

**Golden Valley Charter Schools  
Policy Committee**

*Special Meeting Agenda*

October 4, 2018  
5:00 pm

Locations:

Golden Valley Tahoe School  
Kindergarten Room  
908 Northstar Drive  
Truckee, CA 96161

Golden Valley River School  
Room 5  
9601 Lake Natoma Dr.  
Orangevale, CA 95662

Committee members:

Liz Sheppard, Stephanie Parmely, Zach Phillips, Heather Fraser-Hurt, Caleb Buckley

1. Discussion: The committee shall discuss goals for rewriting policies.
  
2. Discussion: The committee shall discuss making these policies administrative regulations.
  - a) Fundraiser policy
  - b) Teacher hiring policy
  - c) School closure policy
  - d) Highly qualified teachers
  - e) Exit procedure
  - f) Committee policy
  - g) Classroom accounts policy
  - h) Medical protocol for disinfecting
  - i) Smoke and perfume free policy
  
3. Discussion: The committee shall discuss the New and Revised Policy on Policies.
  - a) Committee shall discuss any teacher comments and how to collect further input.
  - b) Committee shall discuss any parent comments and how to collect further input.
  - c) Committee shall discuss any staff comments and how to collect further input.

# **GOLDEN VALLEY CHARTER SCHOOLS ORANGEVALE, CALIFORNIA**

## **INDEPENDENT STUDY POLICY**

*(Revised by the Board of Trustees 2017.08.23)*

### **Purpose**

The primary purpose for independent study is to offer a means of individualizing the educational plan for students whose needs may be met best through study outside the regular classroom setting.

No student shall be required to participate in independent study.

The school shall provide appropriate existing services and resources to enable students to complete their independent study successfully and shall ensure that the independent study student has the same access to all existing services and resources in the school as is available to all other students in the school.

The parent(s)/guardian(s) should recognize that they have a commitment to see that their child's independent study contract is completed.

### **Written Agreements and Contracts**

The principal shall ensure that the school executes a written independent study agreement with each participating student and his/her parent(s)/guardian(s).

The maximum length of time that may elapse between the time the contract ends and the date by which the student must turn in the assigned work to the attendance clerk shall be one week.

The principal shall establish regulations to implement this policy in accordance with law.

### **Approval of proposed independent study agreements shall be based on the following criteria:**

- The attendance clerk is given a request for an independent study contract from the parent/guardian of the student two weeks prior to the beginning of the contract
- All contracts ~~for more than ten consecutive days~~ require the approval of the principal.
- Students completing the conditions set forth in the contract will receive academic and attendance credit for the absence.
- Appeals of declined independent study contracts may be made to the principal by submitting a written letter, at least one week prior to the need for the contract.

### **Reasons to Approve Independent Study Contracts**

- Student illness or injury wherein the student is unable to attend school, but is able to complete school work at home (requires a physician note)
- Death in the family (as circumstances warrant)
- Court appearance
- Observance of religious customs
- An appeal of a previously denied contract has been subsequently granted by the principal

### **Reasons to Deny Independent Study contracts**

- The class teacher states that student is behind in daily school or homework.
- The student has not complied with a prior attendance contract
- The student had been suspended or has a current attendance or behavior contract
- The conditions set forth in the prior independent study contract are less than 75% complete

### **Steps to Initiate and Complete Independent Study Contract**

- Two weeks prior to the first day missed, the parent completes an Independent Study Contract Request form and submits it to the attendance office.
- The request is to be approved by the attendance office, the teacher, and the principal (if required)
- If approved or denied, the teacher notifies the parent(s)/guardian(s) and schedules the initial meeting time with the parent(s)/guardian(s).
- The parent(s)/guardian(s) meets with the teacher to receive the student work assignments covering the period of absence and a scheduled date for the return meeting (meeting will be held within one week of the students return to school). The parent, student and teacher sign the contract.
- The contract indicates the dates the student will be on Independent Study, the day the student will return and the work that will be completed.
- All assignments are submitted to the teacher on the scheduled return date meeting time
- Exception: the assignments are submitted on a bi-weekly basis for four-week contracts.
- If all assignments are completed and are satisfactory, the teacher will grant attendance and academic credit.
- Assignments that are partially completed, not satisfactory and/or not submitted by the return time scheduled will result in unexcused absences (no ADA credit for the student during the contracted time).
- The contract forms need to be completed and submitted by the teacher to the attendance clerk within five (5) days of the ending date on the contract.

## **Student Transportation Policy**

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

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

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

### **Employees or Volunteers**

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



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

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

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

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

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

Grade: \_\_\_\_\_ Class: \_\_\_\_\_

Print Name: \_\_\_\_\_

Sign: \_\_\_\_\_ Date: \_\_\_\_\_  
Employee or Volunteer

Complete: \_\_\_\_\_ State \_\_\_\_\_  
Driver’s License #



## **STUDENT TECHNOLOGY POLICY**

*Board Approved 2/8/2017*

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

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

### **Educational Purpose**

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

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

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

### **Notice and Use**

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

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



## **Safety**

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

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

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

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

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



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

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

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

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





## ELECTRONIC MEDIA POLICY

*Board Approved 2/08/2017*

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

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

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

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

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

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



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

**Classroom / Campus/School Business**

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

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

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

**Confidentiality**

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

**Posting Photos/Videos**

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



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### **Email Regulations**

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

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

### **Disciplinary Actions**

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



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**PTO/SICK LEAVE POLICY**  
(Board Approved 04.19.2016)

**SCOPE**

All employees of Golden Valley Charter Schools (GVCS) are eligible for Paid Time Off (PTO) and or Sick Leave.

Employees who are contracted and who have completed at least 75% of a school year may also be eligible for additional paid Leave Time through the PTO Pool.

All leaves of absence commence upon an employee's exhaustion of PTO and comp time if applicable. PTO may not be used during the waiting period determined by a government agency, such as Employment Development Department (EDD).

**PTO**

- PTO may be used for any reason and is accruable to 150 hours. Employees may accumulate unused PTO.
- Employees may carry over unused PTO up to 75 hours. Any hours not carried over will be paid out at the end of the fiscal year.
- Once any employee reaches their specified cap, they will no longer earn PTO until it is used below the stated cap.
- All full-time (37.5 hours per week) employees will be granted 75 hours per year (equivalent to 10 full time days) of PTO.
- Part-time employees will be granted PTO hours prorated, based on average hours worked per week (see Employee Handbook for specifics and examples).
- The PTO Pool houses hours donated by GVCS employees. Any employee meeting the eligibility requirements may apply for up to ½ of their annual allotment of PTO.
- PTO may be advanced up to the amount of the annual allotment with supervisor approval.
- Upon separation from GVCS, any unused PTO will be paid to the employee in their final paycheck.
- Employees who exceed their earned value of PTO may be docked in pay.
- Employees starting later in the year will be granted PTO time on a pro-rated basis.
- Prior to docking the employees pay, all PTO must be used.
- PTO is based on contracted hours at the beginning of the year/employment only. Additional hours submitted on a time sheet will not accrue PTO. Hours on a time sheet will only accrue Sick leave if needed to meet requirements of California Law (AB 1522).
- Once PTO is exhausted GVCS may require a verification for absences.
- Excessive unverified absences may be considered a negative performance issue.
- School days and pre-service/in-service days may not be Calendar non-work days.
- Exempt employees must use PTO if taking a day off that is a scheduled school day or pre-service/in-service day. Any exceptions to this rule must be approved by the Board of Trustees prior to the scheduled day(s) off.

