

Yosemite Valley Charter School

Regular Scheduled Board Meeting



December 9, 2021 at 5:15 PM | 3610 E. Ashlan Avenue, Fresno, CA 93726

Zoom Link: <https://zoom.us/j/4183238475>

Meeting ID: 418 323 8475

Join by Phone: (669) 900-6833

Agenda

	Presenter(s)	Time
I. Opening Items		5:15 PM
A. Record Attendance		1 m
B. Call the Meeting to Order	Dr. Larry Jarocki	1m
C. Flag Salute		1m
D. Discussion & Potential Action on the Approval of the Agenda (p.1-3)	Dr. Larry Jarocki	1m
E. Public Comment	Dr. Larry Jarocki	5 m
F. Discussion and Potential Action to Approve the November 18, 2021 Board Meeting Minutes (p.4-10)	Dr. Larry Jarocki	1 m
II. Finance		5:25 PM
A. Moderate-Severe Teacher Financial Support Policy (p.11-12)	Dr. Laurie Goodman	5 m
III. Academic Excellence		5:30 PM

A. Discussion & Potential Action on the Educator Effectiveness Block Grant - Plan Presentation & Stakeholder Input (p.13-31)	Dr. Laurie Goodman	5m
B. Presentation & Potential Discussion of Pupil Engagement (p.32-37)	Steph Johnson	5m
C. Presentation & Potential Discussion of Transition & Counseling Program Updates (p.38-46)	Yolanda Vazquez	5 m
D. Presentation & Potential Discussion of the School's Enrollment Report (p.47-48)	Dr. Laurie Goodman	5 m
E. Presentation & Potential Discussion of the School's Current Attendance & Chronic Absenteeism Rates (p.49-53)	Dr. Laurie Goodman	5m
F. Presentation & Potential Discussion of the School's Suspension & Expulsion Rates (p.54)	Dr. Laurie Goodman	5m
IV. Operations		6:00 PM
A. Presentation & Potential Discussion of the COVID-19 School Report (p.55-56)	Dr. Laurie Goodman	5 m
B. Discussion & Potential Action on the Updated Employee Handbook (p.57-123)	Dr. Laurie Goodman	5 m
C. Presentation & Potential Discussion on the Administrator Evaluations Training for the Board (p.124-131)	Dr. Laurie Goodman	5 m
V. Governance		6:20 PM
A. Discussion & Potential Action on the January Board Meeting Format (p.132)	Dr. Larry Jarocki	5 m
B. Brown Act Board Training (p.133)	Dr. Laurie Goodman	2 m
VI. Closing Items		6:07 PM

A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting	Dr. Larry Jarocki	1 m
Regular: January 27, 2022 at 5:15 PM		
C. Adjourn Meeting	Dr. Larry Jarocki	1 m

Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

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Note: Times listed on the agenda are estimates only and do not represent the actual time each agenda item will take place during the Board meeting. Similarly, the length of time noted for each of the agenda items also represents estimated duration, and not the actual length of time allocated for each.

Yosemite Valley Charter School

Special Board Meeting Minutes



November 18, 2021 at 5:15 PM | 3610 E. Ashlan Avenue, Fresno, CA 93726

Zoom Link: <https://zoom.us/j/4183238475>

Meeting ID: 418 323 8475

Join by Phone: (669) 900-6833

Directors Present

Dr. Larry Jarocki, Jennifer McQueen, Jonna Durst, Dr. Angela Tos (remote), & Carrie Stumpfhauser (remote)

Directors Absent

None

Guests Present

Dr. Laurie Goodman, Steph Johnson (remote), Jim Surmeian (remote), Yolanda Vazquez (remote), Dr. Steven James (remote) Lorraine Sewell (remote), Mariah Jordan, Maria Thoeni (remote), Denise Voth (remote), Jenny Plumb (remote), & Kmmi Buzzard (remote)

Minutes

1. Opening Items
1.A. Record Attendance
1.B. Call the Meeting to Order
Dr. Larry Jarocki called a meeting of the board of directors of Yosemite Valley Charter School to order on Thursday, November 18, 2021 at 5:17 PM.

1.C. Flag Salute

Dr. Larry Jarocki led the Flag Salute.

1.D. Approval of the Agenda

Jonna Durst made a motion to approve the agenda.
Jennifer McQueen seconded the motion.
The board VOTED unanimously to approve the motion.

Angela Tos made a motion to move Agenda Item 4.A. to be presented after Public Comment and prior to Agenda Item 1.F.
Jonna Durst seconded the motion.
The board VOTED unanimously to approve the motion.

1.E. Public Comment

There were no public comments made.

4.A. Discussion of the COVID-19 School Report

- Dr. Laurie Goodman shared the COVID 19-School Report.
- Jennifer McQueen asked about field trips. Dr. Goodman shared that the goal is to open in person field trip opportunities in January.
- Dr. Goodman shared the risk provider profile.
- Sarah Sanchez asked how we were able to meet in person.

1.F. Review & Approval of Minutes

Jennifer McQueen made a motion to approve the minutes for the Special Board Meeting on October 27, 2021 with a correction of the spelling of Dr. Angela Tos' name on page 10, item 5b.
Jonna Durst seconded the motion to approve the minutes.
The board VOTED to approve the motion.

2. Finance

A. October 2021 Financials

Jim Surmeian presented the school's monthly financial report and shared what the First Interim Report means and how the budget is looked over. He shared how the accounting teams work on these reports along with the Charter Leaders.

Jonna Durst made a motion to approve the October 2021 Financials.

Dr. Angela Tos seconded the motion.
The board VOTED unanimously to approve the motion.

B. First Interim Report

Jim Surmeian explained what the first interim report includes and the purpose/timeline.

Dr. Angela Tos made a motion to approve the first interim report.
Jennifer McQueen seconded the motion.
The board VOTED unanimously to approve the motion.

C. High School Virtual Academy (HSVA) Term Sheet

Jennifer McQueen made a motion to approve the High School Virtual Academy (HSVA) Term Sheet.
Jonna Durst seconded the motion.
The board VOTED unanimously to approve the motion.

3. Academic Excellence

A. Academic Decathlon Joint Charter Agreement & Resolution

Denise Voth shared an overview of the Academic Decathlon program and a-g high school course.

Jennifer McQueen made a motion to approve Academic Decathlon Joint Charter Agreement & Resolution.
Jonna Durst seconded the motion.
The board VOTED unanimously to approve the motion.

B. Board Metrics Chart

Dr. Goodman presented the Board Metrics Chart.

- The Board feels that this meets their needs and expectations to ensure they are briefed regularly on key areas of the school program and operations.
- Dr. Jarocki asked if these will be public. Dr. Goodman shared they will be in the board packets but more information can be shared directly if suggested.

C. Transition & Counseling Program Updates

- Yolanda Vazquez shared that the new Mental Health Service language is being aligned to the 5 CASEL.

- A transition student showcase is being planned in January.
- The SEL class is focused on the application of the CASEL principles.
- A Career Fair is planned for February. The team is looking for volunteers to participate and share about their career. The Career Fair will stream live and be recorded.
- An Alumni Board is being created in the Fresno office.
- Alumni outreach has been done through email and USPS.
- New mental health resource, Headspace, is available to all 13-18 year old children.
- Dr. Tos suggested that if there are specific careers the school is looking for, to please reach out to the board members so they can reach out to their networks.

D. 2021-2022 Extended School Year (ESY)

Dr. Steven James presented the plan for students for ESY.

- Carrie Stumpfhauser asked for clarification on who would qualify for ESY. Dr. James shared that about 90% of participating/qualifying students are mod/severe, but others can qualify as well.
- Carrie Stumpfhauser asked when ESY is discussed. Dr. James shared that there are specific guidelines for ESY and that ESY is discussed with parents during IEPs.
- Dr. Laurie Goodman shared that the school has plans for summer school in June. So students that do not qualify for ESY, they could be able to participate in the summer program.

Dr. Angela Tos made a motion to approve 2021-2022 Extended School Year plan/dates.

Carrie Stumpfhauser seconded the motion.

The board VOTED unanimously to approve the motion.

E. Declaration Fully Qualified Educators

Dr. James briefed the board on the difficulty of filling certain Special Education positions, particularly mild moderate certificated teachers.

Dr. Tos asked why only National University was listed and recommended that the school expands listing. Dr. Goodman shared that qualified interns could choose any program.

Jennifer McQueen asked how many interns may be used. What will the school do if a family does not want to work with an intern? Dr. Goodman responded the school will monitor the staffing and needs/desires of families.

Jennifer McQueen made a motion to approve the Declaration of Need for Fully Qualified Educators.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

F. Educator Effectiveness Block Grant - Plan Presentation & Stakeholder Input

Dr. Laurie Goodman shared the purpose and timeline of the grant.

- Educator Effectiveness Grant funds are one time funds through 2026, so the focus is on enhancing programs that already exist.
- Carrie Stumpfhauser asked about the connection with the family survey. Dr. Goodman shared that a new survey was being developed.
- Carrie Stumpfhauser suggested the school include details about the SEL rollout and on item number 5, Critical Race Theory as there are families that are concerned about these topics.

The board elected to table this item until next month's meeting.

4. Operations

A. COVID-19 School Report

Dr. Laurie Goodman presented the current COVID-19 School Report earlier in the agenda.

B. School's Enrollment Report

Dr. Laurie Goodman recapped the Enrollment season for the 2021-2022 school thus far.

C. Paid Sick Leave (PSL), Personal Necessity Leave (PNL), & Time Off Balances Policy

Dr. Goodman shared the formalized Policy to address PSL, PNL, and Time Off Balances.

- Dr. Angela Tos asked if requests are supervisor approved. Dr. Goodman said the director/supervisor approved.

Dr. Angela Tos made a motion to approve the PSL, PNL, and Time Off Balances Policy.
Jennifer McQueen seconded the motion.
The board VOTED unanimously to approve the motion.

D. Paid Sick Time Donations

Dr. Angela Tos commented that she is pleased to see this process be formalized.

Jennifer McQueen made a motion to approve the Paid Sick Time Donations Process and Forms.
Jonna Durst seconded the motion.
The board VOTED unanimously to approve the motion.

E. Updated Administrator Evaluation Process & Timeline

Jonna Durst made a motion to approve the updated Administrator Evaluation Process & Timeline.

Jennifer McQueen seconded the motion.

The board VOTED unanimously to approve the motion.

F. Revised Educational Vendor Policies & Procedures

Jennifer McQueen asked if guidelines can be provided to parents of what is approved and what is not. There is a concern there may be inconsistency in approvals as well as confusion of what is allowable and what is not.

Jennifer McQueen made a motion to approve the revised Educational Vendor Policies & Procedures with the correction to the year to 2021-2022.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

5. Governance

A. December Board Meeting Format

Jennifer McQueen made a motion to approve the hybrid format, both in person and virtual.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

7. Closing Items

A. Board of Director Comments & Requests

1. Board training for admin evaluations
2. Educator effectiveness grant with stakeholder input
3. Ordering guidelines prior to December Fund drop
4. Jennifer McQueen shared a family's experience with Dr. Steven James and how positive the interaction was.

B. Announcement of the Next Scheduled Board Meetings

December 9, 2021 at 5:15 PM

6.3. Adjourn Meeting

Jennifer McQueen made a motion to adjourn the meeting at 7:00 PM

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:00 PM

Respectfully Submitted,

Dr. Larry Jarocki

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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Cover Sheet

Moderate-Severe Teacher Financial Support Policy

Section:	II. Finance
Item:	A. Mod-Severe Teacher Financial Support Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Mod-Severe Teacher Financial Support Policy - YV

BACKGROUND:

- It is well documented and has been shared with the board that there are specific certificated teaching positions that have been challenging to fill. The lack of qualified candidates for positions, such as Mod-Severe Special Education Teachers, has caused the school to seek out creative solutions including qualified teacher interns.
- There is a substantial shortage of special-education teachers in the United States, according to a 2020 report by the Office of Special Education, a branch of the US Department of Education.
- A policy to encourage and support qualified candidates to fill open positions will ensure the school's Special Education staffing needs are met.

RECOMMENDATION:

- Consider approval of the Mod-Severe Teacher Financial Support Policy.



Moderate-Severe Teacher Credential Financial Support Policy

Yosemite Valley Charter School (“Charter School”) strives to employ highly qualified, caring, and properly certificated/trained educators for both general and special education. The Governing Board recognizes that the Charter School’s ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught.

The purpose of the Yosemite Valley Charter School Governing Board approving the Moderate-Severe Teacher Credential Financial Support policy is to ensure that the school is able to secure the staffing needed for all students and to establish the following policy components:

1. Board Acknowledgment of the Shortage of Special Education Teachers in California
2. State the Expectation for the Charter School’s Staffing Efforts
3. Establish the Reimbursement Process

1. Board Acknowledgment of the Shortage of Special Education Teachers in California:

The School Board acknowledges that there is a current, ongoing shortage of qualified Special Education teachers including Moderate-Severe teachers.

