



March 8, 2017
Agenda

1. **Call to Order** – 4:30p.m. *(J. Hanafee)*
2. **Roll Call** – 4:30 p.m.
Board Members: John Hanafee, Chair, Ally Jakubicka, Vice Chair, Jodi Begley, Secretary, Sarah Sullivan, Zachary Phillips, G’anna Burke, Joanne Ahola, Becky Page, Ryan Sutton.
3. **Flag Salute/Quote/Moment of Silence** – 4:30 p.m. *(C. Buckley)*
4. **Public Comment** – 4:35 p.m.
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.
5. **Approval of the Minutes** – 4:40 p.m. *(J. Hanafee)*
Action: Shall the Board approve the *February 8, 2016 Regular Meeting Minutes*?
6. **Approval of the Orchard Safety Plan** – 4:45 p.m. *(J. Hanafee)*
Action: Shall the Board approve the Orchard Safety Plan?
7. **Approval of the River Safety Plan** – 4:55 p.m. *(J. Hanafee)*
Action: Shall the Board approve the River Safety Plan?
8. **Second Interim Budget for 2016-17** – 5:05 p.m. *(J. Hanafee)*
Action: Shall the board approve the second interim budget for 2016-17?
9. **Evaluation of Executive Director** – 5:30 p.m. *(J. Hanafee)*
Action: Shall the board appoint a committee to evaluate the Executive Director?
10. **Class Sizes** – 5:45 p.m. *(J. Hanafee)*
Action: Shall the board approve class sizes for the 2017-2018 school year?
11. **Reports** – 6:00 p.m.
Information/Discussion
 - Executive Director: The Executive Director will present items of interest to the board. *(C. Buckley)*
 - Finance Committee: Caleb Buckley will present items of interest to the board. *(C. Buckley)*
 - Board Chair: The Board Chair will present items of interest to the board. *(J. Hanafee)*
 - Faculty Chair: The Orchard Faculty Chair will present items of interest to the board. *(Z. Phillips)*
 - Faculty Chair: The River Faculty Chair will present items of interest to the board. *(R. Sutton)*



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

March 8, 2017

12. **Community Reports** – 7:00 p.m.

Information/Discussion

CCSA Families

GVEF

(A. Jakubicka)

(S. Sullivan)

13. **Closed Session** – 7:15 p.m.

(C. Buckley)

The Board will go into closed session to discuss pending litigation and consultation with the attorney, according to Government Code § 54956.9.

14. **Closed Session** – 7:30 p.m.

(C. Buckley)

The Board will go into closed session to discuss lease negotiations, according to Government Code § 54956.8.

15. **Recitation of the Motto of the Social Ethic** – 7:45 p.m.

The healing social life is found
When in the mirror of each human soul
The whole community finds its reflection,
And when, in the community,
The virtue of each one is living.

16. **Adjournment of the meeting** – 7:50 p.m.

(J. Hanafee)



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

February 8, 2017
Regular Meeting Minutes

Call to Order – The meeting was called to order at 4:30pm.

Roll Call

Board Members Present: John Hanafée, Chair, Ally Jakubicka, Vice Chair, Jodi Begley, Secretary, Sarah Sullivan, Zachary Phillips, G’anna Burke, Joanne Ahola, Becky Page, Ryan Sutton.

Guests: Amala Easton, Caleb Buckley, Adrienne Barnes, John Baker, Susan Gutierrez, Jennifer Hoover, Stephanie Lorenz, Ryan Gaska, Rhoda Cortez, Marion Henshaw.

Flag Salute/Quote/Moment of Silence - Caleb Buckley read the Justice virtue card.

Public Comment

Marian Henshaw came to speak about the lighting at Golden Valley. She has three children that go to GV River School. She brought handouts that discuss the benefits of full-spectrum lighting. She requests that the lighting be turned on all the way in all of her children’s classes.

