



2023-24 Student/Parent Handbook Modesto and Salida Campuses

www.greatvalleyacademy.com

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Mission and Core Philosophy

Vision

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

Mission

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Philosophy

At Great Valley Academy, we believe:

- Every child is unique and can learn like a gifted learner – visually.
- Students deserve the opportunity to have instruction delivered in a way that is relevant and meaningful.
- School should be a non-threatening environment that emphasizes relationships.
- Character education should be taught, modeled, and assessed.
- Highly-trained, motivated teachers are essential.
- Parental involvement and support is an essential element of a quality educational experience.

Great Valley Academy's ("GVA, "Charter School," or "School") inquiry-based curriculum will help students become self-motivated, competent, lifelong learners who are critical thinkers; demonstrating confidence and creativity. We believe that all students can achieve high standards even though they may enter GVA with different strengths, abilities, and life experiences.

5 Pillars

1. Great Valley Smart ("GVS")

GVA trains the brain, unlocking gifted learning through the utilization of visual strategies and purposeful movement.

2. Character Development

GVA equips students to become caring and responsible citizens through choice theory, character reflection, and assessment.

3. Climate: Safe, Loved, Learning

GVA nurtures a community where all are safe, loved, and learning.

4. Mastery Learning

GVA empowers students to influence the pace and content of their academic experience through the demonstration of mastery.

5. Highly Qualified and Dedicated Staff

GVA develops a highly-dedicated team through extensive and interactive hiring practice and continuous professional growth.

2023 - 2024 Student Calendar – Subject to Change

August	1-7	Staff Training Days
August	8	First Day of School
September	4	Labor Day – No School
September	15	Teacher In-Service – No School
October	9-13	Fall Break – No School
November	10	Veterans Day – No School
November	22-24	Thanksgiving Vacation – No School
December	22-31	Winter Vacation – No School
January	1-7	Winter Vacation – No School
January	15	Martin Luther King's Birthday – No School
February	12	Teacher In-Service – No School
February	19	Presidents' Day – No School
March	18-22	Spring Break – No School
March	29	Spring Holiday – No School
April	1	Spring Holiday – No School
May	3	Teacher In-Service – No School
May	27	Memorial Day – No School
May	31	Last Day of School

School Hours

Modesto

Monday – Thursday (Morning Start Times)

Kindergarten AM – 8:00am
 1st – 8th – 8:00am
 Kindergarten PM – 11:40am

Monday – Thursday (Ending Times)

Kindergarten AM – 11:20am
 Kindergarten PM – 3:00pm
 1st – 8th – 3:00pm

Friday (Morning Start and Ending Times)

All Grades – 8:00am – 11:40am

Salida

Monday – Thursday (Morning Start Times)

Kindergarten AM – 8:30am
 1st – 8th – 8:30am
 Kindergarten PM – 12:10pm

Monday – Thursday (Ending Times)

Kindergarten AM – 11:50am
 Kindergarten PM – 3:30pm
 1st – 8th – 3:30pm

Friday (Morning Start and Ending Times)

All Grades – 8:30am – 12:00pm

Student Wellness

We are committed to the optimal development for every student. The school wellness policy outlines GVA's approach to ensuring supportive environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The GVA wellness policy can be found in the main campus office or on the home page of our website at www.greatvalleyacademy.com.

Universal School Meals

GVA participates in the National School Lunch Program. GVA shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all students in kindergarten through grade eight (8).

Applications for school meals can be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

A copy of the complete Policy is available upon request at the main office. GVA also maintains a School Wellness Policy pursuant to state and federal requirements.

Breakfast

Breakfast is served during morning recess. GVA contracts with Revolution Foods for healthy options for your child. For more information, go to www.greatvalleyacademy.com.

Lunch

Students will eat in their classroom, family-style, with their teachers. Teachers use this time to chat with students, teach good table manners, conduct conferences with students, as well as eat.

Students may either bring a lunch from home, or they may receive a lunch through our lunch program. Students will not have access to a microwave. GVA contracts with Revolution Foods for healthy options for your child. For more information, go to www.greatvalleyacademy.com.

Students who do not order lunch through the lunch program and forget their lunch may be provided an extra lunch is available, otherwise students may call home to have a lunch brought to the office. If this is a regular occurrence, GVA will encourage enrolling in the meal program. The office is not responsible for lunches not picked up by the student. Meal delivery services (i.e. Grub Hub, Door Dash) should not be used to bring your student lunch.

Free and Reduced-price qualifying students are encouraged to apply each year for purposes of data tracking and reimbursement to GVA. Information can be found at www.greatvalleyacademy.com.

Snacks

Students in grades 1st-8th will have a snack in the morning and afternoon. We ask **parents to provide** their child with **two healthy snacks each day**. AM/PM Kindergarten students need to also have a snack. If you have a PM Kindergarten and are not participating in the lunch program, please make sure they have lunch before coming to school.

Water Bottles

We encourage students to drink water throughout the day by keeping reusable water bottles with them at all times while they are in school. GVA has refilling stations on campus to reduce plastic waste.

Uniforms

Students and staff at Great Valley Academy will wear uniforms daily. We have chosen uniforms because they:

- Allow students and staff to focus on learning.
- Improve the safety and security of the school.
- Improve behavior and discipline in the school.
- Help develop a sense of unity.
- Ensure that appropriate clothing will be worn to school.
- Emphasize the individuality of each child.

GVA Administration reserves the right to address, at their discretion, uniform issues that present themselves as a distraction to the students, the educational process or prevent student safety.

Required Uniform - K-6 Grades

Bottoms

- Black or khaki color straight, jean/denim or cargo pants/shorts.
- Black or khaki color capris, skirts, skorts and jumpers. Must be no shorter than the end of a students' fingertips when their arms are down at their sides – both front and back.
- Bottoms must be plain material without designs or patterns. No decorative holes, rips or tears. Yoga, sweat pant, athletic (workout) styles are not allowed.
- Leggings/tights may only be worn under skirts, skorts, shorts and jumpers and must be solid white, black, grey or navy.
- All bottoms must allow non-restrictive movement.
- All bottoms must be worn at the waist and not excessively baggy; at no time should undergarments show.

Tops

- Solid dark green, collared polo shirt with a white embroidered Great Valley Academy logo on the left side chest.
- Solid white, collared button-up dress shirt or blouse with green or maroon embroidered Great Valley Academy logo on the left side chest.
- All tops must have either short or long sleeves.
- All tops must allow non-restrictive movement.
- Undershirts that extend past the uniform shirt (sleeves and bottom of shirt) must be solid white, black, navy, grey, or dark green.
- Solid navy blue sweatshirts, sweaters and jackets with a white embroidered Great Valley Academy logo on the left side chest are allowed to be worn inside.
- Great Valley Academy sponsored sweatshirts and jackets may be worn inside.
- All non-navy and non-sponsored sweatshirts, sweaters and jackets may be worn outside but must be removed when inside.

