide an address to which a hearing notice may be sent. Upon receipt of the request for a hearing, the Board, designee, or principal shall mail a notice of the hearing to the person requesting it. The hearing shall be held within seven days after receipt of the request.

The Board shall consider and decide the matter at the next regular public Board meeting for which it can be placed on the agenda. The Board's decision shall be final.



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



GOLDEN VALLEY
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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.

SAFETY APPENDIX



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

SAFETY APPENDIX



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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

SAFETY APPENDIX

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION,
AND BULLYING POLICY**

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

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Golden Valley Charter Schools ("GVCS" or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. This policy will supersede all previous policies on these topics.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GVCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GVCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, GVCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GVCS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. GVCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.



Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

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

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq.*; 34 C.F.R. § 106.1 *et. seq.*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by GVCS.

GVCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by GVCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible

impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

GVCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

GVCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

GVCS informs Charter School employees, students, and parents/guardians of GVCS’s policies regarding the use of technology in and out of the classroom. GVCS encourages

parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

GVCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GVCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GVCS and encourages students to practice compassion and respect each other.

GVCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

GVCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GVCS informs GVCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

GVCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GVCS employees who have regular interaction with pupils.

GVCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem



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GVCS also informs certificated employees about the groups of students determined by GVCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GVCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GVCS’s students.

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

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

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

GVCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

GVCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GVCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the



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complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment, discrimination, intimidation or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

5. Right of Appeal

Should the reporting individual find the Coordinator’s resolution unsatisfactory, he/she may follow the GVCS Dispute Resolution Process.



**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize GVCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by GVCS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____



SUICIDE AWARENESS AND PREVENTION POLICY
(BOT Approved 2022.02.09)

Golden Valley Charter Schools (GVCS) recognizes that suicide is a leading cause of death among youth, and that an even greater amount of youth consider suicide (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention through collaboration between home and school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create safe and nurturing campuses that minimize suicidal ideation in students.

Recognizing that it is the duty of GVCS to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including providing adequate supports for students, staff, and families affected by suicidal ideation, suicide attempts, and loss.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Executive Director or Designee will develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

Golden Valley Charter Schools’ Suicide Awareness and Prevention Policy shall involve school-employed mental health professionals, administrators, other school staff members, parents/guardians/caregivers, students, and appropriate community organizations in planning, implementing, and evaluating the school’s strategies for suicide prevention and intervention.

The Executive Director will ensure policies regarding suicide prevention are properly adopted, implemented, and updated. Each Golden Valley school (GVOS, GVRS, and GVTS) will have a Suicide Prevention Point of Contact (SPPOC). The Suicide Prevention Point of Contact will



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be the school principal. The SPPOC will coordinate and implement suicide prevention activities for their school. The SPPOC may designate the school psychologist to carry out these activities. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, GVCS along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

B. Suicide Prevention Training and Education

GVCS will provide training in the mental health model of suicide prevention for all school staff members and will be implemented as follows:

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-appointed mental health professionals (e.g., counselors, psychologist) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- All GVCS staff will participate in a minimum of one-hour general suicide prevention training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) and will include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate suicide risk assessment referral;



- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- The impact of traumatic stress on emotional and mental health;
- Common misconceptions about suicide;
- School and community suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on GVCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on GVCS guidelines;
- GVCS-approved procedures for responding to suicide risk. Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- GVCS-approved procedures and protocols for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Resources regarding youth suicide prevention;
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth with a history of suicidal ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;



- Youth who have suffered traumatic experiences

C. Employee Qualifications and Scope of Services

Employees of GVCS and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to take action in attempt to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals and administrator employed by GVCS.

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers will be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the GVCS Suicide Awareness and Prevention Policy.
- This suicide prevention policy shall be prominently displayed on GVCS's Webpage and included in annual notification of policies.
- Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy through meetings of the Board of Trustees' public comment period or private conversation with their school principal.

F. Student Participation and Education

Under the supervision of school-employed mental health professionals, at-risk students and seventh and eighth grade students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:



- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula such as middle school health class.

Intervention, Assessment, Referral

A. Staff

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the school Principal (aka, Suicide Prevention Point of Contact (SPPOC)) and the school psychologist. The SPPOC or designee will follow GVCS's Suicide Prevention Protocols and Suicide Risk Assessment Process.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Students experiencing suicidal ideation shall not be left unsupervised.
- A suicide risk assessment referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Executive Director or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A suicide risk assessment referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students



Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement

GVCS shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
 - An Exchange of Information between the students' mental health treatment provider and the School will be requested from the parent/guardian/caregiver
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the SPPOC (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care.
- An SST, 504, or IEP meeting will be scheduled if applicable

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the Principal or Designee;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;



- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- If appropriate follow GVCS Suicide Prevention Protocols and Risk Assessment;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of GVCS property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for a re-entry plan to school.

G. Supporting Students after a Mental Health Crisis



It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmentally to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Schedule an SST, 504, or IEP team meeting prior to re-entry
- Obtain a written release of information signed by parents/guardians/caregivers and providers, and when appropriate mental health providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);



- Offer Independent Study if the student needs time to transition back to in person school
- Trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in a safety plan.

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Executive Director shall ensure that each school site adopts a plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Postvention Response Plan needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall include the following:
 - School Administrator shall confirm death and cause;
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the GVCS Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).



- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

LOW	MODERATE	HIGH
• No suicide ideation	• Suicide ideation	• Suicide ideation with high frequency
• No immediate crisis	• Immediate crisis	• Immediate and/or prolonged crisis
• Feels slightly down	• Feels moderately sad and distressed	• Feels high level of sadness/distress
• Hopeful for change/future	• Limited hope for change/future	• Hopelessness about future
• No suicide plan	• Developing suicide plan	• Detailed plan, intent to act, lethal means
• No prior suicide attempts	• Suicide attempts, low lethality	• Previous attempts, one high-lethality or many low to moderate lethality
• Resources available	• Some resources, low effectiveness	• Ineffective or no resources
• No "High Risk Group" factors*	• "High Risk Group" 1 – 2 factors	• "High Risk Group" 3 – 4 factors
# of checks:	# of checks:	# of checks:

*High Risk Group = mental or physical health issues, drug and/or alcohol abuse, LGBTQ youth, hx suicide in family/friends, hx of risky/impulsive behavior

Ultimately, the decision for intervention level is based on professional judgement and consultation. This matrix is a guide.

Interventions:

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

Follow-up and Notes:

- Parents contacted Yes No Time: Location:
- Advise to restrict means
 - Advise as re-entry as appropriate
 - Contact not warranted at this time due to lack of perceived risk and information presented. Confidentiality maintained.
- Resources:
- Crisis card with 24 hour Crisis Line 756-5000
 - YCMH Provider Guide as appropriate
 - www.suicidepreventionyolocounty.org
- | | | | |
|---------------------------------------|-----|----|-----|
| Safety Plan? | Yes | No | N/A |
| Re-Entry Meeting? | Yes | No | N/A |
| <i>Nurse and psychologist invited</i> | | | |
| Release of Information? | Yes | No | N/A |
| Contagion Risk? | Yes | No | N/A |
- Consultation
- Other District mental health professional: _____
 - Admin, teachers, nurse (as appropriate)
- Note taking
- Visit Maintenance
 - CPS/other agency
 - Prevention and Crisis manager notified



Student Transportation Policy

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

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

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

Employees or Volunteers

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



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

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

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

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

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

Grade: _____ Class: _____

Print Name: _____

Sign: _____ Date: _____
Employee or Volunteer

Complete: _____ State _____
Driver’s License #



STUDENT TECHNOLOGY POLICY

Board Approved 2/8/2017

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

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

Educational Purpose

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

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

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

Notice and Use

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

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



Safety

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

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

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

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

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



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

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

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

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



Golden Valley Charter Schools (GVCS) is an equal opportunity employer and is committed to providing a work environment free of harassment, discrimination, retaliation and disrespectful, bullying, or other unprofessional conduct based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin (including language use restrictions and possession of a driver's license issued under Vehicle Code section 12801.9), ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation.

It also prohibits discrimination, harassment, disrespectful, bullying or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

In addition, the school prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates GVCS' anti-harassment/discrimination and retaliation policy.

Harassment Prevention

GVCS's policy prohibiting harassment applies to all persons involved in the operation of the school. GVCS prohibits harassment, disrespectful, bullying or unprofessional conduct by any employee of the school, including supervisors, managers and co-workers as well as parents, vendors, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and any other persons with whom you come into contact while working.