**SICK LEAVE**

California Law (AB 1522) guarantees sick leave to all employees at the rate of 1 hour for every 30 hours worked. A PTO policy that meets or exceeds this limit is also permissible.

Our PTO policy exceeds the law for most employees. Employees who earn 20 hours of PTO or less per year will be given Sick Leave hours to meet the amount required by law.

- An employee can take paid sick leave for employee’s own or a family member for the diagnosis, care or treatment of an existing health condition or preventive care or for specified purposes for an employee who is a victim of domestic violence, sexual assault or stalking.
- GVCS may request medial verification for any sick leave used
- Sick time can be accrued and carried over up to the cap of 48 hours
- Sick leave is not paid out at time of employment termination. If you return to employment within 12 months you may reclaim sick leave balance.

How PTO hours are allotted and accumulated

<b>Average hours worked per day</b>	<b>1+</b>	<b>2+</b>	<b>3+</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>7.5+</b>	<b>8</b>
<b>PTO hours accrued each year</b>	3	6	15	20	50	60	75	80
<b><i>Lifetime maximum: 150</i></b>								
<b><i>As of each May 31<sup>st</sup> each employee will be paid on all PTO hours in excess of 75 during the next pay cycle</i></b>								

Currently effective – subject to change by Board of Trustees

Exempt employees earn 10 paid days off per year and may carry over:

Any PTO days not carried over will be paid out at the end of the fiscal year at the current rate.

Lifetime maximum: 20.00

***Golden Valley Charter School shall not discriminate against any employee on the basis of actual or perceived sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, age, gender, gender identity, gender expression, color, physical or mental disability, or any other basis prohibited by law. Any employee who has been the subject of discrimination or harassment may bring questions, concerns, and/or complaints to either the Principal or the Chair of the Board of Trustees.***



# ANTI-HARASSMENT / DISCRIMINATION / RETALIATION PREVENTION POLICY

*(Board Approved 11.09.2016)*

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

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

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

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

## **Harassment Prevention**

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

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

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

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

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

### **No Discrimination**

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

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

### **No Retaliation**

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

### **Reasonable Accommodation**

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

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

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

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

### **Complaint Process**

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

writing, but this is not mandatory.

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

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

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

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

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

Complaints will be:

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

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

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





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

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

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

Employee's Signature: \_\_\_\_\_

Employee's Printed Name: \_\_\_\_\_

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



## **GRIEVANCE POLICY**

*(Approved by the Board 2016.11.09)*

### **Purpose**

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

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

### **Scope**

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

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

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

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

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

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

### **Background**

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

### **Responsibility for Grievance Procedure**

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



## **Basic Principle**

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

## **Levels of Resolution**

### Level 1: Direct Resolution

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

### Level 2: Administrative Resolution

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

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

### Level 3: Mediated Resolution

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

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

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

### Level 4: Conflict Resolution Committee

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



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

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

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

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

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

#### Level 5 Board of Trustees

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

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

#### **Exceptions**

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

**This policy supersedes all previous policies related to grievances.**



## **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.**

## **VOLUNTEER POLICY**

*(Amended and Approved by the Board of Trustees on 09.28.2011)*

### **VOLUNTEER ASSISTANCE**

Children and schools gain a great deal when every part of a community comes together to support education. This is why the School Administration and the Board of Trustees encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with our school. Volunteers help to enrich the educational program and to strengthen our schools' relationships with businesses, public agencies and private institutions. The presence of volunteers in the classroom and on school grounds also enhances supervision of students and contributes to school safety.

When deemed necessary by the Principal or designee, the use of volunteers may be authorized and procedures shall be established to protect the safety of students and adults in accordance with laws related, but not limited to, fingerprinting, disruptive behavior, and criminal records checks.

Volunteers shall act in accordance with GVCS policies, regulations, and school rules. A staff member who supervises volunteers may ask any volunteer who violates school rules or acts inappropriately to leave the campus. Staff members are encouraged to confer with the Principal or designee regarding any such matters. The Principal or designee shall be responsible for investigating and resolving complaints regarding volunteers.

### **Definitions**

Visitor – A visitor is an individual who may attend a Charter School event or activity, including but not limited to, theater or sporting events or parent-teacher nights. Visitors may or may not be accompanied by a Charter School employee, depending on direction given to employees by Charter School administration. Visitors are required to sign a register or obtain written authorization prior to attendance and to comply with the visitation policy.

Volunteer – A volunteer is an individual with prior Charter School authorization who voluntarily assists with GVCS activities on a regular and ongoing basis. Volunteers must complete a volunteer application and pass a background check and tuberculosis test.

Volunteer Non-Teaching Aides - Volunteer non-teaching aides may supervise students during lunch and/or breakfast periods or may serve as non-teaching aides under the immediate supervision and direction of certificated personnel to perform non-instructional work which assists certificated personnel in the performance of teaching and administrative responsibilities.

Volunteer Instructional Aides - Volunteer instructional aides may assist certificated personnel in the performance of their duties, in the supervision of students, and in instructional tasks. These tasks may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. An instructional aide need not perform his/her duties in the physical presence of the teacher, but the teacher retains responsibility for the instruction and supervision of students in his/her charge and direction of the aide.



### **Supervision and Volunteer Behavior**

Volunteering is a privilege, and as such, any volunteer may be asked to cease volunteering at any time. Volunteers work under the direct supervision of the professional staff or their designees. Volunteers are not permitted to be alone with any student without the express permission of the Charter School. GVCS is responsible for the education, safety, and well-being of each student, as well as providing a hostile free workplace. For this reason, a teacher, staff member, or volunteer coordinator may request the reassignment or removal of a volunteer whose actions are not in the best interest of the school or its students. The Principal and/or Board of Trustees shall make a final determination regarding whether a volunteer shall be reassigned or if a volunteer is no longer needed, eligible or welcome to volunteer at the school or at school sponsored events.