Approval of the Minutes

The Board voted to approve the *January 18, 2016 Regular Meeting Minutes*.
(Ayes: 9, Noes: 0, Abstain: 0)

Board resolution to join the CA Charter Schools JPA

The Board voted to approve a resolution to join the California Charter Schools Joint Powers Authority (JPA). (Ayes: 9, Noes: 0, Abstain: 0)

Student Technology Policy

The Board voted to approve the Student Technology Policy. (Ayes: 9, Noes: 0, Abstain: 0)

Electronic Media Policy

The Board voted to approve a revised Electronic Media Policy as amended: strike the “(forty (40) and over)” under the *Email Regulations*. (Ayes: 9, Noes: 0, Abstain: 0)

Enrollment Priorities

The Board voted to approve enrollment policies to apply to the 2017-2018 school year with the following amendments: Strike “Children” from Priority 2; insert a new priority 3: “Siblings of Alumni,” alumni is defined as having attended Golden Valley for four years or having graduated the eighth grade.” The remaining priorities would shift up to a total of 6 priorities.
(Ayes: 8, Noes: 1 (Joanne Ahola), Abstain: 0)

February 8, 2017

Reports

Information/Discussion

Executive Director: The Executive Director presented items of interest to the board.

Finance Committee: Adrienne Barnes from CSMC presented items of interest to the board. Governor is proposing a deferral in June.

Board Chair: The Board Chair presented items of interest to the board. Classroom furniture needs to be redone in some classes. Some of the chalkboards need to be replaced.

Faculty Chairs:

Sutton

Calendar

- Extend spring break to include 3/30 as a day off to accommodate Ed support testing schedule
- Make Friday 12/22 a minimum day (with Eagle's Nest running to accommodate childcare).
- No faculty meeting on Thursday 12/21.
- Have one of the beginning of the year in-service days be a work day with no meetings (including paid time for Subject Specialists)
- The November 13th in-service/parent conference day passed with a vote of 6 yes votes and 5 "ok" votes (no votes were negative, yet since almost half were not thumbs up, I thought it would be good to share the vote on this one)
- Add teachers to next year's calendar committee

Field Trips

- We should change the way GVCS is doing funding and scholarships. There should be an application process for scholarships that does not involve the teachers. Possibly GVEF can handle this.

Phillips

- The Orchard teachers just completed the "Making Math Real" Program.
- The faculty is using a new collaborative model to work with specialty teachers.
- They will be selecting who will be doing leadership next year.



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

February 8, 2017

Community Reports

Information/Discussion

GVEF – There was no GVEF meeting.

CCSA – Ally met with a parent and Senator Pan's staffer to discuss AB-1224.

Recitation of the Motto of the Social Ethic

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.

The meeting was adjourned at 5:50.

Respectfully Submitted by Amala Easton

John Hanafee, Board Chair

Date

Emergency Preparedness Plans
Comprehensive School
Safety Plans



GOLDEN VALLEY
RIVER SCHOOL

GOLDEN VALLEY RIVER SCHOOL (GVR) SAFETY PLAN

(UPDATED 2/01/2017)

School: Golden Valley River School

Principal: Caleb Buckley (Interim)

School Site Council

Chairperson: _____

Approved on: *Submitted to BOT for approval on 3/08/2017*

- 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.**
- If you have any questions or need supplies, please contact Tony Oddo at the Safe Schools office, 971-7334, or email toddo@sanjuan.edu.

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San Juan Unified School District

Safe Schools Program

Phone: 971-**7911** or 971-7981

After 3:30 PM – Call Evening Dispatch at 971-7000

BEFORE you call for officer assistance:

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

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 need to call 9-1-1

IF YOU ARE BEING PHYSICALLY THREATENED OR ARE IN ANY OTHER KIND OF IMMINENT DANGER, CALL 9-1-1 FIRST – THEN CALL SAFE SCHOOLS.

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

Be prepared to give the Safe Schools Dispatcher a return phone number that you can keep clear and doesn't go to voicemail.

The Safe Schools number should not be given to parents. The Safe Schools office is typically not permitted to give any information to parents or receive requests from parents. Any calls will be redirected to the site administrator.

Please have the Safe Schools Office complete the shaded portion of the Critical Incident form.