Prohibited harassment, disrespectful, bullying or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy.

Prohibited harassment is not just sexual harassment but harassment based on any protected category.

No Discrimination

GVCS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the school's operations. The school prohibits unlawful discrimination against any job applicant, employee, volunteer, unpaid intern or independent contractor by any employee of the school, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations as defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, the school is not obligated to disclose the wages of other employees.

No Retaliation

GVCS will not retaliate against you for filing a complaint or participating in any workplace investigation and will not tolerate or permit retaliation by management, employees or co-workers.

Reasonable Accommodation

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

Complaint Process

If you believe that you have been the subject of harassment, discrimination, retaliation or other prohibited conduct, report your complaint to your supervisor or to: any other school administrator, the HR Manager, Executive Director, or the business manager as soon as possible after the incident. You can bring your complaint to any of these individuals. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the HR Manager. Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It is preferred that you report your complaint in

writing, but this is not mandatory.

The School encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy as soon as possible so that your complaint can be resolved in a fair and timely manner.

You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) who will investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the HR Manager of the school so GVCS can resolve the complaint.

When the school receives a complaint of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The school will reach reasonable conclusions based on the evidence collected.

The school will maintain confidentiality to the extent possible. However, GVCS cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the school determines that harassment, discrimination, retaliation or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The school also will take appropriate action to deter future misconduct.

Any employee determined by GVCS to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

Confirmation of Receipt of Anti-Harassment, Discrimination and Retaliation Prevention Policy

I have received my copy of GOLDEN VALLEY CHARTER SCHOOLS' Anti-Harassment, Discrimination and Retaliation Prevention Policy. I understand and agree that it is my responsibility to read and familiarize myself with this policy.

I understand that GVCS is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

Employee's Signature: _____

Employee's Printed Name: _____

Date: _____

NEW AND REVISED POLICY

(Approved by the Board of Trustees 2018.11.14)

Purpose

This policy sets forth guidelines and directions related to the discussion and approval of new policies and revisions to existing policies.

Introduction

The basic process for introducing, discussing and ultimately approving both new and revised policies consists of a "three reading" approach; each such new and revised policy is placed on the Board of Trustees agenda three times. The process is detailed below.

First Reading

- The first reading presents the initial draft of the new or revised policy. It is informational in nature and is agendaized under the **Information/Discussion Items** section of the agenda.
- The primary purpose of the first reading is to allow Board members to review new and revised policies well in advance of voting on them and to afford faculty and parent representatives an opportunity to submit such policies to their constituencies for comment.
- Comments should be submitted in writing to the Board at least two weeks in advance of the next Board meeting. Such comments will be considered for possible inclusion.

Second Reading

- The second reading presents a second draft and is agendaized under the **Discussion/Action Items** section of the agenda.
- A summary of comments received is included with the draft.
- If no comments are received from outside parties prior to this second reading, the third reading may be omitted by agreement of the Board and the policy then may be considered for adoption.

Third Reading

- The third reading presents a final draft and is agendaized under the **Consent Agenda** section of the agenda.
- A summary of comments received is included with the draft.
- At this point, the policy is considered for adoption.

Policy Review

All approved policies are reviewed periodically. The purpose of these reviews is threefold:

- To ensure that policies and current practice are aligned
- To confirm that policies comply with current district policies and state law
- To consider comments and suggestions that have been made since the last periodic review

This policy supersedes all previous policies related to new and revised policies.

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

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

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, 15 days
- For pupils in grades four through eight, 15 days

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete 4 missed assignments during any period of 15 days or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),
 - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),
 - The English learner reclassification rate,
- Pupil engagement, as measured by all of the following, as applicable:
 - School attendance rates,

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

- Chronic absenteeism rates, and
- Middle school dropout rates.
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher,

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Tiered Reengagement: For all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week or 10 percent of required instructional time for over four continuous weeks of the school's approved instructional calendar, who are not participatory in mandated live interaction or synchronous instruction for more than three school days or for more than 60 percent of the scheduled days of synchronous instruction in a school month, and/or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the recording of absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study,

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.

Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days.

Written Agreements: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated, and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.

INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-



INDEPENDENT STUDY POLICY
(Approved by the Board of Trustees October 13, 2021)

parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

For the 2021-22 school year only, written agreements may be completed and signed as provided above no later than 30 days after the first day a pupil commences independent study.

Homeless Education Policy

(Approved by the Board of Trustees on September 11, 2019)

The Governing Board of Golden Valley Charter Schools (the “Charter School”) desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student’s status as homeless.

I. Definitions

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last enrolled when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student’s parent(s) or guardian(s), or is not in the best interest of the student.
- In determining the best interest of the child or youth, the School shall:

- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

II. Homeless Liaison

The School's homeless liaison is: Caleb Buckley, EdD, Executive Director, 916-597-1477. The School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth enroll in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including Head Start programs (including Early Head Start Programs) and **[if applicable]** early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;



- Ensure that enrollment disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are enrolled in school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

III. Enrollment

All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paper work. Upon enrollment, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

Enrollment Disputes and the Dispute Resolution Process

If a dispute arises over enrollment in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which enrollment is sought, pending resolution of the dispute. “Enrolled” means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School’s decision regarding enrollment, including the rights of the parent, guardian or unaccompanied youth’s appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE’s homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating enrollment in the Charter School within ten working days of receipt of the materials.

IV. Transportation

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.



V. Comparable Education Services

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- **[If applicable]** Transportation
- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- **[If applicable]** Programs in career and technical education
- Programs for gifted and talented students
- School nutrition programs



GRIEVANCE POLICY

(Approved by the Board 2016.11.09)

Purpose

The purpose of this policy is to provide guidelines and directions for the resolution of grievances.

In this regard, the objective is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner.

Scope

This procedure deals with grievances which are not covered by other established school policies. Such conflicts are often interpersonal in nature and usually fall into one of the following categories:

Parent conflicts with another parent, a teacher, a student, or a staff member

Teacher conflicts with another teacher, a parent, a student, or a staff member

Student conflicts with another student, a parent, a teacher, or a staff member

Staff member conflicts with another staff member, a parent, or a teacher

Note that grievances involving established school policy are routinely referred to and handled by the school principal and/or the appropriate school committee. This grievance policy is intended to apply to situations which are not to be addressed pursuant to other established policies. In cases where it is unclear whether this grievance policy should apply or another policy should apply, the principal shall make the determination.

Background

Disagreement may arise in any community. Such differences are an inevitable consequence of human interaction. In a majority of these situations, the parties involved resolve the problems. This procedure is designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences.

Responsibility for Grievance Procedure

The Board of Trustees (Board) ultimately is responsible for ensuring that the process for resolution of grievances is followed. Authority for the process is routinely delegated as described below.



Basic Principle

There are five levels of conflict resolution, each to be followed in the order listed below. Ideally, grievances should be resolved at the lowest level possible. The school principal/supervisor, at his/her election, may elect to be present during any level of the resolution process after Level 1, as may the executive director, or Chairperson of the Board of Trustees or another member of the Board of Trustees designated by him/her.

Levels of Resolution

Level 1: Direct Resolution

The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance. Unless there is a bona fide safety concern, an attempt at direct resolution is to be made prior to requesting administrative resolution.

Level 2: Administrative Resolution

The administrative resolution process consists of a meeting between the parties involved with the school principal/supervisor in attendance. At least one of the involved parties must request administrative resolution in writing and state explicitly that it is being requested under Level 2 of the school grievance policy.

An attempt at administrative resolution is to be made prior to requesting mediated resolution. Should the conflict involve the school principal/supervisor as an interested party, this level should be skipped and level 3 below should be initiated.

Level 3: Mediated Resolution

The mediated resolution process consists of a meeting or meetings between the parties involved with the executive director. At least one of the involved parties must request mediated resolution in writing and state explicitly that it is being requested under Level 3 of the school grievance policy.

In those cases, in which the matter is not resolved to the satisfaction of the parties involved, an appeal may be made to the conflict resolution committee. The appeal must be in writing and must be submitted to the school principal and executive director within ten (10) business days after conclusion of the mediation.

An attempt at mediated resolution is to be made prior to requesting resolution through the conflict resolution committee. Should the conflict involve the executive director as an interested party, this level should be skipped and level 4 should be initiated.

Level 4: Conflict Resolution Committee

Formal resolution consists of the submission of the particulars of the matter to the conflict resolution committee. The submission consists of a written narrative by all the parties, including the principal/supervisor and the executive director.



