



**The Volcano School of Arts & Sciences
Governing Board**

POLICIES

Policies merged and revised, December 2015 - July 2016, Approved July, 21, 2016

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Conflicts of Interest

Amended and approved in bylaws February 4, 2015

Amended and approved July 21, 2016

Any board member who has a conflict of interest or an appearance of a conflict of interest shall promptly, fully and frankly disclose the conflict to the Board. If a potential conflict is deemed to exist, the board member shall not be present during the discussions or deliberations on the issue; shall not attempt to influence the decision; and shall not vote.

No Board director shall participate in decision making on any issue where there is an appearance of a conflict of interest. A director of the Board shall not participate in discussions or decision making as a director of the Board regarding individual personnel matters if s/he is the specific subject of discussion.

The minutes of meetings at which such votes are taken shall record such disclosure, abstention, and rationale for approval.

Board members are not allowed to receive any form of compensation from The Volcano School of Arts & Sciences (VSAS) for their work on the board. [Note: Any compensation to a Board member must be approved by the Governing Board.] Additionally, parent and community board members are not allowed to receive any form of compensation from the Volcano School of Arts & Sciences. While Volcano School of Arts & Sciences employee board members are compensated for their work as employees of the school, school employees may not receive any further financial benefit from the school for participating on the Governing Board. Additionally, parent and community board members are not allowed to receive any form of compensation from VSAS .

No Board member shall take official action directly affecting a business or other undertaking in which he has a substantial financial interest or to a private undertaking in which he is engaged as legal counsel, advisor, consultant, representative or other agency capacity.

Contracts

The Board will not enter into any contracts involving services or property without following the approved procurement policy.



Procurement Policy

Amended and approved in GB Handbook of Finances, February 2011.

Amended and approved May 29, 2015.

Amended and approved July 21, 2016

General

VSAS will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made with the approval of the School Director, and shall be in the best interest of VSAS, considering the circumstances surrounding the procurement, which may include, but not be limited to: price, quality, availability, timelines, reputation and prior dealings.

Federal Funds

VSAS understands that the policy cited above applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements apply.

Small Purchases

A small purchase is an expenditure of less than \$ 20,000. Small purchases shall not be split to avoid competition requirements. Any purchase or aggregate purchases over \$100 will require prior authorization by the Education Director in the form of a Purchase Order or Expense Prior Approval form, except for NSLP meal requisitions that follow Federal Procurement Guidelines.

Any purchase estimated to be over \$5,000 for a single item or service requires obtaining a minimum of three quotes. Using a selection process described in the solicitation, a purchase order/contract will be awarded to the bidder providing the best value for the school. Competitive bids are not required; published prices shown in current catalogs or price indexes are acceptable as quotations. Criteria used in the selection process may include: capability to perform the contract (e.g. possessing the proper equipment, resources, and experience); responsiveness to the solicitation; demonstrated responsibility; possession of proper credentials (such as contracting license, bonding, and insurance); and overall benefit to the community.

Competitive Proposals

Unless otherwise provided by policy or covered by the Western States Contracting Alliance (WSCA), contracts of \$ 20,000 or more for goods or services shall be made pursuant to the competitive proposal process. Any purchases estimated to be \$20,000 or more for items or services requires formal solicitation of offers/bids through a request for proposal (RFP). RFPs outlining the scope of service required for proposals will be prepared by staff and/or by an agent employed by the school for that purpose. The RFP shall include a description of the required services or equipment, a delivery schedule, contract terms and conditions, special requirements, instructions



for submitting an offer, proposal evaluation criteria, and award basis. At the discretion of the Education Director or the VSAS Board President, all such documents shall be subject to review and/or approval of the VSAS Governing Board. Prospective offerors will be notified by a general advertisement in local print media. An invitation to submit a proposal may also be sent to potential bidders.

Contractor Proof of Insurance

Any construction contractors doing work at the school must provide proof of liability insurance and meet all other requirements of the contract. If doing work valued at over \$1,000 the contractor must also provide proof of a contractor's license in the appropriate category, as well as provide a liability insurance certificate which names the school as additionally insured. Contractors doing work valued at under \$1,000 may be exempted from licensing requirements. If doing work valued at under \$1,000, which falls under HRS 444-2(4), all requirements under that provision must be met. Projects or work must be projects or work that that do not require a building permit and are not part of a larger project.

Sole Source Procurement

Sole source procurement may be authorized with the approval of the School Director and GB, when there is only one source available for the goods, services, or construction for \$ 20,000 or more. To justify a sole source purchase it must be established that: (1) the goods or services possess unique features, characteristics, or capabilities; (2) the unique attribute(s) is/are required in order for the agency to accomplish its work; and (3) the particular goods, services are available from only one source.

Professional Services.

Professional services of \$ 20,000 or more are generally procured through a process that requires the development of a list of professional service providers who have been qualified through VSAS to perform an anticipated professional service for VSAS. When the need for the professional services arises, the Education Director shall establish a review process resulting in a ranked order of those providers determined to be the most qualified. After approval by the GB, the Education Director shall negotiate a contract beginning with the first ranked professional service provider. If a contract cannot be negotiated with the first ranked provider, then VSAS shall move on to the next highest ranked provider and so on until a contract with a provider is negotiated. After award, debriefing of non-selected provider(s) to be held, upon written request by non-selected provider(s).

Reimbursements

Reimbursements of expenditures made by VSAS staff for the benefit of the VSAS are permitted under the following circumstances:



- Approval of the Education Director;
- Written justification of the expenditure is provided which includes the purpose;
- Time, place, and original invoice or receipt for the purchase;
- Within the school's budget, allowable for the program, and reasonable in cost;
- If \$100 or more, shall have prior approval by the Education Director in the form of a Purchase Order or Expense Pre-approval form;
- Does not exceed 10% of the amount on the Purchase Order or Expense Pre-approval form;
- If for travel or meals, includes a list of attendees and the business purpose of the travel or meeting; and
- If submitted by the Education Director, will be preauthorized by the Governing Board President, Vice-President, or Treasurer.

Capitalization Threshold

Capitalization threshold shall be set at \$1000 for capital assets.

Assets: Land and Buildings

VSAS shall have no land or buildings holdings, but shall instead rely upon the Friends of VSAS for ownership of such holdings. In the event that VSAS pays directly for capital improvements to its leased facilities, the capitalized value of such improvements shall be donated to the Friends of VSAS at year end.



Accounting and Internal Control Systems

Amended and approved July 21, 2016

The Volcano School of Arts and Sciences (VSAS; the School) is a Hawai'i Public Charter School chartered under the laws of the State of Hawai'i in 2001 and is governed by a Governing Board.

Significant Accounting Policies

The accounting policies of the School conform to accounting principles generally accepted in the United States of America as applicable to governmental units. The following is a summary of the School's significant accounting policies:

a) *Financial Statement Presentation*

The School, in accordance with *Governmental Accounting Standards Board (GASB) Statement No. 34 - Basic Financial Statement - Management's Discussion and Analysis - for State and Local Governments* engages in only business type activities and is not a component unit of another governmental entity. The financial statements are prepared using the accrual basis of accounting and all of the activity is recorded in the enterprise fund.

b) *Basis of Accounting*

The accrual method of accounting is used for all governmental entities that operate as business type entities. Accordingly, revenue is recognized when earned and capital assets and expenditures are recorded when received and incurred, respectively. Grants and contributions are recognized when all eligible requirements are met.