Required Uniform - 7th & 8th Grades

Bottoms

- Black or khaki color straight, jean/denim or cargo pants/shorts.
- Black or khaki color capris, skirts, skorts and jumpers. Must be no shorter than the end of a students' fingertips when their arms are down at their sides – both front and back.
- Bottoms must be plain material without designs or patterns. No decorative holes, rips or tears. Yoga, sweat pant, athletic (workout) styles are not allowed.

- Leggings/tights may only be worn under uniform skirts, skorts, shorts and jumpers must be solid white, black, grey or navy.
- All bottoms must allow non-restrictive movement.
- All bottoms must be worn at the waist and not excessively baggy; at no time should undergarments show.

Tops

- Solid maroon, collared polo shirt with a white embroidered Great Valley Academy logo on the left side chest.
- Solid white, collared button-up dress shirt or blouse with maroon or green embroidered Great Valley Academy logo on the left side chest.
- All tops must have either short or long sleeves.
- All tops must allow non-restrictive movement.
- Undershirts that extend past the uniform shirt (sleeves and bottom of shirt) must be solid white, black, navy, grey, or maroon.
- Solid navy blue sweatshirts, sweaters and jackets with a white embroidered Great Valley Academy logo on the left side chest are allowed to be worn inside.
- Great Valley Academy spirit sweatshirts and jackets may be worn inside.
- All non-navy and non-spirit sweatshirts, sweaters and jackets may be worn outside but must be removed when inside.

Required Uniform – All Students

Friday Spirit Days

- Every Friday students may wear school spirit shirts that include but are not limited to jog-a-thon, athletics, Kids Care, grade level designs, performing arts, music, etc.
- Periodically each campus will announce dress-up or special spirit days. Details for these days will be outlined in campus newsletters and/or announcements.

Shoes

- Athletic shoes must be worn at all times. Students will be involved in fitness/movement activities throughout the day and thus shoes must be well fitting and secured at all times.
- No sandals, flip-flops, open-toed shoes, wedged tennis shoes, shoes with heels or wheels, slip-on shoes (i.e. Vans, Toms) or boots. Rain boots are permitted on rainy days only but athletic shoes must be brought to put on once inside.



Head Coverings

Hats, beanies and other head coverings may be worn outside only and in a practical manner as to block eyes from the sun or to keep warm.

Head coverings worn for religious or medical reasons are allowed.

Appearance/Accessories/Hair

Please keep in mind the intent of the uniform policy is for students to have a simple, professional and unified appearance – both in clothing and personal appearance. The focus at GVA is on learning. Our ultimate guide

for clothing and appearance is to be sure it does not distract from learning. We are preparing students for professional careers and professional appearance is important.

Excessive and/or extreme jewelry, such as chains or spikes, are not allowed.

Ear and facial piercings are allowed to the extent that they do not cause a distraction or create a safety concern for the student or others. Body piercings may not be visible.

Extreme and/or excessive make-up is not allowed.

Visible tattoos are not allowed.

Great Valley Academy does not have a hair length requirement but it is important that students are able to make eye contact, so hair must not cover the eyes.

Clothing should be free of rips and tears or reasonably mended.

Clothing should be kept clean without excessive stains and discoloration.

Purchasing Uniforms

You may purchase uniforms directly from Great Valley Academy. Visit the online store at www.gvauniformstore.com.

In addition to Great Valley Academy, uniform apparel may be purchased from major retailers for convenience.

Uniform top embroidery may be done at the following Great Valley Academy approved establishments:

- Margo's Logo – 3616 Morristown Rd. Modesto – (209) 571-3413
- J & J Printing – 129 W. Yosemite Ave. Manteca – (209) 239-9567

Uniform Policy Enforcement

1st incident: Parent is informed that their child is out of uniform. Parent reviews the policy and agrees to correct uniform issue the next day.

2nd incident: Parent is contacted to bring appropriate clothing right away. Student is asked to briefly leave class to change clothing to align with the uniform policy.

3rd incident: Parent is contacted for one-on-one meeting to address policy adherence and to bring appropriate clothing right away. Student is asked to briefly leave class to change clothing to align with the uniform policy. Student remains in the office until parent arrives. GVA may offer any reasonable assistance necessary to ensure the student adheres to the school uniform policy.

GREAT VALLEY ACADEMY ATTENDANCE POLICY

Please call, text or email our office by 8:30am on the day of the absence, tardy or if student will be leaving early:

Modesto – (209) 213-2333 or modesto.attendance@greatvalleyacademy.com

Salida – (209) 218-6161 or salida.attendance@greatvalleyacademy.com

Please leave a voicemail if you call after school hours. Please provide us your child's name, teacher, and reason for absence. Absences must be reported within five (5) days of the absence to avoid being considered truant.

It is the intent of the governing Board of the Great Valley Academy ("Charter School") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for

classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
 - a) Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Attendance at funeral services for a member of the immediate family
 - a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as parent, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with Charter School policy:
 - a. The student shall be excused for this purpose on no more than four (4) school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
8. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
9. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
10. Attendance at the student's naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
12. Authorized at the discretion of the Principal or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
13. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

14. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

15. For the purpose of a middle school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A “civic or political event” includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

- a. A middle school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
- b. A middle school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

16. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student’s parent or guardian and approval by the Principal or designee pursuant to uniform standards:

1. Appearance in court
2. Attendance at an employment conference
3. Observation of a holiday or ceremony of the student’s religion
4. Attendance at religious retreats
5. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date or dates of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider’s note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in

cases of medical emergency. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Unexcused Absences/Truancy for Classroom Based Attendance

Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one (1) school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or if the student is tardy or picked up early for any length of time during the school day without a valid excuse on five (5) occasions in one (1) school year, or any combination thereof. Such students shall be reported to the Principal or designee.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school, from the date of enrollment to the current date.

The Principal, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Process for Upholding the Attendance Policy

First Day of School Process

When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth (5) day of school will be subject to voluntary removal from the School, as it will be assumed that the student has chosen another school option. (See the involuntary removal process below.)

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be dis-enrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be subject to involuntary removal. (See Below).
5. The School will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student's failure to attend Charter School when the involuntary removal process is final.
7. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Truancy Process

1. Each of the first two (2) unexcused absences will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by Principal or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or three (3) over 30 minute unexcused tardies in a school year, the parent/guardian will receive "Truancy Letter #1" from the school. This letter must be signed by the parent/guardian and returned to the school. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences including unexcused tardies, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.
4. Upon reaching ten (10) unexcused absences including unexcused tardies, the student will be referred to a Student Success Team ("SST") and the School Attendance Review Team ("SART"). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and may be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the Principal, and other staff members as deemed necessary. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Student retention
 - ii. Required school counseling
 - iii. Loss of field trip privileges
 - iv. Loss of school event privileges
 - v. Required remediation plan as set by the SART
 - vi. Notification to the District Attorney
 - c. The SART panel may discuss other school placement options.
 - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily dis-enrolled and notification of the disenrollment be sent to the student's district of residence.