The conflict resolution committee is an advisory committee to the Board of Trustees. It consists of three members, one each from the Board of Trustees (who serves as chair), a faculty member appointed by the Board, and a parent appointed by the Board. The members are appointed by the Board of Trustees and serve a two-year term.

Ideally, the committee members will either be experienced in conflict resolution training or encouraged to participate in conflict resolution training.

If any party feels a member of the committee cannot serve due to a conflict of interest, their concern may be submitted to the Board of Trustees and an alternate will be appointed if determined by the Board to be beneficial or necessary.

The committee will review the written submissions. In addition, it may request interviews with any or all of the parties.

The decision of the conflict resolution committee is final unless the matter is appealed to the Board of Trustees and the Board agrees to hear the matter.

Level 5 Board of Trustees

Within fourteen (14) business days after final action is taken by the conflict resolution committee, any involved party may file a written appeal to the Board. The Board shall decide at its next regular meeting whether to hear the matter and set a date for hearing. If it chooses not to hear the matter, the decision of the conflict resolution committee shall be final. If the Board hears and decides the matter, the decision of the Board shall constitute the final decision of the school.

A dissatisfied party may have the right to seek a hearing before the body governing the school and/or may have other avenues of legal redress.

Exceptions

This procedure is designed to moderate the effects of and to assist in the resolution of all of the types of conflicts listed above. An exception will normally be made in the case of student conflicts with other persons and student conflicts with students. In those cases, every effort will be made to resolve the conflict at levels 1 or 2, with deference to the expertise and opinion of the teacher and principal and/or the matter may be subject to one or more other policies of the school. In such cases, the executive director is authorized to determine whether the matter should be resolved through the further levels of this grievance policy.

This policy supersedes all previous policies related to grievances.



FIELD TRIP POLICY

(Approved by the Board on 01/16/2019)

Class field and study trips away from the school site are considered a regular part of the instructional program and are designed to meet the educational and/or social needs of a particular class. School-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interest among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board of Trustees believes that careful planning can greatly enhance the value and safety of such trips.

Off-Campus Field Trips and Athletic Events

1. Off-Campus student trips for the purpose of educational enrichment or athletic competition are considered field trips or athletic events.
2. The principal shall approve all off-Campus Field Trips or Athletic Events. The principal shall not approve activities, which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.
3. All field trip destinations involving out-of-state travel shall require the prior approval of the Board of Trustees. The principal may approve other trips that are out of state but within a 50-mile radius of a school site or pre-approved locations designated by the Board of Trustees.
4. The principal shall ensure that teachers develop plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips as well as a careful fiscal plan for each trip. Other school employees and parent/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings. The teacher will be in charge of all aspects of the trip while away from school.
5. In advance of a field trip, teachers shall determine educational objectives, which relate directly to the curriculum. Teachers also shall provide appropriate instruction before and after the trip.
6. The ratio of adults to students on school-sponsored trips that require motorized transportation and/or are overnight events (i.e.: camping on the school grounds) shall be at least one to five. The ratio of adults to students on walking field trips shall be at least one to ten.
7. School personnel, adult chaperones and the children in the class may participate in the field trip. Children who are not enrolled in the class may not participate in class field trips.
8. Students must have written parental permission in order to participate in trips requiring transportation. (CA Education Code 35350). Parents will assure all documentation of any medical information, allergy, or diet restrictions.



9. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip. Teachers will provide the office with a list of students participating in the trip, absent students and nonparticipating students (with the name of an alternate teacher responsible for students not attending the field trip) prior to departure.
10. No student shall be prevented from access to the field trip because of lack of sufficient funds (CA Education Code 35330)
11. Parents shall be notified in advance of all Field Trips to allow time for financial planning and gathering of supplies. Guidelines for costs and timelines shall be designated by Administration.
12. Regarding the 8th Grade Field Trip: the total length of the trip is not to exceed seven days, Ideally, it is arranged so that the trip only involves five school days and students have one day rest before returning to school. The principal has discretion to approve the dates and length of the trip, within these parameters. Class parents do not attend this trip unless no other suitable chaperones can be found, and then with the principal's approval.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (CA Education Code 32040, 32041). All chaperones and students will be made aware of the designated person holding the first aid kit. All emergency contact information, medical information, allergy, and diet restrictions shall be kept accessible and immediately available by the teacher, employee, or agent of the school.
2. Any field trip into an area which is commonly known to be infested by poisonous snakes shall have a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites (CA Education Code 32043). All students and adults on the trip shall be informed of the attending adult(s) who is First Aid Certified.
3. Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For chaperones that will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip.

Supervision

1. Students on approved trips are subject to all school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide all adult chaperones that accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be assigned a prescribed group of students and shall be responsible for the supervision of these students' activities.



5. Drivers/Chaperones shall abide by the Adult Code of Conduct, Volunteer Policies, and Chaperone Agreement.
6. Drivers/Chaperones must follow the route prescribed by the teacher.
7. Drivers/Chaperones will be cleared through the Live Scan process.
8. Drivers/Chaperones will provide a copy of their DMV record, required insurance coverage, and TB clearance.
9. Teachers and Chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
10. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor whenever possible.
11. The principal may exclude from the trip any person whose presence on the trip would pose a safety or disciplinary risk.

Trips that include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advance.
2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones of one to five ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
3. Swimming Activities:
 - a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.
 - b. The teacher, employee, or agent of the school shall inspect swimming facilities for safety hazards. Any hazards will be remedied or mitigated before commencing with swimming or wading, per the teacher, employee, or agent of the school.
 - c. Lifeguards must be designated for all swimming activities. Lifeguards must be Red Cross certified or equivalent and must be at least 18 years old.
 - d. The ratio of the adult chaperones to students shall be at least one to five.
 - e. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
 - f. Emergency procedures shall be included with the written instructions to adult chaperones and staff.
 - g. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim.
 - h. A buddy system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

ELECTRONIC MEDIA POLICY

Board Approved 2/08/2017

This policy for navigating the electronic media world is intended to create an atmosphere of trust and individual accountability, while keeping in mind that information published by Golden Valley Charter Schools (“GVCS”), our faculty, staff, parents, and/or students is a reflection and extension of the entire school community. Online behavior must reflect the same high standards that one is expected to show on school premises. What is inappropriate in person is inappropriate online.

For purposes of this policy, Electronic Media (“EM”) refers to: Social Media (Facebook, Twitter, LinkedIn, etc.), internet research, cell phones, electronic mail (email), blogs, photo and video sharing, You Tube, podcasts, Wikis, PowerPoint presentations, digital movies, Instant Messaging and any other new technologies that are accessible in the public domain.

When using EM please remember to exercise consideration, respect and discretion at all times. Be mindful that what is published will be public for a long time. Understand that the online world creates an atmosphere where the lines between public and private, professional and personal are often blurred. Please carefully review the privacy settings on any social media or networking sites that are being used. GVCS accepts no liability for public opinion posted by the parent community.

The following policy applies to all GVCS employees, independent contractors, volunteers, interns, and School Leadership (hereinafter collectively referred to as “GVCS Representatives”). For purposes of this policy, “School Leadership” includes, but is not limited to: members of the Board of Trustees, Golden Valley Educational Foundation Board (“GVEF”) members, and Parent Circle (“PC”) Officers and Representatives.

Personal and Professional Boundaries When Using EM. All GVCS Representatives must comply with the following (to the extent applicable):

- Class Teachers of 7th and 8th grade may have electronic communication with their students about school-related business only. Teachers must include parents on all electronic communication with students (“cc-ing” on emails, etc).
- If a Class Teacher and Principal approve an adult/student mentoring program, then Class Teachers, parents and the Principal must all have access to all email correspondence between the adult mentor and the student.
- GVCS Representatives **must not** post identifying information on pornographic, exploitive or illegal EM. Violent sites, torture sites or any other questionable sites should be approached only with extreme caution.
- When GVCS Representatives choose to post information regarding GVCS on blogs, discussion boards, and social media sites, they must clearly identify themselves and state that their personal views do not represent the views of GVCS.
- Only safe and school appropriate sites may be visited from any computer on campus.



- When using personal laptops or other electronic devices (including but not limited to smartphones) on campus, sites deemed inappropriate at school must not be visited.
- Individuals are personally responsible for the sites visited and content published online. However, if someone is a parent as well as an employee, he/she must follow these regulations in his/her role as an employee.
- If someone is a parent as well as an employee, they may not use their GVCS email for communications as a parent.
- There is no expectation of privacy if there is an urgent purpose for GVCS administrators to access employee communications via email.