Safe Schools Sheriff's Officers **cannot** be dispatched for the following types of calls:

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

In Citrus Heights:

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

**Safe Schools Program Contacts
2016-2017**



Administrator:	Tony Oddo	971-7334
Dispatcher	Julie Sarell	971-7911/971-7981
Program Manager	Lt. Mike Jones	
Field Operations Coordinator	Sgt. Bob Erickson (Ret.)	704-7994
Threat Assessment	Sgt. Chris Cully	869-6433
<u>Team Leaders</u>		
Monday	John Kauo	214-9023
Tuesday	Mike Dunbar	698-9285
Wednesday	Jim Schaefers	606-0896
Thursday	Chris Cully	869-6433
Friday	Scott Hyatt	719-1244

THREAT ASSESSMENT OFFICER SGT. CHRIS CULLY 869-6433 Works Safe Schools on Thursdays – Available All Week					
	Monday	Tuesday	Wednesday	Thursday	Friday
Team Leader 825-7449	John Kauo 214-9023	Mike Dunbar 698-9285	Jim Schaefers 606-0896	Chris Cully 869-6433	Scott Hyatt 719-1244
SJ 24 825-7453	Todd Sanderson 834-0882	Chris Guerrero 802-1166	Ron Milton/Dallas Calmes 761-2543/417-1694	Joe Singh 606-1092	Jon Eubanks 715-7301
SJ 35 825-7455	Nate Wise 606-1457	Dave Guthrie 606-2129	William Griggs 408-1118	LeeAnneDra Marchese 606-1667	Dave Treat 606-1063
SJ 41 825-7450	Greg Hogan 606-0908	Ray Mendoza 599-9795	Forsyth/McCartney 207-0401/606-0826	Kevin Givens 606-0382	Donald Bricker 606-1166
SJ 42 825-7452	Mike Abbott 606-0755	David Lee 847-8656	James Spurgeon 806-0226	Jeff Wright 549-1716	Kevin Givens 606-0382
SJ 43 825-7454	Kevin Steed 715-8020	Dick Carlson 606-2004	Mike Daniels 402-2483	Brian Amos 606-0733	Luis Aguilar 764-1173
Citrus Heights SROs	New San Juan High School and Vicinity – Dwight Turner: 257-9386 Mesa Verde High School and Vicinity – Jennifer Kell: 257-9361				

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	383-2323 1-800-743-5000
Electric	Sacramento Municipal Utilities Department	452-7811
Sheriff's Office	Non-Emergency Number	874-5115
Street or Storm Drain	Sacramento Co. Public Works	
General Problems		440-6544
Highway Maintenance		366-2271
Sewer & Water Maintenance		855-8330
After-Hours Emergency		366-2000
Traffic	California Highway Patrol	338-6710
Driving Over Lawns, Speeding, Auto Theft, Suspicious or Abandoned Cars, Drag Racing, Road Conditions:		
Recorded Message		445-7623
Non-Recorded Message		455-5710

Medical Facilities Phone Numbers

<u>Facility</u>	<u>Address</u>	<u>Telephone Number</u>
Kaiser Hospital (Main)	2025 Morse Ave.	
General Info		973-5000
Emergency		973-6600
Kaiser Medical Center (Roseville)	1001 Riverside Blvd.	
General Info		784-4000
Emergency		973-6600
Mercy Hospital (General)	4001 J St.	
General Info		453-4545
Emergency		453-4424
Mercy Hospital (Folsom)	223 Fargo Way	
General Info		983-7400
Emergency		983-7470
Mercy San Juan	6501 Coyle Ave.	
General Info		537-5000
Emergency		537-5120
Sutter General Hospital	2820 L St.	
General Info		454-2222
Emergency		733-3003
Sutter Memorial Hospital	52 nd and F St.	

General Info		454-3333
Emergency		733-1000
Sutter Roseville Med Center	333 Sunrise Ave.	
General Info		781-1000
(Level 2 Trauma Center) Emergency		781-1533
UCD Medical Center	2315 Stockton Blvd.	
General Info		734-2011
Emergency		734-
3797		

SAN JUAN UNIFIED SCHOOL DISTRICT COMMUNICATION PROTOCOL: EMERGENCY RESPONSE SITUATIONS

The District's goal in an emergency situation at a school site is to protect and support the needs of students, staff, parents, and property. This is accomplished by providing clear communication of the necessary steps to be taken in any critical incident. In order to do this, the following steps are to be taken when an emergency occurs.