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences, the parent/guardian may receive notice that the student is in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused absences. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be subject to involuntary removal from the Charter School.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Coming Late or Leaving School Early

When a child comes to school late or leaves early, it puts the child in a poor position to learn and sets a bad example for the entire class. It is important to arrive at school on time and stay until dismissal to maximize learning potential, develop positive work ethic, and show respect for all other students.

If your child arrives late to school, you must check in at the office to sign your student(s) in prior to your child going to his/her classroom in order to receive the appropriate pass. You will be issued a C.A.R.E. Package Pass (Child Admission for Road to Education) for your child to give to their teacher.

Because of our concern for the safety of our students, no student is to leave the school grounds at any time without permission from the office. **Parents must check in at the school office** when picking up their child before dismissal. You will be issued a B.Y.E. Pass (Bridge to Your Home Environment) to present to your child's teacher for early dismissal.

The following guidelines will apply:

- Leaving early will be determined excused or unexcused by the same criteria used for attendance.
- Children will be released only to the people listed on the emergency card.
- Written permission from parent/guardian will be required for children to be released to someone not on the emergency card.
- The person to whom the child is to be released will be required to sign a log in the school office indicating time of the release.
- Identification will be required if the person is not known to the office staff.
- Teachers may release a child to an adult only after receiving notification from the principal or secretary.
- No child will be permitted to leave school alone during school hours.
- A parent/guardian or authorized adult must pick up the child inside the school.

Students are transported to and from school by parents or carpool drivers.

Modesto - Morning Drop-off Times

- **K(AM) – 8th 7:45 AM – 8:00 AM (Gates open)**

After 8:00am Kindergarten AM – 8th child is tardy.

After 11:40am your Kindergarten PM child is tardy.

Please sign them in at the front office.

Salida – Morning Drop-off Times

- **K(AM) – 8th 8:05 AM – 8:30 AM (Classrooms open)**

After 8:30am your Kindergarten AM – 8th child is tardy.

After 12:10pm your Kindergarten PM child is tardy.

Please sign them in at the front office.

SMARTtime is available as early as 6:00am in Salida and 7:00am for a fee for those that need to be dropped off prior to drop off times.

Independent Study

If you know your student is not going to be at school at least three (3) days due to family vacation, religious instruction or extended illness, you may request an independent study packet from your teacher for your child.

All requests for independent study **MUST** go through the teacher and **need to be at least two weeks** (if possible) **in advance** of their absence. If the teacher has concerns granting the independent study for a particular student, the teacher will forward the request to administration for review and determination. This allotted time is needed to collect work and make sure all paperwork is signed properly. Independent study is a way for your student to stay up to date with their classroom work while being absent from school. It also helps our school maintain our Average Daily Attendance. Initial independent study requests will not be granted for more than thirty (30) school days in a school year. Subsequent requests will require meeting with the school administration to determine longer term needs of the student. Individualized Education Programs (“IEP”) must include a statement that the student may participate in independent study.

GVA Parking Lot Procedures

At all times, it remains the responsibility of those dropping off and picking up students to follow all parking lot procedures for the safety of our students and staff. No Parking in ANY Red Zones or locations posted with No Parking signs.

All drop off and pick times will be published by the campus via ParentSquare prior to the beginning of the school year. At any time, GVA can contact appropriate law enforcement agencies and/or child protective services for a child who is left unattended by a parent/guardian.

Inappropriate behavior or driving may lead to a temporary revocation of a parent's/guardian's right to utilize school premises for drop off/pickup in accordance with the law.

Students dropped-off prior to school gates opening or after designated pick-up times will be directed to Kids' Care. Parents/Guardians will be charged according to the standard drop-in rates.

Classroom Celebrations and Activities

Celebrations will occur at various times and for various reasons throughout the year. Please check ParentSquare or with your student's teacher for information. When celebrating specific holidays, Great Valley Academy will accommodate the beliefs of all families. Please contact your child's classroom teacher if you would like to share information regarding your family's beliefs. **Birthdays** - Please contact your child's teacher regarding birthday celebrations.

Emergency Contacts/Registration Card

If your child is injured or becomes ill at school, we will make every effort to contact you. Please be sure that your emergency contact information on your Student Registration Card is filled out completely and accurately. Also make sure that it is on file in the school office so we may reach you at home or work. The registration card should also list the names and numbers of at least two people we can call if we are unable to contact you. Please be sure that the people you list as emergency contacts are aware of this and are willing and able to take responsibility for your child. **Please update the information as any changes occur.**

Illness

To protect the health of your child and other students, we expect children to be picked up from school if they have a **fever of 100.4 or above, rash, live head lice, or similar communicable symptoms**. Please notify the school if your child has been diagnosed with a communicable disease, and keep the student home until fully recovered. A student should be fever free and not vomited for 24 hours before returning to school.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Vision, Hearing and Scoliosis

Students will be screened for vision, hearing and scoliosis. GVA will adhere to Education Code Section 49450 *et. seq.*, as applicable to the grade levels served by the school.

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Principal a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
Entering Kindergarten	Diphtheria, Pertussis, and Tetanus (DTaP) – Five (5) doses Polio – Four (4) doses Measles, Mumps, and Rubella (MMR) – Two (2) doses Hepatitis B (Hep B) – Three (3) doses Varicella (chickenpox) – Two (2) doses NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella – (chickenpox) Two (2) doses NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children grades K-12 (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), <u>in addition to</u> the 7th grade requirements for Tdap and two (2) doses of Varicella. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

A copy of Great Valley Academy's full Immunization Policy is available in the School Office.

Medication

GVA staff is responsible for overseeing the administration of medication to students attending GVA during regular school hours, including before or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day medication prescribed for them by a physician or surgeon, or ordered for them by a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by the school nurse or designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if GVA receives the appropriate written statements as follows:

1. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, GVA shall obtain both a written statement from the authorized health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine and a written statement from the parent, foster parent or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing GVA and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.
2. Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. GVA will ensure it has the appropriate type of epinephrine auto-injector on site (i.e. regular or junior) to meet the needs of its pupils. GVA will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.
3. GVA will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. GVA will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to person if that person is suffering or reasonably believed to be suffering from anaphylaxis. The annual notice shall also describe the training the volunteer will receive.
4. In order for a pupil to be assisted by the school nurse or other designated school personnel in administering medication other than emergency epinephrine auto-injectors, or inhaled asthma medications, GVA shall obtain both a written statement from the physician or surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that GVA assist the pupil in the matters set forth in the statement of the physician or surgeon or physician assistant.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Medication must be in original packaging.
- For prescribed medication, the medication must be prescribed and labeled with the student's name.
- Designated staff shall keep records of medication administered at GVA.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.

- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

Diabetes

GVA will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available

at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp> Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

GVA will provide an information regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Head Lice

Great Valley Academy recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. Great Valley Academy shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

- School employees shall report all suspected cases of head lice to the school health clerk or designee as soon as possible.
- If live head lice are detected on a student, then Charter School shall contact a parent/guardian immediately with instructions to pick up the student from the main office at the end of the regular school day. Until the end of the regular school day, the student will be instructed to avoid contact with other children or share any headgear. Students diagnosed by school personnel with live head lice will generally not need to be sent home early from school; they can go home at the end of the day. However, in the case of a severe infestation, the Principal or designee may, in their discretion, contact a parent/guardian to pick the student up before the end of the regular school day.
- The parent/guardian shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected.
- Upon the student's return to school, the school health clerk or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school health clerk or designee shall contact the student's parent/guardian to discuss treatment and have the parent/guardian pick-up the child if it is a case of severe infestation at the discretion of the Principal.
- If a student is found consistently infested with head lice, the student may be referred to a wellness team which may consist of the school health clerk, Principal, local health services and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.
- When it is determined that one or more students in a class or school are infested with head lice, the Principal or designee may, at their discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.
- School staff shall maintain the privacy of students identified as having head lice.

Mental Health Services

GVA recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at GVA and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School Mental Health Coordinator by coming into the office during school hours and making an appointment. Our Charter School mental health providers support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact your child's teacher to request an evaluation.

- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the School Health Clerk in the main office.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Available in the Community

There are a number of resources available in our community for students who struggle with social/emotional related issues. If your child experiences social/emotional challenges that are impacting his/her ability to succeed, please contact your school administrator or one of the mental health resources listed below. This document is also available on our website at www.greatvalleyacademy.com

Resource	Contact Info	Services Provided
Aspiranet	(209) 576-1750 1620 Cummins Drive	Individual, group and family counseling. Culturally sensitive staff available who speak English and Spanish. FEE: Medi-Cal insurance only.
The Bridge	(209) 571-8430 605 Chicago Avenue	Interpretation and translation (Cambodian, Hmong, and Laotian); referral services; cultural liaison for clients with public/private agencies; ESL class; youth activities and tutoring. FEE: None
Center For Human Services	(209) 526-1440 2000 W. Briggsmore Ave, Ste. I	Individual, group and family counseling. Services offered in English and Spanish. FEE: Sliding scale; accepts Medi-Cal.
Children's Crisis Center	(209) 577-0138/(209) 577-4413 1244 Fiori Avenue	Parenting classes, advocacy program, 24-hour crisis line, emergency child care. FEE: Free to qualifying families.
Community Hospice	(209) 578-6300 4368 Spyres Way	Support groups for people grieving loss of a parent, child, sibling, friend or significant other. Culturally competent bilingual staff available. FEE: None
El Concilio	(209) 523-2860 1314 H Street	Counseling, referrals and education. Free ESL/citizenship classes, immigration, first time home buying/financial literacy, assistance, support groups, counseling/referrals, health and parent education. FEE: None
Haven Women's Center	(209) 524-4331 (888) 454-2836 24hr crisis line 618 13 th Street, Suite I	Education/ emotional support groups, individual counseling, rape crisis intervention help, domestic violence, restraining orders, battered women's shelters. Youth groups for children and teens impacted by DV or sexual abuse. FEES: Free support groups; no fee for any services.
Health Net (MHN)	(888) 426-0030	For Medi-Cal consumers who have been determined to meet criteria for mild to moderate mental health services. Contact the number for referrals and further information. FEE: None
Josie's Place Drop-In Center	(209) 558-4464 1208 9 th Street	Provides a safe environment for 16-25 year olds with serious emotional disturbance or mental illness. Employment and housing resources, access to computers, games, billiards, organized activities. FEE: None
Parents, Families, and Friends of Lesbians and Gays (PFLAG)	(209) 566-2468 324 College Avenue	A supportive group that believes in the dignity and worth of all individuals. Confidential emotional support, education, and opportunities for advocacy. FEE: None
Parent Resource Center	(209) 549-8822/(209) 549-8193 530 S. Santa Cruz Avenue/ 811 5 th Street	Resource centers provide a wide range of services from support (clothes closets and food) to mental health counseling. FEE: None
Parents United	(209) 524-4858 610 14 th Street	One-on-one counseling for adults molested as children and adult offenders; groups for children. FEE: Medi-Cal, Private Insurance, Victim Witness. Free for uninsured Stanislaus County residents.
Sierra Vista Child and Family Services	Children: (209) 550-5869 1400 K Street, Ste. B Adults: (209) 524-6371 1030 15 th Street	Variety of child, adult and family services including individual/family and divorce counseling, court ordered counseling, parent education, anger management, domestic violence programs. FEE: Sliding scale, private insurance, Medi-Cal, no-fee parenting classes.

Lost and Found

Please **mark your child's name on all personal items** such as sweaters, hats, gloves, coats, lunch containers, and book bags. Check for lost items in our lost and found. Items not claimed are periodically donated to charity. GVA is not responsible for lost or stolen personal items brought to campus.

SMARTtime (Before/After School Child Care)

Great Valley Academy commits to serving families by providing high- quality before and after school care that provides a nurturing and enriched environment for children. Students will have the opportunity to participate in a range of age- appropriate activities. Please contact SMARTtime for details in securing a space for your child. Depending on the program, a contract will need to be signed and payment arrangements made.

SMARTtime – Days Closed for 2023-2024

September 4 th	September 15 th	November 10 th	November 22 nd – 24 th
December 22 nd – January 5 th	January 15 th	February 12 th	February 19 th
March 29 th	April 1 st	May 3 rd	May 27 th
June 19 th	July 4 th		

Recess

Recesses are scheduled. Each grade level has a scheduled time that they will be out for recess. If you want to know your student's time, check with your child/children's teacher. Recess times are subject to change based on classroom needs.

Electronic Devices

All personal electronic devices (including, but not limited to, cell phones, computers, music players, game systems, smart watches, recording devices, cameras, etc.) **must be** turned off and put away at all times while on the school campus. Additionally, the use of personal electronic devices is **prohibited** during school-sponsored events, such as field trips, sporting events, after school clubs, etc. For a variety of reasons, these devices are not conducive to a social school community atmosphere. Headphones of any kind are not to be worn unless they are plugged into a school device for education purposes.

Great Valley Academy may grant permission to use devices for special events or under certain circumstances. The school will communicate these opportunities to parents and students.

At no time may any person use an electronic listening or recording device (including but not limited to cell phones, smart watches, video cameras, cameras, remote applications, etc.) without the prior consent of the teacher and principal.

Great Valley Academy is not responsible for the **loss, theft, or damage** to personal electronic devices.