Classroom / Campus/School Business

(Pertains to all Kindergarten, Grades, Educational Support and Specialty classes)

All EM used in the classroom must be cleared through the Principal

- Employees must model proper use of EM when incorporating it into the classroom environment.
- If using EM in the classroom, the teacher must ensure the safety of all students involved.
- Teachers must monitor all websites used by students in the classroom.
- Teachers must not allow students to use cell phones in the classroom. Teachers must not allow students in class to give out identifying personal information online, such as full name, address, email or phone number.
- Teachers may play recorded music for educational purposes in class with Principal guidance. No ambient recorded music may be played during class time.
- Students must be supervised by an employee at all times when using approved EM.
- Yard Duty personnel must confiscate any electronic media devices (including, but not limited to cell phones) that are being used by students during recess.
- Employees must comply with all driving laws when driving on school business, including, but not limited to: texting and cell phone use. This applies to field trips as well as other school business.

Confidentiality

- Do not post confidential information about a student, employee or parent.
- Do not post information regarding in-process policies or guidelines.
- Do not post “closed session” items that occur during school meetings.
- Computer access at GVCS is limited to school business. GVCS Representatives will not have access to proprietary information other than what is necessary for their particular job or role.

Posting Photos/Videos

- GVCS Representatives must have parent permission (a media release) to post student photos or videos on any electronic media.
- Never post a student’s name on published photos.



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Email Regulations

GVCS Representatives must use proper email behavior when conducting school business. The following will not be tolerated:

- Cyber bullying (insulting, targeting, embarrassing or excluding individuals).
- Using offensive language (including, but not limited to ethnic, religious and racial slurs; profanity; sexually explicit language, etc.).
- Using offensive expressions that include profanity.
- Spamming/phishing to email addresses obtained through GVCS sources.
- Slanderous language directed at an individual or group of individuals.
- Discriminating, harassing, or retaliating against any individual due to that individual's race, color, gender (including gender identity and gender expression), sex (including pregnancy, childbirth, breastfeeding, and related medical conditions), religious creed (including religious dress and grooming practices), marital/registered domestic partner status, age, national origin or ancestry (including native language spoken), physical or mental disability (including HIV and AIDS), medical condition (including cancer and genetic characteristics), taking a leave of absence authorized by law, genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws.

Disciplinary Actions

GVCS Representatives are encouraged to report policy violations to the school Principal. Any GVCS Representative found to have violated this Agreement and/or the Policy may have their right to use EM rescinded. Further, any employee found to have violated this Agreement and/or Policy may face disciplinary action up to and including release from at-will employment.

EXECUTIVE DIRECTOR EVALUATION POLICY

(Approved by the Board of Trustees October 12, 2016)

Purpose

This policy sets forth guidelines and directions related to the evaluation of the Executive Director.

The GVCS Executive Director (ED) is evaluated each year beginning with the selection of the evaluation committee in January and ending with a contract recommendation in March.

The Director Evaluation Committee

The committee consists of the following Board members:

- One faculty representative nominated by the faculty representatives to the Board
- One parent representative nominated by the parent representatives to the Board
- The Board chair

The full Board of Trustees ratifies the nominations.

Process

The evaluation process is overseen by the committee in accordance with the timeline indicated below.

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

- Board of Trustees
- Faculty
- Select parents

The committee shall decide on the instrument used to collect feedback, such as written letters, surveys, or online tools.

The Board chair is responsible for the solicitation of input from the groups and individuals indicated above.

In order to assure anonymity and confidentiality, the evaluation forms are to be read only by evaluation committee members.

Timeline

- Early January: The committee is organized and the ED submits a self-evaluation.
- Mid January: The Board chair meets with the groups and explains how feedback is to be submitted.
- Late February: The committee collects the feedback and prepares its findings. The findings are discussed with the ED who may choose to respond to the findings. The committee notes the response from the ED, if any, and prepares a final summary of findings.
- Early March: The committee, in closed session, presents its final summary of findings to the Board of Trustees without the ED in attendance.
- The BOT makes a recommendation based on one of the following:
 - Rehire the ED with a salary recommendation
 - Rehire the ED with conditions
 - Place the ED on administrative leave pending further action
 - Non-renewal of contract
- The Board, in closed session, discusses the recommendation with the ED who may choose to respond to the recommendation.
- The Board notes the response from the ED, if any, and approves a final recommendation.

Concerns

Any concerns that fall outside of the regular evaluation process as described herein should be brought to the attention of the Board of Trustee chair. During the regular course of the year, the chair is a conduit for feedback to the ED regarding such concerns. Concerns of a legal or other serious nature should be brought to the attention of the Board chair. An additional evaluation may be required at any time by a majority vote of the Board.

Due to a governance reorganization with the creation of an Executive Director position, the ED evaluates and supervises the school principals and leadership positions. Only the Executive Director reports directly to the board.

This policy supersedes all previous policies related to the Principal evaluation.

EXECUTIVE DIRECTOR EVALUATION POLICY

(Approved by the Board of Trustees October 12, 2016)

Purpose

This policy sets forth guidelines and directions related to the evaluation of the Executive Director.

The GVCS Executive Director (ED) is evaluated each year beginning with the selection of the evaluation committee in January and ending with a contract recommendation in March.

The Director Evaluation Committee

The committee consists of the following Board members:

- One faculty representative nominated by the faculty representatives to the Board
- One parent representative nominated by the parent representatives to the Board
- The Board chair

The full Board of Trustees ratifies the nominations.

Process

The evaluation process is overseen by the committee in accordance with the timeline indicated below.

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

- Board of Trustees
- Faculty
- Select parents

The committee shall decide on the instrument used to collect feedback, such as written letters, surveys, or online tools.

The Board chair is responsible for the solicitation of input from the groups and individuals indicated above.

In order to assure anonymity and confidentiality, the evaluation forms are to be read only by evaluation committee members.

Timeline

- Early January: The committee is organized and the ED submits a self-evaluation.
- Mid January: The Board chair meets with the groups and explains how feedback is to be submitted.
- Late February: The committee collects the feedback and prepares its findings. The findings are discussed with the ED who may choose to respond to the findings. The committee notes the response from the ED, if any, and prepares a final summary of findings.
- Early March: The committee, in closed session, presents its final summary of findings to the Board of Trustees without the ED in attendance.
- The BOT makes a recommendation based on one of the following:
 - Rehire the ED with a salary recommendation
 - Rehire the ED with conditions
 - Place the ED on administrative leave pending further action
 - Non-renewal of contract
- The Board, in closed session, discusses the recommendation with the ED who may choose to respond to the recommendation.
- The Board notes the response from the ED, if any, and approves a final recommendation.

Concerns

Any concerns that fall outside of the regular evaluation process as described herein should be brought to the attention of the Board of Trustee chair. During the regular course of the year, the chair is a conduit for feedback to the ED regarding such concerns. Concerns of a legal or other serious nature should be brought to the attention of the Board chair. An additional evaluation may be required at any time by a majority vote of the Board.

Due to a governance reorganization with the creation of an Executive Director position, the ED evaluates and supervises the school principals and leadership positions. Only the Executive Director reports directly to the board.

This policy supersedes all previous policies related to the Principal evaluation.



EARLY SCHOOL PICKUP POLICY

(Approved by the Board of Trustees 6-18-08)

Purpose

This policy sets forth guidelines and directions related to the pickup of children prior to the completion of the school day.

In the event a parent/guardian or designated person named on the child release form needs to pick up a student before the school day is complete, please follow the steps outlined below:

- It is the responsibility of the parent(s)/guardian(s) to provide an up-to-date Child Release form. This form designates individuals other than the parent(s)/guardian(s) who are authorized to pick up the child.
- Upon arrival to pick up a child, the adult must come into the office and sign the child out in the Early Pick Up log. An office staff member will confirm the adult is an authorized person to take custody of the child.
- An office staff member will go to the class to retrieve the child. Adults are NOT to go directly to the class as this interrupts the class as a whole.
- The child is brought to the office to meet with the designated adult and they are permitted to depart at that time.
- Under NO circumstances will a child be authorized to leave with an adult who is not designated on the Child Release form.
- In the event the child will be returned back to school before the day is complete, the child must come back into the office and sign the log in book

This policy supersedes all previous policies related to early school pickup.