2. Charter School’s Staffing Efforts: The Charter School’s administration shall make reasonable efforts to recruit fully prepared Moderate-Severe teachers for each open position/assignment. Whenever a Moderate-Severe teacher with a clear or preliminary credential is not available, the Charter School shall make reasonable efforts to recruit an individual for the assignment.

3. Reimbursement Process: Upon the Charter School’s need to fill an open teaching position for a Moderate-Severe Teacher, a current or potential staff member who is actively enrolled in an accredited Moderate/Severe credentialing program is eligible to receive reimbursement from the Charter School upon successful completion of the credentialing program. The individual must submit the anticipated costs and expected date of program completion to the Charter School so that it can be approved by an Administrator. Upon approval and successful completion of the program, the individual must submit a reimbursement form with documentation of the paid fees and successful completion of the credentialing program.

Cover Sheet

Educator Effectiveness Block Grant

Section:	III. Academic Excellence
Item:	A. Educator Effectiveness Block Grant
Purpose:	Discussion & Potential Action - Vote
Related Material:	Yosemite Valley - EEBG 2021 Educator Effectiveness Block Grant 2021 - Staff & Parent Survey Response Reports

BACKGROUND:

- The purpose of this agenda item is to present the stakeholder feedback and the final Grant Plan for board approval.
- The Educator Effectiveness Block Grant is one-time funding provided to charter schools to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness.
- Grant guidelines used for costs associated with providing services:
 - Schools are required to develop and adopt a plan, by December 30 , 2021, that delineates the expenditure of funds apportioned including the professional development of teachers, administrators, paraprofessionals and classified staff.
 - The plan shall be presented in a public meeting of the governing board before its adoption in a subsequent meeting.
 - Allocations are based on an equal amount per full-time equivalent certificated staff, not to exceed the certificated staff count, and full-time equivalent classified staff.

RECOMMENDATION:

- Consider approval of the Educator Effectiveness Grant Plan.

Educator Effectiveness Block Grant 2021 - Staff Survey Response Report

On November 16, 2021 a survey was conducted to collect the need for our schools according to the feedback provided by our staff. Out of 167 teachers 110 responded with the following information:

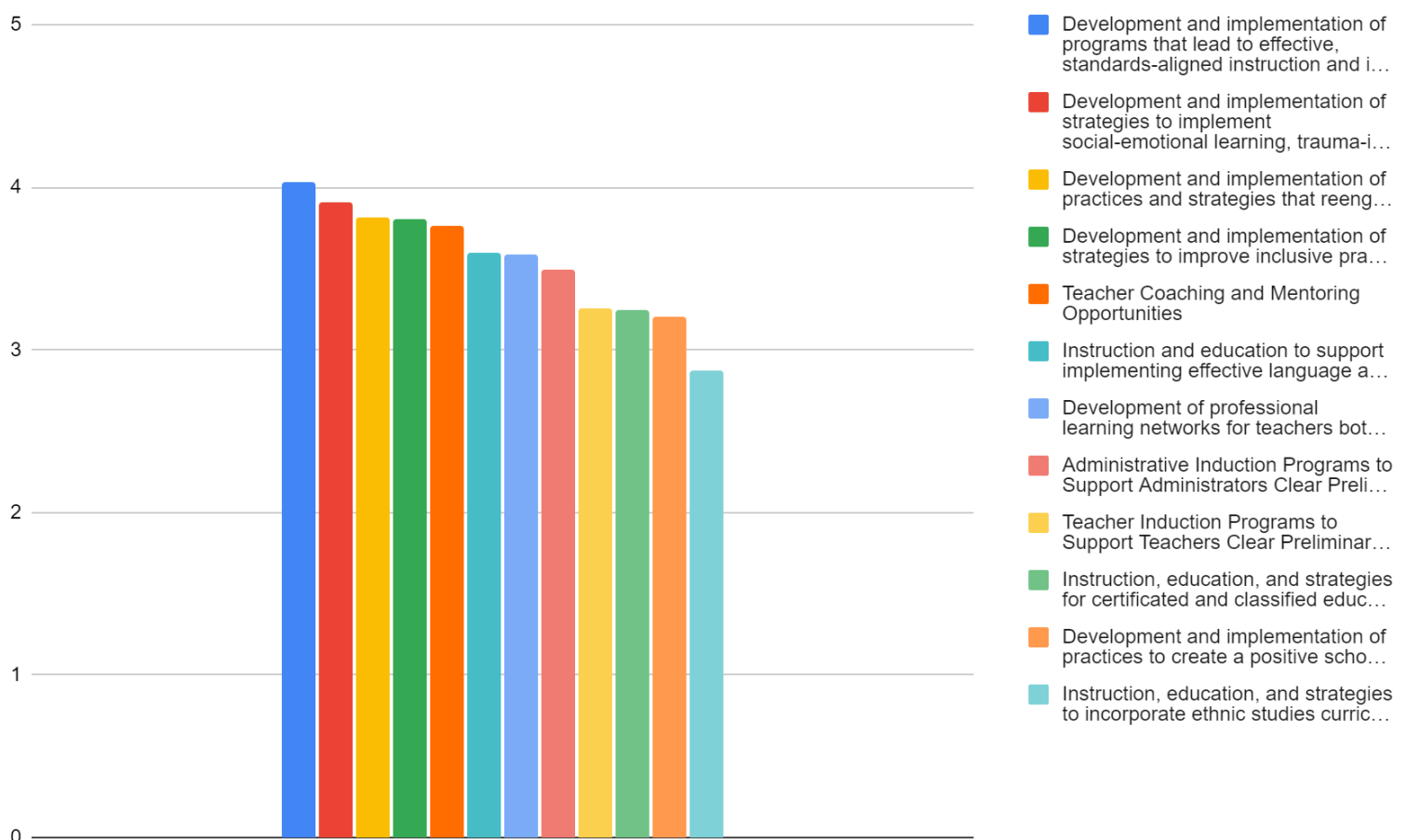
	Development and implementation of programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.	Development and implementation of strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve student well-being	Development of professional learning networks for teachers both within and outside of the school.
Total of Responses:	110	110	110
5's	45	41	25
4's	30	31	33
3's	31	27	36
2's	2	9	13
1's	2	2	3
Average Response:	4.036363636	3.909090909	3.581818182
Percentage of staff:	40.91%	37.27%	22.73%

40.91% of staff members shared that the “development and implementation of programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science” was the most important.

Followed by 37.27% of staff members which believed that the “development and implementation of strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve student well-being” was the second most important.

Lastly 22.73% of the staff believed that the “development of professional learning networks for teachers both within and outside of the school” was the 3rd most important.

These are just the top 3 areas that ranked the highest amongst the 12 areas as seen in the chart below:



1. Development and implementation of programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

2. Development and implementation of strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve student well-being
3. Development and implementation of practices and strategies that reengage students and lead to accelerated learning.
4. Development and implementation of strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
5. Teacher Coaching and Mentoring Opportunities
6. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
7. Development of professional learning networks for teachers both within and outside of the school.
8. Administrative Induction Programs to Support Administrators Clear Preliminary Administrative Services Credentials
9. Teacher Induction Programs to Support Teachers Clear Preliminary Credentials
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.
11. Development and implementation of practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming the school culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
12. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into student instruction for grades 7 to 12, inclusive

Educator Effectiveness Block Grant 2021 - Parent Survey Response Report

On November 16, 2021 a survey was conducted to collect the need for our schools according to the feedback provided by our families. 431 parents participated and responded with the following information as of December 3, 2021.

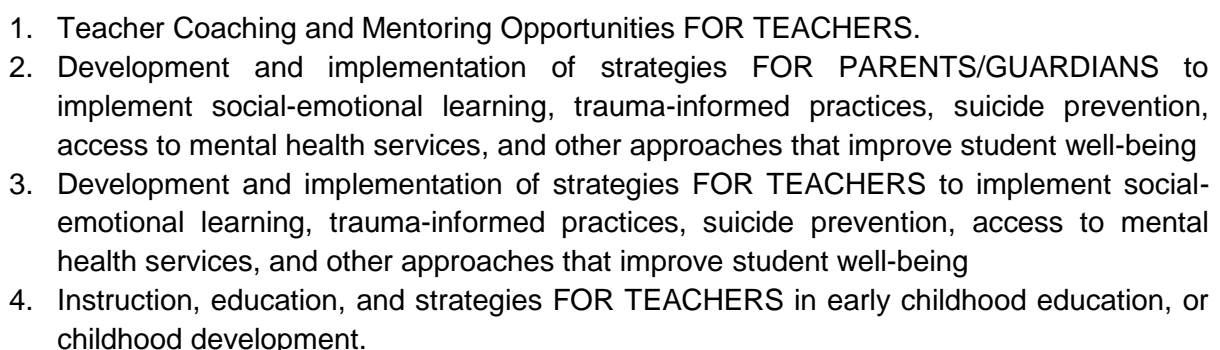
	Teacher Coaching and Mentoring Opportunities FOR TEACHERS.	Development and implementation of strategies FOR PARENTS/GUARDIANS to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve student well-being	Development and implementation of strategies FOR TEACHERS to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve student well-being
Total of Responses:	412	412	412
5's	160	166	171
4's	94	85	74
3's	100	79	84
2's	29	32	32
1's	29	50	51
Average Response:	3.79368932	3.691747573	3.684466019
Parent %:	38.83%	40.29%	41.50%

After averaging out the ratings of importance from a scale of 1-5 for each category these were the top 3 most important categories according to the parents who participated.

With the highest average response, parents believe that it is important to see more “teacher coaching, mentoring opportunities for teachers.

The second highest category was for “development and implementation of strategies for parent/guardians to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve student well-being.”

These are just the top 3 areas that ranked the highest amongst the 22 areas as seen in the chart below:



5. Development and implementation of programs FOR TEACHERS that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
6. Development and implementation of strategies FOR TEACHERS to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Teacher Induction Programs to help Teachers Clear Preliminary Credentials.
8. Development and implementation of practices and strategies FOR PARENTS/GUARDIANS that reengage students and lead to accelerated learning.
9. Instruction, education, and strategies FOR PARENTS/GUARDIANS in early childhood education, or childhood development.
10. Development and implementation of practices and strategies FOR TEACHERS that reengage students and lead to accelerated learning.
11. Development and implementation of programs FOR PARENTS/GUARDIANS that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
12. Development of professional learning networks FOR TEACHERS both within and outside of the school.
13. Administrative Induction Programs to help Administrators Clear Preliminary Administrative Services Credentials.
14. Development and implementation of strategies FOR PARENTS/GUARDIANS to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
15. Instruction and education FOR TEACHERS to support implementing effective language acquisition programs for English learners.
16. Development of professional learning networks FOR PARENTS/GUARDIANS both within and outside of the school.
17. Coaching and Mentoring Opportunities FOR PARENTS/GUARDIANS.
18. Instruction and education FOR PARENTS/GUARDIANS to support implementing effective language acquisition programs for English learners.
19. Development and implementation of practices FOR TEACHERS to create a positive school climate, including, but not limited to, restorative justice, training, positive behavioral supports, multitiered systems of support, transforming the school culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination.
20. Development and implementation of practices FOR PARENTS/GUARDIANS to create a positive school climate, including, but not limited to, restorative justice, providing positive behavioral supports, multitiered systems of support, transforming the school culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination.

21. Instruction, education, and strategies FOR TEACHERS to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into student instruction for grades 7 to 12.
22. Instruction, education, and strategies FOR PARENTS/GUARDIANS to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into student instruction for grades 7 to 12.

Parent Comment Highlights:

There are 187 parent comments with additional feedback:

13 comments requesting in-person and other opportunities/events:

1. Less of these things, more instructional funds or in person events.
2. It would be very valuable to have new families meet with their HST in person at the lending library to help put hands on the curriculum and guide them.
3. It would be very helpful to have more in person social opportunities and short academic opportunities for our students.
4. More in-person social activities
5. More social activities
6. More opportunities for kids to meet up with other kids and do educational things. Please.
7. More zoom meeting with children at least one time a week to help with some of the material
8. Children would benefit from in-person clubs.
9. More opportunity for live, engaged virtual curriculum.
10. Would like to have an in person learning opportunity with a teacher and other students in the same grade once or twice a week.
11. Parent & Student, class/get to know you meet and greet to set up students for success.
12. Start field trips and in person teacher meetings.
13. Need for in person programs to help children with learning and physical disabilities

9 comments regarding Assessment/Special Education/SEL:

1. There should be fewer work samples for children with extreme developmental issues - it becomes more about checking boxes than teaching.
2. Dyslexia early intervention strategies and testing
3. There seems to be a need for more Sped teachers!
4. ADHD screenings should be mandatory upon request and NOT simply based on a child's tests scores.
5. Dyslexic early identification
6. I think they need more training in kids with special needs
7. I think it would be nice to teach kids about other children who have learning disabilities or struggle with school that have an IEP or a 504 plan to ensure that they know that those kids are no different from the kids I don't have them for a learning class to teach kids about ADHD, epilepsy autism etc.
8. Teachers should stop trying to give kids the same IEP goals to lump them together in classes when their needs are different. Brick and mortar schools work on IEP goals 1 on 1 and our school should as well.
9. Yosemite valley needs to have mental health support for children enrolled. When my son needed help I was told there was no school psychologist or mental health tools for their students.