Serving on the Board of Trustees or on any Board or Administrative designated committee is also a privilege. Any person who has at any time been served a reprimand letter from the school pursuant to California Penal Code Section 626.7 may be barred from serving on the Board of Trustees or on any school committee.

### **Confidentiality**

Information of a confidential nature may be shared with volunteers. The problems, abilities, relationships and confidences of students, parents and staff should never be discussed with any individual unless he or she has a professional right to know.

### **Student Records**

GVCS recognizes the right of students and their parents to have full access to individual student records. GVCS also recognizes the confidentiality of such records and directs all employees, school officials, and designated volunteers to maintain accurate records and protect the privacy and confidentiality of student records except where state and federal law provides otherwise. A background check will be performed on any individual who is granted access to student records. GVCS maintains responsibility for training employees, officials, and designated volunteers regarding this policy, and of the rights and responsibilities associated with being granted access to confidential information. All volunteers with access to student records will be required to sign a confidentiality agreement.

### **Training**

Training shall be provided to volunteers when needed.

### **Sex Offender Checks**

California law prohibits registered sex offenders from serving as volunteer non-teaching and instructional aides, as defined above. Before authorizing any person to serve as a volunteer non-teaching aide or a volunteer instructional aide, the Principal or designee shall ask a local law enforcement agency to conduct an automated records check and/or call the Department of Justice to determine that the individual is not a registered sex offender. Volunteers shall be informed that the Charter School is conducting this records search.





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### **Fingerprinting**

All volunteers who have any contact with students shall be fingerprinted for criminal record clearance before being permitted to volunteer.

## FUNDRAISING POLICY

*(Amended by the Board on 6/7/2011)*

### **Purpose**

This policy sets forth guidelines and direction related to fundraising. This policy is designed to accompany the policy on Classroom Accounts. Note that class field trips are not covered by this policy; see the policy on Field Trips.

### **Background**

California public schools receive funding from the state to support their educational activities; however, state funding typically is not adequate to fully sustain the teachers in their efforts to meet the needs of their students. In most California schools, as a consequence, families raise additional funds in a variety of ways to assure that legitimate pedagogical requirements are met.

At GVCS, families can provide financial support in a number of ways:

- By making donations to the Golden Valley Educational Foundation (GVEF) through the Annual Giving Campaign and other vehicles such as endowments and in-kind donations.
- By participating in all-school and individual class fundraisers
- By making direct contributions to the class (for field trips, celebrations, and other approved purposes)

### **Scope**

All fundraising activities conducted on behalf of the GVCS school, whether on or off campus, are covered by this policy. These primarily include the following four types of fundraisers:

1. The Annual Giving Campaign
2. Large Scale Fundraising Programs
3. School-Wide Fundraisers
4. Class Fundraisers

### **Objectives**

The objectives of GVCS fundraising are:

- To provide financial support for the purpose of enhancing and expanding school programs
- To encourage partnerships that foster better understanding of the public charter school system and Waldorf Education within the community
- To create a culture of involvement, giving and cooperation among parents, their families, community members and the school



## **Relevant Fundraising Entities**

**The GVCS Board of Trustees (BOT)** is the governing body of the overall GVCS community. The BOT has overall responsibility for both the fiscal health of the school and the appropriateness of all fundraising activities associated with the school. The BOT guides all other fundraising entities and activities through signing Memorandum of Understandings (MOU's), setting school policies, and determining the priorities for how fundraising proceeds should be granted to or on behalf of the school. The BOT is the final decision maker over any fundraising disputes.

**The GVCS Business Manager** is the day-to-day operational authority on business matters at the school. The Business Manager works collaboratively with all the other fundraising parties to ensure the fundraising activities operate in accordance with the MOU's and school policies.

**The Golden Valley Educational Foundation (GVEF)** is an independent, all volunteer, non-profit 501(c)3 whose purpose is to financially support the vision and mission of GVCS. GVEF is the fiscal agent for fundraising activities and charitable donations on behalf of the school. GVEF works collaboratively with all the other parties to ensure financial matters of fundraisers are handled in accordance with good accounting practices for IRS tax purposes. All funds managed by the GVEF are accounted for and disbursed in accordance with the GVCS-GVEF MOU. Any organization or individual wishing to donate cash, materials, equipment or other property to the school should make such donations through the GVEF.

**The Parent Circle (PC)** is the primary community building and organizing team for the school. PC works collaboratively with all other fundraising parties to ensure parent volunteers are adequately informed and engaged. PC's budget and financial activities are a part of the overall GVEF budget.

**The Fundraising Committee** is a three person Ad-hoc Administrative Committee made up of the Principal, a faculty/board member, and a Parent Circle member. The purpose of this committee is to evaluate the appropriateness of newly proposed fundraising events and activities and to ensure they do not conflict with other school activities and fundraising programs.

**The Marketing and Public Relations Committee (MPR)** is responsible for all communication with the various elements of the school community (faculty, parent circle, parent body, etc.) as appropriate with respect to all fundraising activities to ensure appropriate and consistent messaging. The MPR Committee may delegate communication activities to the appropriate Parent Circle committees.



## Types of Fundraisers

### 1. Annual Giving Campaign

What is it?

- The Annual Giving Campaign (AGC) is the school's flagship fundraising program that obtains pledges and subsequent donations throughout the year from donors and any associated corporate matching.

Who leads it?

- GVEF leads the operation of the AGC through a designated AGC Chair and committee. GVEF collaborates with PC and the School Administration to obtain pledges and promote the program.

How is the money handled?

- The GVEF annual budget encompasses the AGC which is reviewed and approved by the Business Manager and BOT per the GVCS-GVEF MOU.
- The GVEF Treasurer ensures AGC expenses are reasonable and relevant.
- Proceeds from AGC are unrestricted dollars that fund GVEF grants made to or on behalf of the school per the priorities of the GVCS BOT.

### 2. Large Scale Fundraising Programs

What are they?

- Large Scale Fundraising Programs are events or activities that involve not just GVCS families but also the larger surrounding community and potentially external donors. These include but are not limited to dinner galas, art auctions, major grant applications, corporate donations, capital campaigns, etc.

Who leads them?

- GVEF plans and coordinates Large Scale Fundraising Programs in collaboration with the School Administration and the Parent Circle.
- GVEF designates a specific program chair and a supporting committee to lead and manage the program.

How is the money handled?

- The budget for these Programs must be included in the GVEF annual budget which is reviewed and approved by the Business Manager and BOT per the GVCS-GVEF MOU.
- The GVEF Treasurer ensures expenses are reasonable and relevant.
- Proceeds from Large Scale Fundraisings Programs fund GVEF grants made to or on behalf of the school per the priorities of the GVCS BOT.



### 3. School-Wide Fundraisers (Festivals and other activities)

What are they?