CONFLICT OF INTEREST POLICY

Approved 2018.04.19

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the charter's and the public. In accordance with law, Board members shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

Board members shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the charter's conflict of interest code. A Board member who leaves office shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office. (Government Codes 87302, 87500)

Conflict of Interest under the Political Reform Act

A Board member shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's participation is legally required. (Government Codes 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the charter's to any course of action, or enters into any contractual agreement on behalf of the charter's. (2 CCR 18702.1)

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

Conflict of Interest under Government Code 1090

Board members, employees, or charter's consultants shall not be financially interested in any contract made by the Board on behalf of the charter's, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest, the charter's is barred from entering into the contract. (Government Code 1090; *Klistoff v. Superior Court*, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a charter's employee for at least one year prior to the Board member's election or appointment. (Government Code 1091.5)



A Board member shall not be considered to be financially interested in a contract if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. However, a Board member who is considered to have "remote interest" shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Even if there is not a prohibited conflict of interest, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the charter's. (Government Codes 1099, 1126)

Gifts

Board members may accept gifts only under the conditions and limitations specified in Government Code 89503, 2 CCR 18730 and Board Policy 2300.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the charter's for Board members and designated employees. (Government Code 89506)

Honoraria



Board members shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Codes 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches.
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the charter's for donation into the general fund without being claimed as a deduction from income for tax purposes.

Conflict of Interest Code for the members of the Board of Golden Valley Charter Schools

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission are incorporated by reference and shall constitute the charter's conflict of interest code.

Board members shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed below. The Statement of Economic Interest shall be filed with the charter's filing officer and/or, if so required, with the charter's code reviewing body. The charter's filing officer shall make the statements available for public review and inspection.

Disclosure Categories

It has been determined that Members of the Golden Valley Charter Schools Board shall file a statement of economic interests in all categories of the Conflict of Interest Code on Form 700.

GOLDEN VALLEY CHARTER SCHOOL OF SACRAMENTO ORANGEVALE, CALIFORNIA

Adult Code of Conduct Policy (Approved by the Board of Trustees 12-7-10)

We are all part of the Golden Valley Charter School community. How we treat each other through our words and actions defines our school culture.

As much as we wish to focus on and encourage the positive, we must also acknowledge that inappropriate behavior on school campus does occur and that it is unacceptable and in fact, illegal. This Code of Conduct Policy establishes a process and consequences for the times when Unacceptable Behavior occurs.

DEFINITIONS OF UNACCEPTABLE BEHAVIOR:

Unacceptable Behavior is defined as any behavior that disrupts the educational or work environment on campus or at any school-sponsored activity. Unacceptable Behavior includes the following:

- Rude, loud, offensive, threatening, or slanderous language directed at a student, school employee, other parent, or campus guest.
- Unwanted or inappropriate physical contact with another person.
- Refusal to stop any disruptive behavior when asked.
- Disregarding any campus rule or regulation.

PROCESS & CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

1. The offender will be asked to stop the disruptive behavior. If s/he does not comply promptly, s/he may be asked to leave campus. If s/he does not leave the campus when asked, the sheriff may be called.
2. In the case of repeated instances of unacceptable behavior, the offender WILL receive an official letter of reprimand from the school which may include provisions that restrict or ban access to the school campus and/or participating in school-sponsored events and activities.
3. If the behavior occurs again, the offender WILL receive a letter banning him/her from campus for a specified period of time. This ban is enforceable by law.
4. If the banned person enters the school grounds, the sheriff will be called and appropriate legal action will be taken.

STATE LAW REGARDING UNACCEPTABLE BEHAVIOR

Please be advised, under Education Code Section 44811, "disruption by a parent or guardian or other person at a school or school sponsored activity is illegal and punishable, upon the first conviction, by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1,000) or by imprisonment in a county jail for not more than one (1) year, or both."

CAMPUS BEHAVIOR REGULATIONS

Our campus and our classrooms are safe places for children to learn under the guidance of teachers and staff. Please help us keep our school safe by following these simple rules:

- Please refrain from the above Unacceptable Behaviors at all times.
- Please understand that school employees (teachers) may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.
- Please speak with your Class Teacher at an appropriate time if you or your child has an issue in the classroom or on the playground. If you have an issue with a Subject Specialist, Education Specialist, or Yard Duty person, please speak with your Class Teacher first.
- Please always use student-appropriate language and behavior on campus.
- Please honor each teacher's "Class Rules."
- Please do not enter the Home Room/Faculty Lounge unless you are a school employee.
- If you are asked to leave an area or room on campus, please do so immediately without resorting to any unacceptable behaviors as defined above.

SCHOOL OFFICE BEHAVIOR REGULATIONS

The school office is both a place of official school business and a place where students are frequently present. Given the importance of the office to the proper functioning of the school and its physical limitations in terms of space and privacy, it is very important that everyone understand and comply with the the following "Rules of the Office":

- Please refrain from the above Unacceptable Behaviors at all times.
- Please use student appropriate language and behavior in the office at all times as students are often present.
- Please be patient and courteous when waiting for an office staff person to address your need or issue.
- Unless through prior arrangement with the office staff, please do not enter past the swinging doors without staff approval.
- Please understand that the office staff may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.
- If you have an issue with a school policy, procedure, or regulation (not including clarifying questions), you **MUST** make an appointment with either the Principal or the Business Manager to discuss. Please do not engage other school employees on issues of policy, procedure, or regulation.
- Please do not use the work room or any equipment in the school office for personal business not related to a school-approved function.
- Unless it is an emergency, please do not enter the office or engage a school employee regarding school related business outside of established office hours.
- If you are asked to leave the office for any reason, please comply immediately without resorting to any unacceptable behavior as defined above.

EMAIL ETIQUETTE

Parents sometimes feel more comfortable communicating with their child's teacher or school staff members via email. This can be a valuable tool. However, we ask that parents follow some simple guidelines when emailing teachers or staff members:

- If you have an issue with a teacher or staff member, please send an email message to set up an appointment to speak face-to-face with that person.
- Please be respectful in your language when emailing teachers or staff members. If it is something that is considered "unacceptable behavior" in a face-to-face encounter, it is considered unacceptable behavior in an email as well.

MANDATED REPORTER FOR CHILD ABUSE POLICY

(Approved by the Board of Trustees 6-18-08)

Purpose

With concern for the total well-being of each student, the GVCS Board of Trustees directs the employees of GVCS to report known or suspected incidences of child abuse in accordance with state law. GVCS employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Reporting Child Abuse

This policy applies to all certificated employees of GVCS and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

The principal or designee shall develop and implement regulations for identifying and reporting child abuse.

The principal or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The principal or designee shall also provide training in the duties of child abuse identification and reporting to Subject Specialists, Waldorf Kindergarten Specialists and other classified employees and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law.

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights.

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. "Child Abuse," as defined by law and for purposes of this regulation, includes the following:
 - a. Physical abuse resulting in a non-accidental physical injury.
 - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.



- c. Sexual abuse including both sexual assault and sexual exploitation.
 - d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
 - e. Severe corporal punishment.
2. "Mandated Reporters" are those people defined by law as "child care custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

Teachers, principal, and supervisors of child welfare and attendance, certificated student personnel employees, subject specialists, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

- 3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
- 4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse.

Child Abuse Reporting Guidelines

Certificated personnel who suspect child abuse must report according to the child abuse reporting laws. If you know, observe, or reasonably suspect that a student has been a victim of physical or sexual abuse or neglect, you are required to report. (You may, but are not required to report on incidents of mental and/or emotional abuse or neglect.)

You Are Required To:

- 1. Report by telephone immediately to any of the following numbers:

In-Family Abuse (including live-in boyfriend or girlfriend)

Child Protective Services - 875-5437

Third Party Abuse (i.e., neighbor, babysitter, school employee) in the event that an employee of the school is known or suspected to be a perpetrator of child abuse, standard reporting procedures must be followed. Report to law enforcement agency where abuse occurred (i.e., grandma's house within city limits-report to police.)

Sheriff - Patrol Officer - 874-5115



Child Abuse Bureau - 874-5191

Police - Patrol Officer - 264-5471

Sexual Assault/Child Abuse Division - 264-5771

2. Submit a written Suspected Child Abuse Report on PC form 11166 within 36 hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Report forms can be downloaded from www.sacdhhs.com. Fill in the form completely giving both your work address and telephone number. Write in the name of the person to whom you spoke. Teachers may confer and ask support from the principal and/or other colleagues who have been trained.

a. Keep a copy of the report for your protection in a confidential file. Do not file or record in student's record.

b. Send a copy of the report to the agency to which you reported by telephone.