Campus Search and Seizure

GVA recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

If student lockers are provided they are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device*. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

GVA is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

In no case shall a GVA official search a personal electronic device based on curiosity, rumor, or hunch. GVA reserves the right to contact law enforcement at its discretion in order to preserve the safety of all students and staff at the school.

Suggestions and Complaints

All suggestions and complaints should be of a constructive nature and be in line with the values, mission, and philosophy of the school. Staff members are open to the opinions of students who would like to contribute in this positive way. Students may approach appropriate staff members directly and offer suggestions. If the suggestion cannot be dealt with at that level, the staff member will relay the suggestion to the school administration. A copy of the school's general complaint policy is available at the office.

FERPA Rights, Student Records and Directory Information

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within five (5) days of the day Great Valley Academy receives a request for access.

1. Parents or eligible students should submit to the Great Valley Academy Office Manager, a written request that identifies the record(s) they wish to inspect. The Officer Manager will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. A student's education records will be available for review during the regular business hours of the school day.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Great Valley Academy to amend a record should write Great Valley Academy, Campus Principal, and clearly identify the part of the record they want changed, and specify why it should be changed. If Great Valley Academy decides not to amend the record as requested by the parent or eligible student, Great Valley Academy will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before Great Valley Academy discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Great Valley Academy Board of Directors. A School official also may include a volunteer, consultant or vendor, or contractor outside of the school who performs an institutional service or function for which Great Valley Academy would otherwise use its own employees and who is under the direct control of Great Valley Academy with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Great Valley Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Note that GVA will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Great Valley Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties –

- To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)) When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)) Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

- Persons who need to know in cases of health and safety emergencies;
- A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K)).

NOTICE FOR DIRECTORY INFORMATION

FERPA requires that Great Valley Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Great Valley Academy may disclose appropriately designated "directory information" without written consent, unless you have advised Great Valley Academy to the contrary in accordance with Great Valley Academy's procedures. The primary purpose of directory information is to allow Great Valley Academy to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that publish yearbooks. In addition, two federal laws require local educational agencies ("LEAs") receiving assistance under the Elementary and Secondary Education Act of 1965 ("ESEA") to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Great Valley Academy to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Great Valley Academy in writing at the time of enrollment or re-enrollment. Great Valley Academy has designated the following information as directory information:

- Student's name;
- Student's Address;
- Parent's/Legal Guardian address
- Parent's/Guardian's Telephone listing;
- Students' electronic mail address;
- Photograph

- Date and place of birth;
- Dates of attendance;
- Grade level;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received;
- The most recent educational agency or institution attended;
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user. (A student's SSN, in whole or part cannot be used for this purpose.)

All written requests should be directed to Great Valley Academy, Campus Office Manager.

A copy of the complete Policy is available upon request at the main office.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Visiting/Volunteering

While Great Valley Academy ("GVA") encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, GVA's priority is creating a safe environment for students and staff. Parents/guardians volunteering in the classroom can be extremely helpful to our teachers and valuable to our students, and we are grateful to parents/guardians for their willingness to volunteer in this manner.

Volunteers are individuals who donate their time, without financial compensation, to benefit GVA. The volunteer's participation may occur in a classroom setting during the school day or outside the school setting, as part of an extracurricular activity. School policy prohibits discrimination of volunteers on the basis of race, color, national origin, creed, marital status, sex, religion, age, disability, or any other protected status as defined by federal, state or local law.

Volunteer Opportunities are based upon GVA's needs and include:

- Tutoring/Mentoring
- Athletics
- Performing Arts/Music programs
- Classroom assistance
- School/classroom events like career fairs and field trips
- Before/After-school programs
- Non-classroom (main office, library/media center, etc.) assistance
- Playground/Recess supervision
- Fundraising events

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, GVA has established the following procedures, to facilitate volunteering and visitations during regular school days:

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers shall be (1) fingerprinted and (2) receive Department of Justice background clearance prior to volunteering. GVA reserves the right to restrict certain activities performed by a volunteer based on their background report. Additionally, background reports with serious or felony convictions (pursuant to Ed Code 45122.1) or the requirement to register as a sex offender under California law (Penal Code 290) will be prohibited from volunteering.
2. A volunteer shall also have on file with GVA a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment dated within the last 60 days and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis within the last 60 days before volunteering. If no risk factors are identified, an examination is not required and only a certificate be provided. Volunteers who are found to be free of infectious TB shall thereafter be required to have a TB Risk Assessment every four years.
3. Volunteer hours must be arranged with the classroom teacher at least forty-eight (48) hours in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide the volunteer may leave their volunteer position for that day.
5. In accordance with federal law, all school volunteers are expected to maintain strict confidentiality while volunteering at the school. All things that are seen and heard at school about employees or children and their families should be considered privileged/confidential information. Trust must be established and maintained in order for our volunteer program to be successful.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
7. This policy does not authorize GVA to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
8. Volunteers understand that they will not receive any compensation or salary, or any other health or retirement benefits, or workers' compensation insurance coverage while volunteering. Volunteers agree to waive all claims against GVA and hold GVA, its officers, agents, employees, authorizer, and volunteers harmless from any and all liability or claims which may arise out of or in connection with their participation in volunteering at GVA.

Visitation

1. Visits during school hours should first be arranged with the teacher, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-

instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.

2. All volunteers and visitors shall register in the Visitors Log Book and affix a Visitor's Sticker in a visible location on their clothing in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the campus Principal or designee may design a visible means of identification for visitors while on school premises.
3. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher, Principal and Superintendent's written permission.
4. Before leaving campus, the visitor shall sign out of the Visitors Log Book in the main office.
5. The Principal, or designee, may refuse to allow a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
6. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt GVA's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
7. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor pursuant to California Penal Code 626.8.
8. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Principal within fourteen (14) school days of the denial or revocation of consent. The Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Principal shall be held within seven (7) school days after the Principal receives the request. If no resolution can be agreed upon, the Principal shall forward notice of the complaint to GVA's Superintendent. The Superintendent shall address the complaint with the Principal and make a final determination.
9. The Principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this policy.

Penalties

1. Pursuant to the California Penal Code 626.8, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to GVA's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Field Trip Chaperones

Parent chaperones are often needed for field trips during the school year. **Parents must be fingerprinted and have a clear TB certification on file before chaperoning a field trip.** When needed, teachers will notify parents of the opportunity to chaperone. If the number of parent volunteers is greater than the number of spots available for the field trip, a lottery will be held to determine the parents able to chaperone. **Siblings are NOT allowed to attend field trips.**

Curriculum

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or

guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Principal to obtain this information.

Assessment and Grading

Parents will be informed of their child’s progress in school by an academic report card, a character education report card, or a conference. Parents receive academic and character report cards three times a year. Character building is an important part of our curriculum. GVA adheres to Common Core Standards.