Pursuant to GASB Statements No. 20, *Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting*, the School has elected to apply the provisions of all relevant pronouncements of Financial Accounting Standards Board (FASB) that do not conflict with or contradict GASB pronouncements.

c) *Deferred Revenue*

Revenue is recognized when earned. Funds received but not earned as of year-end are recorded as a liability under deferred revenue.

d) *Tax Status*

The School was established under a charter granted by the State of Hawai'i and operates as part of the State of Hawai'i and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.



e) *Cash and Cash Equivalents*

For the purpose of the *Statements of Net Assets* and the *Statements of Cash Flows*, the School considers all short-term investments with an original maturity of three months or less to be cash equivalents.

f) *Accounts Receivable*

Accounts receivables are payments due but not yet received for services performed. Account receivables are presented net of the allowance for doubtful accounts. Management's periodic evaluation of the adequacy of the allowance is based on its past experience. Accounts receivable are written off when deemed uncollectible.

g) *Operating Revenue and Expenses*

Operating revenue and expenses generally result from providing educational and instructional services in connection with the School's principal ongoing operations. The principal operating revenues include state per pupil allotments and federal and state grants. Operating expenses include educational costs, administrative expenses, and depreciation on capital assets. All revenue and expenses not meeting this definition are reported as non-operating revenues and expenses.

h) *Capital Assets*

Property and equipment are recorded at a cost or at fair market value at the date of donation. Depreciation is computed using the straight-line method over the assets' estimated useful lives. Generally, expenditures over \$1,000 with a useful life greater than one year are capitalized.

i) *Use of Estimates*

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue and expenditures during the reporting period. Actual results could differ from those estimates.

j) *Reclassification*

Certain amounts reported for prior years in the Financial Statements and Notes have been reclassified to conform to the current year's presentation. Reclassifications that materially affect the financial statements are disclosed in the footnotes to the financial statements.

Internal Controls Policies

Control activities may occur at all levels, and all functions of an organization. Control activities cover a range of activities and may include the following:



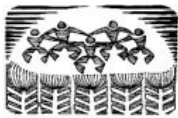
Segregation of duties – such as assigning the responsibility for authorizing transactions, recording transactions, and maintaining custody of assets to different people within the organization.

Physical controls – such as physical security of assets, including adequate safeguard over access to assets and records, authorization for access to computer programs and data files, and periodic counting and comparison with amounts recorded in the accounting records.

Information processing controls – such as controls to check the accuracy, completeness, and authorization of individual transactions. Information processing controls include automated as well as manual controls.

Performance reviews – such as comparison of actual results to budgets, forecasts, and prior period performance.

Internal Control Policies are reviewed by outside auditors who recommend improvements when deemed necessary.



Personnel Policy

Amended and approved July 21, 2016

Pursuant to Hawaii Revised Statutes, Chapters 76, 78, and 89, the Governing Board is considered the employer of charter school employees. The Board exercises this authority through the Education Director.

Roles and Responsibilities

Governing Board bylaws encourage board participation with the aim of (1) bringing diversity of perspectives and objectivity for the benefit of the school community, (2) to demonstrate best practices of non-profit self-governance, and (3) to possess strong oversight abilities, including human resource experience. The Personnel Committee was established to provide VSAS with oversight assistance in an independent and objective manner.

VSAS employees will communicate personnel matters with the ED only. The Personnel Committee will handle matters from employees who directly report to the Educational Director (ED) only under the following circumstances:

- Matters where the employee has received a final decision from the ED and formally requests further review (these circumstances should be rare), employees may appeal to the Governing Board.
- Matters of safety to students when the ED is unavailable and immediate intervention is required. See Emergency Procedures Handbook for communication protocols.
- Solicited responses such as surveys and interviews in support of school climate data collection activities.

Matters concerning negligence, fraud or unethical behavior should be reported using the HDOE hotline 855-233-8085 or reportlineweb.com/hidoe. For all other matters including personnel issues, employees should first seek resolution with the ED. Employees may also seek union assistance if needed. For matters concerning the entire school community involving specific board decisions, strategic direction, policies and general oversight, employees may present concerns through their GB Representative for further consideration by the Board.

Definitions

<u>employee</u>	an individual with whom there is a signed contract for employment. Employees may be part- or full-time and may or may not accrue benefits.
<u>substitute</u>	an individual who works on an as-needed basis to fill in when another employee is going to be out. The school does not execute a contract with a substitute. Substitutes are paid only for their time worked and are not guaranteed future employment.



<u>part-time</u>	the status an employee who works less than full-time (An employee who works less than 0.50 FTE is not eligible for benefits.)
<u>half-time</u>	the status an employee who works .5 FTE. (Half-time employees are eligible for benefits.)
<u>full-time</u>	the status of an employee who works 1.0 FTE.
<u>volunteer</u>	an individual who donates services to the school
<u>parent</u>	an individual who is a parent or legal guardian of a currently-enrolled VSAS student.
<u>community member</u>	generally used to refer to any stakeholder or local resident who is not an employee, substitute, student, or parent.

School Overview

The Vision of The Volcano School of Arts & Sciences (VSAS) is “Learning through Volcano’s unique natural and cultural resources to become creative global citizens.”

The Mission of Volcano School of Arts & Sciences is to:

- Focus on the unique ecosystems and geology of the Volcano area
- Cultivate responsibility for nature and the environment
- Involve the community in ongoing partnerships
- Provide an environment for all students to grow academically and reach their potential
- Encourage creative problem-solving and critical thinking
- Provide avenues for creative self-expression through the arts
- Provide opportunities for real-life problem solving
- Offer a rich multicultural program with an emphasis in Hawaiian culture
- Foster social responsibility and respect for others
- Impart a lifelong love of learning
- Serve our communities
- Celebrate the learning successes of all children

All in a safe and supportive “learning village” environment.

History

The Volcano School of Arts & Sciences was granted its charter in January 2001 and opened its doors to students at the beginning of the 2001-2002 school year. That first year, the school rented a building in Hawaii Volcanoes National Park with a staff of five teachers, one administrator and one secretary serving 78 students in grades Kindergarten through six. In January of the first year, the school moved to its current site on Old Volcano Road which had originally been the Menehune Lodge in the 1940s. Since then, the property converted to a saw mill, a potter’s studio



and residence, and now is used to house the school. Remnants of the old lodge are still seen in the classrooms located in the Quonset-style buildings. Remnants of the old saw mill still spring up all around campus from time to time. Tents were added for classroom space, initially one for 6th grade in 2001, adding 7th grade in 2002 and 8th grade in 2003. In 2004, the lanai were enclosed to provide more classroom space in the Quonsets. In the fall of 2006, three new wooden post & pier classrooms were added, which became the middle school. In 2007-2008, the school was at full capacity with 147. Since then, the capacity of the school has grown. We now occupy the old KOEC site at the Keakealani campus leased from the DOE. This site currently houses our middle school population.