CPS - 3701 Branch Center Road, Sacramento, 95827

Sheriff - 711 G Street, Sacramento, 95814

Police - 813 6th Street, Sacramento, 95814

c. Notify the principal of the report.

DO NOT NOTIFY SUSPECTED ABUSER AND OR PARENT/ GUARDIAN. This is the responsibility of law enforcement or CPS.

There is no liability if you file a report that proves to be incorrect. Failure to report could result in imprisonment for up to six months, a fine of up to \$1,000, or both. Reporting forms may be obtained from the office file or www.sacdhhs.com.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial verbal report by telephone.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and school regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

If the mandated reporter does not disclose his/her identity to the Principal or designee, he/she shall at least provide or mail a copy of the written report to the school without his/her signature or name.

Storage and Access to Completed Child Abuse Forms



1. A copy of the completed child abuse report form shall be kept at the school
2. The copy of the completed report form shall be stored in a locking file cabinet in a location normally set aside for keeping records of a confidential or sensitive nature.
3. Report forms shall be held for a period of seven years from the date of the report.
4. Completed child abuse report forms shall not become part of the cumulative record and shall not be transferred.
5. Access to report forms by school personnel shall be limited to those needing to show proof that the report was made and to those who are engaged in gathering statistical data regarding child abuse. Those gathering statistical data shall not reveal the name, address, telephone number or any other data that might lead to identification of any individual named on the report form. Data gathering shall be limited to month and year the report was filed, reason for report (e.g., child abuse, child neglect, sexual abuse), and age or grade of the child. No information shall be kept by the school regarding the disposition of the report.
6. An access log shall be kept in the locking file cabinet in which completed child abuse reporting forms are stored. Any person seeking access to child abuse reporting forms is required to first receive permission from the principal or designee of the school. Upon receiving permission for access to the completed child abuse report(s) based on the conditions cited herein, any person seeking access shall record on the access log his/her name, the date the report(s) were reviewed, the purpose for access, his/her title, and the specific report(s) reviewed.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six months or by a fine of not more than \$1,000 or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no principal may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.



Victim Interviews

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, it is strongly advised that you follow these steps. The appropriate/recommended steps are in a checklist format for your convenience.

1. Meet and greet CPS worker/officer; introduce yourself to them using your title.
2. Check ID and ask for business card.
3. Respond to questions from worker/officer regarding student(s).
4. Make arrangements for worker/officer to interview student. The child must be presented the option of being interviewed in private or selecting an adult who is a member of the school staff to be present at the interview. Reassure the student that the worker/officer is there to help them. The worker/officer will inform student of their right. (Required by law to do so.)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. If a staff member is present during the interview, they must be prepared to leave if it facilitates the interview. The CPS worker/officer will conduct the interview according to their best judgment--listen to them! The purpose of the staff person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible; however, the member of the staff so elected shall not participate in the interview unless the worker requests the staff persons participation.
2. Request feedback from law enforcement and/or Children's Protective Services.
3. After the conclusion of the interview, assess student's ability to return to class.
4. Do not notify parents/guardians until you have cleared it with the worker/officer.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Principal or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian.

It is the responsibility of the peace officer to notify the parent/guardian of the situation.

When School Employees are Accused of Child Abuse



Regardless of who child abusers may be, the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parents/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with school policies and regulations. The Principal or designee should consult with legal counsel in implementing either suspension or dismissal.



GOLDEN VALLEY CHARTER SCHOOLS

BULLYING PREVENTION POLICY AND PLAN

(BOT approved 2017.08.29)

Bullying Behavior Defined

Bullying is defined in California Education Code Section 48900(r)(1). It means **severe** or **pervasive** physical or verbal act(s) or conduct including written or electronically transmitted material. Bullying is **one** or **more** acts committed by a student or group of students, directed toward one or more students which can reasonably be predicted to have the effect of one or more of the following on the targeted student(s):

- fear of harm to person or property
- detrimental effect on physical or mental health
- interference with academic performance
- interference with the ability to participate in or benefit from the services, activities or privileges provided in school

Harassment consists of unwelcome written or spoken comments or conduct which violates an individual’s dignity and/or creates an intimidating, degrading, hostile, humiliating or offensive environment.

California Education Code Section 220 prohibits discrimination on the basis of disability, gender, nationality, race, ethnicity, national origin, religion, sexual orientation, gender identity or gender expression, or association with a person or group with one or more of these actual or perceived characteristics or an other characteristic contained in the definition of hate crimes (Penal Code Section 422.55).

Further, in California, required school safety plans must include policies and procedures to reduce **bias-related discrimination, harassment, intimidation and bullying** based on identified actual or perceived characteristics identified above.

Accordingly, the term “bullying” for the purposes of this Prevention and Intervention Plan, is used in a comprehensive way to additionally include bias-related discrimination, harassment and intimidation.

- **Verbal & Written:** name calling, teasing, abuse, putdowns, sarcasm, insults, threats, “jokes” concerning perceived gender expression, sexual orientation or other distinguishing characteristics
- **Physical:** hitting, tripping, punching, kicking, scratching, spitting, interfering with a person’s medical assistive devices such as wheelchairs, hearing aids, etc.
- **Social & Psychological:** ignoring, shunning, excluding, alienating, making inappropriate gestures, spreading rumors, using threatening looks or gestures, hiding or damaging personal property
- **Cyber:** use of electronic devices such as computers, phones, or cameras to accomplish verbal, written or social/psychological bullying behavior

This *Bullying Prevention Policy and Plan* describes our process for **preventing and responding to bullying in our school community and our goal to create a more peaceful world**. This plan includes Golden Valley Charter Schools’ policies and procedures for creating a positive, peaceful education environment, including welfare and discipline policies that apply to student and adult behavior.

Responsibilities

We exist in a society where incidents of bullying behavior may occur. Preventing and responding to this behavior in learning and working environments is a shared responsibility. In order for bullying to be addressed appropriately, all administrators, faculty, staff, students, parents, caregivers and members of the greater school community must recognize bullying behavior and take individual and collective responsibility for its elimination at Golden Valley Charter Schools and in our world.

Faculty and Staff Responsibilities

- Respect and support students
- Model and promote appropriate behavior
- Have knowledge of school policies relating to bullying behavior
- Implement policies relating to bullying behavior
- Respond in a timely manner to incidents of bullying according to the Golden Valley



Charter Schools *Bullying Prevention Policy and Plan*

- Address behavior that is disruptive, abusive and/or destructive to individuals or the class as a whole
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community
- Teach students skills and strategies to recognize and address bullying and destructive behavior as outlined in the Golden Valley Charter Schools Bullying Prevention Policy and Plan.
- Respond to all reported and observed incidents of bullying as described in the Bullying Prevention Policy and Plan and the school discipline policy.
- Ensure that students are supervised at all times.
- Report all instances of bullying.
- Create a culture where it is acceptable and encouraged to report bullying incidents.

Student Responsibilities

- Be kind and helpful to everyone.
- Respect individual differences.
- Behave as responsible citizens at school and in our greater community.
- Act as peacekeepers in the school community.
- Resolve differences with respect, seeking help when needed.
- Follow the Golden Valley Charter Schools *Bullying Prevention Policy and Plan*.
- Act as a responsible witness or bystander by understanding destructive and bullying behavior.
- Report incidents of bullying according to the Golden Valley Charter Schools Bullying Prevention Policy and Plan.
- Know what is unacceptable behavior at Golden Valley Charter Schools.
- Help to create and maintain a culture where bullying is not tolerated by speaking out and exercising kindness, courage and compassion.
- Be assertive. Tell a person who is using bullying behavior that you do not like the



behavior and how it makes you feel.

- Seek help from a teacher or other adult if bullying behavior continues.
- If you see someone else being bullied, tell the person who is “bullying” to stop.
- Report any instances of cyber-bullying to a teacher or another adult.
- Act as a responsible bystander. If you see someone being bullied, help them.

Parent Responsibilities

- Support their children to become responsible citizens and develop responsible behavior.
- Be aware of the Golden Valley Charter Schools *Bullying Prevention Policy and Plan* and assist their children in understanding bullying behavior.
- Support their children in developing positive responses to incidents of bullying, consistent with the school *Bullying Prevention Policy and Plan*.
- Report incidents of school related bullying to the teacher and principal.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

School Community Responsibilities

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- Support the Golden Valley Charter Schools *Bullying Prevention Policy and Plan* through words and actions.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

Practice Empathy And Compassion Everywhere

Bullying Prevention Policy and Plan

This plan outlines our process for preventing and responding to all forms of bullying in our community.

