



August 23, 2017  
Agenda

1. **Call to Order** – 4:30p.m. *(J. Hanafee)*
2. **Roll Call** – 4:30 p.m.  
**Board Members:** John Hanafee, Chair, Ally Jakubicka, Vice Chair, Jodi Begley, Secretary, Sarah Sullivan, Zachary Phillips, G’anna Burke, Joanne Ahola, Becky Page, Ryan Sutton.
3. **Flag Salute/Quote/Moment of Silence** – 4:30 p.m. *(C. Buckley)*
4. **Public Comment** – 4:35 p.m.  
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.
5. **Appointment of Trustees** – 4:50 p.m. *(J. Hanafee)*  
Action: Shall the Board consider appointments for the 17-18 School Year?
  - 5.1. **Election of Board Officers**  
Action: Shall the Board consider the election of Officers for the 17-18 School Year?
    - 5.1.a. **Chair**
    - 5.1.b. **Vice Chair**
    - 5.1.c. **Secretary**
  - 5.2. **Formation and appointment of Board Committees**  
Action: Shall the board consider the formation of a Finance Committee?
6. **Approval of the Minutes** – 5:05 p.m. *(J. Hanafee)*  
Action: Shall the Board approve the *June 6, 2017 Regular Meeting Minutes*?
7. **Closing River 8<sup>th</sup> Grades** – 5:10 p.m. *(C. Buckley)*  
Action: Shall the board approve closing both River 2018 8<sup>th</sup> grade classes to enrollment?
8. **Independent Study Policy Revision** – 5:30 p.m. *(C. Buckley)*  
Action: Shall the board approve an amendment to the Independent Study Policy?
9. **Board Retreat Agenda Items** – 5:50 p.m. *(C. Buckley)*  
Discussion: The board will discuss potential agenda items for the September 9 board retreat.
10. **Bullying Policy**– 6:10 p.m. *(C. Buckley)*  
Discussion: The board will discuss the proposed bullying policy.



August 23, 2017

11. **Reports** – 6:30 p.m.

Information/Discussion

Executive Director: The Executive Director will present items of interest to the board.

*(C. Buckley)*

Board Chair: The Board Chair will present items of interest to the board.

*(J. Hanafee)*

Orchard Faculty Chair: The Faculty Chair will present items of interest to the board.

*(S. Sullivan)*

River Faculty Chair: The Faculty Chair will present items of interest to the board.

*(B. Page)*

12. **Community Reports** – 6:50 p.m.

Information/Discussion

CCSA Families

*(A. Jakubicka)*

GVEF

*(S. Sullivan)*

13. **Recitation of the Motto of the Social Ethic** – 7:00 p.m.

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

14. **Adjournment of the meeting** – 7:01 p.m.

*(J. Hanafee)*



June 7, 2017  
*Minutes*

**The meeting was called to order at 4:32.**

**Roll Call .**

**Board Members Present:** John Hanafee, Chair, Ally Jakubicka, Vice Chair, Jodi Begley, Secretary, Sarah Sullivan, Zachary Phillips, G'anna Burke, Joanne Ahola (via phone), Becky Page, Ryan Sutton.

**Board Members Absent:** None

**Guests:** Amala Easton, Caleb Buckley, Traci Ikemire, Adrienne Barnes, Julia Kapitula, Perry Knight, John Baker, Kim Crawford, Susan Gutierrez, Stephanie Lorenz.

**Flag Salute/Quote/Moment of Silence**

**Public Comment**

Traci Ikemire wants to work with families to improve our relationship with San Juan. She would like to work on seeking out alternative facilities to what we now have.

**Approval of the Minutes**

The Board approved the *May 5, 2017 Regular Meeting Minutes*. (Ayes: 8, Noes: 0, Abstain: 1, Joanne Ahola)

**Approval of the Minutes**

The Board approved the *May 31, 2017 Special Meeting Minutes*. (Ayes: 8, Noes: 0, Abstain: 1, Joanne Ahola)

**Orchard Local Control Accountability Plan (LCAP) for 2016-17**

The board approved the Orchard LCAP for 2016-17. (Ayes: 9, Noes: 0, Abstain: 0)

**River Local Control Accountability Plan (LCAP) for 2016-17**

The board approved the River LCAP for 2016-17. (Ayes: 8, Noes: 0, Abstain: 1, Allyson Jakubicka)

**2017-2018 Budget**

The board approved the 2017-18 school budget for Golden Valley Charter Schools. (Ayes: 8, Noes: 0, Abstain: 0)

**2017-2018 CharterSAFE Proposal**

The board approved the CharterSAFE proposal for coverage for 2017-18. (Ayes: 9, Noes: 0, Abstain: 0)

**Reports**

Information/Discussion

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

Finance Committee: No report.