What is a Public Charter School?

The charter school system is an important complement to the Department of Education's school system, one that empowers governing boards and their charter school with more autonomy, flexibility, and placing greater responsibility at the school level. The charter school system is made up of the Board of Education, the Public Charter School Commission (the state's charter school authorizer), and individual charter schools with differing visions, missions, and approaches to meeting the various needs and desires of Hawaii's communities and each with its own Governing Board. The purposes of the charter school system include: 1) providing administrators, parents, students, and teachers with expanded alternative public school choices in the types of schools, educational programs, opportunities, and settings, including services for underserved populations, geographical areas, and communities; and 2) encouraging and, when resources and support are provided, serving as a research venue for the development, use, and dissemination of alternative and innovative approaches to educational governance, financing, administration, curricula, technology, and teaching strategies.

A "charter school" or "public charter school" refers to those public schools and their respective governing boards, as defined in this section, that are holding charters to operate as charter schools under this chapter, including start-up and conversion charter schools, and that have the flexibility and independent authority to implement alternative frameworks with regard to curriculum, facilities management, instructional approach, virtual education, length of the school day, week, or year, and personnel management.

Volcano School Staff Commitment

All employees are expected to commit to support the school mission and vision, to work in positive collaboration with all stakeholders, to support and participate in school improvement initiatives and activities, to participate in goal setting and performance evaluations, to understand that the nature of VSAS may require time outside of regular school hours, to attend as many



school activities as possible, and to support and implement the policies and decisions made by our staff, the Education Director, and Governing Board.

Ethics Codes

Members of governing board and employees of public charter schools are considered state employees for purposes of the State Ethics Code and are required to comply with the State Ethics Code. <http://ethics.hawaii.gov/wp-content/uploads/2013/08/Chapter-84.pdf>

In addition, all teachers are expected to adhere to the Hawai'i Teachers Standards Board Ethics Code. <http://www.htsb.org/standards/code-of-ethics/>

Equal Opportunity and Non-Discrimination

VSAS is an equal opportunity employer committed to a workplace that practices respect, celebrates diversity, and is free of any form of illegal discrimination and harassment. VSAS seeks to employ the best qualified individuals from the available labor force and to provide them with opportunity for advancement in a manner which does not discriminate. VSAS strictly prohibits any form of discrimination, including harassment, based on a person's membership in a protected class.

Protected classes covered by our policy include: Race; Color; Sex; Religion; National Origin; Ancestry; Age; Physical or Mental Disability; Sexual Orientation; Marital Status; Civil Union Status; Credit History; Credit Report; Arrest & Court Record (except as permissible under State law); Income Assignment for Child Support; National Guard Absence; Uniformed / Military Service; Veteran's Status; Pregnancy; Breastfeeding / Lactation; Citizenship Status; Genetic Information; Gender Identity; Gender Expression; Victim of Domestic or Sexual Violence (including those who have a minor child who is a victim of domestic or sexual violence); or any other classification protected by state or federal law.

VSAS complies with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA). VSAS will not discriminate against any qualified employee or job applicant with respect to any terms or conditions of employment because of an individual's disability so long as they can perform the essential functions of the job. We will provide reasonable accommodation to qualified individuals with disabilities so that they may perform the essential job functions of the job, provided that the accommodation made does not impose an undue hardship on VSAS. Contact an administrator if you require or have any questions regarding reasonable accommodation for a disability.



VSAS expressly prohibits retaliation against anyone engaging in protected activity. Protected activity is defined as anyone who files a complaint of discrimination, participates in complaint proceedings dealing with discrimination, inquires about their rights under discrimination laws, or otherwise opposes acts of discrimination.

Refer to the Code of Conduct and Complaint policies for more information.

Code of Conduct

All employees of The Volcano School of Arts & Sciences are expected to conduct themselves in a positive and professional manner at all times while on campus and when formally or informally representing the school off-campus. Violating expectations for conduct are subject to disciplinary actions including termination for severe, repeat, or multiple violations.

Role as Ambassadors

Employees and other representatives of the school are expected to act as positive ambassadors of the school when interacting with parents and the community. One of the most important “properties” of the school is the school’s reputation. Both positive and negative behaviors and comments by the school employees and representatives shape public opinion, affecting the reputation of the VSAS and its ability to keep and attract students and staff. As an employee or representative of VSAS, it is your responsibility to support and promote the school when interacting with parents and community members. Engaging in negative actions towards the school may result in disciplinary action up to and including dismissal.

General Harassment Policy

Harassment in any form is unacceptable and will not be tolerated. These behaviors are inconsistent with our expectations of respect and undermine the family culture we work to maintain at our school. Harassment is a pattern of harmful behavior targeting an individual and/or a group of individuals and often involves a real or perceived power imbalance. Harassment includes any behavior that creates an intimidating, hostile, or offensive school environment. Harassment will not be tolerated on school premises, at school events, and anywhere the school conducts business.

Conduct that creates a work and learning environment that would be intimidating, hostile, or offensive is considered harassment. Examples of unacceptable offensive conduct include physical assaults, threat of harm, intimidation, yelling, mockery, insults, slurs, epithets, spreading of rumors, offensive objects or pictures, interference with work performance, or other unwelcome conduct that is offensive or hostile behavior. Acts of harassment that are



transmitted over electronic media such as social media, email, or text message are referred to as cyber-bullying.

Often, people who exhibit harassment behaviors do not realize how their behavior is being perceived. Harassment, like bullying, can often be a misunderstanding of another person's boundaries or what another person may find offensive. For this reason, reports of minor harassment acts generally will be addressed first through conflict resolution. However, more serious or continued harassment will result in disciplinary action up to and including termination.

Sexual Harassment

VSAS prohibits sexual harassment from occurring in the workplace or at any other place where a school sponsored event takes place.

Sexual harassment is defined as an unwelcome sexual advance, a request for sexual favors and other verbal or physical conduct of a sexual nature when:

- (1) submission to such conduct is made an implicit or explicit condition of employment;
- (2) submission to or rejection of such conduct affects employment opportunities; or
- (3) the conduct interferes with an employee's work or creates an intimidating, hostile or offensive work environment.

While sexual harassment encompasses a wide range of conduct, some examples of specifically prohibited conduct include, but are not limited to:

- Unwanted sexual advances or propositions including flirtations or requests for dates;
- Unwanted touching of an individual;
- Grabbing of an individual's sexual body part;
- Gestures or comments about an individual's body, attire, or appearance;
- Sexual jokes or innuendoes;
- Discussion about one's social or sexual life;
- Use of sexually degrading or gender-specific profane words to describe an individual;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters.
- Suggestive or obscene letters, notes, and/or invitations.
- Engaging in indecent exposure or making sexual or romantic advances toward an employee and persisting despite the employee's rejection of the advances.
- Use of the school's computer system, including electronic mail and the Internet, must be consistent with this policy. That system may not be used for the creation or communication of sexually explicit or offensive messages, cartoons, jokes, images, ethnic slurs, racial epithets, or any other statement or image that violates this policy.