Assessment of student progress will take several forms at GVA:

NWEA (see description under “Achievement Testing”)

CAASPP/CST - Standardized Testing and Reporting

Curriculum/Local/Benchmark Assessments

We report to students and parents by alternating academic report cards, character education report cards, and conferences. On our report cards we use a grading scale of:

- **4** - Work that **exceeds** the standards for competence
- **3** - Work that **demonstrates** the standards for competence.

- **2** – Work that meets **partial** standards for competence
- **1** – Work that meets **minimal** standards for competence

4: Above and beyond: A score of four (4) is reserved for students who surpass mastery. “4” work requires exceptional accuracy (percentages), unique perspectives, rationales, applications, or effort that results in exemplary quality.

3: Mastery: A score of three (3) indicates a student has achieved the learning outcome.

2: Nearing mastery: A score of two (2) indicates that a student has not yet met the learning objective. Ideally, this would result in re-teaching or specific feedback that would support the student in earning at least a “3.”

1: Not there yet: A score of one (1) indicates that a student lacks understanding of the specific content standard. As with a score of 2, support is required to help this student progress to mastery.

Note: “3” and “4” work may be defined by the teacher from the onset. “4” work may also be undefined and left to the student to determine. Either way, Above and Beyond is a central idea in the GVA classroom.

Character Education

We recognize that character is a developmental process. All GVA community members will be expected to understand the different stages of maturation and the behaviors that correlate to each stage. Training will be provided for all teachers, para’s, students, and parents. Teachers will assess throughout the day. Students will self-assess and set goals.

Getting Extra Help for Your Student

If you feel your child is in need of extra support, talk with your child’s teacher. We have an SST (Student Success Team) process for assessing needs and organizing more support.

Homework

Elementary: In order for children to grow and mature into competent young adults, they need to have time to spend with their families and participate in extra-curricular activities as well as have time to “just be kids” and play. To support our students with this, we will limit homework to reading twenty (20) minutes a night, unfinished work, home projects, and math and spelling facts as needed. In an effort to prepare sixth graders for Junior High, sixth grade students will do math homework nightly.

Jr. High: Students should not be inundated by homework, but they need to have some on a regular basis in order to extend their learning and develop a good work habit. In general, Jr. High students will be given about one hour of homework each school night. Every assignment needs to be turned in on time. Turning in a late assignment means the child will not be fully prepared.

Achievement Testing

It is important that all schools regularly measure students’ progress in learning. This has been shown by the Effective Schools Research to be one of the most important things we can do to make sure we have high student achievement. Here are the ways that we measure student learning at Great Valley Academy:

- Teacher- developed or textbook chapter and unit tests – All teachers routinely give assessments to their students on various lessons and units that they are teaching. These assessments are graded and make up the report card grade that parents receive.

- Reading Tests – All students in grades 1-8 are tested several times per year with the Developmental Reading Assessment or Quantitative Reading Inventory. These are national standard tests of reading fluency and comprehension that indicate which grade level an individual student can successfully read and comprehend. These results are reported to parents on our report cards.
- State/Federal Tests – California requires testing each year
- Cooperative and Individual Projects – In various subjects, projects are frequently assigned and assessed by teachers. These are designed for students to demonstrate learning within our curriculum.
- NWEA – North West Evaluation Association is an organization that provides research based computerized assessments for teachers that help them hone in on their students' needs and abilities.

Most of the parents/guardians with whom we have spoken are pleased that we do not spend all year preparing for one test. They're also pleased their child is not experiencing a lot of pressure to perform satisfactorily on only one test. GVA teachers and parents consider the reading tests and growth shown on the internal benchmarks to be the most important measures of achievement. We are happy to discuss with you the measurements of achievement that we have chosen and to show you samples at any time.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Special Education

GVA is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. GVA provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (IDEIA), Education Code requirements, and applicable policies and procedures of the Stanislaus County Special Education Local Planning Area ("SELPA"). These services are available for special education students enrolled at GVA.

GVA offers high quality educational program and services for all its students in accordance with the assessed needs of each student. GVA collaborates with parents, the student, teachers and other agencies as may be indicated, in order to best serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, or if you have any questions or concerns related to special education services for GVA students, please contact the Principal.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office. If you have any questions regarding Section 504 or would like a copy of our policies, please contact the Principal.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Lost or Damaged School Property

Students may be issued textbooks and/or Chromebooks from their classroom teacher. Students are responsible for the care of their textbook and Chromebook. If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Discipline Philosophy and Practice

At all times we will treat the students kindly and respectfully, and work to have warm relationships. At Great Valley Academy we have one school rule for all students and adults within the school. That rule is **"Do The Right Thing, Because It Is The Right Thing To Do."** That is exactly what we want to teach our students.

We do the right thing as we go through our daily lives not because someone is going to give us a reward, or because we will be punished, but because it is the right thing to do. It will make us happier and those around us happier. Doing the right thing helps promote better learning.

At our school we believe that talking it through will solve many problems. Teachers engage the students in reflecting on their behavior. We teach our students a process for talking through problems that promotes self-evaluation for improved behavior. The prevention of all discipline problems by developing good relationships with our students and creating classrooms that are need-fulfilling for students is a primary goal at Great Valley Academy. If a student does disrupt learning, we may:

- Ask the student to please do their work in another area of the room.
- A student may be asked to go to another classroom (which has been arranged ahead of time) until they are ready to rejoin their regular classroom.

If the student is disruptive in the hosting classroom, or the student's teacher believes the disruption is severe, then the student may go to the connecting room or alternate supervised location. During the time out of the classroom, the connector or an administrator will work with the child in order to help the student calm down and feel happier.

- If there is defiance, violence or threat of violence, administration will be contacted.

If the incident is severe enough (violence or threats) it may warrant a suspension. Progressive discipline may be used in order to help the child improve behavior.

For example progressive discipline may look like this:

1st Incident – The student goes home that day and also the next day.

2nd Incident – The student goes home, two-day suspension.

3rd Incident – The student goes home, three-day suspension.

State of California Law Regarding School Safety

It is the policies of the State Board of Education that all students enrolled in public schools in California have the right to safe schools. The State Board believes that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm.

Facility Safety

GVA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Drug and Alcohol Free School

Great Valley Academy will take a firm but compassionate approach toward students using drugs and/or alcohol. Our policy is aimed at taking a firm disciplinary stance for drug and alcohol related incidents at school. At the same time, we recognize that some students may require drug and/or alcohol treatment information and access to drug and/or alcohol treatment programs in order to truly become drug and alcohol free.

Gun-Free School Zone Act

Pursuant to Penal Code 626.9 known as the Gun-Free School Zone Act of 1995, any person who possess a firearm in a place that the person knows, or reasonably should know, is a school zone, shall be punished according to PC 626.9.f. A “school zone” means an area in, or on the grounds of, a public or private school providing instruction in kindergarten or grades 1 – 12, inclusive, or within a distance of 1,000 feet from the grounds of the public or private school. Great Valley Academy has zero tolerance for gun and weapon possessions on campus or GVA sponsored events. Local authorities will be contacted for any violation.