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

June 7, 2017

Board Chair: The Board Chair, John Hanafee, thanked everyone for their work this year. We're looking to have new board members next year. John would like to work on establishing some policies for the board next year.

Orchard Faculty Chair: The Faculty Chair, Zach Phillips, reported that Orchard has been sick lately. We're all glad to be wrapping up the year. Zach stated that it's been an honor to serve on the board.

River Faculty Chair: The Faculty Chair, Ryan Sutton, reported that room 9 will be a handwork room next year. All of the specialties will be sharing the room. Barbara Ames' co-teacher will be overseeing the electives next year.

### **Community Reports**

CCSA Families - The Sacramento Charter Families Federation met on 6/07/2017 to discuss ways to promote civic engagement. This group of charter school parents and grandparents is now being recognized by CCSA for its work. Goals for the group next year will be: to deepen community understanding of charter schools, host a town hall with lawmakers and school board members, and perhaps a best-practices showcase that features charter school teachers demonstrating what works in their classrooms. They will meet over the summer.

GVEF - The just had the end of year GVEF party. They celebrated the year and said goodbye to Lee Scoot and Lisa Menconi. Monica Eisel will do one more year with GVEF.

### **Closed Session**

The Board went into closed session at 5:40 p.m. to discuss pending litigation and consultation with the attorney, according to Government Code § 54956.9.

### **Closed Session**

The Board continued their closed session to consider the executive director's annual employee evaluation, according to Government Code § 54957. Closed session had 1 motion to announce in open session: Accept ED evaluation and authorize Chair to discuss results with ED with negotiate Merit Salary Adjustment. (Ayes: 9, Noes: 0, Abstain: 0)

### **Recitation of the Motto of the Social Ethic**

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

**The meeting was adjourned at 7:21 p.m.**

# GOLDEN VALLEY CHARTER SCHOOL OF SACRAMENTO ORANGEVALE, CALIFORNIA

## INDEPENDENT STUDY POLICY

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

### 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. ~~All students shall have the alternative of classroom instruction.~~

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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.
- ~~The contract may be cancelled by the teacher if the student does not comply with the terms of the contract.~~
- 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.

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### 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
- ~~The student will be out of town~~
- An appeal of a previously denied contract has been subsequently granted by the principal

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### 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 student's 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.

## **DRAFT of Golden Valley Bullying Prevention Plan**

### **Bullying Behavior Defined:**

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

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

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

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

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

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

### **Examples of Bullying Behavior:**

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

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

### **Responsibilities:**

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

### **Faculty and Staff have a responsibility to:**

- respect and support students
- model and promote appropriate behavior
- have knowledge of school policies relating to bullying behavior
- implement policies relating to bullying behavior
- respond in a timely manner to incidents of bullying according to the Golden Valley Charter Schools Bullying Prevention Plan
- address behavior that is disruptive, abusive and/or destructive to individuals or the class as a whole



- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

### **Student Responsibilities:**

- exercise kindness, respecting individual differences.
- behave as responsible citizens at school and in our greater community.
- act as peacekeepers in the school community.
- resolve differences with respect, seeking help when needed.
- follow the Golden Valley Charter Schools Bullying Prevention Plan.
- act as a responsible witness / bystander by understanding destructive and bullying behavior.
- report incidents of bullying according to the Golden Valley Charter Schools Bullying Prevention Plan.

### **Parent Responsibilities:**

- support their children to become responsible citizens and develop responsible behavior.
- be aware of the Golden Valley Charter Schools Bullying Prevention Plan and assist their children in understanding bullying behavior.
- support their children in developing positive responses to incidents of bullying, consistent with the school Bullying Prevention Plan.
- report incidents of school related bullying to the school.
- work collaboratively with the school to resolve incidents of bullying when they occur.