- School-wide fundraisers are events and activities that involve the larger school community. They may be primarily intended to raise money or they could also be primarily intended to be a social or community event that may happen to have a fundraising component. School-wide fundraisers include but are not limited to festivals, recycling, and school-branded merchandise sales.

Who leads them?

- The Parent Circle coordinates school-wide fundraisers in collaboration with the school administration and GVEF.
- The Parent Circle designates a specific fundraising Chair who has committed to leading and managing the fundraiser to completion. Without the Chair's commitment, the fundraiser will not be authorized to occur. The Chair may also form a supporting committee.
- For new School-wide Fundraisers, the Chair must obtain authorization to proceed through the Fundraiser Approval Process detailed below at least one month in advance of the activity.
- The Chair must obtain approval or delegated authority from the MPR Committee on the design of all marketing and advertising materials at least one month prior to the date of the fundraising event.

How is the money handled?

- The Parent Circle Treasurer and/or the Fundraising Chair must submit a budget for each school-wide fundraiser to the Business Manager and the GVEF Treasurer at least one month prior to the date of the fundraiser event or the beginning of fundraising activities. NOTE: The GVEF-PC annual budget already includes the budget for recurring events and activities. The Business Manager may waive the need for submitting a budget in advance depending on the scale of the event.
- The Parent Circle Treasurer ensures expenses are reasonable and relevant.
- The Parent Circle Treasurer or the Fundraising Chair must provide a close out financial statement to the Business Manager and the GVEF Treasurer detailing the resulting revenue, cost and net income of all funds.
- All proceeds from school-wide fundraisers are unrestricted funds that contribute to GVEF grants made to or on behalf of the school per the priorities of the GVCS Board of Trustees. Proceeds are defined as the total revenue generated by the fundraiser less the total direct costs of putting on the fundraiser.
- GVEF budgets an annual contribution to make to each class account.



#### 4. Class Fundraisers

What are they?

- Class fundraisers are defined as fundraisers that involve one class only and are not part of a school-wide event with the class receiving all the funds.

Who leads them?

- The Class Teacher designates a specific Class Fundraiser Chair. The Class Fundraiser Chair works in collaboration with the school administration, GVEF, and Parent Circle as needed to operate the class fundraiser.
- The Class Teacher ensures the Parent Circle is notified of any Class Fundraising events/activities.
- For new class fundraisers, the Class Fundraiser Chair must obtain approval per the Fundraising Approval process one month in advance of the event or beginning the activities.

How is the money managed?

- Each class has a designated Class Account created under GVEF that is managed by the Class Teacher.
- The Class Teacher ensures expenses are reasonable and relevant.
- Proceeds from Class Fundraisers must be deposited into Class Accounts. Funds raised generally are used to support class events and field trips. NOTE: Classroom educational materials and supplies are paid for and provided directly by the school, not the Class Account.
- Funds in Class Accounts must be processed and held in accordance with the Class Account policy. Please see the Class Account policy for a detailed description.



## **Fundraising Approval Process**

A fundraising proposal is authorized to proceed if it is approved by the designated parties as stipulated in the Approval Process. A fundraiser may not be implemented until it has been approved by this process.

1. A Fundraising Request Form is submitted to the Fundraising Committee for consideration.
2. The Fundraising Committee asks three questions about each Fundraising proposal:
  - Does the proposed event/activity conflict with the mission/values/priorities of the School?
  - Does the proposed event/activity conflict with the Annual Giving Campaign? In other words, is it likely that this event/activity will negatively impact the results of the AGC?
  - Does the proposed event/activity conflict with any other event/activity already on the School's Master Calendar?
3. If the answer to ALL three questions is "No", then the committee shall accept the proposal request. If the answer to any of these three questions is "Yes" according to a majority vote of the committee, then the committee must either turn down the proposal or ask that it be reworked so that it no longer violates any of the three stated requirements. If the proposal is accepted by the Fundraising Committee, it is submitted to the Business Manager for financial and liability review.
4. In the case of a Class Fundraiser, the Business Manager makes the final decision. The Business Manager notifies the Fundraising Chair of the decision including any reasons or suggestions for changes if the request is denied. When a Class Fundraiser is approved, the Fundraising Chair must notify the steward of the Master Calendar.
5. In the case of a School-Wide fundraiser, the Business Manager submits the proposal to the Parent Circle for review. The Parent Circle will evaluate whether the necessary leadership and resources are available to successfully carry out the fundraising event or activity. The Parent Circle makes the final decision for school-wide fundraisers. The Parent Circle notifies the Fundraising Chair, the Business Manager, and GVEF of the decision including any reasons or suggestions for changes if the request is denied. When a School-Wide fundraiser is approved, the Fundraising Chair must notify the steward of the Master Calendar.
6. The Fundraising Committee reserves the right to revisit any approved fundraiser in the event any issues develop with the fundraiser or the circumstances of the school change. The Fundraising Committee, at its discretion, may rescind the approval of any previously approved fundraiser.

### **Master Calendar**

The School Administration will keep a master calendar for all fundraising events. When a Fundraiser is approved, the Fundraising Chair notifies the steward of the master calendar (school secretary or other



designated admin staff) to put the event on the master calendar. No approvals will take place without first consulting the calendar for conflicts or closed periods (see approval process above). For recurring events, the Parent Circle establishes the dates in collaboration with the School Administration before the start of the school year.

### **Off-Site Fundraisers**

Fundraisers that are held off the school site and do not involve the solicitation of families and staff of the school must still be approved by the Fundraiser Approval Process. This includes but is not limited to bake sales, garage sales, car washes and other sales or service activities.

Ongoing or repeated off-site fundraisers (car washes for example) need only be approved one time by the Fundraising Committee.

### **General guidelines**

- Any gift or donation that adversely impacts upon adopted curriculum, infringes on instructional time, or poses a burden or places undue pressure upon students, parents, or school employees at work, in the community or at home will be declined. The Fundraising Committee or the BOT is responsible for making this determination.
- Any fundraising proposal, gift or donation that is deemed contrary to the vision and mission of the school will be declined. The Fundraising Committee, or if necessary the BOT, is responsible for making this determination.
- Participation in fundraising activities is strictly voluntary; students, parents and school employees may not be pressured or coerced in any manner to support such activities.
- In no instance shall participation in or support for a fundraising project be used to determine a student's eligibility to participate in school-related programs or activities.
- All fundraising shall be for predetermined purposes and funds collected may be spent only for those purposes.
- Elementary students, grades K – 3, are not to be directly involved in fundraising activities without prior approval of the Fundraising Committee.
- Any gift or donation that requires an endorsement of the organization, individual or product must be approved in advance of acceptance of the funds by the BOT.
- All fundraising financial transactions shall be conducted with the highest integrity. All financial transactions are subject to review and approval by the relevant account treasurer.
- All fundraising financial transactions are to comply with the standard accounting and operational practices published by GVEF.
- All fundraising expenses shall be reasonable in amount and relevant in kind to the spirit and purpose of the activity or event. Any concerns of inappropriate or excessive expenses shall be immediately brought to the attention of the Business Manager. The Business Manager will engage the GVEF Treasurer and BOT as needed to investigate and address.