Bullying Prohibited

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, events, function or programs whether on or off school grounds, on field trips, during transportation to or from field trips, or through the use of technology or any electronic device owned, leased or used by Golden Valley Charter Schools.

Bullying is also prohibited at a location, activity, event, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for any person, infringe on the rights of any person at school, or materially and substantially disrupt the education process or the orderly operation of the school.

Golden Valley Charter Schools expects administrators to communicate clearly to students, faculty, staff and the greater school community that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students and termination for employees.

All faculty and staff members are required to report any bullying or harassment they see or learn about. Each allegation of harassment or bullying will be promptly and reasonably investigated. The administration will be responsible for handling all complaints alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

Procedures

Reporting Acts of Bullying, Harassment or Retaliation

1. If any employee of Golden Valley Charter Schools observes, has been reported to, or otherwise becomes aware of a possible act of bullying, harassment, or retaliation, that person must report the event to a school administrator within one full school day, using the Bullying Incident Reporting Form, or other appropriate means of communication.
2. If a student expresses a desire to report or discuss a possible incident of bullying,

- harassment or retaliation with a staff member, the staff member will, in a timely manner, provide the student with a practical, safe, private, and age-appropriate way of doing so.
3. Reporting forms may be obtained in the school's main office, classrooms, on the school website, and other locations determined by the school. All members of the school community (students, faculty, staff, parents, and members of the greater community) may report an act of bullying or retaliation to a school administrator via the Bullying Incident Reporting form or other appropriate means of communication. If a student requires help completing the form, a staff member will provide the necessary assistance.
 4. Golden Valley Charter Schools will create ways in which Bullying Incident Reporting forms may be submitted to the school administration, including means to report anonymously.
 5. Information obtained from the Bullying Incident Report form shall be recorded and filed by the school.

Investigating of Acts of Bullying, Harassment and Retaliation

1. The designated administrator must initiate an investigation of a report of bullying, harassment, or retaliation within one school day after being notified of a possible incident, consistent with due process rights, using the Bullying Investigation and Determination form.
2. The designated administrator will conduct an investigation to determine both whether an act of bullying, harassment, or retaliation occurred, and which person(s) were responsible for the act(s) and/or who played a role in perpetrating it.
3. Other related complaints regarding the involved parties, including those from previous schools, will be reviewed as part of the investigation process.
4. The designated administrator will contact the parents/guardians of all related parties by the end of the administrator's day in which the investigation was initiated and inform them of the status of the investigation.
5. Discussions with all parties should be documented by the investigating administrator as soon as possible after the event.
6. When an act of bullying, harassment, or retaliation has been determined the designated administrator will apply consequences consistent with due process rights using the school Code of Conduct as a guide.

7. Measures will be taken to ensure that any person providing information contributing to the investigation of an incident will be protected from retaliation.
8. If the act of bullying, harassment or retaliation are considered to be delinquent acts, the individual involved shall be reported to the designated administrator promptly and if necessary to the responsible law enforcement agency in accordance with the laws of the State of California.
9. The designated administrator will notify parents/guardians of all parties involved in the incident, the outcome of the investigation and whether disciplinary action was taken.
10. The designated administrator will create a written record of the incident and any disciplinary actions taken, as well as the statements of each party involved.

Following Up on Acts of Bullying, Harassment or Retaliation

1. After the determination that an act of bullying, harassment, or retaliation has occurred and after appropriate disciplinary action has been taken, the designated administrator will develop with all parties involved and their parents or guardians an appropriate plan of action - a Safety Plan for the “target” or a Conduct Plan for the “aggressor”. Both plans will include notifying teachers not only of the incident, but also of all the parties involved, specifying their roles.
2. The Safety Plan will include, but not limited to, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following:
 - No acts of retaliation have occurred.
 - Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
 - Information regarding outside support services are provided to students and family.
 - The frequency and duration of check-ins will be determined on a case-by-case basis, but ***will not be less than two times per week for a period of four weeks.***
 - After two weeks, the check-in person will provide a progress report on the emotional well-being of the student to the designated administrator.
 - The safety plan cannot be discontinued without the agreement of the student, the parents/guardians, the designated check-in person, and the designated

3. The Conduct Plan will include, but not be limited to, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following. Compulsory Conduct meetings will be held by the designated administrator as part of the Conduct Plan.
 - No further acts of bullying, harassment, or retaliation have been committed.
 - The student has been educated regarding acceptable alternative behaviors.
 - The student has received further education regarding the school’s bullying prevention policy, including the potential for more severe school consequences and/or criminal charges being filed. In addition, the student will be informed of the consequences for retaliating against targets, reporters or witnesses.
 - The frequency and duration of these meetings will be agreed upon and will depend upon future actions. However, the *minimum requirement will not be less than two times per week for a period for four weeks.*
 - Information regarding outside support resources will be made available to the student and their parents/guardians.
 - A progress report identifying student conduct will be provided after two weeks.
 - Discontinuation of the conduct plan will be determined by the designated administrator. All meetings and the ending of the conduct plan should be documented and kept throughout the student’s school career. Parents/guardians will be notified of the discontinuance of a conduct plan.

Strategies

At Golden Valley Charter Schools we will:

- Openly talk about bullying - what it is, how it affects us, what we can do about it.
- Teach students the skills they need to build their self-esteem.
- Empower students to take responsibility for their own well-being, and give students the opportunity to practice these skills.



- Investigate all reports of bullying behavior according to the procedures described in the Bullying Prevention Policy and Plan.
- Follow up on all reports of bullying behavior according to the procedures described in the Bullying Prevention Policy and Plan.
- Respond to substantiated instances of bullying behavior according to the discipline policy and all relevant GVCS policies and procedures.
- Involve students, faculty, staff, parents and members of the greater community in creating a positive and peaceful school community.

Programs & Curriculum

Golden Valley Charter Schools utilizes a variety of programs and curriculum in our classrooms. As we are a Waldorf School, each teacher works within the developmental stages of the child as described by Rudolf Steiner and works to educate the whole child - the head, the heart and the hands. Specific curriculum is introduced to the students, at particular times based on this work. Supplementary programs and curriculum are used to complement the Waldorf curriculum to create an environment that is in line with our goals of creating a peaceful school community. Following are the cornerstone pieces that we implement as we strive for that peaceful school community.

Virtues Project

The Virtues Project is an initiative created to inspire the practice of virtues in everyday life. The Virtues Project empowers individuals to live more authentic, meaningful lives, families to raise children of compassion and integrity, educators to create safe, caring, and high performing learning communities, and leaders to encourage excellence and ethics in the work place. It has inspired and mobilized people worldwide to commit acts of service and generosity, to heal violence with virtues.

We work to instill the virtues into everyday life in the classroom and the school community. Golden Valley practices the virtue of the month to focus on one virtue each month during the school year, bringing a consciousness around a particular virtue and working to develop a clear understanding of that virtue as it lives in the individual, the classroom, and the greater community.

Agreements are a specific “code of conduct” by which different groups in our community can interact peacefully. Agreements should be made at all levels of our community: Between Faculty, Staff, Governing Councils and Students. Each body must create agreements together that are attainable and able to be “agreed upon” by all parties involved. Classroom agreements will be made in each grade, complimenting the curriculum for the year and the developmental and social needs of each class. As each body of the school has established agreements, each body must also establish follow-up actions or consequences for breaking agreements.

Class Meetings & Sharing

Regular Class Meetings or an organized Class Sharing Time are important tools toward creating a peaceful school environment. Class meetings can be very effective and have a powerful influence on the trust and honesty as well as the level of communication that exist in a class.

An effective class meeting has very specific ground rules for how individuals interact. These ground rules should be set and agreed upon by the group. In an organized class meeting, the teacher / facilitator leads the meeting so that each student has the opportunity to share something with the group. As students share with the group, the teacher / facilitator has the task of engaging the group in a discussion and keeping that discussion on task and positive by asking guiding questions and participating according the established procedures for the class meeting. A class meeting offers a safe venue for students to make acknowledgements or share concerns with their class as a whole.

Student Council

Our Student Council is a student run governance body that exists in our school. Student Council works to plan special days for students, to recommend changes to policies that directly effect students, and advocate for students in our school community. Student government is a positive way for students to be actively involved in their school, empowering students and giving them a voice in their school. Grades 5 - 8 are involved with Student Council with each grade being represented by two students chosen by their class and their teacher.

Empathy training is simply offering tools and practice to sharpen student's listening skills. The focus is on listening to what is most important to the person talking rather than listening for the story. This program would offer these skills to middle school students who could serve as 'empathy first responders' for the younger grades.