Tobacco Free School

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School’s Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff. Tobacco products include but are not limited to cigarettes, smokeless tobacco, electronic cigarettes or other devices that deliver vaporized liquid.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or

facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Superintendent or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Cessation resources may be found at KickItCA.org or Stanislaus County Public Health.

Suicide Prevention Policy

In response to California State Assembly Bill 2246, Great Valley Academy has adopted a suicide prevention policy.

Wheeled Items Policy

Use of bicycles, skateboards, scooters or other similar vehicles are prohibited on campus during the school year. At the perimeter fence students will dismount and walk. GVA is not responsible for lost or stolen personal items brought to campus.

Rationale:

Safety of everyone on campus is a primary value of GVA. Current practice for movement on campus sidewalks are to walk or skip.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan

GVA has adopted a School Safety Plan, that is reviewed and updated by March 1 of every year, and includes appropriate strategies and programs that provides or maintains a high level of school safety and addresses the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School- designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

GVA shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Bloodborne Pathogens

GVA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Procedures for Background Checks

Employees and contractors of GVA will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The COO of the Charter School shall monitor compliance with this policy. The CEO shall monitor the fingerprinting and background clearance of the COO. The Board President shall monitor the fingerprinting and background clearance of the CEO. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Student/Staff Interaction Policy

GVA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

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

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and

unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having violated the boundaries specified in this policy, or has a strong suspicion of misconduct, they must report the suspicion to an Administrator promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. The Administrator will notify the Superintendent or designee promptly upon investigation.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is

available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Suspected Child Abuse

All GVA staff members are mandated to report any and all known or suspected incidents of child abuse to Child Protective Services (CPS) as soon as practically possible. This mandate represents a legal and ethical responsibility to protect children and ensure that their physical, mental, and emotional needs are met and nurtured. This mandate also aligns with GVA's commitment to ensure that all students are safe, loved, and learning. As such, GVA staff accepts their responsibility as mandated reporters and will act in accordance to this mandate at all times and in all circumstances.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, GVA employees, within their professional capacity or within the scope of their employment, observe or obtain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or there is a reasonable suspicion, California Penal Code Section 11166 requires employees to immediately report this information or suspicion directly to a child protective agency or the police. The report shall be made by phone immediately and a subsequent written report must be sent within 36 hours of the employee's knowledge or suspicion of the abuse. Please refer to GVA policy resolution 2019.046 for detailed reporting requirements.

Investigating

The Administrator will promptly investigate, document and report to the Superintendent or designee the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as they deem necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating Administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as reasonably as possible. The Superintendent or designee shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Superintendent or designee shall report to the Governing Board any conclusions reached. The Superintendent or designee shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who violate this policy will be subject to disciplinary action up to and including termination, and where appropriate, will be reported to authorities for potential legal action.

Non-Discrimination Statement

GVA shall not discriminate against any student or employee on the basis of (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes set forth in the California Penal Code or association with an individual who has any of the aforementioned characteristics).

The School adheres to all provision of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA) and the Individuals with Disabilities In Education Improvement Act of 2004 (IDEIA).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to

disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

GVA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Title IV, VI, and VII of the Civil Rights Act of 1964 (race, color or national origin); The Age Discrimination in Employment Act of 1967; The Age of Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental and physical disability). GVA also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law ordinance or regulation. GVA does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which GVA does business, or any other individual, student, or volunteer. This applies to all employees, students, volunteers and relationships, regardless of position or gender. GVA will promptly and thoroughly investigate a complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the GVA Uniform Complaint Procedures (UCP) Compliance Officer:

Modesto – Sr. Vice-Principal; Phone: (209) 576-2283
Salida – Sr. Vice-Principal; Phone (209) 545-7500

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434 (a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian, runaway children or children who are abandoned) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

The Superintendent or designee designates the following staff person, Sr. Vice Principal, as the School Liaison for homeless. The School Liaison shall ensure that:

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter and Board policy.
6. Parents/guardians and unaccompanied youth are fully informed of all transportation services as applicable
7. Charter School personnel providing services receive professional development and other support.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
9. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while

attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements or any homeless student who enrolls at GVA, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *“Foster youth”* means any of the following:
 1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309 (whether or not the child has been removed from the child’s home by juvenile court).
 2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
 5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education

¹ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- “*Student participating in a newcomer program*” means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian.”

Foster and Mobile Youth Liaison: The Superintendent or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Campus Sr. Vice Principal

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student’s school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child’s status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student’s status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Education of Foster and Mobile Youth Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available on the school website.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

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

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, GVA prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

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

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GVA does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. GVA will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. GVA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

Campus Sr. Vice-Principal

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by GVA.

GVA is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Prohibited Bullying

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

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

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

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:

² "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
- a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in GVA’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that GVA investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in GVA’s education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

GVA advises students:

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

GVA informs Charter School employees, students, and parents/guardians of GVA's policies regarding the use of technology in and out of the classroom. GVA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

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

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

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

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

3. Professional Development

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

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

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

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

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

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

Grievance Procedures

1. Scope of Grievance Procedures

GVA will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the GVA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, GVA will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

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

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

Campus Sr. Vice Principal

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. GVA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

GVA acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply

with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

GVA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to GVA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or GVA's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. GVA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of GVA to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GVA, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that GVA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - GVA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with GVA's policies.
 - GVA may remove a respondent from GVA's education program or activity on an emergency basis, in accordance with GVA's policies, provided that GVA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, GVA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If GVA offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - GVA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. GVA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, GVA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in GVA's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable GVA policy.
 - GVA may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at GVA; or
 - The specific circumstances prevent GVA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, GVA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - GVA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of GVA's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from GVA or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by GVA in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find GVA's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of GVA's decision or resolution, submit a written appeal to the Superintendent, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and GVA will implement appeal procedures equally for both parties.
- Within five (5) business days of GVA's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from GVA's dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- GVA will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

7. Recordkeeping

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

GVA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Uniform Complaint Procedure (UCP) Annual Notice

GVA has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. GVA has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying; complaints alleging violation of state or federal laws governing educational programs, including the charging of unlawful pupil fees and non-compliance with the Local Control Funding Formula.

1. GVA shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP (CDE Update 9/2020) - <https://www.cde.ca.gov/re/cp/uc/>

- Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act
 - Local Control and Accountability Plans (LCAP)
 - Migrant Education
 - Physical Education Instructional Minutes
 - Pupil Fees
 - School Plans for Student Achievement
 - School Safety Plans
 - Schoolsite Councils

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Marisa Meeks
Chief Operating Officer
3200 Tully Road, Modesto, CA 95350
(209) 576-2283

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

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

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Principal.