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**This policy supersedes all previous policies related to fundraising.**



## **ADULT CODE OF CONDUCT POLICY**

*(Approved by the Board of Trustees 12-7-10)*

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

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

### **DEFINITIONS OF UNACCEPTABLE BEHAVIOR:**

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

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

### **PROCESS & CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR**

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

### **STATE LAW REGARDING UNACCEPTABLE BEHAVIOR**

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

### **CAMPUS BEHAVIOR REGULATIONS**

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

- Please refrain from the above Unacceptable Behaviors at all times.



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

### **SCHOOL OFFICE BEHAVIOR REGULATIONS**

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

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

### **EMAIL ETIQUETTE**

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

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

## STUDENT BEHAVIOR POLICY

*(Approved by the Board 04.03.2009)*

### **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

## **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 to 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:

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

### **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 3<sup>rd</sup> suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled





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- 8. At SST Meeting: Parents will be notified in writing that a 3<sup>rd</sup> 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 3<sup>rd</sup> suspension: Recommendation for expulsion

-----Clip here and return.-----

I (We), \_\_\_\_\_ have read and reviewed the Golden Valley Charter School Student Behavior Policy and Procedures with my (our) child(ren).

Comments: \_\_\_\_\_

\_\_\_\_\_

Parent Signature	Parent Signature	Date



## **VISITOR'S POLICY**

*(Approved by the Board of Trustees 04-23-08)*

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

Immediately upon entering any school building or grounds, any person who is not a student of the school or a district officer or employee shall, when school is in session, report his/her presence and the reason for visiting the school to the office and register. At time of departure, they are to sign out on the log. Any person the principal or designee asks to leave school grounds shall promptly comply.

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

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

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

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

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

## **TEACHER HIRING POLICY**

*(Approved by the Board of Trustees 4-9-08)*

### **Purpose**

The purpose of this policy is to provide guidelines and directions for the teacher hiring process.

### **Teacher Hiring Committee**

The teacher hiring process is administered by the GVCS Hiring Committee.

#### *Functions:*

- The committee interviews and makes recommendations to the Board with regard to filling new openings for the positions indicated under the Scope below.

#### *Scope:*

- This procedure applies to the hiring of Kindergarten Teachers, Kindergarten Specialists and Class Teachers

#### *Members:*

- The committee is an administrative committee comprised of: three faculty members, the Principal, a representative from Human Resources and two parents.
- GVCS Principal serves as committee chair
- Principal or Human Resources representative (as a designee) will serve as the contact person between the school and the candidate.

#### *Term of office:*

- The term of office (excluding the Principal and HR representative) is one year.
- In the event of a vacancy, the chair will seek a replacement from the parent body or the faculty, as appropriate.
- Proxies are not allowed, that is, only the originally appointed members may serve.

#### *Qualifications / Approval:*

- Parents who wish to serve on the Hiring Committee must submit a letter stating their qualifications and intent to the Principal. The Principal and members of the committee will take part in a ballot process in regard to election of the parental candidate.

## **Hiring Procedure**

When a teacher opening occurs, the Principal starts the hiring process by contacting committee members and scheduling the first meeting date.

Note: the following steps can be combined when feasible.

### Step 1

Human Resources representative will:

- Maintain records (minutes, individual candidate files, etc.)
- Review staffing needs with Principal
- Define qualifications and develop job description(s) with Principal
- Compose position announcement(s)
- Be the initial recipient of résumés

### Step 2

- Review and screen résumés
- Candidates without a Waldorf background are given an opportunity to research Waldorf-inspired education
- Establish initial short-list of candidates (those whose résumés indicate acceptability)

### Step 3

- Telephone interview with Principal or Human Resources representative. With the committee's approval, a group interview may be held as an alternative to this step

### Step 4

- Classroom visit scheduled for candidate to observe a classroom, if possible

### Step 5

- Hiring Committee interview

### Step 6

- References are checked by Principal or a committee member and reported back to the committee



**Hiring Procedure (continued)**

Step 7

- Hiring Committee discusses and may extend candidates an invitation to present teaching demonstrations– a minimum of two faculty members and the Principal will observe

Step 8

- Hiring Committee evaluates and makes recommendations for employment

Step 9

- Candidate meets the Faculty

Step 10

- Candidate is offered a position (contingent on Kindergarten visit of the position for First Grade).

Step 11

- Board approves or denies hiring of the suggested candidate

Step 12

- Candidate receives letter of intent, if approved

**NOTE:**

**At any time, a candidate may receive a letter of gratitude, stating that the committee has hired another individual.**

**This policy supersedes all previous policies related to teacher hiring.**

***Golden Valley Charter School shall not discriminate against any employee 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, or any other basis prohibited by law.***



## **CLASS TEACHERS, KINDERGARTEN TEACHERS & WALDORF KINDERGARTEN SPECIALISTS EVALUATION POLICY**

*(Approved by the Board of Trustees 04-23-08)*

### **Purpose**

The purpose of this policy is to provide guidelines and directions for the evaluation of teachers and kindergarten specialists.

### **Scope**

This policy does not change the employee's contract status as outlined in the employment agreement.

### **Evaluation Process**

The Principal evaluates all teachers and kindergarten specialists on an annual basis. The evaluation consists of four phases.

#### **Phase I: Goal Setting**

- A meeting between the teacher or kindergarten specialist and Principal is held in October to set goals for the year
- The teacher completes a self-evaluation form and submits the form to the Principal by October 31.

#### **Phase II: Observation by Principal and/or Outside Observer**

- Teachers new to GVCS and those without a Waldorf Certificate are observed in the Fall and Spring.
- An outside evaluator is scheduled to observe the teacher twice during the school year; the observations should be completed by December 31<sup>st</sup> and March 31<sup>st</sup>, respectively.
- Teachers who hold a Waldorf Certificate and have successfully completed a year of teaching at GVCS will be observed in the Spring only.
- The observation consists of the following steps:
  1. A pre-observation meeting between the teacher and Principal is held to discuss the class and the observation.
  2. The teacher submits a plan for the lesson
  3. The Principal and/or outside observer observes a two-hour main lesson
  4. Teacher has copies of a main lesson book from a high, average, and low achieving student available for review.
  5. A post-observation meeting between the teacher, Principal, and outside observer is held to provide feedback.