8 comments regarding Curriculum/Instruction & LL:

1. Focus on different educational styles, and more information/instruction on different curriculum options
2. The lending library has been so wonderful and allowed me to use important resources while using my funds for in person experiences for my child. I would like to see the Lending Library receive even more financial support.
3. Instruction and implementation best practices for OSPs. Direct instruction for parents and information for teachers so they can help identify which programs to utilize and how best to you use them for individual students..
4. My child has benefited from the diversity of curriculum there is to choose from. We have been able to customize a learning program specifically to our child's learning style
5. I appreciate having freedom to choose curriculum and ability to remain as flexible and independent as possible.
6. Ordering curriculum and state standards overview.
7. I'd like to see the ethnic studies curricula being adopted by the school in order to make an informed decision on questions on page 10.
8. Social studies for TK-K is not available, all curriculum starts in 1-2nd grade. Parents are having a hard time with this subject.
9. I am hoping that for ESVA they would open up Social Studies and Science courses for those parents that would like all CORE classes for MSVA/ESVA.

3 requests for Gifted Opportunities:

1. More opportunities for gifted children
2. I would really like to see participation in the International Baccalaureate Program as it is a great way to serve and identify gifted and high achieving students as well as students who may be struggling. It's a fantastic program and I would welcome the chance to talk about it with our administration. Thank you for all you do!
3. Need more gifted and talented programs

14 Training/PD and Parent Needs comments:

1. Its very important that Virtual Academy teachers receive instruction, education, and strategies on how to engage students on zoom
2. It would be nice to have onboarding support for families new to YVC/MRA. Also is there IT help ticket support outside offered hours for support?
3. Keeping education for parents available and open is great. Remember please that our time is very tight, so having it optional will let parent choose what works best to serve the needs of our families. Thanks!
4. I think the teachers probably have all the basic education, but as a parent who didn't plan on homeschooling, I think I could do a lot better if I had a little crash course in homeschooling, or some tutoring for me from a teacher familiar with my children and their needs and different methods of teaching who can help me pick methods and curriculum that's ideal for our needs.
5. Overall, more development opportunities for parents because ultimately they are the ones giving the instruction. Overall, teachers need more support in implementing the independent study/homeschool model and how to most effectively help parents reach student's educational goals.

6. Since the burden of active instruction is assumed by the parent/guardian it is most beneficial to offer training as their needs arise in response to their students' development. It should NOT be mandatory but easily available (I'm thinking webinars that are self paced) and pertinent to what is trying to be addressed. As more is being required of our teachers, they should be fully supported to accomplish their tasks and NOT required to waste their time nor their clients. Lastly, the next time there is a survey of this sort, please be sure to define the terms as they are vague and assuming.
7. All NEW teachers to our school (over the last 2 years and this school year) NEED more training on all of the intervention pieces available to EVERY student who has either a parent identified need or STAR360 indicated need. No family should continuously be told NO upon request for intervention when the STAR test is also showing a deficit. We feel lucky my children have access to intervention but feel equally bad that our friend's child who clearly needs the support continue to be told no from their HST -- these first time homeschooling parents are SCARED and are still AFRAID of challenging the teacher or reaching out for higher admin support and they end up not advocating for their child as the child has every right to fair access public education. Trauma-informed HST training is also needed especially with the influx of brick and mortar teachers as well as students, who, outside of pandemic would otherwise never have been homeschooled. The families need support in the learning areas but also need it in the trauma-informed self care, child care arena and how to best apply it to academics.
8. Get input from your teachers, not just the parents, as to what is important and what they need to help parents be successful at homeschooling. Nobody likes professional development that isn't needed.
9. I would prefer there to be training for teachers and administration to understand homeschool philosophies and understanding the unique motives and goals of each homeschool family. This is in contrast to the goals enforced upon us by government agencies. I would also like to see a way for homeschool families to come together to form a voice when our charter school options are being decided on in the state government. Some state government agendas feel a lot like discrimination against individuals for being unique in their learning styles. These things need to be addressed before any more agendas are pushed through and forced on us and our students.
10. Opportunities for teachers to learn more about how to help children with learning difficulties.
11. I think there should be more parent support either emails or meetings for more hands on learning for parents to get the support they need from teachers and maybe other parents
12. Spend the funds on supporting our teachers in the areas THEY need help so they can equip us as parents to raise the standard of education for our kids. Specifically, I would love to learn more about childhood brain development as it pertains to learning. Leave the leftist indoctrination out.
13. Educational opportunities that are optional are helpful as long as they are not mandatory and adding to the current extensive curricula.
14. Teachers and administrators SHOULD have credentials and training prior to positions but if they are lacking and already in these positions is it critical they receive training needed to be successful in these roles

5 comments regarding funding:

1. More funding sources need to go to high school level kids. They run out of funding for even their core classes. My children who are not in high school level don't run out of funding.
2. Less of these things, more instructional funds or in person events.
3. Yes I'm the parent but I'm also my children's teacher. I have to do a lot of research and reading to make sure I am effectively meeting their needs and using the best curriculum and schedule for our

family. And I love that song but it would be amazing if the school offered more opportunities and funding for homeschool parent education.

4. Let the parents lead, provide strong curriculum and funding. Let's not waste our time and money on things like inclusiveness and equity training. Leave that to public schools. Thanks!
5. Fund the basics of reading, writing, math, science for both parents and teachers. Leave social/emotional learning, restorative justice to the parents.

19 Parent Input comments:

1. Parents need freedom and support to give their children the education they deserve. Teachers are best when well informed and socialized to inform parents of all educational services available.
2. I would like to go back to less involvement from the school, less testing, less samples. Just support for those that request it on our homeschool journey. Not all of this mandatory stuff.
3. More parent resources offered
4. Parent choice should be priority
5. I would like to go back to less involvement from the school, less testing, less samples. Just support for those that request it on our homeschool journey. Not all of this mandatory stuff.
6. With the way the school is structured it is more important to equip parents to be their child's learning coach
7. I do not want more forced policies on parents. Want to keep our freedoms to teach the way we want
8. The purpose of our family in utilizing this public charter is the access to public funds in assisting our family in the homeschooling journey. Pushing all students to be at the same place academically based on their age, is very frustrating, and emotionally upsetting to a student that needs to be learning at their own pace. I hope the school can realize that is the most important marker of a student's success.
9. I feel the home school teacher needs to show they care about the children and not just send out emails expecting a response.
10. More structured programs to take the pressure off homeschooling parents
11. Teachers who teach the online classes should know HOW to teach the classes and support the parents.
12. There should be more resources to support homeschooling and less devoted to trying to make homeschooling be public schooling at home!
13. I think it's best for the teacher to do most of these things and then relay the info to the parent if needed
14. I'd like to see a continued focus on preparing students for the world ahead of them. Not focus on unnecessary areas. The kids need to be the focus
15. I'm not sure what all that meant, but I answered as best I could. It's important for everyone to have the best resources available, but you also can't force anyone to use specific strategies, instruction and education for their child. Every child is different and has different needs. Every family has different beliefs. It should all be available, but not forced.
16. I've been a credentialed teacher for 20 years. HSTs are not teachers in the traditional sense. They are mentors and coaches to parents at best and compliance officers at worst. I would rather see training for HSTs in effective paperwork management and coaching techniques similar to coaches in the induction program. There is no need to train HSTs in instruction; parents are doing the instruction. Trivium Charter School on the coast has a terrific parent coaching/training model
17. As I understood it, when I joined this charter, HST's were available to support students and families as they needed it. What it has morphed into is The state, requiring our teachers to require more of

their families and students. Some parents may need a lot of help in certain areas, and others don't. One of the reasons that we homeschool, it's so that we don't have to have other people's ideologies about social issues forced upon us. Despite what most educators believe, there are still a lot of things that really should just be left up to the family. It makes me nervous when things that could be a great resource for some, are treated as a requirement for all.

18. More freedom and the right to choose with homeschooling.
19. It's important for parents to know what's developmentally appropriate for their children, not just the state standards.

Appreciative comments:

1. Appreciate all your doing to support our parents and teachers
2. We love this school
3. Happy with program
4. This is an amazing school that has provided the best education for my children. I have never had so much support and help with my children's education from amazing teachers, tutors and case workers. Thank you for the support and for making school fun again for my children.
5. We appreciate having the opportunity to educate each of our children in the most appropriate way for them as individuals.
6. Yosemite Valley does a great job assisting the parents.
7. I appreciate all the guidance and opportunities given.
8. I really like the importance
9. Keep up the good work!
10. I want Yosemite to stay the same, happy with the school as it is now
11. I appreciate the opportunity to express my opinion.
12. I so appreciate this school and know they are deserving of the funding required for students, teachers, and parents to thrive.
13. Our HST does an amazing job; we appreciate her efforts.
14. Very grateful for this program.
15. Thank you for this survey.
16. Thank you for providing an opportunity for additional parental input.
17. The school is already very supportive and offers lots of support.
18. Love the program the school offers!
19. I think this school and teachers are doing a great job
20. I am very happy with the program and especially happy with our homeschool teacher and her flexibility and her guidance.
21. Thank you for doing an amazing job.
22. I appreciate the opportunity to express my opinion.
23. Thanks for thinking of us
24. Thank you for including us parents.

General Comments:

1. A preschool program would be great!
2. Opportunities to Patti pâté with other children in class and socially.
3. CULTURE over everything. Create a safe, engaging and inclusive environment and the rest will fall into place. EDUCATE the teachers on both neurodiversity as well as physical differences. My

daughter has been the subject of unintended singling out because of a lack of education and understanding about inclusivity. Build trust, build confidence, build strong individuals.

4. I love the idea of supporting the child as a whole.
5. Happy to help with workshops & etc.. Counseling Instructor here at our local community college & trained school psych :)
6. Most of this is garbage for the homeschool environment. What parents actually need is training on strategies to target problem behaviors so they can get to the academics, but often their willingness to teach their kid gets stuck in the muck of challenging behaviors they are not prepared for.
7. I wouldn't want anything implemented but I would love the option for some of these if I wanted to do them.
8. In a parent-led, teacher-supervised environment, many of these items do not apply as they would in a brick and mortar environment.
9. I support the items to help teachers and provide opportunities to parents who need help
10. this program is extremely confusing, teachers were switched many times, lessons were not cohesive
11. Nature/natural learning
12. Parents play a huge role in their child's education through home schooling, there should be more support for parents to engage their children, keep them focused, and always make the environment enjoyable.
13. Giving extra goals, strategies, methods, expectations, ideas etc to new students or tk/k

Educator Effectiveness Block Grant 2021 Expenditure Plan Template

LEA Name:	Yosemite Valley Charter
Contact Name:	Laurie Goodman, Ed.D.
Email Address:	laurie.goodman@monarchriveracademy.org
Phone Number:	559-999-5030

Total Amount of funds received by the LEA:	\$ 285,692.00
Date of Public Meeting prior to Adoption:	November 18, 2021
Date of adoption at a public meeting:	