### **School Community Responsibilities:**

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

## **Specific Responsibilities for Faculty, Staff and Students:**

### **Responsibilities of Faculty and Staff-**

- Model appropriate behavior at all times.
- Teach students skills and strategies to recognize and address bullying and destructive behavior as outlined in the Golden Valley Charter Schools Bullying Prevention Plan.
- Integrate the Golden Valley Charter Schools’s social wellness mission into the curriculum, thereby building self reliance and self esteem among the student body.
- Respond to all reported and observed incidents of bullying as describe in the Bullying Prevention Plan and the school discipline policy.
- Ensure that students are supervised at all times.
- Report all instances of bullying.
- Create a culture where it is acceptable and encouraged to report bullying incidents.

### **Responsibilities of Students -**

- Know what is unacceptable behavior at Golden Valley Charter Schools and recognize bullying behavior.
- Help to create and maintain a culture where bullying is not tolerated by speaking out and exercising kindness, courage and compassion.
- Be assertive. Tell a person who is using bullying behavior that you do not like the behavior and how it makes you feel.
- Report any bullying behavior to your teacher or another adult.
- Seek help from a teacher or other adult if bullying behavior continues.
- If you see someone else being bullied, tell the person who is “bullying” to stop.
- Report any instances of cyber-bullying to a teacher or another adult.
- Act as a responsible bystander. If you see someone being bullied, help them.
- Be kind and helpful to everyone.

- Practice Empathy And Compassion Everywhere.

## **Golden Valley Charter Schools**

### **Bullying Prevention Plan**

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

#### **Bullying Prohibited**

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

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

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

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

#### **Procedures**

##### **Procedures for Reporting Acts of Bullying, Harassment or Retaliation**

1. If any employee of Golden Valley Charter Schools observes, has been reported to, or otherwise becomes aware of a possible act of bullying, harassment, or retaliation, that person must report the event to a school administrator within one full school day, using the Bullying Incident Reporting Form, or other appropriate means of communication.
2. If a student expresses a desire to report or discuss a possible incident of bullying, harassment or retaliation with a staff member, the staff member will, in a timely manner, provide the student with a practical, safe, private, and age-appropriate way of doing so.
3. Reporting forms may be obtained in the school's main office, classrooms, on the school website, and other locations determined by the school. All members of the school community (students, faculty, staff, parents, and members of the greater community) may report an act of bullying or retaliation to a school administrator via the Bullying Incident Reporting form or other appropriate means of communication. If a student requires help completing the form, a staff member will provide the necessary assistance.
4. Golden Valley Charter Schools will create ways in which Bullying Incident Reporting forms may be submitted to the school administration, including means to report anonymously.
5. Information obtained from the Bullying Incident Report form shall be recorded and filed by the school.

### **Procedures for the Prompt Investigation of Acts of Bullying, Harassment, or Retaliation**

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

5. Discussions with all parties should be documented by the investigating administrator as soon as possible after the event.
6. When an act of bullying, harassment, or retaliation has been determined the designated administrator will apply consequences consistent with due process rights using the school Code of Conduct as a guide.
7. Measures will be taken to ensure that any person providing information contributing to the investigation of an incident will be protected from retaliation.
8. If the act of bullying, harassment or retaliation are considered to be delinquent acts, the individual involved shall be reported to the designated administrator promptly and if necessary to the responsible law enforcement agency in accordance with the laws of the State of California.
9. The designated administrator will notify parents/guardians of all parties involved in the incident, the outcome of the investigation and whether disciplinary action was taken.
10. The designated administrator will create a written record of the incident and any disciplinary actions taken, as well as the statements of each party involved.

#### **Procedures for Following Upon Acts of Bullying, Harassment or Retaliation**

1. After the determination that an act of bullying, harassment, or retaliation has occurred and after appropriate disciplinary action has been taken, the designated administrator will develop with all parties involved and their parents or guardians an appropriate plan of action - a safety plan for the “target” or a conduct plan for the “aggressor”. Both plans will include notifying teachers not only of the incident, but also of all the parties involved, specifying their roles.
2. The safety plan will include, but not limited by, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following:
  - No acts of retaliation have occurred.
  - Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
  - Information regarding outside support services are provided to students and family.
  - The frequency and duration of check-ins will be determined on a case-by-case basis, but will not be less than two times per week for a period of four weeks.