*To review the civil rights handbook for the child nutrition program, please visit <http://www.cde.ca.gov/ls/nu/cr/crfactsheet.asp>

Uniform Complaint Procedure Discrimination/Harassment Complaint Reporting Form



In accordance with the Great Valley Academy's Uniform Complaint Procedures (5 CCR 4620) each Charter School shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, intimidation and bullying against any protected group. Protected groups are enumerated by Education Code §§ 200 and 220. It is the policy of the State of California, pursuant to Section 200, that all individuals shall enjoy freedom from discrimination and/or harassment of any kind in the educational institutions of the state. This also includes sexual harassment, which is a form of sexual discrimination (EC § 231.5).

I. Contact Information:

Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Home Phone: _____ Work or Cell Phone: _____

II. Complainant

You are filing this complaint on behalf of: ☐ yourself ☐ your child or a (student) ☐ another student ☐ a group
If filing for someone other than yourself, please provide name, grade and date of birth: _____

III. School Information

School Name: _____
Principal's Name: _____
Address: _____
City: _____ State: _____ Zip: _____

IV. Basis of Complaint:

Please check the following box(es), based on the type(s) of discrimination, harassment, intimidation and bullying you experienced,

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

- | | |
|---------------------------------------------------------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> Education Opportunities to Foster/Homeless Youth | |
| <input type="checkbox"/> Child Care & Development | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Physical Education Minutes |
| <input type="checkbox"/> Local Control Accountability Plan | <input type="checkbox"/> Pupil Fees for Educational Activities |

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

- | | | | | |
|--------------------------------------------|-------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Age | <input type="checkbox"/> Ancestry | <input type="checkbox"/> Color | <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Ethnic Group Identification |
| <input type="checkbox"/> Medical Condition | <input type="checkbox"/> Gender/Gender Expression/Gender Identity | <input type="checkbox"/> Genetic Information | | |

- ☐ National Origin ☐ Race or Ethnicity ☐ Religion ☐ Sex (Actual or Perceived) ☐ Marital Status
☐ Sexual Orientation (Actual or Perceived) ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please **describe** the type of incident(s) you experienced that led to this complaint, including the events or actions, in as much detail as possible:

List the **individuals** involved in the incident(s) complaint of:

List any **witnesses** to the incident(s):

Describe the **location where** the incident(s) occurred:

Please list **all the date(s) and times** when the incident(s) occurred or when the alleged acts first came to your attention:

What steps, if any, have you taken to resolve this issue before filing a complaint? Have you spoken with GVA personnel, if so, who and when?

Please provide copies of any written documents that may be relevant and supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

Signature of Person Filing Complaint

Date

Print Name

To be completed by Great Valley Academy:

Received by: _____

Date Filed: _____

Title: _____

Please provide a duplicate copy to the complainant.

California Department of Education - Rev. 09/2020

Where to File a Complaint for Child Nutrition Program

To file a program or Civil Rights complaint, please contact one of the following agencies listed below:

Great Valley Academy
Civil Rights Coordinator
3200 Tully Road
Modesto CA 95350
209-576-2283

Child Nutrition Programs
Civil Rights and Program Complaint Coordinator
California Department of Education
Nutrition Services Division
1430 N Street, Room 4503
Sacramento, CA 95814-2342
916-323-8521 **or** 800-952-5609

or

USDA, Director, Office of Adjudication
1400 Independence Avenue, Southwest
Washington, D.C. 20250-9410
866-632-9992

Federal Relay Service 800-877-8339 (English) or 800-845-6136 (Spanish)

Note: The USDA will investigate and process all complaints of discrimination.

All program complaints filed with the NSD are resolved at the state level. The NSD Complaint Coordinator logs the complaint, refers it to the appropriate program or Field Services Unit, and tracks it through resolution. The NSD reserves the right to conduct unannounced site visits to determine the validity of all allegations.



Great Valley Academy

Student Use of Technology 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. The Great Valley Academy Charter School ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this policy, the Governing Board intends that technological resources 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.

Approved Use of the Charter School Technology

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 and staff 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 the Charter School 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

The Charter School 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 the Charter School's technological resources, the student and their parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and their parent/guardian shall agree not to hold the Charter School 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 the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School 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 the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence. To reinforce these measures, the Principal 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 computers, laptops, or tablets to access the internet or online services on a GVA campus and may have teacher aides, student aides, and volunteers assist in this monitoring.

The Principal 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.

The Principal or designees 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 cyberbullying³. Students are expected to follow safe practices when using Charter School technology.

GVA advises students:

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

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,

³ "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
 - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, 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.

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 the Charter School'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 Charter School computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School'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.

ACCEPTABLE USE

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School staff, employees, officers, directors or volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of GVA equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any GVA

equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. Electronic Information Resources (Internet). The Charter School recognizes the importance of providing student's access to Electronic Information Resources (Internet) in order to enhance and support age and grade appropriate school adopted instructional goals and standards. It is the Charter School's intent to protect students from inappropriate information but school personnel cannot screen all materials available on the Internet. Willful access to inappropriate material is a violation of school policy and may result in the revocation of network privileges and other disciplinary action consistent with the law and designated school rules.

Guidelines for Use of Electronic Resources (Internet)

- a. Be Polite: Never send or encourage others to send messages that are not polite. Use electronic resources wisely. Log off when you are finished.
- b. Use Appropriate, Respectful Language: In your messages, always use language that you know is appropriate and respectful.
- c. Privacy: Do not send any message that includes personal information such as your name, home address or phone number of yourself or any other person.
- d. Misuse: Report any misuse on the Internet to your teacher/principal.
- e. Electronic Mail (E-mail): Use e-mail for educational purposes only.
- f. Vandalism: Never move, delete, or trash any applications or files that are not yours.
- g. Information: Some information accessed by the use of electronic services may or may not be accurate. The Charter School makes no guarantees of any kind concerning the accuracy of information obtained online

5. Inappropriate Use. Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

- a. Playing games or online gaming.
- b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- g. Conducting for-profit business.
- h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

6. No Expectation of Privacy. Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer

equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agreed upon use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

7. Disruptive Activity. Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

8. Unauthorized Networks. Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

9. Technology Systems/Equipment Care. Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

10. Consequences of Inappropriate Use. Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

11. Google Suite for Education. Students will have access to and use G Suite for Education. G Suite for Education is a set of education productivity tools from Google Education Core including Gmail, Calendar, Docs, Classroom, and more used by tens of millions students and teachers around the world. Great Valley Academy students will use their G Suite accounts to complete assignments, communicate with their teachers, sign in their Chromebooks, and learn 21st century digital citizenship skills. For information on privacy regarding G Suite for Education, please visit https://gsuite.google.com/terms/education_privacy.html. By agreeing to the Student Use of Technology and Acceptable Use Agreement, you are providing permission for your student to use a G Suite for Education account.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signatures of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. GVA encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages GVA's property, including but not limited to GVA's technology, equipment and networks, or fails to return GVA's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, GVA may withhold the student's grades and transcripts until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property GVA will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).