Student Empowerment Project

This concept has been used in other school's to empower students to co-create their school social health experience. It is focused on offering students a new approach to deal with conflict through 'empathy' and basic mediation training. The curriculum would be offered to middle school grades who then could practice and support the younger grades on the playground or during 'buddy' time. It would also include fun, interactive training that will help students develop their sense of values and leadership skills, expanding their 'toolbox' in stressful or conflict situations both when they are directly involved or a witness to conflict.

Cyber Civics

Cyber Civics is a computer literacy program designed to bring an appropriate approach to online communication. It teaches etiquette, as well as respect for this powerful form of communication. Cyber Civics begins in Grade 6 and continues through Grade 8.

Faculty / Staff Development

Throughout the school year, Golden Valley Charter Schools hosts a variety of Faculty / Staff enrichment and development events. Presentations are geared toward a variety of topics, but social health and a peaceful school environment are areas that will be addressed regularly.

Parent Enrichment

Throughout the school year, Golden Valley Charter Schools hosts a variety of Parent Enrichment events. Presentations are often oriented toward Waldorf Education, child development, parenting, responsible use of technology, and creating positive relationships and a positive social environment.

As a result of implementing a *Bullying Prevention Policy and Plan*, we strive to see:

- Golden Valley Charter Schools providing a safe place for students to learn and play.
- an initial increase in the number of students who report bullying behavior, followed by an elimination of bullying behaviors.
- better attendance at school.
- better performance in school work.
- Golden Valley Charter Schools faculty and staff utilizing strategies and procedures as described in the Bullying Prevention Policy and Plan.
- Golden Valley Charter Schools students utilizing strategies and procedures as modeled and taught by school faculty and staff.
- parents and community members recognizing and supporting the school Anti-Bullying Plan.
- the whole school community working to create a peaceful and supportive school environment.

Evaluation

Golden Valley Charter Schools conducts annual parent surveys, as well as faculty and staff surveys. By including questions related to the school climate, we will have the opportunity to gather information from our community as a whole regarding the social health of our school from a variety of perspectives. Student surveys are also an important tool. An annual review of reported bullying behaviors as well as suspensions and expulsions is included in our Local Control Accountability Plan (LCAP). The LCAP is presented to our school district as well as the state and outlines goals and outcomes measuring overall school performance

The Healing Social Life is found, when in the mirror of each human soul, the whole community finds its reflection, and when in the community, the virtue of each one is living.

Rudolf Steiner



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

PURPOSE

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

SCOPE

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

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

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

STAFF-STUDENT INTERACTIONS

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

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

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

DEFINITIONS

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

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

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

ACCEPTABLE AND UNACCEPTABLE BEHAVIORS

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

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

Unacceptable Behaviors

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

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

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

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

Acceptable Behaviors

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

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

BOUNDARIES REPORTING

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

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

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

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

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

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

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

Internal Investigations

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

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

Consequences

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

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

STUDENT BEHAVIOR POLICY

(Board Approved March 13, 2019)

Golden Valley Charter School is committed to creating a safe and nurturing learning environment for every student. We are equally committed to helping our students grow into healthy, happy, responsible adults. In order to respect, care for and work with others; students must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a student acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the student to do better in the future. Our approach emphasizes *compassion, consistency and responsibility*.

The Student Behavior Guidelines for Golden Valley Charter Schools are based upon a philosophy of respect and adherence to California State Education Code (48908):

Student Behavior Guidelines

In order to provide a school environment that fosters cooperation, responsibility and respect; students will be expected to follow these guidelines:

1. Students will support a positive learning environment. —Students are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and follow directions when requested to do so.
2. Students will treat all adults and students with respect. —Respectful, courteous language is expected towards teachers, students and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a student asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect. —Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed. —Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules. —Teachers will help their students understand and integrate the school-wide behavior policy into their daily

activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.

6. Parental concerns about the implementation of this policy shall be shared directly with their student's teacher.
7. Due to FERPA Privacy Laws, school personnel are unable to discuss other students' behaviors with parents.
8. Please refer to the Bullying Prevention Policy and Plan for further information regarding bullying prevention and reporting, including use of the Bullying Incident Report.

Consequences for Misbehavior:

At all Golden Valley Schools, consequences for misbehavior begin in the classroom. Repetitive misbehavior will initiate increasing consequences that will involve student, parent, teacher and additional personnel, as needed. Below is an outline of the process from classroom management to expulsion. These procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances. **Please note that some actions are grounds for immediate suspension or expulsion (see list below).**

1. Classroom Management for Student Behavior

Setting Expectations

At the beginning of each school year each teacher will communicate their class management plan with parents at the first parent meeting. Additionally, a written copy of the class expectations for Special Subject classes will be distributed to all parents.

Consequences for Misbehavior:

At this level, misbehavior will be dealt with according to the teacher's class management plan.

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the student will progress to the next step.

2. Referral and Parent-Teacher Conference

Referral

If a student fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a Referral (Student Behavior Report and Action Plan) may be sent home with the student describing this behavior. Teacher will follow this up with a phone call to the parents and letting them know to expect a referral from their student.

The parents and student will discuss the situation and the parents will assist the student in developing a plan to correct the behavior (see Referral Form). It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. It is the parents' responsibility to see that the student returns this signed referral to the school the following day. **Either the parent or the teacher may request a telephone or personal conference.**

Parent-Teacher Conference

When a student receives two referrals, the teacher will schedule a parent-teacher conference. If both parents and teacher agree, the student may be included in the meeting. Student participation is encouraged, when appropriate. A behavior plan may be developed at this time. The teacher or parents may request the principal be present. Parents may request that other individuals be present at the conference.

3. Suspension

Upon receiving a third, sixth and ninth referral, a student may be suspended from school. The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long.

In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension (California Ed Code 48900). These behaviors are:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self-defense.
- Attempting, threatening to cause or participate in hate violence.
- Willfully and knowingly making a terrorist threat against the school.
- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object.
- Possessing an imitation firearm.
- Possessing, selling or otherwise furnishing, or being under the influence of any controlled substance, an alcoholic beverage or an intoxicant of any kind.
- Unlawfully offering, arranging, or negotiating to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering or

otherwise furnishing to any other person a liquid substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.

- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property.
- Stealing or attempting to steal school property or private property while on school grounds.
- Knowingly receiving stolen school property or private property.
- Possessing or using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, e-cigarettes, vape pens, etc., exclusive of physician's prescriptions.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Committing or attempting to commit a sexual assault or committing sexual battery.
- Committing an act of sexual harassment. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (California Ed Code 212.5)
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaging in or attempting to engage in hazing, as defined in California Ed Code 48900
- Engaged in an act of bullying, defined as severe or pervasive physical and verbal acts or conduct, including written or electronically transmitted material, which can reasonably be predicted to have the effect(s) of: fear of harm to person or property, detrimental effects on physical or mental health, interference with academic performance, and interference with the ability to participate in or benefit in the services, activities, or privileges provided in school.

If a student is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The student may return to school after a suspension once a follow-up SST meeting with the teacher and/or administrator stipulating the conditions of the student's return has taken place. During this meeting a behavior plan may be developed.

Student Success Team (SST) Meeting

At any time the teacher deems it necessary or in accordance with the Student Behavior Policy, upon a third referral, an SST Meeting will be convened to support the student and their needs. The meeting will consist of the student's parents, classroom teacher,

administrator, as well as other teachers and support staff, if needed, The team will work to cultivate healthy classroom, playground, and social behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

Special Needs Students and Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

4. Expulsion

Should the above steps and Due Process not prove to correct the student's behavior after 3 suspensions, expulsion may be recommended.

Due Process Summary

Below is a summary of the steps that may be taken prior to a recommendation for expulsion:

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled
4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3rd suspension: Recommendation for expulsion

In addition, there are certain situations in which Mandatory Expulsion is required (Ed Code 48915). They are listed in the Code as follows:

"The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:

1. Possession, as verified by a district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with the principal or

- designee's concurrence.
2. Brandishing a knife at another person.
 3. Sale of drugs.
 4. Committing or attempting to commit sexual assault or battery.”

Clearing Referrals

Referrals are cleared year to year. Suspensions are cumulative from year to year and are part of a student’s cumulative file.

I (We), _____ have read and reviewed the Golden Valley Charter School Student Behavior Policy and Procedures with my (our) student:

Comments:

Parent Signature

Date

Parent Signature

Date

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