- This list is illustrative and not an exhaustive description of the types of acts that may violate this policy.

Sexual harassment can be physical and/or psychological in nature. It can involve males or females being harassed by a member of either sex, by a person in a greater position of authority as the harassed, or by an individual in a position of lesser or equal authority as the harassed.

Workplace Violence

VSAS is committed to providing a safe environment for employees, students, vendors, and visitors. VSAS has zero tolerance towards any acts or threats of physical violence, verbal and/or physical intimidation, harassment, coercion, and carrying or using weapons on VSAS property. Any type of workplace violence committed by or against employees will not be tolerated. Employees are prohibited from making threats or engaging in violent activities.

Threats, threatening conduct, or any other acts of aggression or violence in the workplace will not be tolerated. Any employee determined to have committed such acts will be subject to disciplinary action, up to and including termination. Non-employees engaged in violent acts on the employer's premises will be reported to the proper authorities and fully prosecuted.

Any potentially dangerous situations must be reported immediately to an administrator or teacher-in-charge. The school will actively intervene at any indication of a possibly hostile or violent situation.

VSAS employees receive training on workplace violence every year by contacting Human Resources to schedule a viewing or accessing it via the following:

- Go to the T-SEAS Online Pipeline website <https://tseas.k12.hi.us/>. Click on the "Substitute Teachers" link under the Links & References column on the left. Click on the "Workplace Violence Training (7/8/13)" video link on the Substitute Teacher's Page.

Treatment of Students

Physical or verbal abuse of students is not tolerated. Physical abuse includes grabbing, holding, shoving, slapping, pinching, pushing, pulling hair, and other forms of aggressive physical contact. Verbal abuse includes threats of harm, yelling, swearing, berating or degrading language, intimidation, and spreading of harmful rumors. Verbal abuse includes behaviors both toward or about a student. Abusive or harassing behavior between adults that occurs in front of students will constitute threat of harm toward students. Any abusive



behavior toward a student will result in escalated Disciplinary Action up to and including termination.

Only employees certified in Crisis Prevention Institute Non-Violent Crisis Intervention techniques and who are approved by the Education Director may restrain a student who is exhibiting violent behavior only when absolutely necessary and only as a last resort. All staff will be trained in de-escalation techniques and non-violent defensive maneuvers; only selected staff will be trained in and allowed to physically restrain a student. Restraints that are deemed unnecessary or avoidable may constitute abuse.

Curriculum & Instruction

Teachers should make every effort to provide instruction that is both rigorous and meets students optimal learning zone including differentiating and scaffolding instruction and materials so that every student can access learning. All teachers must implement accommodations and supports included in Individualized Education Plans (IEP), 504, and Behavior Support plans. Any teacher or instructional staff who believes that an accommodation or support is inappropriate must convene a meeting with the support team and shall not deviate from the IEP, 504, or Behavior Support plan until such meeting is held and the team agrees to the revision.

Teachers are required to submit curriculum maps at the beginning of each school-year. Teachers and instructional staff are required to use agreed-upon school-wide curriculum, instructional strategies, and assessments.

Technology Use

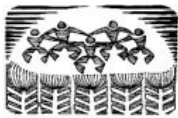
Employees are required to ensure proper care of all equipment in possession including equipment used by students. Employees are also required to monitor student use of technology to ensure adherence to the VSAS Computer Use Agreement.

Employees shall use school-owned computers for work purposes.

Drug-Free Workplace

VSAS is a drug-free workplace. Employees may not use or possess illegal drugs, alcohol or tobacco on campus or when supervising students at off-campus events. This includes gifts given to other employees.

Treatment for alcoholism and/or other drug use disorders may be covered in part by our employee benefit plan. For further information, contact an administrator or Business/HR Office.



Smoke-Free Workplace

VSAS is a smoke free workplace. Smoking is not permitted on VSAS school premises.

Progressive Disciplinary Actions

Progressive discipline actions for violations of employee code of conduct include verbal warnings, written warnings, written reprimand, suspension, and dismissal. The progression of these steps depends upon the severity of the problem and the number of occurrences. There may also be circumstances when one or more steps are bypassed.

With respect to most disciplinary problems, these steps will normally be followed: a first offense may call for a verbal warning; a next offense may be followed by a written warning; another offense may lead to a suspension; and still another offense may then lead to termination of employment. VSAS hopes that by using progressive discipline, employee problems will be resolved at an early stage, which benefits both the employee and the school

VSAS recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or in extreme situations, termination of employment, without going through the usual progressive discipline steps.

Safety & Security

Workplace Safety

To assist in providing a safe and healthy work environment for employees, students, parents, guardians, and visitors, each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the appropriate administrator and remedy the situation, if possible, to prevent any injury in the meantime. Employees who violate safety standards, cause hazardous or dangerous situations, or fail to report or, where appropriate, remedy such situations may be subject to disciplinary action, up to and including termination.

Students must be supervised at all times. If it is necessary for the teacher to leave the classroom, a teacher must secure supervision by notifying another adult on campus or the school office prior to leaving the classroom. It is the teacher's responsibility to ensure their class is supervised and covered at all times. It only takes a second for something to happen.

Emergency Procedures



All employees should be familiar with VSAS emergency procedures and safety protocols. Teachers must ensure that a copy of the most current VSAS Emergency Procedures Handbook is visible and easily accessible in the classroom. Teachers and staff must be familiar with student health issues reported by parents. Teachers must take emergency contact information and first aid supplies on Learning Trips.

School Closings

Any determination of closing the school due to bad weather, hurricane, earthquakes, tsunamis or other natural weather event will be made in consultation with state agencies, the Governing Board Chair, and the Education Director. Communications regarding school closures will be sent out using VSAS automated call system and posted on the website. School closures will also be reported to the appropriate authorities (e.g. Charter School Commission) to be included in Civil Defense and other public announcements.

Volunteers

As a public charter school with limited funding, VSAS relies on volunteers to maintain a high quality education. The school will actively solicit volunteers through the school website, newsletter, and other means; will respond to all volunteer offers in a timely manner; and will thank or recognize volunteer efforts, as appropriate. VSAS encourages parent involvement in their child's education and welcomes parents to join us on campus or Learning Trips whenever appropriate. Volunteers and Learning Trip chaperons need to schedule the volunteer activity in advance, sign in at the office, and wear an identification badge while on campus or on a Learning Trip. Long-term volunteers and chaperones on overnight trips must complete a background check prior to the event.

Code of Conduct for Volunteers, Guests, and Substitutes

Volunteers, Governing Board members, and other adults working on behalf of the school, visiting VSAS campus, or attending a school-sponsored event are expected to follow the same Code of Conduct policies as an employee. Any such adult who violates a VSAS Code of Conduct policy may be banned from campus or school activities and may be prosecuted to the fullest extent of the law.