### **Phase III : Evaluation**

- The Principal assembles all pertinent evaluation materials and prepares a written evaluation summary
- A copy of the summary, signed by the Principal, is given to the teacher
- The teacher signs the summary acknowledging receipt; the signature does not represent agreement with the evaluation by the teacher
- A meeting between the teacher and Principal is held to discuss the summary
- Any conditions placed upon the teacher's further employment are recorded on the evaluation summary
- An evaluation resulting in a recommendation for probation or for termination will be presented for approval to the Board of Trustees in closed session
- The completed file, including the evaluation summary and all materials used in the evaluation process, is placed in the teacher's personnel file
- The evaluation process should be completed by the end of April

### **Exceptions to the Annual Evaluation Process**

- Although teacher evaluations are done on an annual basis, the Principal has the discretion to initiate a separate evaluation process because of the following but not limited to:
  - Teacher reassignment request
  - Recommendation by school-appointed mentor
  - Concerns brought by class parents
  - Reports of misconduct
  - Any other reason deemed by the Principal to warrant a separate evaluation process

**This policy supersedes all previous policies related to teacher evaluation.**

## **SUSPENSION/EXPULSION POLICY**

*(Approved by the Board of Trustees 04-23-08)*

### **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.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

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



Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### **Suspension Procedure**

Suspensions shall be initiated according to the following procedures.

#### **Informal Conference**

- Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.
- The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
- This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.
- No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### **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.

### **Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

### **Rehabilitation Plans**



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

### **Readmission**

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

**This policy supersedes all previous policies related to personnel policies.**

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

## **SCHOOL CLOSURE POLICY**

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

### **Purpose**

This policy sets forth guidelines and directions in the event of a school closure. These procedures will apply regardless of the reason for closure.

### **Closure Process**

1. Closure of the Charter School will be documented by official action of the GVCS Board. The action will identify the reason for closure.
2. The Board will promptly notify SJUSD, the County office of education, the retirement systems in which the school's employees participate (PERS, STRS), and the California Department of Education of the closure and of the effective date of the closure.
3. The Board will ensure notification to the parents (guardians) of students of GVCS of the closure and will provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the decision made by the GVCS board to close the School.
4. As applicable, GVCS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. GVCS will ask SJUSD to store original records of Charter School students. All GVCS student records shall be transferred to SJUSD upon Charter School closure. GVCS employee records will be given to the employee for their personal files. In the event the employee does not choose to take custody of their records, GVCS will contract with a file management storage business for the period of time required by law. All funds required for the duration of storage will be paid in advance.
5. Within six months after the closure of the school, GVCS will prepare final financial records. An independent final audit will also be completed. GVCS will pay for the final audit. The audit will be prepared by a qualified independent auditor approved from the State Controller's list of LEA audit firms. This report will be provided to SJUSD promptly upon its completion.
6. On closure of GVCS, all Charter School assets, including but not limited to, all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending GVCS, remain the sole property of GVCS and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, GVCS shall remain solely responsible for all liabilities arising from the operation of the School.
7. As GVCS is organized as a nonprofit public benefit corporation, the GVCS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

## **NEW AND REVISED POLICY**

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

### **Purpose**

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

### **Introduction**

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

### **First Reading**

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

### **Second Reading**

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

### **Third Reading**

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



## **Policy Review**

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

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

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



## **POLICY FOR DETERMINING HIGHLY QUALIFIED TEACHERS FOR CERTIFICATED STAFF**

*(Approved by the Board of Trustees 4-9-08)*

All teachers who teach core subjects at Golden Valley Charter School (GVCS) as specified in our charter document must meet the following three requirements to be considered highly qualified under the *No Child Left Behind Act (NCLB)*:

- A bachelor's degree
- A California state credential, or intern Certificate of not more than three years
- Demonstrated core academic subject matter competence

All applicants who will be teaching core subjects will be required to meet the above requirements. Each employee must provide the NCLB Teacher Requirements: Certificate of Compliance, as substantiation, and the teacher should retain a copy. Form 1 must be completed by all new hires, and it is possible that a "Not New" teacher may need to complete a *California High Objective Uniform State Standard of Evaluation (HOUSSE)* form – Part 1 and sometimes Part 2 as well.

A Human Resource representative will assure that all information of the *HOUSSE* form is accurate and complete. Copies of pertinent documents will become part of their personnel files, and these records are transferrable.

If the teacher does not demonstrate competence as part of the NCLB *HOUSSE* process, then subject matter competency shall be demonstrated through completion of the Peer Assistance and Review Program for Teachers, or other individualized professional development plans.

Information regarding meeting the *NCLB* requirement that all teachers be highly qualified will be reported annually via the Charter School Funding Survey.

## **FIRE DRILL POLICY**

*(Approved by the Board of Trustees 04-23-08)*

GVCS will hold fire drills at least once a month.

All students, teachers, and other employees shall be required to leave the school building in an orderly and rapid manner. Teachers shall ascertain that no student remains in the building.

1. Teacher leads students along the route indicated on the map (see reverse) that is hung on the wall by the classroom door.
2. Close the door behind you (door should remain unlocked).
3. Teacher takes a class list with him/her.
4. Students are instructed to move quickly and quietly to their meeting place (as seen on the map).
5. When teacher and students arrive, they should be quiet while the teacher takes role to make sure they have every student accounted for.
6. Use the cards in your Fire Drill Folder to indicate whether or not all students are present. If all are present, please hold up the green card; if any are missing, please hold up the red card.
7. If any students are with a specialist, that specialist will supervise those students during the drill.
8. Do not re-enter the school until you hear the “all-clear” signal.

Office staff will exit offices and check bathrooms, hallways, multi-purpose room and classes

Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated escape route is blocked.

A record shall be kept in the school office of each fire drill conducted.

In the event that fire is discovered in any part of the school, the fire department shall be called immediately after the signal is given to evacuate the building.

1. In case of an actual fire emergency, the following actions will be taken:
2. Sound fire signals.
3. Students and adults evacuate the building to outside assembly areas.
4. Call 911.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to injured students.
6. If the fire is serious, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.



## **EXIT PROCEDURE POLICY**

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

### **Purpose**

This policy sets forth guidelines and directions related to those who leave the school.

### **Scope**

The policy covers the exit of the following:

- Families
- Staff
- Teachers

### **Exit interviews**

An exit interview with all exiting families is desirable and the principal should attempt to schedule the interview.

An exit interview is required for all exiting staff and teachers and the principal or designee will schedule and conduct the interview. The principal may request a Board of Trustee member to be present at the interview. Family, teachers and staff can request the principal to be absent from the interview if s/he chooses in which case a Board of Trustee member will conduct the interview.

Equally, the principal may choose not to be present at the interviews in which case a Board of Trustee member will conduct the interview.

The principal or Board of Trustee member will report the results of the interview to the Board of Trustees.