<p>STEP 1</p> <p><u>Call 9-1-1</u></p>	<ul style="list-style-type: none"> • In a life threatening emergency situation, <u>ALWAYS DIAL 9-1-1.</u> • Stay calm and speak clearly. • Allow the 9-1-1 operator to direct conversation. • State the emergency, have specific location information • Be prepared to answer questions. • Hang up only when the 9-1-1 operator directs you to do so. • This will activate a law enforcement or fire department response. Some emergencies require a multi-agency response. • Safe Schools Officers will hear the call for service over their emergency radios and will respond immediately to provide primary or secondary support.
<p>STEP 2</p> <p><u>Call Safe Schools</u></p>	<ul style="list-style-type: none"> • Notify the Safe Schools Office at 971-7911. The Safe Schools Dispatcher is available from 7:30 am - 3:30 pm each school day. • The Safe Schools Office dispatch line is transferred and covered by the Maintenance and Operations Dispatcher during all other times.
<p>STEP 3</p> <p><u>Safe Schools Calls Communications</u></p>	<ul style="list-style-type: none"> • Dispatchers will notify Tony Oddo, Safe School Manager at 971-7334/529-2808 or Bob Erickson, Safe Schools Field Operations Coordinator at 704-7994. • Tony Oddo, Safe Schools Manager will work with Trent Allen, Director of Community Relations, and Bob Erickson, Safe Schools Field Operations Coordinator and with the necessary District departments and public safety agencies. • The process will minimize the number of calls and people who the school site has to interact with an emergency response situation.
<p>STEP 4</p> <p><u>Lines of Communication</u></p>	<ul style="list-style-type: none"> • Safe School Manager will be your direct line of contact during the course of the emergency response incident. • Trent Allen, Director of Community Relations at 273-4402, will communicate with the Superintendent and Executive Cabinet members, and the Directors of Teaching and Learning.
<p>STEP 5</p> <p><u>Call Communication</u></p>	<ul style="list-style-type: none"> • In the event that media arrives on site, immediately notify the Community Relations Office at 979-8281.
<p>STEP 6</p> <p><u>Communication Plan Developed</u></p>	<ul style="list-style-type: none"> • With the support of the Safe Schools Office and the Community Relations Director, a communication plan to the school community will be created. • The Director of Community Relations will assist in the development of a Blackboard Connect message or letter to be sent home.
<p>STEP 7</p> <p><u>Incident Command Center Established</u></p>	<ul style="list-style-type: none"> • Remember, emergency situations are fluid; they ebb and flow as circumstances dictate. • A “shared command” Incident Command System (ICS) structure will be developed between the District and local public safety organizations. • The Incident Commander will be either a Fire or Law Enforcement employee depending on the nature of the emergency. • The District will have an Incident Commander (Tony Oddo) to represent the District and work in the command post should one be needed.

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	Caleb Buckley	9999999999
Back-up Incident Commander	Ryan Sutton	9169999999
Search and Locate	Marnie Whitworth	9169999999
	Amie Walder	9169999999
Parent Liaison(s)	Marnie Whitworth	9169999999
	Ally Jakubicka	9169999999
Logistics	Mark Wheatly	4159999999
	Marnie Whitworth	9169999999
Campus Safety Liaison(s)	Amie Walder	9169999999
	Mark Wheatly	4159999999
Public Information Spokesperson	Caleb Buckley	5309999999
Designated Teacher Leaders	Becky Page	9169999999
	Barbara Ames	9169999999
Incident Log Scribe	Amie Walder	9169999999
	Tavia Pagan	9169999999
Others to help	Jill Julian	9169999999
	Jean Kriz	9169999999
	Liezel Legaspi	9169999999
	Cameron Hazer	2099999999

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.

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.

Designated Teacher Leaders

A Wing (Kinder/1-2)	Becky Page
B Wing (3 rd -6 th)	Ryan Sutton
C Wing (6 th -8 th)	Barbara Ames
D Wing (Main Office)	Marnie Whitworth

Duties:

- Oversee, as needed, evacuation/lock-down of assigned rooms.
- Serve as communication link in case of power outage, loss of phones/intercoms. Use cell phones to communicate with office and disseminate to nearby staff.
- Relay information to office/command center.

Golden Valley River School Comprehensive Safe School Plan 2016-2017

Section I: About GVRS

Golden Valley River School (GVOS) 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.

Component 2: Physical Environment

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

Objective 1-1: Utilize our school counselor 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 Connection Newsletter and school/district websites

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

Objective 2-1: Those who participate in carpool will wait for students to raise their hands before walking them across lanes to their waiting vehicles.

Objective 2-2: A crossing guard will be stationed on the corner of Illinois and Pershing from 7:45am until 8:45am and again from 2:30pm until 3:30pm to escort students across the street.