General Student Issues

Discipline Referrals

Most discipline should be resolved by the classroom teacher following principles of good classroom management and Positive Discipline practices. However, when a student commits a Level 2, 3 or 4 offense, a Discipline Referral should be submitted to an administrator. See the



Student Conduct and Discipline Policy and the Mandated Reporting and Crime-Related Incidents Policy for more information including a description of offense levels.

Referral for Student Support Services

It is the responsibility of every teacher to first provide appropriate differentiated instruction strategies to students prior to making a referral for support services. Teachers are responsible for seeking support services for students who do not progress with the teacher's differentiated instruction and classroom interventions. Any individual who suspects a student may have a disability should notify the Student Services Coordinator (SSC) or an administrator.

Confidentiality

Student records are confidential and protected by the Family Educational Rights & Privacy Act (FERPA). Employees should take precautions to maintain confidentiality of all student records. Parents or students who want to review student records should be directed to administration.

Employees, especially teachers and office staff, have access to confidential student and school files. Under no circumstance should personal or confidential information about students or staff be shared except when performing necessary professional duties. This includes meetings with parents. At no time is it permissible to mention another student's name other than the one for whom the meeting is being held.

Student Attendance

Teachers are responsible for tracking student attendance. Grade level teachers are required to track attendance daily. Specials, content area teachers, and elective teachers are required to track attendance for each class.

Communication with Parents & Community

Communication between parents/guardians and the school begins with the teacher. Frequent communications between teachers and parents about learning activities and their child's progress is the best way to promote parent involvement, which is a strong indicator of student success. Parents/Guardians are our partners in their child's education and must be treated with respect. Teachers should consistently exhibit a positive and supportive attitude regarding a student's capabilities and future success. Teachers are required to provide monthly communications to all parents (e.g. classroom newsletters, blogs) to keep parents informed of classroom learning activities and upcoming events. Teachers are expected to contact a student's parent/guardian by phone or in person regarding dips in academic performance or behavior as a means to rectify the situation at the earliest point possible. When needed, progress updates beyond the quarterly Progress Reports may be communicated to parents/guardians via email or other electronic methods provided that the teacher has confirmed that the parent/guardian regularly reads email



or other electronic method. Progress updates may also be communicated in writing such as through a weekly home-school note.

When communicating concerns about a student's performance or behavior, teachers and administrators must make every effort to have a two-way conversation with parents/guardians. At a minimum, teachers and administrators must use the most appropriate method to ensure that parents/guardians receive the information using multiple methods when needed and have had an adequate opportunity to respond.

Teachers are responsible for scheduling, attending and conducting Student-Led Conferences unless approved in writing by the Education Director.

Grading

Volcano School of Arts & Sciences uses a proficiency system to record student progress. Teachers should be able to justify grades based on actual student performance as described in rubrics based on statewide standards or core curriculum expectations. Documentation and work samples are important sources of evidence for justification. It is vital that clear expectations of performance are provided to students and parents prior to learning. Also important is a timely evaluation of their performance for feedback and continued progress. Progress Reports must reflect VSAS educational philosophies and be vertically aligned throughout the school.

Attendance Expectations

Teacher and staff attendance is critical for our school's success. Frequent absences or absences of more than three consecutive school days have a significant negative impact on student learning and well-being as well as the school's budget.

Leave Forms & Notification

To utilize leave days (sick days, personal leave days) all employees are required to fill out a leave form as soon as possible upon their return to work or prior to the date of the absence. If you have pre-planned medical absences, please fill out a leave form ahead of time. For illness that unexpectedly keeps you from work, please fill out a leave form when you return so you can be properly credited.

Any employee who is absent from work shall minimally inform the school office via phone call or email at least thirty minutes prior to the employee's start time for each day of absence unless a pre-approved absence (such as personal leave or pre-planned medical situation) has been submitted.



Absence Due to Illness

Employees are expected to attend work every day except when ill. In the case of sickness, VSAS encourages employees to utilize “sick days” and take care of their personal health. Sick days may only be used for actual illness or medical appointments, not as personal leave days. Employees who are absent three or more days due to illness must bring a doctor’s note upon return to work. If a physician’s excuse is not provided, use of/payment of accrued sick leave will be up to the discretion of the Education Director.

Vacation and Personal Days

Teachers should plan vacations during intersession breaks rather than on school days. In accordance with HSTA contract, personal days are intended to be used for personal business and not to be used as vacation time. Non-teaching staff should make every effort to plan vacations during intersession breaks.

Personal leave must be requested at least 48 hours ahead of time ahead of time except in emergencies and needs to be approved by the Education Director.

Signing In and Out

All employees, with the exception of teachers, must sign in to work and out from work. Teachers need only sign in by initialing. For all other employees, signing in and out at the actual times worked is a job requirement. Failure to do so may result in delayed payment, disciplinary action, and/or termination.

Employees must report to the office when leaving campus during regular work hours and sign-out so that we have a record of who is on campus should there be an emergency. Any employee leaving campus before the end of their work day must obtain authorization from administration, unless on a scheduled break.

Tardiness

Employees are required to notify their respective campus office no later than thirty minutes before the start of the school day or reporting time (in the case of non-classroom personnel) on any day that the employee suspects that he or she may be late in reporting unless it is medically impossible for the employee to do so. Notification by a friend, spouse, or other relative is not acceptable, unless the employee is physically unable to make the notification personally.

Teachers are expected to model respect by being prepared and on time for class. Teachers are expected to remain on campus in accordance with the current HSTA master contract, even on early release days. On student-led conference days, special education teachers should be invited



and attend conferences for students for whom they manage the cases/provided services. Teachers leaving early will have a half-day charged against their leave time.

Patterns of tardiness will result in corrective action, up to and including the possibility of termination.

Change of Workplace

Employees attending off-campus professional development, meetings, or other work-related events must obtain permission from the Education Director, complete a leave form for a Change of Workplace, and secure a substitute when appropriate.

Securing a Substitute

Employees must secure their substitute prior to their absence. This includes classroom teachers, recess monitors, office staff, and custodians. Administrators will identify an administrator-in-charge or teacher-in-charge in their absence. Substitutes must be on the approved list prior to making arrangements with them. The Education Director will assign a ranking to substitutes to indicate which substitutes should be contacted first. If a substitute is called and works prior to being on the approved substitute list, they will not be paid.

Emergency approval for a substitute to work may be made at the discretion of the Education Director provided that contingencies for student safety are in place. A potential substitute who would like to be added to the approved list should contact apply@volcanoschool.net. At a minimum, an interview and background check will be required.

Teachers who will be absent are required to make all necessary arrangements for their substitute including providing lesson plans when students are on campus. Each teacher is required to have a substitute folder ready and accessible containing the following information:

- Lesson plans;
- Alternative activities;
- Seating charts, if applicable;
- Class rosters;
- Discipline policy;
- Fire drill and disaster routes; and
- Special instructions.
- TSEAS when appropriate.

Teachers must also inform their substitutes that they will only be paid for the teacher's' normal work hours plus planning time (a maximum of 40 minutes per day).

Excessive Absences



Any employee who is absent for a period of at least twenty-one (21) consecutive work hours (three days) without notifying the Education Director will be considered to have resigned without giving the required two-week notice. Such resignations shall be effective on the initial date of absence.