### **Exit Questionnaires**

The appropriate questionnaire will be sent to all exiting families and individuals. See the appendices:

- Appendix A: Family Questionnaire
- Appendix B: Staff Questionnaire
- Appendix C: Teacher Questionnaire

The Human Resources Department will oversee the sending of the questionnaire and the summarizing of the responses and will present the summary to the Board of Trustees.

### **Action**

At the discretion of the Board of Trustees, further action may be taken.

**This policy supersedes all previous policies related to exit processes.**

## **EIGHTH GRADE CLASS TRIP POLICY**

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

### **Purpose**

This policy sets forth guidelines and directions related to the eighth grade class trip.

### **Requirements**

- A service component is a part of each trip.
- The trip relates to an aspect of the curriculum whether it be astronomy, earth science, creative writing, etc.
- A major goal of the trip is to enhance the social dynamic of the class and their connection with their teacher. The trip is a required school activity; therefore, every member of the class is expected to participate. Independent studies are not approved in lieu of the trip. Under exceptional circumstances, and with the approval of the Principal, an alternate on-campus educational experience may be provided.
- No one's access to the trip can be limited for financial reasons (CA Ed Code).
- The total expenditure for the trip is not to exceed \$800 per student and chaperone (can be appealed to full faculty).
- Class parents do not attend unless no other suitable chaperones can be found and with Principal's approval.
- All other procedures for field trips apply including fingerprinting, board approval, insurance riders, etc.
- The total length of the trip is not to exceed seven days with one day of rest upon return. Ideally it is placed so only 5 school days are missed.

**This policy supersedes all previous policies related to the eighth grade class trip.**

## **EARLY SCHOOL PICKUP POLICY**

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

### **Purpose**

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

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

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

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



## **DISPUTE RESOLUTION POLICY**

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

### **Purpose**

The purpose of this policy is to outline procedures to be followed in the event a dispute may arise between GVCS and the authorizing district, SJUSD

### **External Disputes**

The Charter School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise.

In the event of a dispute between GVCS and the District, the Principal or designee and the GVCS Board of Trustees and the District agree to first frame the issue in written format and refer the issue to the Superintendent and Principal of GVCS. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Principal and/or a designee and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement.

In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Principal and attempt to resolve the dispute within 15 business days from the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal, will have the option to meet to jointly identify a neutral third party mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. This mediation shall be voluntary and non-binding on either party. The format of the mediation session shall be developed jointly by the Superintendent and Principal. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the District and GVCS. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process. All timelines in this section can be revised if mutually agreed upon by the District and the Charter School.



### **Internal Disputes**

All internal disputes involving GVCS shall be resolved by the GVCS Principal and/or Board of Trustees according to the internal policies of GVCS. The District shall not be involved with internal disputes of the Charter School unless the Charter School requests District involvement, it is legally required, or unless the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter can be revoked.



## **COMMITTEES POLICY**

*(Approved by the Board of Trustees 4-23-08)*

### **Purpose**

The purpose of this policy is to define the purpose of and set forth the rules for establishing and managing standing administrative committees.

All administrative committee meetings will be duly noticed in the community newsletter and website whenever possible.

### **Administrative Committees**

The Principal is directed by the Board to establish the following standing administrative committees: The Leadership Committee, The Budget Committee, The Marketing/Public Relations (MPR) committee, the Hiring Committee. The Principal may be directed by the Board or choose to establish other committees at his/her discretion.

The Hiring Committee deals with confidential information and is therefore considered to be a closed meeting. The other administrative committees may invite guests at the Committee Chair's discretion. Any member of the school community may also request to be present at a committee meeting by giving 24 hour notice to the Committee Chair. Community members are encouraged to share their feedback, ideas, or proposals with Committee Chairs for consideration. In the event a guest is present when confidential information is to be discussed, the guest will be asked to leave the meeting for that discussion. Administrative committees will make a monthly informational report to the Board.

Community members are encouraged to apply for positions on open committees when such positions are posted. Committee openings will be posted in the school newsletter and on the school website.

A committee member who is deemed to not be performing his/her role may be asked to leave by a majority vote of the other committee members. In the event a committee member is asked to leave, the Committee Chair will be responsible for finding a replacement.

### **The Leadership Committee**

The purpose of the Leadership Committee is to consider and make recommendations in the following areas: addressing community concerns, looking ahead and troubleshooting potential challenges, facilitating discussion when more than one community group is impacted by an issue. The Leadership committee does not make decisions but may make recommendations to any of the following groups: Board of Trustees, Budget Committee, Teachers, Administrative Staff, Parent Circle, and GVEF. The Leadership Committee shall be established by the Principal, who shall act as the Committee Chair. The Committee shall meet at least once per month. The members of the Leadership Committee are to include, but not limited to the following: Principal, Business Manager, Board Chair, GVEF Chair, Faculty Chair, Parent Circle Chair. The Committee Chair may appoint other members at his/her discretion.



### **The Budget Committee**

The purpose of the Budget Committee is: (1) To plan the following year's budget and make recommendations to the Board; (2) To monitor the current year's financial position and to make recommendations for budget and fiscal policy changes to the Board; (3) To monitor the performance of the Business Manager and the Principal in relation to financial matters and to make recommendation to the Board when appropriate; (4) To consider spending proposals presented by the Business Manager, the Board, the Leadership Committee, the MPR Committee, GVEF, the Parent Circle, or other individuals and to present recommendations to the Board for final approval.

The Budget Committee shall be established by the Principal. The Business Manager shall act as the Committee Chair. The members of the Budget Committee shall include but not limited to the following: Business Manager, Principal, Board Chair, Board Treasurer, GVEF Chair, Teacher Representative, Parent Circle Chair or designee approved by the Committee Chair. The Committee Chair may appoint other committee members at his/her discretion. It is expected that members of the budget committee have skills and experience in the areas of financial analysis and/or fiscal management. Parents who wish to serve on the Budget Committee must submit a letter stating their qualifications and intent to the Committee Chair. The Budget Committee shall hold its first meeting no later than November and meet thereafter at least once per month through June.

### **The Marketing and Public Relations (MPR) Committee**

The purpose of the MPR Committee is to plan, execute, and manage all of the marketing, public relations, and outreach activities of the school. The committee is responsible for creating the school's annual marketing plan and to assist the Business Manager in establishing the Marketing and PR budget for the school. The MPR Committee shall be established by the Principal and the Business Manager shall act as the Committee Chair. The members of the MPR committee shall include but not limited to the following: Business Manager, Principal, a Board member, and a Parent Circle member approved by the Committee Chair. The Committee Chair may appoint other committee members at his/her discretion. Parents who wish to serve on the MPR Committee must submit a letter stating their qualifications and intent to the Committee Chair. The MPR committee shall meet at least once per month.