- After two weeks, the check-in person will provide a progress report on the emotional well-being of the student to the designated administrator.
- The safety plan cannot be discontinued without the agreement of the student, the parents/guardians, the designated check-in person, and the designated administrator

3. The conduct plan for the “aggressor” will include, but not be limited by the following:

Designated administrator will conduct compulsory conduct meetings to ensure:

- No further acts of bullying, harassment, or retaliation have been committed.
- The student has been educated regarding acceptable alternative behaviors.
- The student has received further education regarding the school’s bullying prevention policy, including the potential for more severe school consequences and/or criminal charges being filed. In addition, the student will be informed of the consequences for retaliating against targets, reporters or witnesses.
- The frequency and duration of these meetings will be agreed upon and will depend upon future actions. However, the minimum requirement should be at least two times per week for a period of four weeks.
- Information regarding outside support resources will be made available to the student and their parents/guardians.
- A progress report identifying student conduct will be provided after two weeks.
- Discontinuation of the conduct plan will be determined by the designated administrator. All meetings and the ending of the conduct plan should be documented and kept throughout the student’s school career. Parents/ guardians will be notified of the discontinuance of a conduct plan.

### **Strategies**

At Golden Valley Charter Schools we will:

- Openly talk about bullying - what it is, how it affects us, what we can do about it.
- Teach students the skills they need to build their self-esteem.

- Empower students to take responsibility for their own well-being, and give students the opportunity to practice these skills.
- Investigate all reports of bullying behavior according to the procedures described in the Bullying Prevention Plan.
- Follow up on all reports of bullying behavior according to the procedures described in the Bullying Prevention Plan.
- Respond to substantiated instances of bullying behavior according to the discipline policy and all relevant GVCS policies and procedures.
- Involve students, faculty, staff, parents and members of the greater community in creating a positive and peaceful school community.

### **Programs / Curriculum**

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

### **Virtues Project**

The Virtues Project is an initiative created to inspire the practice of virtues in everyday life.

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

We work to instill the virtues into everyday life in the classroom and the school community. Each class is assigned a virtue to present to the school community during the school year, bringing a consciousness around a particular virtue and working to develop a clear understanding of that virtue as it lives in the individual, the classroom, and the greater community.

### **Agreements**

Agreements are a specific “code of conduct” by which different groups in our community can interact peacefully. Agreements should be made at all levels of our community:

Between Faculty, Staff, Governing Councils and Students. Each body must create agreements together that are attainable and able to be “agreed upon” by all parties involved.

Classroom agreements will be made in each grade, complimenting the curriculum for the year and the developmental and social needs of each class.

As each body of the school has established agreements, each body must also establish follow-up actions or consequences for breaking agreements.

### **Class Meetings / Sharing**

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

An effective class meeting has very specific ground rules for how individuals interact (for example a talking crystal or talking stick in order to speak). These ground rules should be set and agreed upon by the group. In an organized class meeting, the teacher / facilitator leads the meeting so that each student has the opportunity to share something with the group. As students share with the group, the teacher / facilitator has the task of engaging the group in a discussion and keeping that discussion on task and positive by asking guiding questions and participating according the established procedures for the class meeting.

A class meeting offers a safe venue for students to make acknowledgements or share concerns with their class as a whole.

### **Student Council**

Our Student Council is a student run governance body that exists in our school. Student Council works to plan special days for students, to recommend changes to policies that directly effect



students, and advocate for students in our school community. Student government is a positive way for students to be actively involved in their school, empowering students and giving them a voice in their school. Grades 5 - 8 are involved with Student Council with each grade being represented by two students chosen by their class and their teacher.

### **Empathy First Responders**

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

### **Student Empowerment Project**

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

### **Cyber Civics**

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

### **Faculty / Staff Development**

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

### **Community Education**

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

## **Outcomes**

As a result of implementing an Bullying Prevention Plan, we strive to see:

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

## **Evaluation**

Golden Valley Charter Schools conducts annual parent surveys, as well as faculty and staff surveys. By including questions related to the school climate, we will have the opportunity to gather information from our community as a whole regarding the social health of our school from a variety of perspectives.

Student surveys are also an important tool. While this may be a more informal survey, teachers could gather valuable information on how students feel regarding the social health of their school.

An annual review of reported bullying behaviors as well as suspensions and expulsions is included in our Local Control Accountability Plan (LCAP). The LCAP is presented to our school district as well as the state and outlines goals and outcomes measuring overall school performance.