Resignations

Any employee who wishes to resign is required to give the Education Director a minimum of two weeks notice in writing prior to the desired resignation date, unless an exception is made by the Education Director.

If an employee fails to give a minimum of two weeks notice prior to the desired resignation date, that employee may forfeit compensation for any unused accrued vacation leave in accordance with applicable collective bargaining agreements.

Fraudulent Claims for Workers' Compensation

Filing a false or fraudulent claim is a violation of law and VSAS policy, and can result in disciplinary employment actions, including termination of employment.

Payroll

Timesheets

There is no payroll lag, therefore, timely submission of timesheets is critical. ALL timesheet employees will be PAID FOR HOURS WORKED through the date prior to payroll processing/submission to Ceridian. Payroll processing dates range from the 13th to the 16th (for the first half of the month) and the 28th to the end of the month (for the second half of the month). Ceridian publishes their payroll processing schedule on a calendar year basis. The payroll schedule will be posted in the front office (& emailed to all timesheet employees). All timesheets need to be completed and submitted by the timesheet due date on the posted payroll calendar. For employees paid hourly or whose hours are verified by timesheet, signing in and out at the actual times worked is a job requirement. Failure to do so may result in delayed payment, disciplinary action, and/or termination.

When marking your time sheet, mark hours for sick days and vacation days in their respective columns.

Types of Employees

VSAS has the following types of Ceridian-paid employees, with varying benefits for each:

- Salaried: HSTA members (teachers)
- Salaried: non-HSTA members



- Hourly: half-time to full-time
- Hourly: less than half-time

Pay Periods

All pay periods are the same for everyone at the school:

- The 1st through the 15th of the month, paid on the 20th,
- The 16th through the end of the month, paid on the 5th of the following month.

Hourly/Time sheet employees will be PAID FOR HOURS WORKED. Any hours worked in the remainder of a pay period will be paid in the subsequent (next) pay period. Refer to Timesheet policies for more information.

Pay Checks

Pay dates are the 5th & the 20th of each month. In cases where the payday is on a weekend or holiday, paychecks will be provided the workday before the weekend or holiday.

Payroll checks are not delivered to the school and must be picked up in Hilo. There is NO guarantee that checks will be available on the 5th and the 20th. All employees are encouraged to sign up for direct deposit to guarantee timely payment. If you do not have a bank account or have extenuating circumstances, please talk to the Business Manager.

Ceridian Payroll vs. DOE Payroll

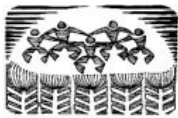
Payroll for most employees is processed by a third-party vendor: Ceridian Payroll Services. Special Education teachers and others who are paid through funds managed by the Department of Education are paid through the DOE payroll system.

Holidays

All employees greater than or equal to 0.5 FTE receive time off with pay for official state holidays so long as the holiday falls on a day they would otherwise be scheduled to work.

Resignations

Any employee who wishes to resign is required to give the Education Director a minimum of two weeks notice in writing prior to the desired resignation date, unless an exception is made by the Education Director.



If an employee fails to give a minimum of two weeks notice prior to the desired resignation date, that employee may forfeit compensation for any unused accrued vacation leave in accordance with applicable collective bargaining agreements.

Fraudulent Claims for Workers' Compensation

Filing a false or fraudulent claim is a violation of law and VSAS policy, and can result in disciplinary employment actions, including termination of employment.

Benefits

Status as State Employees

Employees at the VSAS are employed by the VSAS Governance Board but have the status as State of Hawaii charter school employees. As such, they are entitled to all State employee benefits, such as membership in the state retirement system. VSAS employees are not Hawaii Department of Education Employees.

Medical Benefits

Unlike private employers, State employees are required to pay approximately $\frac{1}{3}$ of the actual cost of their medical/dental benefits. For specific amounts, see the Business Manager. These may be taken as pre-tax deductions from payroll.

To Change One's Medical/Dental Coverage

Changes must be done during the annual enrollment period to be announced (changes go into effect July 1). Other changes are allowed, but only in specific circumstances, such as a spouse losing coverage.

Benefit Details for Specific Types of Employees

Benefits are offered to employees at half-time, .5 FTE (Full Time Equivalent) or higher.

Salaried HSTA Members and Salaried Non-HSTA Members have all the benefits as outlined/defined in the contract. Optional medical, dental, drug, and life insurance coverage is through the Employees United Trust Fund (EUTF - the state medical insurance system). Leave days are tracked by the office personnel.

EUTF website is <http://www.eutf.hawaii.gov/>.



Hourly employees working half-time (.5 FTE) and over have the following benefits: Optional medical, dental, drug, and life insurance coverage through EUTF, paid holidays, paid sick days, paid vacation days (NOTE: holiday/sick/vacation days are prorated based on FTE), paid half-hour lunch break if noon lunch period occurs during the middle of scheduled hours. In the event that staff is short-handed, the administration reserves the right to occasionally ask for playground or lunchroom help during this lunch period (shortening the paid break).

There are many days when the school is closed that do not count as paid holidays. For example, the winter break has only two paid days, Christmas and New Year's Day.

HSTA employees earn sick and personal leave according to the current HSTA Master Agreement. Personal Leave Days do not carry-over.

FOR NON-HSTA employees: All unused sick and vacation days carry-over into the next school year. An annual statement of accumulated sick and vacation days will be given to employees each July.

If an employee is terminated, all accumulated vacation hours will be paid unless forfeited, but accumulated sick-pay hours are lost. If an employee reaches retirement age (over 63, and at least 10 years within the state system), all accumulated sick-pay hours can apply to increased retirement benefits, as provided by the state Employee Retirement System (ERS).

State Retirement System

All employees are required to contribute to the State Retirement System in accordance with contribution rates set by the Employment Retirement System. The ERS website is <http://www4.hawaii.gov/ers>.

Additional Benefits Available to All

Aflac insurance (anyone with medical deductions is automatically signed up for their basic program, which allows the deductions to be made pre-tax). Other Aflac insurance programs are optional.

A 403B plan tax-sheltered annuities investment is also available as a private investment option for retirement. Contact the Business Office for contact information for 403B plan providers.



**The Volcano School of Arts & Sciences
Public Charter School**

Policies



Conflict Resolution Policy

Amended and approved July 21, 2016

Background

The intent of this document is to describe the agreements we hold as a community about how to resolve differences of opinion and the process we will use to ensure that every member of our community has an appropriate, safe and respectful forum in which to bring disputes for resolution. Interactions with other staff members should be polite, courteous, and professional at all times. Teachers are expected to accommodate and respect support personnel. If supplemental services are scheduled, support personnel must be welcomed into the classroom to provide scheduled support and/or students must be able to leave at the scheduled time to receive support.

All personnel are expected to dispel rumors, by not engaging in starting, spreading or encouraging dissemination of rumors. Everyone is expected to speak directly with each other rather than about others, especially if concerns are brought up.

It is not the intent of this document to describe the process for making complaints or reporting conduct violations. Complaints and conduct violations must be reported directly to an administrator per the VSAS Complaints Policy.