Goal 3: Decrease vandalism occurring on campus

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

Objective 3-2: Have fire and security system installed and running.

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 by March 1.
- 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 Orchard School has established an "Emergency Response Plan." Below is a description of the major "Crisis Centers" that will be established during an emergency situation.

Command Center

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

PRIMARY LOCATION: Main Office

SECONDARY LOCATION: Library

The Command Center will be equipped with:

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

Parent Center

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

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

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

Evacuate/Fire

This will be initiated by the standard fire alarm or cadence bell. Each teacher has a folder with the red front and green back which contains class lists and an emergency preparedness manual, 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 situation is the best prevention to an emergency situation arising and in the event of an emergency situation arising, preparedness will minimize the injuries and better ensure the safety of students, staff, and the community. Additionally, routine checks of potential hazards can bring to light potential problems and liabilities. In order to make certain Golden Valley Orchard School is a safe environment for all, several steps will be routinely taken to assess hazards. These will be performed by the Incident Commander or designee and include:

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

GENERAL DISASTER PLANS

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

Fire

- The location of the fire is determined by an adult on campus
- The Incident Command structure is put into effect
- The Incident Commander or designee will phone 911
- The Search and Locate Coordinator picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
- Incident Commander or designee sounds the fire alarms.
- Staff to follow emergency procedures previously described.
- Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Flood/Severe Weather

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

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.

2015 – 2016 Safety Team Members:

Administrator: Caleb Buckley

Certificated: Ryan Sutton (Faculty Chair)

Classified: Marnie Whitworth

Classified: Mark Wheatly

Parent/Guardian/Community member: Brian Webb

Update Verification of Emergency Folder

Completed 8/12/2016

(Date):

By:

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 quarter, 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	Goggles
Medical tape	Triangular bandages
Gauze rolls	Biohazard packs
Antiseptic wipes	Sling(sm)
Gloves	Sling (lg)
Ace bandage	Tongue depressors
Eye patch	Neosporin
Band aids	Tylenol
Butterfly closures	First aid manual

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

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

Small gauze pads	Tongue depressors
Large gauze pads	Cotton tip applicators
Medical tape	Instant ice packs
Gauze roll	Band aids
Antiseptic wipes	Butterfly closures
Gloves	Ace bandage
Eye patch	

CRISIS COMMUNICATION

Media Briefing tips for Spokespersons

Refer all media inquiries to the Community Relations Office at 979-8281 or 273-4402. In most cases, the Community Relations Office will respond to the inquiry directly leaving you free to manage your school or program during a crisis. District employees are not to speak on behalf of schools, programs or the District without authorization from the Senior Director of Community Relations or Superintendent. 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 <p>Other: _____</p> <p>x. Other: _____</p> <p>(b)An identification of appropriate strategies and programs that</p>			

provide/maintain a high level of school safety.			
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 passes?				
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 GVOS to report known or suspected incidences of child abuse in accordance with state law. GVOS 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 GVOS 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 - 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.

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, it is strongly advised that you follow these steps. The appropriate/recommended steps are in a checklist format for your convenience.

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

GVOS 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.

GVOS 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 Orchard 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 GVOS 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 arecommendation 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.

DRESS CODE

Kindergarten and Grades 1-6 Dress Code Regulations:

- Stripes, plaids, florals, patterned, abstract-designed or solid-colored clothing only (no writing, slogans, pictures, logos, numerals, military fatigues (camouflage) of any color, bright or distracting designs). No images or clothing related to death, violence, or drugs 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 must be no shorter than 4 inches above the knee, even when worn with leggings.
- Long-sleeved, short-sleeved or sleeveless shirts and blouses are allowed. (No tube tops, spaghetti straps, backless shirts, razorbacks, halter-tops or muscle shirts). All shoulder straps should be at least 1 ½ inches in width.
- Clothing should cover the body appropriately. Shirts must cover the midriff at all times even when hands are raised. The neck should be high enough that no cleavage shows, even when leaning over.
- Hair should be natural in color (no dyed, bleached, highlighted or otherwise colored hair).
- Piercing of ears only—one earring in each ear only. No large dangly earrings will be worn. No gauges allowed in ears.
- No visible tattoos, fingernail polish, make-up, metal studs, spikes or chains (except fine chains around the neck). Students will not be allowed to create their own tattoos or body art by writing on their person.
- Shoes which firmly attach to feet must be worn at all times on campus. Shoes with laces must be tied securely to feet. Shoes should be appropriate for active play. No platform shoes, lighted shoes, roller shoes or high-heeled shoes. Students should wear athletic shoes on the day their class has games. Logos on shoes must be small and discreet.
- All clothing must fit properly and all underwear must be covered. (No sagging or revealing clothing allowed). No bra straps are to be visible. All clothing that is worn inside out to hide a dress code infraction shall be considered out of dress code.