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Administrator Induction Program-VCOE	\$ 12,500.00	\$ 7,500.00	\$ 10,000.00	\$ -	\$ -	\$ 30,000.00
Beginning Teacher Induction	\$ 10,000.00	\$ 10,000.00	\$ 5,688.00	\$ -	\$ -	\$ 25,688.00
Intern Mentorship Program	\$ 1,000.00	\$ 2,000.00	\$ -	\$ -	\$ -	\$ 3,000.00
New and Veteran Teacher System Support	\$ 12,000.00	\$ 5,504.00	\$ -	\$ -	\$ -	\$ 17,504.00
Subtotal for this section:	\$ 35,500.00	\$ 25,004.00	\$ 15,688.00	\$ -	\$ -	\$ 76,192.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
PLC Focused on Curriculum Resources	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 10,000.00
PD Focused on Research Based Practices	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 10,000.00
Development of Courses Guides K-12	\$ 3,000.00	\$ 3,000.00	\$ -	\$ -	\$ -	\$ 6,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 13,000.00	\$ 13,000.00	\$ -	\$ -	\$ -	\$ 26,000.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Daily Office Hours for Engagement	\$ 7,500.00	\$ 7,500.00	\$ -	\$ -	\$ -	\$ 15,000.00
Clubs and mentorship Programs for HS	\$ 1,000.00	\$ 1,000.00	\$ -	\$ -	\$ -	\$ 2,000.00
High School Tutors for Student Support	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 10,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 13,500.00	\$ 13,500.00	\$ -	\$ -	\$ -	\$ 27,000.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Cornerstone Support Group for Services	\$ 15,000.00	\$ 15,000.00	\$ -	\$ -	\$ -	\$ 30,000.00
Course Development for SEL Parent and Staff	\$ 2,000.00	\$ 2,000.00	\$ -	\$ -	\$ -	\$ 4,000.00
Website Support of SEL and Crisis Alert	\$ 1,000.00	\$ 1,000.00	\$ -	\$ -	\$ -	\$ 2,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 18,000.00	\$ 18,000.00	\$ -	\$ -	\$ -	\$ 36,000.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Parent and Community Liasion	\$ 1,500.00	\$ 1,500.00	\$ -	\$ -	\$ -	\$ 3,000.00
Website and Newsletter Communication	\$ 500.00	\$ 500.00	\$ -	\$ -	\$ -	\$ 1,000.00
Development of Clubs and Events/Field Trips	\$ 500.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 5,500.00
Theme-based District Wide Culture focus	\$ 500.00	\$ 500.00	\$ -	\$ -	\$ -	\$ 1,000.00
Subtotal for this section:	\$ 3,000.00	\$ 7,500.00	\$ -	\$ -	\$ -	\$ 10,500.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
PLC with Gen Ed and Special Ed	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 10,000.00
System to Co-teach and Co-monitor	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 10,000.00
PD Regarding Instructional Practices	\$ 5,000.00	\$ 10,000.00	\$ -	\$ -	\$ -	\$ 15,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 15,000.00	\$ 20,000.00	\$ -	\$ -	\$ -	\$ 35,000.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Dataworks Content Lessons	\$ 3,000.00	\$ 3,000.00	\$ -	\$ -	\$ -	\$ 6,000.00
English Learner Group PD	\$ 10,000.00	\$ 10,000.00	\$ -	\$ -	\$ -	\$ 20,000.00
High School Support Courses and Mentor	\$ 1,000.00	\$ 1,000.00	\$ -	\$ -	\$ -	\$ 2,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 14,000.00	\$ 14,000.00	\$ -	\$ -	\$ -	\$ 28,000.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning. Professional learning provided pursuant to this section shall do both of the following:

(1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

(2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Professional Network for Research Practices	\$ 1,500.00	\$ 1,500.00	\$ -	\$ -	\$ -	\$ 3,000.00
Professional Network for Parents - Strategies	\$ 500.00	\$ 1,500.00	\$ -	\$ -	\$ -	\$ 2,000.00
Professional Network for IS Charters	\$ 500.00	\$ 500.00	\$ -	\$ -	\$ -	\$ 1,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 2,500.00	\$ 3,500.00	\$ -	\$ -	\$ -	\$ 6,000.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Aligned of courses with Community Colleges	\$ 1,000.00	\$ 3,000.00	\$ -	\$ -	\$ -	\$ 4,000.00
Expantion of Courses for High School VA	\$ 2,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 7,000.00
PD of Culture Responsive Ethnic Studies	\$ 500.00	\$ 500.00	\$ -	\$ -	\$ -	\$ 1,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 3,500.00	\$ 8,500.00	\$ -	\$ -	\$ -	\$ 12,000.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Virtual Academy Course for Teachers	\$ 1,000.00	\$ 15,000.00	\$ -	\$ -	\$ -	\$ 16,000.00
Virtual Academy Course for Parents	\$ 500.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 5,500.00
PLC and course development for "Launch Pad"	\$ 500.00	\$ 1,000.00	\$ -	\$ -	\$ -	\$ 1,500.00
Behavior Management for TK- K	\$ 1,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 6,000.00
Subtotal for this section:	\$ 3,000.00	\$ 26,000.00	\$ -	\$ -	\$ -	\$ 29,000.00

Summary of Expenditures

Section Totals	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Subtotal Section (1)	\$ 35,500.00	\$ 25,004.00	\$ 15,688.00	\$ -	\$ -	\$ 76,192.00
Subtotal Section (2)	\$ 13,000.00	\$ 13,000.00	\$ -	\$ -	\$ -	\$ 26,000.00
Subtotal Section (3)	\$ 13,500.00	\$ 13,500.00	\$ -	\$ -	\$ -	\$ 27,000.00
Subtotal Section (4)	\$ 18,000.00	\$ 18,000.00	\$ -	\$ -	\$ -	\$ 36,000.00
Subtotal Section (5)	\$ 3,000.00	\$ 7,500.00	\$ -	\$ -	\$ -	\$ 10,500.00
Subtotal Section (6)	\$ 15,000.00	\$ 20,000.00	\$ -	\$ -	\$ -	\$ 35,000.00
Subtotal Section (7)	\$ 14,000.00	\$ 14,000.00	\$ -	\$ -	\$ -	\$ 28,000.00
Subtotal Section (8)	\$ 2,500.00	\$ 3,500.00	\$ -	\$ -	\$ -	\$ 6,000.00
Subtotal Section (9)	\$ 3,500.00	\$ 8,500.00	\$ -	\$ -	\$ -	\$ 12,000.00
Subtotal Section (10)	\$ 3,000.00	\$ 26,000.00	\$ -	\$ -	\$ -	\$ 29,000.00
Totals By Year:	\$ 121,000.00	\$ 149,004.00	\$ 15,688.00	\$ -	\$ -	

Total Planned Expenditures by the LEA:
\$ 285,692.00

Cover Sheet

Pupil Engagement

(Monthly Board Metrics Chart Item)

Section:	III. Academic Excellence
Item:	B. Pupil Engagement
Purpose:	Presentation & Potential Discussion
Related Material:	Tiered Reengagement Guide for Teachers

BACKGROUND:

- This is one of the recurring topics the Board has requested to be briefed on as part of the Board Metrics Chart.
- The school's Tiered Reengagement programs are based on Assembly Bill [AB] 130 and Amendments in AB 167 as of September 10, 2021.

RECOMMENDATION:

- Provide Board feedback on the school's current efforts for Tiered Reengagement.



Tiered Reengagement Guide for Teachers 2021-2022

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FAQs

What is tiered reengagement?

Tiered reengagement is a multi-tiered approach to supporting families with school engagement. “The idea behind a [multi-tiered approach](#) is that the majority of students will respond to school-wide strategies for improving attendance and engagement (known as Tier 1 supports) but that these strategies won’t be sufficient for all students: some students require more personalized support (Tier 2) and an even smaller number may need more intensive measures (Tier 3) taken on their behalf to re-engage them with school.”¹ We are very excited to offer different tiers of support to our students and families based on their individual needs.

What is our school’s tiered reengagement policy?

In order to be compliant with AB 130 and AB 167, we have updated our Independent Study board policy with the following language:

Tiered Reengagement Strategies: *If a student does not generate attendance for more than three school days or 60 percent of the instructional days in a school week, or for students who are in violation of their independent study written agreement, Charter School shall:*

- a. Verify current contact information for each enrolled student;*
- b. Notify parents or guardians of lack of participation within one school day of the student’s absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.)*
- c. Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student’s needs for re-engagement; and*
- d. If the student has failed to complete two (2) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 3 herein, Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being.*

¹ <https://edpolicyinca.org/newsroom/tiered-approach-ensuring-students-are-present-engaged-and-supported-2020-21-school-year>

Tiers of Support

The following tiers of support are offered by our schools. This table has been adapted from AttendanceWorks.org.

Tier 1 Universal or “Whole School” Supports	Tier 2 Early Intervention	Tier 3 Intensive Intervention
<i>Coordinated Schoolwide through assigned HST</i>	<i>Coordinated by HST/RC and appropriate Student Support Team (Intervention, Tech, MTSS, etc.)</i>	<i>Coordinated by Student in Crisis Team and assigned Director or AD</i>
<ul style="list-style-type: none"> • Clear, concise and consistent communication about schedules and expectations • Predictable daily/weekly routines, rituals and celebrations • Community building to create belonging and connection • Taking attendance in a caring manner • Personalized outreach and communication to families when students are absent • Individual wellness check and connectivity assessments at LP meetings • Facilitate access to local resources such as food, health, and supports for other basic needs • Regular monitoring of attendance data to activate supports and identify trends • Access to technology and connectivity 	<ul style="list-style-type: none"> • Using absenteeism data to activate targeted supports • Meeting or home visit with student and family when absences add up (in person or virtual) • Individual attendance plan developed with families and students • Mentoring (in-person and virtual) • Tailored physical and mental health supports • Prioritizing participation in expanded learning such as intervention program or transition team programs • Tech support and training to ensure access to virtual learning supports 	<ul style="list-style-type: none"> • Intensive outreach to locate student and family and assess situation • Coordinated case management with multiple systems including child welfare, mental health, health, housing/homelessness and juvenile justice (as a last resort)

Teacher Responsibilities

What are the steps that the teacher is responsible for?

Teachers are responsible to ensure your families are engaged in school activities.

There are three ways that a teacher can verify that a student is engaging in school activities:

- 1) Participation in synchronous instructional opportunities (EA Online). (optional for students)
- 2) Participation in asynchronous instruction or activities (fancy way of saying lessons are occurring at home) as evidenced by work samples or attendance logs.
- 3) Communication with the parent/guardian verifying that the student is participating in school work at home. (Text, phone call, email)

Use the table below to help determine if a student is engaged. If you can check one or more of the boxes, then no action is needed because the student is engaged.

Ways to Verify School Engagement	SI (EA Online) Participation Log Kept by Teacher, HSVA teacher, or Club Advisor	Attendance Log submitted by Parent	Communication with Family (Text, Email, Phone)	Work Sample submitted by Parent
Participation in synchronous instructional (EA Online) opportunities (optional for students and can include HSVA office hour for High School Students)	X			
Participation in asynchronous instruction or activities at home as evidenced by work samples or attendance logs		X	X	X
Communication with the parent/guardian verifying that the student is participating in school work at home. (Text, phone call, email)		X	X	X

Tiered Reengagement Compliance Process

If you cannot verify any sort of engagement for 3 or more days or 60% of the instructional days in a school week OR if the student is in violation of the Master Agreement, the teacher should alert their RC that they are beginning this process, and complete the steps outlined below:

Step 1) Use the school-specific email linked below to send an email to the parents/guardians of the student with the school-specific Tiered Reengagement Letter attached. Follow the directions on the top of these documents. This email should be accompanied by a phone call to complete your communication pair. Document both of these communications in Contact Manager in School Pathways following these [DIRECTIONS](#). This begins Day 1 of the [Non-Compliance Timeline](#).

[YVC Tiered Reengagement Email](#)

[YVC Tiered Reengagement Letter](#) (personalize and send as an attachment to the email)

[MRA Tiered Reengagement Email](#)

[MRA Tiered Reengagement Letter](#) (personalize and send as an attachment to the email)

The Tiered Re-Engagement Process is intended to:

- Verify current contact information, and
- Determine student needs if any, and
- Offer appropriate support based on student need.

Reach out to your RC with any questions about this process.

Step 2) If the parent responds, proceed with verifying that the student is engaged and offer appropriate support if they are not. Document in Contact Manager in Pathways and update your RC.

Step 3) If the parent does not respond within 2 school days:

- Fill out the [Compliance Survey](#) citing your concerns, including non-communication.
- Inform your RC that a Compliance Survey was completed.
- Document in Contact Manager in Pathways that the Compliance Survey was completed.

Resources

Recording

Recorded explanation of this document. Note: information regarding AB 130 continues to evolve, as we know more changes may be made to this document. **[Note: The process to communicate with families has been updated since the video was made. Please refer to the Teacher Responsibilities section above.]**

<https://www.cde.ca.gov/sp/eo/as/isab130asoc.asp>

CDE Independent Study Notice for California schools.

www.attendanceworks.org

Attendance Works offers resources for parents and teachers, including a family help plan and engagement strategies for students. While it is geared towards classroom based programs, the ideas and information are applicable to all.

<https://www.pbisworld.com/>

PBISWorld offers intervention and support ideas for specific behaviors. Teachers or parents can click on a type of behavior for a list of ideas to support their student(s).

Cover Sheet

Transition & Counseling Program Updates (Monthly Board Metrics Chart Item)

Section:	III. Academic Excellence
Item:	C. Transition & Counseling Programs Updates
Purpose:	Presentation & Potential Discussion
Related Material:	

BACKGROUND:

- This is one of the recurring topics the Board has requested to be briefed on as part of the Board Metrics Chart.
- Timely report on the Transition and Counseling programs.

RECOMMENDATION:

- Provide Board feedback to the school leadership.



TRANSITION AND SEL UPDATES DEC 2021

Yosemite Valley Charter School





UPDATE ON TRANSITION

- ✕ Transition Workshops often align with SEL. *An example was forwarded to all board members.*
- ✕ SEL Class will be offered as a “Year 2” elective during the next school year!
- ✕ ATP Podcasts: Over 440 views!
 - December podcast link: <https://youtu.be/TncmVQzUNGk>
 - Please like and share!

INTRODUCTION OF DR. MITCH



Bio

- ✕ Ph.D in Psychology
- ✕ Oversees Intern Programs for Universities and County Offices of Education.
- ✕ Works with the prison system to support rehabilitation efforts.