It is not the intent of the document to predict every situation in which differences may arise, nor to prescribe the best way to handle each situation or dispute. In general, adults are expected to demonstrate compassion and understanding, assume positive intentions, forgive quickly, communicate openly and honestly, actively seek out a peaceful resolution, self-reflect critically, and apologize sincerely.

Conflict Resolution

The steps defined below are not the only means of exploring and resolving the healthy variety of viewpoints within our community. In fact, we expect most matters to be raised and resolved through the every-day work of our teachers, staff, parents and the committees that serve them. This process should therefore be placed within the wider context of the overall governance of our school community, and only called upon where the best intentions of people to work collaboratively become stuck.

Fundamental Agreements

If this process is to be successful, there are certain agreements about the way we resolve our differences by which everyone must abide:

- We acknowledge the importance of open, constructive and direct communication for the purpose of strengthening our community;
- We believe in fostering an environment where conflicts are seen as opportunity for growth and are embraced for the creative ideas that come from it;
- We believe that differences of opinion are a fundamental source of the social dynamic within a community and must be expressed in order to be explored;



- We will operate according to the belief that truth will emerge from a process based on caring, creative, critical thinking and a willingness to respect and challenge one's own viewpoints as well as accepting the views of others;
- We seek to find solutions that always keep concern for our children in focus and which balance a willingness to be flexible with staying true to the core values of our school;
- We expect all parties to maintain the utmost discretion and confidentiality when involved in a dispute, so that all members of our community trust they can enter the process with respect;
- We respect the importance of time, patience and due process in achieving lasting resolutions; and
- We believe that disputes can only be resolved when there is a genuine desire and effort on the part of everyone involved to understand the various viewpoints and a commitment to work through the differences that underlie our disagreements.

Three-Step Process for Resolving Differences

Step 1: Direct Resolution

All members of our community are expected to strive to resolve differences through respectful dialogue and an honest exchange of the relevant facts and viewpoints between the people directly involved in the matter and within the framework of the normal day-to-day operation of the school. Further steps in the process are built upon the foundation of this initial conversation or series of conversations.

Step 2: Administrative Resolution

If the matter is not resolved through Direct Resolution, an Administrative Resolution may be requested. All requests for Step 2 meetings must be in writing. The matter will be referred to the school administration, who will facilitate a meeting, which will involve the person(s) requesting the meeting, the individual(s) with whom the person has concerns, and depending on the nature of the concern and based on the judgment of the administration, any other necessary parties. The school administrator may conduct additional meetings with each party individually as needed to facilitate a resolution.

The facilitator will be responsible for documenting an action plan or resolution agreements from the meeting (this may be part of the minutes) and noting the names of responsible parties for following through on issues, plans & strategies that arise from the meetings, as well as deadlines and a date for a closure meeting, if needed. These action plans (if different from the minutes) will be supplied to all parties. Any participant may raise a concern with the school administration if they believe these agreements are not being put into action.

If the conflict involves a conduct violation, then the employee may receive disciplinary action in accordance with VSAS Discipline Policy pending an investigation.

Step 3: Appeal to Governing Board

If the matter is not resolved through steps 1-2, either party may submit an appeal to the Governing Board. All Appeals to the Governing Board must be in writing, and will



describe as clearly and simply as possible relevant background to the dispute, including efforts already taken to resolve the matter, why previous steps were not considered successful and the additional input required to achieve resolution. Prior documentation will be forwarded to the Governing Board. All parties will be notified of the appeal and offered the opportunity to provide additional information or documentation, and the Governing Board may request supplemental information, if necessary. The resolution reached by the GB will be final.

In the event that the Governing Board requests actions to be completed by any party to the dispute, the ED shall follow-up to confirm completion of such actions. In the event that the ED is a party in the dispute or as otherwise deemed necessary, the GB may designate someone other than the ED to conduct the follow-up.

It is our strong hope that we will be able to resolve all issues within these steps.

Our process is aimed at reaching a respectful conclusion that allows all parties to support the final decision, even where it may not be possible to reach complete agreement on all matters.

Communication & Documentation

- Every effort will be made to address and resolve conflicts promptly and effectively.
- Minutes will be taken at all Step 2 meetings and copies of the minutes will be provided to all people present at the meetings. Information shared at mediation sessions will remain confidential.
- Approved Board Minutes regarding Step 4 resolutions will be provided to the parties.
- Copies of the minutes from all meetings will be filed with the school administration.

Harassment

All parties in a dispute must maintain respectful behavior and refrain from harassment at all times. Refer to the Code of Conduct policies (in Personnel Policy) for a definition and examples of harassment.



Complaints Policy

Amended and approved July 21, 2016

At VSAS, we encourage open dialog and a solution-oriented approach to resolving problems. Open discussions with the Education Director, other parents, and community members often result in new ideas that benefit the school.

We prioritize safety above all else. To assist us in remaining diligent in ensuring safety of all students and staff, all stakeholders are encouraged to bring concerns involving the safety of students directly to an administrator.

All other complaints should follow the processes below, which are intended to help reach positive resolutions in the quickest way possible.

Step 1: Direct resolution

Informally, discuss your concern directly with the individual(s) involved. Often, concerns can be addressed through clarification of events and information.

If needed, make an appointment to discuss your concern with the individual(s) involved. An administrator may be invited to the meeting to serve as facilitator. The complainant and respondent will make every effort to hold the meeting in a timely manner and to maintain respectful dialog and a solutions-oriented mindset. Meetings involving teachers will generally need to happen outside of the regular school day.

Class interruptions, discussions with students without prior approval or the respondent present, or discussions in front of adults or students who are not party to the complaint will not be allowed.

Step 2: Administrative resolution

If, after meeting formally with the respondent(s), you do not feel adequate steps are being taken to address your concern, please make an appointment with an administrator. The administrator will hear your concerns, discuss them with the individuals involved and help reach a resolution that is in the best interest of the students.

Step 3: Appeal to Governing Board

We expect all problems to be solved between the complainant, respondents, and the administrator. If the matter is not resolved through steps 1-2, the complainant may submit an



appeal to the Governing Board. All Appeals to the Governing Board must be in writing and will describe as clearly and simply as possible relevant background to the complaint, including efforts already taken to resolve the matter, why previous steps were not considered successful, and the additional input required to achieve resolution. Prior documentation will be forwarded to the Governing Board. All parties will be notified of the appeal and offered the opportunity to provide additional information or documentation, and the Governing Board may request supplemental information if necessary.

In addition, the complainant may request to be added to the Governing Board agenda or the board may ask the complainant to present their concerns to the board at a meeting. All complaints and discussions involving personnel will be held in closed session. In the event that a complaint is added to the agenda, the person or persons affected by the complaint (respondents) shall be notified at least one week (7 days) in advance regarding the complaint in order to be given a reasonable chance to prepare a response. The respondent(s) will be provided the opportunity to attend the portion of the meeting when the concern is presented and will be allowed to provide an immediate response.