- Hats designed to shade the children from the sun, and free of logos, are allowed. Hats designed to keep the students warm should be worn and should be logo free.
- All accessories, including but not limited to backpacks, totes, and lunch boxes must follow the above dress code guidelines. Logos should be small and discreet when visible. There should be no buttons, patches, or pictures on those accessories

7th and 8th Grade Dress Code Regulations

In order to acknowledge their stage of development, 7th and 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.

- More than one ear piercing is allowed, but only ears may be pierced, no other visible body parts. No large, dangly earrings, no plugging and / or gauging are allowed.
- Students may dye or highlight their hair using a variation of their natural hair color. No streaks or patches of color allowed.
- Nail polish may be worn. Must be moderate and not distracting.
- A modest amount of makeup may be worn. Excessive makeup (i.e. heavy mascara, paste that changes the natural color of your lips or skin and bright eye shadow) is not allowed. Makeup, nail polish or anything else that has to be applied to one's skin must be done at home and not on campus.
- All other regulations are the same for all students.

Consequences for Violating the GVRS 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.

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.

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 Charter 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 Golden Valley Charter School 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

San Juan Unified School District
AR 4158, 4258, 4358 Personnel

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 Superintendent 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 Risk Management Department and complete any necessary forms.

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

Required Notice Regarding Violent Students

The Superintendent 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 Superintendent 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

Over the past several years, the Safe Schools program has worked with district administrators, the Legal Services Department, and the Sacramento County Sheriff's Department to develop a process to assist schools in dealing with confrontational, volatile individuals who disrupt the educational program or environment. 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 the Safe Schools Office 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 the Safe Schools Office without informing the individual. The administrator should maintain the situation until the Safe Schools Officer 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 District 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. If it is agreed that the Letter of Restricted Visitation is the only way to resolve the problem, your Director should consult the Legal Services Department for wording and formatting assistance.
- A copy of the letter should be kept on file in the Safe Schools Office.

If future threatening communications or visitations should continue, a Safe Schools Officer will be dispatched to remove the individual from the campus. The Administrator will be expected to file appropriate charges and Legal Services 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 district 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 Orchard 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 Orchard 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 Orchard 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 Orchard School. These rules are reviewed with the employee and indicate their understanding by the signing of the Safety Agreement.

Employees at Golden Valley Orchard 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 Orchard 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. Health Services disposes of the containers with the Health Department.

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	Should be EXCLUDED for 14 days if not	Should be EXCLUDED for 14 days if not

	antibiotic therapy. Must bring physician's release.	immunized or 5 days while on antibiotics.	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



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.

Proposed Class Sizes, 2017-18

River			
Grade	Budget	Class Size	Labor Day
1	30	30	31
2	30	30	31
3	30	30	30
4	30	30	30
5	26	30	30
6	29	30	30
7	27	30	30
8	30	30	30
8	30	30	30
subtotal	262	270	272
Orchard			
Grade			
1	30	30	31
2	30	30	31
3	30	30	30
4	30	30	30
5	30	30	30
6	27	30	30
7	30	30	30
subtotal	207	210	212
Kinder			
PBK	22	22	23
LBK	22	22	23
ABK	21	21	23
OBK	22	22	23
CBK	18	18	18
subtotal	105	105	110
totals	574	585	594
attendance	95%		



GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT
Submitted by Caleb Buckley, EdD

March 8, 2017

K-8 Tuition-Free Public Waldorf Schools

THE CHARTER MANAGEMENT OFFICE



Looking ahead to the Spring administrative tasks, we are working intensely on a five year budget projection and trying to balance the current year. Unfortunately, we had to make a layoff in the central office of the Programs Coordinator. We held a meeting with all of the site and central office staff and divided the duties. In addition, we canceled the summer program which had lost money last year. Surveys have gone out around the LCAP goals for students, parents, and employees. Feedback will be collected around school climate and individual specialty programs. The Town Hall immediately following our last meeting was attended by over 30 community members. The topic around class fundraisers was raised as a concern and echoed by the faculty in their report, so a task force has been created to make policy recommendations. Working with the San Juan District, we have our Prop. 39 offer of facilities for next year. The District also wants us to consider a proposal for capital improvements through state and local bonds. Their legal team is currently reviewing our recommended changes to the enrollment priorities.