DR. MITCH SLIDE

- ✗ Blurb on what Tier 3 SEL Interventions are.
 - ROI are in place.
 - Weekly meetings between SEL Admin and SEL Tier 3 Admin
- ✗ Over 20 families currently being supported.
 - Daily referrals coming in.
- ✗ 4 Staff being supported (grief).
- ✗ Workshops for staff and parents to start in January.



DESCRIPTION OF TIER 3 SEL SUPPORTS

- ✕ School-based-educationally related Tier 3 SEL interventions.
 - What does that look like?

- ✕ These services are not meant to be clinical in nature or a substitute for medical-health insurance interventions.



THANKS!

Any questions?

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ✕ Presentation template by SlidesCarnival
- ✕ Photographs by Unsplash

Cover Sheet

Enrollment Report - December

(Monthly Board Metrics Chart Item)

Section:	III. Academic Excellence
Item:	D. Enrollment Report
Purpose:	Presentation & Potential Discussion
Related Material:	Enrollment Report for December - YV

BACKGROUND:

- This is one of the recurring topics the Board has requested to be briefed on as part of the Board Metrics Chart.
- The school is sharing up to date data on student enrollment and withdrawals.

RECOMMENDATION:

- Provide Board feedback to the school leadership.

Enrollment Report

Yosemite Valley Charter School

Yosemite Valley

Table 1 Principal Dashboard - Yosemite Valley		Last updated
Target	2750	12/3/2021 16:13:49
Currently enrolled	2487	Total including ADV 2487
ADV - Import Ready	0	
Target Progress	90%	

- 2487 currently enrolled.
- 11 withdrawals processed this week, 9 pending.

Cover Sheet

Attendance & Chronic Absenteeism Rates

(Monthly Board Metrics Chart Item)

Section:	III. Academic Excellence
Item:	E. Attendance & Chronic Absenteeism Rates
Purpose:	Presentation & Potential Discussion
Related Material:	Chronic Absenteeism Report - YV LP1, LP2, & LP3 Attendance Reports

BACKGROUND:

- This is one of the recurring topics the Board has requested to be briefed on as part of the Board Metrics Chart.
- Current data showing attendance rates and students that have a significant number of missed days of school.
- Learning Periods 1 & 2 attendance is final. The percentages are in line with historical attendance rates in the high 90 percent range. Learning Period 3's attendance report has not yet been finalized as some teachers have yet to finish certifying and submitting their students' attendance logs.

RECOMMENDATION:

- Provide Board feedback to the school leadership.

Yosemite Valley Charter School

Grade Level Summary

08/16/2021 To 09/17/2021

Report criteria: Gradelevels: TK,KN,01,02,03,04,05,06,07,08,09,10,11,12, Range: Track A: LP 1 (08/16/2021 - 09/17/2021), 2021 - 2022

Generated on: Fri, Dec 3, 2021 - 1:46 pm

Grade Level Summary

Grade Level	A # Days Taught	B Enrollments Carried Fwd	C Gains	D Total Enrollment [B+C]	E Losses	F Ending Enrollment [D-E]	G Days Not Enrolled	H Days Non-Apport	I Total Apport [A*D-G-H]	J Total ADA [I/A]	K % Apport [I / (A*D-G)]
TK	A: 24	0	55	55	1	54	135	7	1,178	49.08	99.41%
KN	A: 24	0	254	254	4	250	456	2	5,638	234.92	99.96%
1	A: 24	0	258	258	5	253	291	5	5,896	245.67	99.92%
2	A: 24	0	282	282	9	273	421	9	6,338	264.08	99.86%
3	A: 24	0	242	242	3	239	257	8	5,543	230.96	99.86%
Total TK, KN, 1, 2, 3	A: 24	0	1,091	1,091	22	1,069	1,560	31	24,593	1,024.71	99.87%
4	A: 24	1	257	258	8	250	410	4	5,778	240.75	99.93%
5	A: 24	0	207	207	6	201	354	3	4,611	192.13	99.93%
6	A: 24	0	188	188	5	183	206	7	4,299	179.13	99.84%
Total 4 - 6	A: 24	1	652	653	19	634	970	14	14,688	612.00	99.90%
7	A: 24	1	152	153	6	147	179	4	3,489	145.38	99.89%
8	A: 24	0	162	162	8	154	200	5	3,683	153.46	99.86%
Total 7 - 8	A: 24	1	314	315	14	301	379	9	7,172	298.83	99.87%
9	A: 24	0	117	117	5	112	73	4	2,731	113.79	99.85%
10	A: 24	0	125	125	5	120	145	11	2,844	118.50	99.61%
11	A: 24	0	96	96	5	91	170	5	2,129	88.71	99.77%
12	A: 24	0	77	77	2	75	51	1	1,796	74.83	99.94%
Total 9 - 12	A: 24	0	415	415	17	398	439	21	9,500	395.83	99.78%
Total All	A: 24	2	2,472	2,474	72	2,402	3,348	75	55,953	2,331.38	99.87%

Yosemite Valley Charter School

Grade Level Summary

08/16/2021 To 10/15/2021

Report criteria: Gradelevels: TK,KN,01,02,03,04,05,06,07,08,09,10,11,12, Range: Manually Specified (08/16/2021 - 10/15/2021), 2021 - 2022

Generated on: Fri, Dec 3, 2021 - 1:43 pm

Grade Level Summary

Grade Level	A # Days Taught	B Enrollments Carried Fwd	C Gains	D Total Enrollment [B+C]	E Losses	F Ending Enrollment [D-E]	G Days Not Enrolled	H Days Non-Apport	I Total Apport [A*D-G-H]	J Total ADA [I/A]	K % Apport [I / (A*D-G)]
TK	A: 44	0	58	58	1	57	258	7	2,287	51.98	99.69%
KN	A: 44	0	266	266	7	259	941	14	10,749	244.30	99.87%
1	A: 44	0	267	267	9	258	741	7	11,000	250.00	99.94%
2	A: 44	0	292	292	12	280	976	14	11,858	269.50	99.88%
3	A: 44	0	255	255	6	249	783	32	10,405	236.48	99.69%
Total TK, KN, 1, 2, 3	A: 44	0	1,138	1,138	35	1,103	3,699	74	46,299	1,052.25	99.84%
4	A: 44	1	267	268	9	259	951	15	10,826	246.05	99.86%
5	A: 44	0	215	215	10	205	772	33	8,655	196.70	99.62%
6	A: 44	0	196	196	8	188	568	12	8,044	182.82	99.85%
Total 4 - 6	A: 44	1	678	679	27	652	2,291	60	27,525	625.57	99.78%
7	A: 44	1	159	160	6	154	537	6	6,497	147.66	99.91%
8	A: 44	0	168	168	10	158	545	14	6,833	155.30	99.80%
Total 7 - 8	A: 44	1	327	328	16	312	1,082	20	13,330	302.95	99.85%
9	A: 44	0	120	120	9	111	309	7	4,964	112.82	99.86%
10	A: 44	0	127	127	11	116	324	11	5,253	119.39	99.79%
11	A: 44	0	100	100	7	93	407	7	3,986	90.59	99.82%
12	A: 44	0	80	80	2	78	193	1	3,326	75.59	99.97%
Total 9 - 12	A: 44	0	427	427	29	398	1,233	26	17,529	398.39	99.85%
Total All	A: 44	2	2,570	2,572	107	2,465	8,305	180	104,683	2,379.16	99.83%

Yosemite Valley Charter School

Grade Level Summary

08/16/2021 To 11/12/2021

Report criteria: Gradelevels: TK,KN,01,02,03,04,05,06,07,08,09,10,11,12, Range: Manually Specified (08/16/2021 - 11/12/2021), 2021 - 2022

Generated on: Fri, Dec 3, 2021 - 1:36 pm

Grade Level Summary

Grade Level	A # Days Taught	B Enrollments Carried Fwd	C Gains	D Total Enrollment [B+C]	E Losses	F Ending Enrollment [D-E]	G Days Not Enrolled	H Days Non-Apport	I Total Apport [A*D-G-H]	J Total ADA [I/A]	K % Apport [I / (A*D-G)]
TK	A: 63	0	60	60	2	58	369	140	3,271	51.92	95.90%
KN	A: 63	0	269	269	10	259	1,222	440	15,285	242.62	97.20%
1	A: 63	0	270	270	10	260	1,056	487	15,467	245.51	96.95%
2	A: 63	0	296	296	15	281	1,415	467	16,766	266.13	97.29%
3	A: 63	0	258	258	9	249	1,037	443	14,774	234.51	97.09%
Total TK, KN, 1, 2, 3	A: 63	0	1,153	1,153	46	1,107	5,099	1,977	65,563	1,040.68	97.07%
4	A: 63	1	269	270	11	259	1,211	431	15,368	243.94	97.27%
5	A: 63	0	218	218	10	208	1,100	301	12,333	195.76	97.62%
6	A: 63	0	200	200	10	190	907	454	11,239	178.40	96.12%
Total 4 - 6	A: 63	1	687	688	31	657	3,218	1,186	38,940	618.10	97.04%
7	A: 63	1	160	161	7	154	699	272	9,172	145.59	97.12%
8	A: 63	0	175	175	10	165	1,052	340	9,633	152.90	96.59%
Total 7 - 8	A: 63	1	335	336	17	319	1,751	612	18,805	298.49	96.85%
9	A: 63	0	123	123	11	112	632	80	7,037	111.70	98.88%
10	A: 63	0	132	132	13	119	754	144	7,418	117.75	98.10%
11	A: 63	0	105	105	7	98	774	117	5,724	90.86	98.00%
12	A: 63	0	81	81	2	79	275	172	4,656	73.90	96.44%
Total 9 - 12	A: 63	0	441	441	33	408	2,435	513	24,835	394.21	97.98%
Total All	A: 63	2	2,616	2,618	127	2,491	12,503	4,288	148,143	2,351.48	97.19%

Chronic Absenteeism Report - School Pathways Data

Yosemite Valley Charter School

Total Chronic Absenteeism Rate to Date:

There are 6 students with 10% or more days absent / 2487 current enrollment = 0.24%

Students	Days Present	Days Absent	# of ADA Days	% Present	% Absent
Student #1	56	7	71	79%	10%
Student #2	24	20	71	34%	28%
Student #3	55	8	71	77%	11%
Student #4	50	13	71	70%	18%
Student #5	22	5	35	63%	14%
Student #6	22	4	34	65%	12%

Cover Sheet

Suspension & Expulsion Rates

(Monthly Board Metrics Chart Item)

Section:	III. Academic Excellence
Item:	F. Suspension & Expulsion Rates
Purpose:	Presentation & Potential Discussion
Related Material:	None

BACKGROUND:

- The school has not had any student suspensions or expulsions this school year.
- This is in line with historical trends.

RECOMMENDATION:

- Provide Board feedback to the school leadership.

Cover Sheet

COVID-19 School Report - December

(Monthly Board Metrics Chart Item)

Section:	IV. Operations
Item:	A. COVID-19 School Report
Purpose:	Presentation & Potential Discussion
Related Material:	COVID-19 Report for December - YV

BACKGROUND:

- This is one of the recurring topics the Board has requested to be briefed on as part of the Board Metrics Chart.
- The report now includes data on the number and cost of COVID-19 Testing Kits.

RECOMMENDATION:

- Provide Board feedback to the school leadership.



Yosemite Valley Charter School
 3610 E. Ashlan Avenue, Fresno, CA 93726
 Ph (559) 258-0800 | Fax 559) 532-0203

December COVID-19 Report – Human Resources Report

Yosemite Valley Charter School

Staff Numbers	Current Numbers	Notes
Verified Vaccinated Staff Members	94	
Staff Exemptions Received	9	<ul style="list-style-type: none"> 7 Religious Exemptions 2 Due to Health
Positive Cases Reported	7	<ul style="list-style-type: none"> 1 Needs to be tested; An email has been sent to the team member
Staff Needing to Administer a COVID Test at Home	24	<ul style="list-style-type: none"> Non-home testing & home testing
Unresponsive	0	

Testing Kits	Month	# of Test Kits	# Teachers
Number of COVID-19 Test Kits Reimbursed by the School	July	0	0
	August	0	0
	September	10	1
	October	27	5
	November	14	2
	December		
	January		
	February		
	March		
	April		
	May		
	June		
Total Cost (Reimbursements) from July 1, 2021 Through November 2021	\$973.05		

- Thus far, 8 Teachers have submitted reimbursements for testing/testing kits.
- Test costs range from \$7-\$49/test.

Cover Sheet

Updated Employee Handbook

Section:	IV. Operations
Item:	B. Updated Employee Handbook
Purpose:	Discussion & Potential Action - Vote
Related Material:	Employee Handbook - YV

BACKGROUND:

- The school's employee handbook has been updated to include information related to the Paid Sick Leave (PSL), Personal Necessity Leave (PNL), & Time Off Balances Policy and the Paid Sick Time Donation Process / Steps to request Paid Sick Time Donation / Paid Sick Time Donation Form passed at November's Board Meeting.

RECOMMENDATION:

- Consider approval of updated Employee Handbook



EMPLOYEE HANDBOOK 2021-2022

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SECTION 1 – WELCOME

Welcome to Yosemite Valley Charter School!