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

**- Rudolf Steiner**



# GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT  
Submitted by Caleb Buckley, EdD

August 23, 2017

*K-8 Tuition-Free Public Waldorf Schools*

## THE CHARTER MANAGEMENT OFFICE



This summer has been full of program improvements and upgrades to the schools. River received new “Waldorf style” wooden desks and chairs for grades three and four. The specialty program was enhanced to provide three full time positions: Spanish, Games, and Music. The Orchard School added two new classrooms for seventh grade and a library. River added an assistant to fifth grade to support the new teacher in Cypress. Recess periods are now split between grades 1-3 and 4-8 to provide a less intense experience for the little ones and more playing room for the older students. Barbara Ames has joined the leadership team as Vice Principal at River and we have hired a full time co-teacher for eighth grade to work alongside her. Electives are now being offered in the last hour and a half of River’s school day to seventh and eighth grades.

Some challenges that the year begins with include the empty Spanish positions and the several new class teachers that will need mentoring and training support quickly. Our facilities arrangements with San Juan were never finalized by their staff for 17/18 so there will be a meeting at the district this Friday. GVCS continues to revise policies as they are needed to modernize the schools; today we see the bullying prevention plan and the independent study policy. The management of the school’s business services has been expanded to include support from CSMC and the rollover to their payroll and accounting systems have kept the central office busy. As we look forward to the September board retreat, we never know what issues will dominate our time this year, but teacher training and facility goals are the top two facing us in August.

## THE ORCHARD SCHOOL



Over the summer, teachers have attended Art of Teaching and other professional training in order to learn new instructional strategies that will serve them this school year. However, most importantly, they were able to rejuvenate themselves. Recently, Ms. Hidden settled down in our new portable located on the blacktop. Also, the new library has been relocated to classroom 18. Our teachers are very excited about the new library and are looking forward to bringing their students in the weeks to come. The Orchard staff has been working hard in order to prepare the school for a successful and smooth voyage.


## THE RIVER SCHOOL




Mr. Mark and Nicolai have worked with diligence to deep clean all rooms at River over the summer. Pete, from the district, had rewired all hall lights. They are now LED and under the eaves, so we will have no more problems with water leakage. We have new desks for grades 3 and 4. Grades 5 and 6 have new teachers, Danuta Dias and Anna Rainville, respectively. Already they are integrating with faculty, staff and families with ease. I have support from Maya Colondres, so I can move forward with serving as vice-principal. She, Michelle Smith and I are collaborating and planning as often as possible to accomplish all that is needed in students eighth grade year. Kindergartens have children with numerous health issues (diabetes, life-threatening food allergies, and more), so we are actively holding training, meeting with parents, educating the community, and purchasing needs.

## ENROLLMENT

Enrollment has been fluctuating all summer and still is. Our Enrollment Coordinator has been working diligently to fill any openings at our schools. We still have openings in several of our grades and in our kindergartens. Offers are being sent out as space becomes available in a class. We will be hosting Parent Information Meetings at each of our schools in September. Orchard's is on September 6<sup>th</sup> and River's on September 13<sup>th</sup>. The meetings are intended to fill any open seats for the 17-18 school year. We are looking forward to the 17-18 school year.

	ORCHARD SCHOOL ENROLLMENT as of the 1 <sup>st</sup> of the month										
	CBK	ABK	OBK	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	Total
	6	19	22	30	31	30	30	30	27	29	254
	TK - 13	K - 34		30	31	30	30	30	27	29	254

	RIVER SCHOOL ENROLLMENT as of the 1 <sup>st</sup> of the month												
	CBK	LBK	PBK	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	8 <sup>th</sup>	Total
	11	22	20	31	31	30	30	27	30	29	24	25	310
	TK - 22	K - 32		30	31	30	30	27	30	29	49		310

## MARKETING & COMMUNICATION

### Outreach

Our new Golden Valley 10x10 tent went to the Palladio for the Sacramento Parent Magazine Edfair held on Friday, July 21st. This event featured many educational organizations and had family friendly entertainment and activities. We offered the activity of customizing wood cut pendants. Out of the 60 we brought, 50 were used. We spoke to many new families as well as many Waldorf enthusiasts in private Waldorf Schools. We handed out information for our September Parent Information Meetings, SN&R publication, and mentioned families to like us on Facebook.

We are signed up to attend Nature Fest 2017 at the Effie Yaw Nature Center in Ancil Hoffman Park in Carmichael. This event is held on Sunday, October 8th. This will be our second time attending this event. We hope expand our offering by recruiting one of our teachers to tell a story on stage.