This is a very busy time for special education and assessment. Not only are they working on the testing but IEPs and SSTs are in peak season as we head into April.

THE ORCHARD SCHOOL



Our students returned from the recent Winter Break rejuvenated and ready to roll. Our teachers are moving along with their curriculum at a decent pace in order to prepare our students for the CAASPP testing. As the school principal, I believe in using test scores to inform instruction and to show student mastery in the subject matter. On February 16th, the faculty elected Sarah Sullivan (4th grade teacher) to be our new Faculty Chair/Board Member and Rhoda Cortez (2nd grade teacher) to be our new Board Member for the upcoming school year. Golden Valley Orchard School has been fortunate to have Zachary Phillips as Faculty Chair/Board Member, and we wish him a good rest before he decides to return as Faculty Chair at some point in the future. I am currently working on the LCAP with Jennifer Hoover (Assessment Coordinator) and also planning for the upcoming school year, which includes preparing for our first 7th grade class and developing an after-school math program.


THE RIVER SCHOOL




The River School celebrated the basketball championships at the Waldorf tournament last week. For the first time, both the girls and boys captured the first place trophies including many moments of high suspense, such as triple overtime sudden death. The Spring Concert is in two weeks and the 8th grade (Oak) is working on the script of Princess Bride for March 24. Class teachers are reviewing their final benchmark tests before the CAASP exam. The new faculty chair will be Becky Page and Tavia Pagan will join her on the board. Interviews for a new principal are in the second round and we hope to have a finalist in April. This month we welcome Sue Simonson who brings the family life curriculum in grade 5-8.

ENROLLMENT

There are currently 547 students enrolled in our two schools. Open enrollment ended on February 28th. During open enrollment, both schools hosted 3 Parent Information Meetings (PIM). There was a minimum of 31 and maximum of 49 attendees at each PIM. We have received over 190 applications for the 17-18 school year. The public lottery for enrollment is March 8th at River.

	ORCHARD SCHOOL ENROLLMENT as of the 1 st of the month									
	CBK	ABK	OBK	1 st	2 nd	3 rd	4 th	5 th	6 th	Total
	6	21	22	30	28	30	30	27	30	224
TK - 18	K - 31		30	28	30	30	27	30	224	

	RIVER SCHOOL ENROLLMENT as of the 1 st of the month													
	CBK	LBK	PBK	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	7 th	8 th	8 th	Total
	12	19	21	30	29	29	26	30	27	25	28	21	26	323
TK - 22	K - 30		30	29	29	26	30	27	53		47		323	

MARKETING & COMMUNICATION

MARKETING & COMMUNICATIONS



Golden Valley hosted a Community Town Hall LCAP Meeting. The meeting was held on Wednesday, February 8th at 6:30 p.m. in the Orchard School MP Room. Over thirty parents, staff, and faculty attended this meeting. The focus of the meeting was to have community input of the LCAP goals and have an open forum for other community concerns and questions.

On February 3rd we signed an annual contract with a communications company called Parent Square. This system will officially replace our Blackboard connect communications system in August 2017. Becky and Marlene are currently going through the administrative training of the program and will hold the district level communications and IT of the program. Becky will then create a "tester" group to train and slowly roll out the program to school administration, office staff and faculty. A standardized communications process will be created before the implementation of the communications system in August. There will be a Parent Square table for parents during registration to become familiar with the communication change and options. A detailed plan of communications will be created before parent implementation.

OUTREACH



We purchased an official event tent! This tent is a 10x10 canopy with our CMO logo printed on all four sides of the valance with a 10 foot backdrop of the inside of a 1st grade classroom. The purpose of this tent is to have for our outdoor outreach events; such as Nature Fest (October), Soil Born Farm (May), and our Harvest and May Day events.