We are happy to have you join us at Yosemite Valley Charter School (YVCS or School). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of YVCS, its personnel policies and procedures, and your benefits as a YVCS employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No YVCS guideline, practice, manual or rule may alter the “at-will” status of your relationship with YVCS.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, YVCS reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever YVCS determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at YVCS.

SECTION 2 – GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at YVCS.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other YVCS document confers any contractual right, either express or implied, to remain in YVCS' employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by YVCS or you may resign for any reason at any time.

No supervisor or other representative of YVCS except the Principal, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

SECTION 3 – PHILOSOPHY

CORE PURPOSE

YVCS exists to inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish YVCS from other schools:

1. Mentoring – to inspire students to forge their paths in the world
2. Passionate – to strive for excellence
3. Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

1. Innovative
2. Dynamic
3. Results-oriented
4. Data-driven
5. Extraordinary
6. Confident
7. Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, YVCS will use the following two strategic anchors to inform every decision the school makes and the basis for how decisions and actions will be evaluated:

1. Academic achievement through relevant curricula, clear expectations, and shared accountability
2. Relationship building through mentorship and consistent communication

School-wide Learning Outcomes

All students at YVCS strive to achieve the School-wide Learning Objectives (SLOs). Each year, YVCS will assess student progress towards attainment of the SLOs and review and revise the SLOs, as necessary. YVCS students will be:

1. Technologically proficient and will:

- a. Develop media literacy to analyze different information outlets and their influences.
- b. Navigate various online platforms and participate in virtual discussion.
- c. Use the Internet to acquire, organize, manipulate, interpret, and communicate information.
- d. Adapt, integrate and utilize various emerging online resources in order to compete in the workplace and connect with their passion.

2. Critical thinkers who will:

- a. Produce original products through written and/or oral work, problem solutions, or artistic presentation and/or performances.
- b. Problem solve through questioning, making inferences, predicting, and hypothesizing.
- c. Apply learned skills to new situations or problems.
- d. Take ownership of their learning and modify their performance based on feedback and assessment to attain their goals.
- e. Focus on learning state adopted standards and demonstrate mastery in core content areas as evaluated through standardized assessments. (CAASPP, STAR 360)

3. Effective communicators who will:

- a. Listen, speak, read, and write proficiently using standard English according to commonly accepted rubrics.
- b. Articulate thoughts, rationale and logic with confidence in oral presentation.
- c. Present work using a variety of media, including drawing, essays, short speech, or activity sheets.
- d. Contribute effectively in collaborations during office hour discussions or Jigsaw meetings.

4. Responsible and self-directed citizens who will:

- a. Set attainable personal and academic goals through the Individual Learning Plan and the Individualized Graduation Plan.
- b. Demonstrate integrity and respect within the academic and personal setting.
- c. Become active members of the community through community service and volunteering.
- d. Be cognizant of local and global issues.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EQUAL EMPLOYMENT OPPORTUNITY

YVCS is an equal opportunity employer. In accordance with applicable law, YVCS prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race/ethnicity (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, age, sexual orientation, marital status, parental status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity/expression, military service, veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), genetic information, protected medical leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. Also in accordance with applicable law, YVCS prohibits discrimination against any qualified disabled employee or applicant, against a disabled veteran, or against a veteran of the Vietnam era with a physical or mental disability. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. YVCS will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, YVCS prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of YVCS.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, YVCS will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to YVCS. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. YVCS will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of YVCS to ensure equal employment opportunity without discrimination or harassment on the basis of race (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), religious creed (which includes, without limitation, to religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

YVCS prohibits any such discrimination or harassment. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to YVCS (e.g. an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the terms “discrimination” and “harassment” includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means

- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another's work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues, such as a strip-club
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
 - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests.
 - Use of derogatory remarks, insults and/or epithets.
 - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, opposing a practice or conduct the employee reasonably believes to be unlawful, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. An adverse employment action may include, but is not limited to, the following: demotion, suspension, reduction in pay, denial of

merit salary increase, failure to hire, refusing to promote, denying employment opportunities, changing work assignments or otherwise treating an employee differently.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All YVCS employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

YVCS encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, the Principal or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, YVCS encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. YVCS recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. YVCS is serious about enforcing its policy against harassment; however, YVCS cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to YVCS' attention so it can take whatever steps are necessary to correct the problems.

Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the Principal or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

YVCS encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

YVCS' investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

All employees are required to fully cooperate with YVCS' investigation. which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, YVCS will provide regular progress updates, as appropriate, to those directly involved. YVCS will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

YVCS may investigate conduct in the absence of a formal complaint if YVCS has reason to believe that an individual has engaged in conduct that violates YVCS policies or applicable law. Further, YVCS may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

Any conduct which YVCS believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as YVCS believes appropriate under the circumstances. Due to privacy protections, YVCS may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. YVCS will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with Human Resources or the Principal. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of YVCS prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers in the phone directory.

Training Requirements

YVCS requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and YVCS will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, YVCS may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the Principal of YVCS with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Principal. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict YVCS' right to terminate at-will.

OPEN COMMUNICATION POLICY

We want to hear from you. YVCS strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. YVCS is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor or the Principal. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. YVCS will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

YVCS provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. The School will also make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area for the employee to express milk in private.

The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes she has been retaliated against it should be reported immediately to her supervisor, Human Resources or Principal. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at YVCS and will be handled in accordance with YVCS' policy on discrimination and harassment.

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of YVCS and its interest in our school will be formed in part, by YVCS employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, YVCS, and our School's services.

Below are several things employees can do to help leave people with a good impression of YVCS.

These are the building blocks for our continued success:

- Communicate with parents regularly.
- Act competently and deal with others in a courteous and respectful manner.
- Communicate pleasantly and respectfully with other employees at all times.
- Follow up on requests and questions promptly, provide business-like and personable replies to inquiries and requests, and perform all duties in an orderly manner.
- Respond to email and voicemail within 24 hours during the workweek.
- Take great pride in your work and enjoy doing your very best.

WHISTLEBLOWER POLICY

YVCS is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other

governmental body; and (3) identifying potential violations of YVCS policy, specifically the policies contained in YVCS' Employee Handbook.

An employee who wishes to report a suspected violation of law or YVCS Policy may do so by contacting the Principal, Assistant Principal or Human Resources.

YVCS expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of YVCS policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Principal, Assistant Principal or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the Principal or Chair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. Human Resources and a member of YVCS' administration will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

Each YVCS employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 30 or more hours or more each week. Part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a “Certificated employee” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt

This category includes all regular employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Non-Exempt

This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and doubletime pay as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee

Certificated Employees are teachers and administrators. Teachers are B-Basis (11 Months) or C-Basis (10 Months) employees. Administrators are A-Basis (12 Months).

Classified Employee

Classified Employees include those employees hired by YVCS that do not primarily instruct students, nor require state certification, such maintenance, assistants and other operational employees. Full-time Classified employees are A-Basis (12 Months), B-Basis (11 Months), D-Basis (11 months) or C-Basis (10 Months) employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an

annual basis. The Principal or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Principal.

YVCS reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at School-sponsored functions is not compensated unless the supervisor has required you to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

WORKWEEK AND WORKDAY

YVCS’ workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. YVCS’ standard workday is 12:00 A.M. to 11:59 P.M. (midnight) each day.

SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities:

1. Teachers may be assigned a “Virtual Class” or “Virtual Classes”
2. Teachers are provided, at YVCS’ expense, a computer capable of maintaining a high speed internet connection for their entire virtual class.
3. Teachers must be available each school day from 8:00 a.m. – 5:00 p.m. by internet and/or phone.
4. Teachers **may** be required to conduct a virtual classroom session **up to** two (2) hours per day for grades TK – 8 and **up to** three (3) hours per day for grades 9 – 12.
5. Teachers must have access to a phone for calling/responding to students/parents during the teacher’s scheduled time within two (2) hours by phone or four (4) hours by internet.
6. Teachers will use the tracking and monitoring system integrated into the student’s assigned course. Teachers will provide continual monitoring of the student’s progress and their scheduled benchmarked progress status.
7. Teachers will be responsible for all virtual school required record keeping and reporting.

Training:

Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursement will follow standard YVCS protocols and procedures.

Worksites:

Most classes will be held virtually. Teachers may work from home.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of the reason or documentation for your absence.

More than three instances of tardiness by a non-exempt employee or instructional employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other school sponsored trainings that may be scheduled. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism and early departures may result in disciplinary action.

When an employee attends a School sponsored professional development and/or training, the time spent in attendance shall be counted as time worked. All employees are required to sign-in and out for the purpose of record keeping. These records will serve as the official roster of attendance.

YVCS will pay hourly employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of YVCS' normal business hours with no additional pay.

In the event that an employee must leave early or is unable to attend a scheduled training (i.e. Professional Development sessions), during their normal work hours, an employee **MUST** put in a time-off request according to the time-off policy. Employees may also be required to attend make-up sessions of any missed training.

Failure to comply with this policy may result in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record. Employees must record all time actually worked.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or doubletime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However, in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

YVCS prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). The employee may waive this meal period if his/her workday will be completed within a total of six

hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a “Meal Period Waiver” form.

If an employee’s day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a “Second Meal Period Waiver” form.

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days’ time record and to the employee’s supervisor immediately. The meal period must be accurately recorded on the employee’s time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

<u>Hours Worked</u>	<u>Number of Rest Periods</u>
3.5 hours to 6 hours	1, 10-minute rest period
Over 6 hours to 10 hours	2, 10-minute rest periods
Over 10 hours to 14 hours	3, 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal and Rest Periods

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period – for any reason – must immediately report this issue in writing (via email) to Human Resources on the same workday that he or she experienced the non-compliant meal or rest period. The employee must include a description providing a thorough explanation for the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an “authorized” meal period at the time provided by YVCS), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to Human Resources.

PAYDAYS

Employees are paid semi-monthly in accordance with the School's payroll schedule. The Payroll Coordinator or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdrawals dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by YVCS for one of our employees, we are obligated by law to comply with the demand. The effected employee will receive notice from his or her supervisor or Human Resources as soon as possible.

PAYROLL WITHHOLDINGS

YVCS is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, YVCS must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions, YVCS will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or his or her designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask Human Resources to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 form and submitting it to Human Resources.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

YVCS employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation

establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with YVCS within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Principal and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails re-certification, training, or testing, the School reserves the right to suspend the teacher without pay until the teacher's credential is cleared, or release the teacher from at-will employment as necessary.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation.

The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is YVCS' policy that all School employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

“Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.”

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required.

It is extremely important that YVCS’ employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

Your direct supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without YVCS’ assistance, he or she is required to notify YVCS of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with YVCS.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to Human Resources. All requests should be put in writing preferably on the form maintained by YVCS. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee’s personal information and changes affecting the employee’s status (ex. name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment. Salary increases and promotions are solely within the discretion of YVCS and depend upon many factors in addition to performance.

Teachers:

At the start of each academic year, each Teacher will meet with their Regional Coordinator to establish Performance Objectives or SMART Goals for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the Regional Coordinator.

The Regional Coordinator will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the YVCS' charter, and standards for teaching performance developed by the Principal, the YVCS' Board of Directors, and/or other YVCS staff.

In addition to these more formal performance evaluations, YVCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

YVCS' provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit YVCS' right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and YVCS. Accordingly, either the employee or YVCS can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Classified Staff:

Formal evaluations are generally held once each year. You will be provided a copy of the evaluation tool and as part of the process you will do a self-evaluation. Your supervisor may schedule your evaluation time in advance so that you are prepared for the process.

In addition to these more formal performance evaluations, YVCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT¹

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";
3. The "serious health condition" of the employee;
4. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
5. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the

¹ Employees may qualify for FMLA/CFRA Leave only if the School has 50 or more employees, the employees work within 75 miles of their respective worksites and meet other eligibility requirements set forth above. Please check with Human Resources to determine whether you are eligible for FMLA/CFRA leave.

health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any available PTO during unpaid family and medical leave. You will also be required to use any available paid sick leave during unpaid family and medical leave that is due to your own or a family member’s serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program) or workers’ compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, “key” employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any “key” employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider’s statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information

should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use unused and available PSL or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e. FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT LEAVE

YVCS provides regular full-time employees up to three (3) days of paid bereavement leave, beyond sick or personal time, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five (5) days with prior approval from your supervisor.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any available PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed daycare facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll your child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use existing PTO in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.

This leave is unpaid but the employee may choose to use available PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if they are:

- A victim of such a crime;

- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) is a victim of such a crime.

An employee must give reasonable advanced notice to the School by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use available sick or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are a victim of domestic violence, sexual assault or stalking, you may take unpaid time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available PTO (if applicable) or PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling, or safety planning related to domestic violence, sexual assault, or stalking.