### Marketing

During registration, we officially announced our schools' new communication system, Parent Square. Site office staff and teachers have all received training with this system with Becky Schwartz and new communication guidelines from Marlene Laughter. Becky and Marlene will continue administrative training of the program and will hold the district level communications and IT of the program. Site office staff have new Newsletter Templates and have been trained on how to communicate the school newsletters through Parent Square. Becky and Marlene plan to visit a few faculty meetings a year to discuss Parent Square and assess if more training or adjustments to the system need to be made. Marlene will also like to meet with school principals to sync on newsletter communications and school site communications for this school year.

## HUMAN RESOURCES

The warm days of summer buzzed with Human Resources activity. Just after the last BOT meeting of the 2016-2017 school year, Breonna Greer (6<sup>th</sup> Grade) announced she was moving to Alaska. We also said goodbye to Christiana Quick-Cleveland (Music) and Martha Sault (Math/Dance) at the end of the school year. In July, we heard from Jessica Eccles (5<sup>th</sup> Grade), Lorena Neira (Spanish) and Tim Nelson (Spanish) that they would not be returning to Golden Valley for the 2017-2018 school year. In August, we heard from Wendi Zane (Campus Monitor) that she was resigning from her positions. With the many goings, there are some wonderful welcomes to announce:

Welcome Anna Rainville as the new 6<sup>th</sup> grade teacher at River. Anna did her Master's Degree and Waldorf Teacher Training at Antioch in New England.

Welcome Danuta Dias as the new 5<sup>th</sup> grade teacher at River. Danuta was an executive for HP before following her dream to teach. She is also a very talented artist and joyful spirit.

Welcome back Richard March. Richard accepted a full time position as our Music Teacher. He will be teaching music in grades 4-8 as well as heading up the Spring Concerts and musical components of our festivals.

Welcome back Kim Pace as the Campus Monitor at Orchard. Kim left her position as an aide in the Lemon Blossom Kindergarten to do the apprentice program with Harald Hoven at RSC. We are excited she is back with us.

Welcome Jessica Hidalgo as our Instructional Assistant in the 5<sup>th</sup> grade at River. Jessica worked the last few weeks of last year with this class, so she is ready go. She is experience as a behaviorist and will be a great asset to the Cypress class and our school.

Welcome our three new Instructional Assistants at Orchard. Zara Shah in First Grade, Jamie Carey in Second Grade and Nikki Campos-Spurlock in Third Grade.

Welcome our new Instructional Assistant at River in the First Grade, Misty DeGennaro.

There was also some exciting movement among our employees:

After finishing her credential program and working for three years as an Instructional Assistant, Liel Legaspi has accepting the First Grade Position at Orchard.

After working as an Instructional assistant for three years at both schools Amy Montgomery will be joining the Ed. Support Team at River.

Heather Peery accepted a permanent position on the Ed. Support Team at River.



After graduating the Oak Tree class, Morgan Garrett accepted the 6<sup>th</sup> grade class at Orchard as her next adventure.

As the second only teacher to complete the 1<sup>st</sup>-8<sup>th</sup> grade journey with her Pine Tree Class, Lisa Moraga completed the loop and accepted the First Grade class at River to begin again.

## EDUCATION SUPPORT

Our Special Education Team is working hard to meet all the needs and deadlines facing our schools in the fall. We have had many new students enroll with Individualized Education Plans (IEPs, Special Education), and many returning students with annual or triennial reviews in the next few months. We have a new school psychologist from Schools Steps, Inc., Katie Koulouris, who will be working 3 days per week between both schools. Our speech therapist Jeananne Captein is out on maternity leave (baby due August 26 - expected return January 2018). Stephanie Catalano is substituting (also from School Steps, Inc.), and will be working 4 days per week between both schools. Our River Education Support Specialist, Heather Peery, who substituted for our Resource Special Education Teacher last year while Devin Lombardi was on maternity leave will be assisting Devin with the overflow in special education caseload management due to the growth in caseload. There is a lot of orientation and training going on with so many new folks.

In the assessment realm, our Assessment Coordinators - Jennifer Hoover at Orchard, and Stephanie Lorenz at River, plus Becky Schwartz in the Central Office - have already done many inservices and meetings with teachers to get ready for the new keyboarding program. Computer carts that will be used in grades 3-5 to prepare students for our first experience doing state mandated testing on computers - our 3 year waiver has run out - and this will be our first year fully implementing computer testing for all students grade 3-8. Students in grades 3-5 will be using computer carts in the classrooms. A parent night is planned for September to discuss these changes.