### **The Hiring Committee**

The purpose of the Hiring Committee is to interview and make recommendations to the Board with regard to hiring for Kindergarten Teachers, Kindergarten Specialists, and Class Teachers. The Committee shall be established by the Principal, who shall act as the Committee Chair. The committee is comprised of the following: three faculty members, the Principal, a representative from Human Resources and two parents whenever possible. The term of office (excluding the Principal and HR representative) is one year. In the event of a vacancy, the chair will seek a replacement from the parent body or the faculty, as appropriate. Proxies are not allowed, that is, only the originally appointed members may serve. Parents who wish to serve on the Hiring Committee must submit a letter stating their qualifications and intent to the Principal. The



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Principal and members of the committee will take part in a ballot process in regard to election of the parental candidate.

**This policy supersedes all previous policies related to Committees.**



## **CLASSROOM ACCOUNTS POLICY**

*(Approved by the Board of Trustees 9-10-08)*

### **Background**

California public schools receive funding from the state to support their educational activities; however, state funding typically is not adequate to fully sustain the teachers in their efforts to meet the needs of their students. In most California schools, as a consequence, families raise additional funds in a variety of ways to assure that legitimate pedagogical requirements are met.

At GVCS, families can provide financial support in a number of ways:

- By making donations to the GVCS Educational Foundation through the Annual Giving Campaign and other vehicles such as endowments and in-kind donations.
- By participating in all-school and individual class fundraisers
- By making direct contributions to the class (for field trips, celebrations, and other approved purposes)

This policy outlines the manner in which funds are held. The Fundraising Policy deals with fundraising processes and administrative matters.

### **Purpose and Scope**

This policy sets forth guidelines and directions for the use and management of classroom accounts.

### **Types of Accounts**

Each GVCS class has two separate classroom accounts. The two accounts are referred to as:

- The school account (funds provided for each class out of the general operating funds of the school)
- The class account (physical bank account assigned to each class where funds raised through school and classroom fundraising activities are held)

### **School Account**

- The school accounts for each class are funded by the GVCS budget. These are NOT fundraising accounts.
- Each class has a budget amount set at the beginning of the year based on available funds, the number of students in the class, and the specific pedagogical requirements of each grade.
- The account is used to purchase supplies, curriculum support materials, furniture, and equipment for the classroom.
- Requests for funds are initiated by the class teacher and are sent to the Business Manager using a Purchase Request Form. Purchases are either made through the Purchase Order process or by the Reimbursement process.



- These funds are not transferable to any other accounts.
- Items purchased with these funds are the property of GVCS.
- Unused funds for each year are NOT carried over into the next year.

### **Class Account**

- The class accounts for each class are funded by all-school fundraisers, individual class fundraisers, and individual family contributions as defined in the Fundraising Policy.
- Class account funds may **ONLY** be used for field trips, class celebrations, or other defined uses pre-approved by the Principal.
- Each class has its own bank account which is established and held by GVEF on behalf of each class and managed by the class teacher with oversight from the GVCS Business Manager. The GVCS Business Manager and the class teacher will be signatories on each class account. The teacher or the Business manager may write checks. The accounts may NOT have an ATM card.
- Payments of over \$500 require the prior approval of the Business Manager.
- A record of all deposits and withdrawals for each class account will be maintained by the class teacher or designated class treasurer. This record may be reviewed at any time by the Business Manager or class parents. The Business Manager and GVEF will have electronic access to these accounts for review and oversight.
- Funds may be added to the class account at any time.
- Kindergarten class accounts stay with the individual Kindergarten class and accrue year to year. Grade's class accounts stay with the class as it moves up through the school. Grades class accounts are named: "GVCS Class of 20xx"
- A new account is established at the beginning of each new school year for each incoming first grade. The current 8<sup>th</sup> grade account is closed out at the end of each school year. Any unused funds are transferred into the incoming 8<sup>th</sup> grade account.
- Differences may arise over the use of funds; the parties involved are encouraged to resolve such differences in accordance with this policy. Unresolved disputes are referred to the Business Manager for mediation and resolution.
- Reconciliation of these accounts will be the responsibility of GVEF. End of year account balances for these accounts will be reflected in the GVEF balance sheet and reported on the GVEF 990 Tax form.
- In the event of the dissolution of GVCS, any remaining fund balances in the class accounts become an asset of GVEF.

### **Note on Tax Deductibility**

- Individual family contributions to the class Account to help pay for field trips and class celebrations are not considered donations and are not tax deductible.
- All questions about such deductions should be referred to a qualified tax professional.
- Nothing in this policy is intended to be used for the purpose of tax avoidance as defined by the Internal Revenue Code and other applicable laws.

**This policy supersedes all previous policies related to the management of class accounts.**

## **MANDATED REPORTER FOR CHILD ABUSE POLICY**

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

### **Purpose**

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

### **Reporting Child Abuse**

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

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

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

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

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

### **Duty to Report**

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

### **Definitions**

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



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

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

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

### **Child Abuse Reporting Guidelines**

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

You Are Required To:

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

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

Child Protective Services - 875-5437

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

Sheriff - Patrol Officer - 874-5115



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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](http://www.sacdhhs.com). Fill in the form completely giving both your work address and telephone number. Write in the name of the person to whom you spoke. Teachers may confer and ask support from the principal and/or other colleagues who have been trained.

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

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

CPS - 3701 Branch Center Road, Sacramento, 95827

Sheriff - 711 G Street, Sacramento, 95814

Police - 813 6th Street, Sacramento, 95814

c. Notify the principal of the report.

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

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

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

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

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

### **Storage and Access to Completed Child Abuse Forms**



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

### **Legal Responsibility and Liability**

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





### **Victim Interviews**

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

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

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

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

### **Release of Child to Peace Officer**

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

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

### **When School Employees are Accused of Child Abuse**



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

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

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

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



## **SMOKE AND PERFUME FREE POLICY**

*(Approved by the Charter Council 04-16-01)*

Golden Valley Charter School recognizes that some students may have particular sensitivities to the smell of smoke and perfumes. Accordingly, it is the policy of Golden Valley Charter School that all employees and students shall be free of the smell of smoke and of strong perfume- or incense-type odors during student-contact hours.



## **DISSEMINATION OF INFORMATION POLICY**

*(Approved by the Charter Council 10-23-02)*

Any written document (paper or electronic) representing Golden Valley Charter School to be released to a member or members of the parent body and/or the wider public must first be reviewed and approved by the Administrator. Author and intent must be clearly stated in writing on all such documents. An exception to this would be information sent out by teachers to the parents of the children in their classes. Information sent out by teachers does not need to be approved by the administrator, but is to be submitted to the administrator and will be kept in a binder in the main office until the end of that school year.

## **FIELD TRIP POLICY**

*(Approved by the Board of Trustees 11-14-2001)*

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.

### **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.