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence or sexual assault;
- A court order protecting or separating you from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that you appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or sexual assault.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation. The School will maintain confidentiality to the extent possible regarding any requests for accommodations under this policy.

The School will also, to the extent allowed by law, maintain the confidentiality to the extent possible of an employee requesting leave under this provision. The School will not discharge, discriminate, or retaliate against an employee who exercises their rights under this law. Domestic violence, sexual assault, and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

YVCS is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked YVCS for help or changes in the workplace to ensure safety at work.

Employers are prohibited from discharging, discriminating, or retaliating against an employee who is a victim of domestic violence, the victim of sexual assault or stalking for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation.

MILITARY LEAVE

California's military leave laws, found at Military & Veterans Code section 389 et seq. and the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), found at 38 U.S.C. Section 4301 et seq., ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify Human Resources regarding the need for military leave.

Please see Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize available PTO if you want compensation for this time off. If you do not have any PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

If you donate an organ to another person you may take up to thirty (30) days paid leave per year for this process or up to five (5) days paid leave for the donation of bone marrow.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any available paid leave (sick and/or PTO) for organ donation and up to five (5) days of available paid leave (sick

and/or PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

YVCS will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use allotted and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts YVCS' right to discipline an employee, up to and including termination of employment, for violation of YVCS' Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE

You are allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter, reserve police officer, or emergency rescue personnel. This is an unpaid leave, but the employee may use any earned sick, and/or PTO.

CIVIL AIR PATROL LEAVE

YVCS provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with YVCS for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees may use available paid time off for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee's request for use of PTO under this policy.

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday
- Washington's Birthday
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees and teachers are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave

- Due to a previously scheduled and approved time off

PAID TIME OFF (PTO) – A-BASIS ONLY

Full-time A-Basis (12 Months) school based employees are entitled to paid time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents. All other employees, including teachers, temporary employees, part-time employees are not eligible to receive or accumulate PTO.

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. Your supervisor uses his/her discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

All full-time A-Basis (12 Months) employees may be eligible to receive up to ten (10) days (i.e., 80 hours) of PTO each school year (July 1 – June 30). Once an employee's PTO balance reaches twenty (20) days (i.e., 160 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 20-day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, vacation time may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday, he or she will be required to use available PTO to make up for the absence.
- In the event an employee has exhausted his or her PTO, any additional time off must be approved by their supervisor and will be taken without pay.
- Any employee who misses three (3) consecutive days of work without notice to their supervisor may be deemed to have abandoned his/her job and voluntarily resigned from employment.
- Upon separation of employment, employees will be paid their earned PTO based on their date of separation and their regular rate of pay.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

PAID SICK LEAVE (PSL), PERSONAL NECESSITY LEAVE (PNL), & TIME OFF BALANCES POLICY

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave (“PSL”) to eligible employees. Yosemite Valley Charter School’s Paid Sick Leave Plan is a part of the benefits package extended to staff. This benefit is designed to provide employees with a degree of income protection in the event of unforeseen absence from work due to the employee’s own illness or other member of an employee’s immediate family. Sick leave benefits may be used as accrued, and may continue to accrue as long as the employee is on active status and working. Upon reduction in benefits eligibility status (i.e. request for reduced work schedule below the benefits threshold, on FMLA or any Leave of Absence), benefits will cease to accrue until eligibility otherwise resumes. Any days accrued and unused, earned to date, will be maintained as a part of the employee’s personnel record until such time as the employee resumes benefit-eligible status.

ALLOTMENT OF PAID SICK LEAVE:

Full Time Teachers & SPED Assessment Team Members

On July 1 of each year, eligible employees will be allotted seven days (56 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. Teachers need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

Part-time Teachers and Classified Staff Members

Receive 24 hours of Paid Sick Leave annually. These days can be used for either Personal Necessity or Paid Sick Leave.

Regional Coordinators

On July 1 of each year, eligible employees will be allotted eight days (64 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. RCs need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

Administrators & Full-time Classified

On July 1 of each year, eligible employees will be allotted nine days (72 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. Teachers need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

New Hires may carry over sick leave from their prior school district if they are certificated team members in CALSTRS. Yosemite Valley will confirm previous employment and allotted sick leave with the previous district. Once confirmed and approved, the carryover time will be added to your service credit CALSTRS upon signature of the Yosemite Valley Charter School STRS Carry-Over Policy. Carryover sick leave cannot be used while employed with Yosemite Valley Charter School.

Beginning on July 1, 2021 and each July moving forward, for any certificated member who contributes to CALSTRS, PSL and PN are capped. Any PSL and PN hours beyond their capped hours will be added to their carryover hours.

ALLOTMENT OF PAID TIME OFF (PTO) FOR ADMINISTRATORS AND FULL-TIME HOURLY STAFF MEMBERS

Since administrators and full-time hourly employees work the entire year, they also accrue PTO. PTO accrues at 3.33 hours per pay period with a cap of 120 hours. Administrators and full-time hourly staff members must have their PTO approved by their manager a minimum of five working days prior to being taken. Unused PTO will carry over from one school year to the next.

Eligible Employees

All employees (including teachers, part-time and temporary employees) who work for the School more than 30 days within a year in California are allotted PSL as set forth in this policy.

Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse as defined by California law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Allotment

PSL days are allotted as set forth below to eligible employees:

- Full-time A-Basis, B-Basis, C-Basis, and D-Basis school based employees:

On July 1 of each year, eligible employees will be allotted ten days (80 hours) of PSL per school year (July 1—June 30), which unused PSL days will carryover year to year subject to a cap of 18 days (144 hours). Employees hired after July 1 but

~~before December 31 will receive ten days (80 hours) of PSL on his or her first day of employment. Employees hired after December 31 will receive five days (40 hours) of PSL on his or her first day of employment.~~

- ~~All other eligible employees:~~

~~All other eligible employees will be allotted three days (24 hours) of PSL each school year (July 1—June 30) on July 1 or on his or her first day of employment, even if hired mid year. PSL days are “use it or lose it” and, as such, do not carry over from year to year.~~

Limits on Use

Eligible employees may use PSL beginning on the 90th day of employment.

PSL may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

PAID SICK ~~LEAVE~~ TIME DONATION POLICY

Personal Hardship

Employees who have exhausted all paid sick leave (PSL) and Paid Time Off (PTO) may request donations from co-workers through this policy. The PSL donation policy applies to employees suffering from a catastrophic illness or other medical emergency, which for the purposes of this policy, constitutes an employee's or a family member's medical condition that will require the prolonged/extended absence of the employee from duty and will result in a substantial loss of income to the employee due to the exhaustion of all PSL available.

Eligibility

Employees who are experiencing hardship due to a catastrophic illness or medical emergency to take care of their own health issues or an immediate family member are eligible to request and receive donations of PSL from other employees who have agreed to surrender PSL leave to the School sponsored leave bank.

Requests for Donations

A written request for PSL donations that describes the specific medical emergency or medical condition must be submitted to Human Resources. Human Resources will verify the employee's eligibility, and make a written determination which will be given to the employee as soon as practical.

Donations of Paid Leave

Employees who have more than 24 hours of PSL and who wish to donate PSL to the School sponsored leave bank on behalf of an eligible employee shall complete a PSL Donation Form indicating the number of PSL hours to be donated and the employee, if any, who the employee requests receive the benefit of the donation. All such donations are voluntary and irrevocable.

Requirements to Donate Paid Sick Time

1. Donating employees must maintain a minimum of 24 hours of PSL after reducing their leave balance to ~~effect~~affect the donation.
2. In any 12-month period, no employee may donate more than 40 hours.
3. Voluntary donations of PSL are final upon submission of a signed PSL-Paid Sick Leave Donation Form that satisfies the conditions established by this policy. The donating employee's PSL balance account shall thereupon be reduced by the hours donated.
4. Donated hours not used by the eligible employee during the hardship period shall remain in the eligible employee's PSL account balance.
5. The names of donating employees, hours donated, and the value of such donations shall be kept confidential to the extent possible.
- ~~5.6.~~Conditions which are short term in nature, for example, flu, measles, common illnesses, common injuries, etc., are not covered.

Valuation of Donated PSL

The value of the donated paid leave shall be determined by multiplying the number of hours donated by the donating employee's current hourly rate to determine the value of the donation in dollars ("Donation Value"). The Donation Value shall then be divided by the eligible employee's current hourly rate to determine the number of hours to be added to the eligible employee's PSL balance. Human Resources shall periodically notify the eligible employee of donations made pursuant to this policy. The eligible employee may then request to receive payment for these hours, which will be treated as taxable "wages" to such eligible employee for the payroll period utilized. No employee shall receive payment for more than 40 hours of paid leave, whether allotted or donated, during any week unless required by state or federal law.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by YVCS. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by YVCS. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of

absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human Resources.

Full-time employees will also be covered under an insurance policy that includes Life, Short-term Disability and Long-Term Disability at no cost to the full-time employee. Additional voluntary insurance plans will be offered through the School that will be the employee's responsibility to purchase and pay for.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under YVCS' health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at YVCS group rates plus an administration fee. YVCS or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under YVCS' health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

YVCS withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to six weeks of partial wage replacement benefits to employees who

take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under YVCS policy and applicable law.

YVCS will require you to take up to two weeks of unused PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

Every employee is responsible for using YVCS' computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The Communication Systems are the property of YVCS and have been provided for use in conducting YVCS business. All communications and information transmitted by, received from, created, or stored in its YVCS' Communication Systems are records and property of YVCS. The Communication Systems are to be used for School purposes only. Employees may, however, use YVCS technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with YVCS business, and does not violate any YVCS policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

YVCS has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email and instant messages sent and received by users and/or voicemails. Further, YVCS may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of YVCS' Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from YVCS' Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish YVCS' right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed YVCS upon request for any reason that YVCS, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though YVCS has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Principal.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on YVCS letterhead.

Offensive and Inappropriate Material

YVCS' policy against discrimination and harassment, sexual or otherwise, applies fully to YVCS' Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in YVCS' computers. Employees encountering or receiving this kind of material should immediately report the incident to their Principal.

YVCS may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by YVCS networks. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to YVCS' blocking software.

Solicitations

YVCS' Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Principal is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of his/her Principal.

Games and Entertainment Software

Employees may not use a YVCS Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to YVCS' "Confidential Information" policy, contained herein, for a general description of what YVCS deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

YVCS' Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from his/her Principal. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any YVCS approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of YVCS, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of YVCS."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to YVCS' network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to YVCS' network.

Files obtained from sources outside YVCS including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage YVCS' computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non-YVCS sources, without first scanning the material with YVCS approved virus checking software. If you suspect that a virus has been introduced into YVCS network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

YVCS reserves the right to modify this policy at any time, with or without notice. YVCS may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall control in the event of a conflict.

SOCIAL MEDIA POLICY

YVCS has adopted the following policy with regard to employees' behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Teachers are not to initiate "friendships" with students or parents. Employees must delete any students already on their "friends" list immediately.

With regard to social networking content, employees should not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any School-related business or policy, employee, student, or parent. Additionally, employees should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. YVCS encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Due to security risks, employees must be cautious when installing the external applications that work with the social networking site. At a minimum, it is recommended that all employees should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

Personal or Professional Blogs

If you are developing a website or writing a blog that will mention YVCS, you must identify that you are an employee of the organization and that the views expressed on the blog or web site are yours alone and do not represent the views of YVCS. Unless given permission by your Principal, you are not authorized to speak on behalf of YVCS or to represent that you do so. If you are developing a site or writing a blog that will mention YVCS, as a courtesy to the organization, please let your Principal know in advance of publication. Your Principal may choose to visit your blog or social networking site from time to time.

You may not share information that is confidential and proprietary with regard to YVCS. This includes, but is not limited to, information about curriculum, School dynamics, School programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what YVCS considers confidential and proprietary. If you have any questions about whether information has been released publicly or doubts of any kind, speak with your Principal.

When writing a blog or participating in any other social networking site, employees should speak respectfully about YVCS and our current and potential employees, students, parents, and competitors. Name-calling or behavior that will reflect negatively on the organization's reputation is discouraged. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by YVCS and can result in disciplinary action, up to, and including termination.

All employees who engage in social networking may be legally liable for anything he/she writes or presents online. Employees can be disciplined, if appropriate, by YVCS for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Principal.

Failure to comply with YVCS' social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

YVCS attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
 - Immediately report the incident to his/her immediate supervisor and/or Principal;
 - Obtain an official police report documenting the theft or loss; and
 - Provide a copy of the police report to his/her immediate supervisor or Principal.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

If you are required to perform business on a cell phone for YVCS while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, YVCS has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by YVCS.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by YVCS employees is prohibited at all times in all working areas on School premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by YVCS.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. YVCS must approve any postings prior to posting.

YVCS reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

School "premises": property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.

Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If you have questions, talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

ANTI-NEPOTISM POLICY

Policy Statement

It is the policy of YVCS to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a YVCS decision-maker and his or her Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all YVCS board members, employees, individual consultants hired or retained by YVCS, and School Services Providers hired or retained by YVCS.

Relationships between YVCS board members, employees, consultants, or School Services Providers are permissible under the following circumstances:

- (a) Family Members of YVCS board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.
- (b) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or School Services Provider(s), or in the case of a board member, in the discretion of the YVCS board of directors.
- (c) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services

Provider(s), or in the case of a board member, in the discretion of the YVCS board of directors.

Definitions

“Family Members” include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law and father-in-law.

“Nepotism” describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

“School Services Provider” shall mean any provider of school services to YVCS, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to YVCS.

Procedures

When a Family Member of a current YVCS board member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member's application/request must be denied if a conflict under this policy exists (*e.g.*, if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that YVCS' best interests would be served otherwise.

When a Family Member of a current YVCS board member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within YVCS, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether he or she has a Family Member who is presently employed by or on the board of YVCS, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, YVCS will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and YVCS. If a mutual agreement is unattainable, the Board will determine, in YVCS' best interest, which employee is to be transferred or separated.

Responsibilities

The Principal or designee shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Principal or designee will deny the

application for employment. Special circumstances may be reviewed by the Board in the event that YVCS' best interests would be served by the employment of a Family Member.

The Principal or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the Principal or designee which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the Principal.

VIOLENCE IN THE WORKPLACE

YVCS has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect YVCS or which occur on YVCS property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on YVCS premises, regardless of the relationship between YVCS and the parties involved
- All threats or acts of violence occurring off YVCS premises involving someone who is acting in the capacity of a representative of YVCS

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy YVCS property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

YVCS' prohibition against threats and acts of violence applies to all persons involved in YVCS' operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on YVCS property. Violations of this policy by any individual on YVCS property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to their Principal.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even

if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. Your Principal or immediate supervisor will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive, or reduce productivity.

Consult your supervisor if you have any questions regarding appropriate attire.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

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

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable 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, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring 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 any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

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

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented

- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any school activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior-staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later

- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Reporting

When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must report the suspicion to their immediate supervisor or the Principal promptly. Reasonable suspicion means it is based on facts which 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.

Investigating

The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences

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

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Principal. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Principal.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name
- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work
- Failure of an employee to obtain permission to leave work for any reason during normal working hours
- Abuse of sick leave
- Violation of the Communications Policy
- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dress code

- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Violations of this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or

co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Principal so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

YVCS expects employees to devote their best efforts to the interests of our school. YVCS recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at YVCS or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with YVCS whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Principal to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.

This policy is in addition to YVCS' Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at YVCS. If you wish to participate in outside work activities you are required to obtain written approval from the Principal prior to starting those activities. Approval will be granted unless the activity conflicts with YVCS' interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at YVCS.
- Involve organizations that are doing or seek to do business with YVCS including actual or potential vendors.
- Violate provisions of law or YVCS policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to YVCS must be given priority. Full time employees are hired and continue employment with the understanding that YVCS is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of YVCS that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of YVCS. During working hours or on school premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.

An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of YVCS if any of the following apply:

1. It involves the use of YVCS time, facilities, equipment, supplies, or the officer's or employee's position or influence with YVCS, for private gain or advantage.
2. It involves receipt or acceptance by the officer or employee of any money or other consideration for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with YVCS.
3. It involves the performance of an act as part of the outside activity that involves services performed for YVCS.
4. It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that impact the officer's or employee's job performance.

Officers and employees may not use YVCS' name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of YVCS, the officer or employee shall obtain a written determination of the Principal or his or her designee that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

YVCS will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of YVCS business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the school's relevant fiscal and accounting policies and procedures. In general, the immediate supervisor must have previously approved all expenses, prior to the employee spending money. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the appropriate supervisor for review and approval, prior to submission for final approval and payment.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS

Policy Statement

It is the policy of YVCS that YVCS shall not provide any funds or thing of value to any student or his or her parent or guardian that a school district could not legally provide to a similarly situated student, or his or her parent or guardian. YVCS does not and shall not provide, for example, “sign up bonuses” to parents or guardians or other incentives unrelated to education.

Additionally, a student, parent or guardian shall not use his or her status as a student, parent or guardian with YVCS in order to obtain funds or thing of value from YVCS. For example, this policy prohibits an individual from utilizing his or her status as a parent or guardian to obtain a vendor contract with YVCS for compensation. It also prohibits an individual from utilizing his or her status as a parent or guardian to refer or encourage any students enrolled in YVCS, or their parents or guardians, to select that individual or his or her company or another provider of services, in connection with the student’s education at YVCS, resulting in the individual’s receipt of funds or thing of value from YVCS.

Procedures

The prior approval of the Principal or his or her designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

1. Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
2. Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, thing of value or incentive must be provided to the Principal or his or her designee.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of YVCS to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or

request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by intoxilator, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, vaping and/or pipes (both

tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on YVCS property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

YVCS cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on YVCS' premises, including the parking area, or away from school property while on school business. YVCS employees are prohibited from using personal property for work-related purposes unless approved in advance by the Principal.

SAFETY POLICY

YVCS is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Principal immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor or Principal immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Principal regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources.

YVCS has in place a written Injury and Illness Prevention Program as required by law. Please contact Human Resources for further information.

ERGONOMICS

YVCS has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Principal.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Principal.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

YVCS will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from YVCS; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to YVCS for three consecutive work days. YVCS requests that employees provide at least two weeks written notice of a voluntary termination. All YVCS property must be returned immediately upon terminating employment. YVCS retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of YVCS' Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, YVCS reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at YVCS may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at YVCS. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, YVCS will disclose only the dates of employment and the title of the last position held. YVCS will verify or disclose additional information about the employee only if the employee provides written authorization for YVCS to provide the information. However, YVCS will provide information about current or former employees as required by law or court order. YVCS will not provide any letters of reference for current or former employees. Please refer all questions about this policy to Human Resources.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Yosemite Valley Charter School's ("YVCS") Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding YVCS' expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of YVCS' policies.

In particular, I have read and understand YVCS' Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with YVCS at any time, YVCS, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and YVCS for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Principal of YVCS, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Principal. This is the entire agreement between YVCS and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with YVCS, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

YVCS reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than YVCS Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print): _____

Employee Signature: _____

Date: _____

Cover Sheet

Administrator Evaluations Training - Board Member Role

Section:	IV. Operations
Item:	C. Administrator Evaluations Training for the Board
Purpose:	Presentation & Potential Discussion
Related Material:	

BACKGROUND:

- Preparation and information for the Administrator Evaluation process and timeline.

RECOMMENDATION:

- Provide Board feedback to the school leadership.



Administrator Evaluations

Board Member Training – Part 1



Timeline

- ▷ Summer - Meeting to Commence School Year
- ▷ Summer/Early Fall - Board Survey to Identify Goals
- ▷ Winter – Mid-Year Meeting to Prepare for Administrative Evaluation Components
- ▷ Late Winter – Administrator(s) Self Reflection
- ▷ Spring – Board’s Annual Summative Evaluation of Administrator(s)
- ▷ Spring (March) – Administrator(s) Response to Summative Evaluation
- ▷ Spring (April) – Completion of Performance Evaluation & Determination of Compensation Package

Current Point in the Evaluation Process

Focus: Getting Started

Board Survey for Goal & Priority Setting

- Create a survey with the school's Mission & Vision in mind.
- What are the Board's thoughts about what should the administrator(s) goals/priorities be?
- Survey will be send via email and can be completed online.

Next Steps

Focus: Preparation



- ▶ At the January Meeting, the Board will go into a closed session to discuss and agree on the summative evaluation components and timeline.
- ▶ Possible Summative Evaluation Components:
 - Self-Evaluation Form
 - Director Report (progress summaries, student performance reports, programmatic effectiveness, etc.)
 - Staff Survey
- ▶ At the February Meeting, the summative evaluation will begin.



Administrative Evaluation Process

Steps 1-6	Description/Components	Schedule & Notes
1. Meeting to Commence School Year	Prior to or at the beginning of each school year, the Board and the Executive Director shall meet to review the Executive Director's Summative Evaluation Form, and, if appropriate, set specific goals.	<p>November or December</p> <ul style="list-style-type: none"> • Create survey with Mission & Vision, prior to Admins SMART Goals, what are the Board's thoughts about what should be the goals • Steph and Dr. Goodman will review staff surveys for the Spring
2. Mid-Year Meeting Regarding Annual Review of the Executive Director	The Board Chair will agendize a mid-year meeting regarding annual review of the Executive Director for a closed session during the regular January Board meeting or later. At this meeting, the Board will discuss and start the summative annual evaluation of the Executive Director. If needed, the Board can agendize additional closed sessions at regular scheduled board meetings as needed to review the Executive Director.	<p>January or Later</p> <ul style="list-style-type: none"> • Closed Session at a regular scheduled board meeting • Board will agree on summative evaluation components and timeline (Director report, evaluation tools, etc.) • Additional Closed Sessions can be agendized if needed.
3. The Executive Director Self-Evaluation Component	Prior to the Board meeting to start the summative evaluation, the Executive Director will prepare a report and present it to the Board Chair for distribution to the Board members. At a minimum, the Executive Director's report will include:	<p>February</p> <ul style="list-style-type: none"> • Executive Director to create a report for the board that must include specific items (in

	<ul style="list-style-type: none"> • Summary results on the Executive Director's performance goals established at the meeting to commence the school year. • Summary of progress on current year's School goals • Report on student performance as required by the state • Report on student performance on internal assessments • Any additional School or professional highlights the Executive Director believes will demonstrate effective performance 	<p>description)</p> <ul style="list-style-type: none"> • Sent to board prior to meeting that will begin the summative evaluation
4. Board Member Completion of Summative Evaluation Form	<p>Following review of the Executive Director's self-evaluation and any other necessary input from Board discussion, Board members will meet in a properly convened closed session meeting to conduct Mid-Year Meeting Regarding Annual Review of the Executive Director (see # 2), without the Executive Director present, to discuss their individual ratings and determine a consensus rating for each indicator. The Board Chair will record the Board's consensus rating on a blank copy of the instrument.</p> <p>From a review of the Board's composite ratings, the board will identify:</p> <ul style="list-style-type: none"> • Agreed upon areas of strength • Agreed upon areas of improvement 	<p>March</p> <ul style="list-style-type: none"> • Board will meet in closed session without Executive Director present • Board President will record consensus ratings • Board with will discuss their review and ratings with Executive Director

	<ul style="list-style-type: none"> Any specific expectations the Board has regarding the Executive Director's performance for the coming year <p>For areas in which there is no clear agreement about a rating, the Board will discuss reasons for their varying ratings and try to reach consensus about what, if anything, the Board would like to see differently regarding that indicator in the coming year.</p> <p>After reaching consensus about the Executive Director's performance ratings and desired improvements, the Board will discuss with the Executive Director the areas of strength, areas needing improvement, and possibly specific improvements.</p>	
5. Consideration of Executive Director Response to Summative Evaluation	In a properly agendized closed session, the Board will allow the Executive Director to respond to the Board's ratings. <u>This can be at the same meeting of the evaluation, or a future meeting.</u>	<p>March</p> <ul style="list-style-type: none"> In Closed Session, ED can respond to Board's ratings
6. Completion of Performance Evaluation	The Board will include the final Executive Director performance goals in the Executive Director evaluation form, make any other revisions to the form desired by the Board to ensure that it reflects Board priorities and the Executive Director's duties accurately. If needed, an updated form can be adopted to be used for the next summative evaluation. The board will strive to complete this within two months of the evaluation meeting.	<p>April - Contract & Compensation Packages (Mileage and Phone Stipend) No Later Than May</p> <ul style="list-style-type: none"> Within two months of the evaluation meeting the Board will finalize their evaluation.

Cover Sheet

Meeting Format

Section:	V. Governance
Item:	A. Meeting Format
Purpose:	Discussion & Potential Action - Vote
Related Material:	N/A

BACKGROUND:

- It is recommended that the Board meets to determine health/safety risks of meeting in-person vs virtually. Reference: [Government Code Section 8625](#)
- If a state of emergency as declared by the governor continues to remain active, legislative bodies must “re-up” their decision to teleconference using this flexibility and making a determination every 30 days thereafter. Doing so, the Board must make the following findings, by majority vote:
 - The board has reconsidered the circumstances of the state of emergency.
 - Either of the following circumstances exist: (1) The state of emergency continues to directly impact the ability of the members to meet safely in person, and/or (2) state or local officials continue to impose or recommend measures to promote social distancing.
- The flexibility afforded under AB 361 sunsets on January 1, 2024 and the usual teleconferencing restrictions return to pre-COVID practices/guidelines.

RECOMMENDATION:

- Consider approval to hold the next meeting in January virtually and include this discussion and potential action item on future board meetings until the state of emergency has been lifted.

Cover Sheet

Brown Act Board Training

Section:	V. Governance
Item:	B. Brown Act Board Training
Purpose:	Discussion & Completion of Training Modules
Related Material:	

BACKGROUND:

- The board members that have not yet completed the annual Brown Act Training will work on the modules.