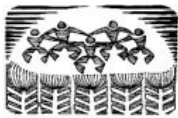
If the matter involves any legality or adherence to law, the GB should consult with the State Attorney General assigned to charter schools. If it is an HSTA contractual complaint, the complaint should be addressed to the Association Policy Committee (APC). If the matter involves disciplinary actions by administration, the GB shall enter into an investigation of the specifics of the complaint. All staff members have the right to union representation at any meeting involving disciplinary actions. Issues of health and safety are of the highest priority and the GB may take immediate steps for corrective action.

The resolution reached by the GB will be final.

In the event that the Governing Board requests actions for follow-up, the ED shall be responsible to confirm completion of such actions. In the event that the ED is a party in the dispute or as otherwise deemed necessary, the GB may designate someone other than the ED to conduct the follow-up.

Whistleblowing Policy

VSAS is committed to high standards of ethical, moral and legal business conduct. In line with this commitment, VSAS' commitment to open communication, this policy aims to provide an avenue for employees to raise concerns and reassurance that they will be protected from reprisals or victimization for whistleblowing.



This whistleblowing policy is intended to cover protections for you if you raise concerns regarding VSAS, such as concerns regarding:

- Incorrect financial reporting;
- Unlawful activity;
- Activities that are not in line with VSAS' policy; or
- Activities, which otherwise amount to serious improper conduct.

Process for Raising a Concern

Reporting: The whistleblowing procedure is intended to be used for serious and sensitive issues. Such concerns including those related to financial reporting, unethical or illegal conduct, may be reported directly to the Governance Board Chair. Employment-related concerns should continue to be reported through your normal channels through the Education Director.

Timing

The earlier a concern is expressed, the easier it is to take action.

Evidence

Although the employee is not expected to prove the truth of an allegation, the employee should be able to demonstrate to the person contacted that the report is being made in good faith.

How the Report of Concern Will be Handled

The action taken by VSAS in response to a report of concern under this policy will depend on the nature of the concern. Initial inquiries will be made to determine whether an investigation is appropriate and what form it should take. Some concerns may be resolved without the need for investigation. The amount of contact between the complainant and the person or persons investigating the concern will depend on the nature of the issue and the clarity of information provided. Further information may be sought from or provided to the person reporting the concern.

Safeguards

Harassment or Victimization

Harassment or victimization for reporting concerns under this policy will not be tolerated. See Code of Conduct policies (in Personnel Policy) for a definition and examples of harassment.

Confidentiality

Every effort will be made to treat the complainant's identity with appropriate regard for confidentiality.



Anonymous Allegations

This policy encourages employees to put their names to allegations because appropriate follow-up questions and investigation may not be possible unless the source of the information is identified. Concerns expressed anonymously will be explored appropriately, but consideration will be given to:

- The seriousness of the issue raised;
- The credibility of the concern; and
- The likelihood of confirming the allegation from attributable sources.

Bad Faith Allegations

Allegations in bad faith may result in disciplinary actions.



Admissions Policy

Amended and approved November 19, 2015.

Approved by Charter School Commission January 14, 2016

Introduction

The Volcano School of Arts & Sciences (VSAS) is open to any student in the State of Hawaii who is eligible for the grade levels we serve. Potential students will be considered for admission without regard to race, color, ethnicity, national origin, religion, gender, sexual orientation, marital status, income level, disability, level of proficiency in the English language, need for special education services, or academic or athletic ability.

Application Process and Timeline

Applications will be accepted through March 31st prior to the start of a new school year. After guaranteeing space for currently enrolled students intending to return to VSAS, applicants will be placed by grade. If there are more applicants than space available for any given grade, VSAS will hold an enrollment lottery within two weeks after March 31st.

Students offered enrollment as a result of the lottery have until May 10th to notify the school that they are accepting the offer of enrollment and to complete the enrollment documents. Failure to respond by May 10th will result in forfeiture of the offer of enrollment and an offer of enrollment will be extended to the next person on the waitlist. If a student who fails to respond by May 10th and who is removed from the list would still like to be considered for enrollment at a later date, they may re-activate their application and be added to the bottom of the wait list. After all applicants on the lottery waitlist have been offered enrollment, new applications are accepted and enrollment will be offered on a “first come first serve” basis if space is available.

No new students will be enrolled after October 15th, with the exception of siblings of currently enrolled students or children of VSAS staff or Governing Board members, unless approved in writing by the VSAS Education Director.

Admission Lottery

If there are more students seeking enrollment into a particular grade than can be accommodated, then the school will employ a public, double-blind lottery within two weeks after March 31st (specific date, time and location will be posted on the school’s website no later than March 31st). Each applicant will be assigned a randomly generated number and a ticket with the applicant’s number will be drawn randomly within each grade level.



Lottery applicants will be placed on a list within each enrollment priority category in the order in which their ticket is drawn. When an opening occurs, applicants will be notified via electronic mail (followed by hard-copy notification through USPS) to complete the enrollment process. Applicants not admitted as a result of the lottery process will be placed on a wait list, ranked by their position in the lottery. As applicants are notified and offered enrollment, students move up the waitlist.

Enrollment Preferences

In order to support a consistent educational environment for all of the children of each family that joins the school's community, enrollment priorities will be as follows:

Exempt from lottery - Automatic seats

1. Returning students from current school year

Internal lottery - Enrollment Preferences

2. Children of VSAS full-time staff and Governing Board members (not to exceed 10% of the school's student enrollment)
3. Siblings of currently enrolled students (siblings are defined as having one or more parent(s) or legal guardian(s) in common.
4. Previous VSAS students

Weighted External Lottery

5. Residents of Volcano or Hawaii Volcanoes National Park will receive a four to one weighted priority with each applicant under this preference being assigned three additional lottery tickets (four total lottery tickets) in the external lottery. The definition of a Volcano or Hawaii National Park resident is any student residing in USPS zip code 96785 or 96718. The applicant may be required to provide a utility bill in the name of the parent or guardian(s) and/or a home visit may be conducted to verify residency.

External Lottery:

6. New student applications on wait list from previous year's lottery
7. New student applications not in previous year's lottery

Wait List Policies

If a student applied for enrollment in a class that is at full capacity, that student will be placed next in order on a wait list. Students who are offered enrollments are given two calendar weeks to notify the school office of their intent to accept or decline the offer of enrollment. After July 15th, this notice period may be shortened as required. Applicants are notified of admission by electronic mail followed by hard-copy notification through USPS.



If a family declines the offer of enrollment or does not reply to the offer, and then changes their mind, they must request that their applications be reactivated. The application will be then be placed on the end of the priority waitlist. If an applicant who has declined admission would like to be considered for admission the following school year, they must reactivate their application prior to March 31st and enter the lottery for the next school year.

Attendance Requirement During the First Month of School

If a student does not attend school prior to the DOE's official enrollment count date (in August) without a doctor's note or prior written consent from the school, the student will be dis-enrolled and the vacancy will be offered to the next applicant on the waitlist.

Withdrawal after October 15th

Any student that withdraws after October 15th who wishes to re-enroll at VSAS will need to reapply for admission unless approved in writing by the VSAS Education Director. Withdrawal becomes effective 3 school days after the withdrawal request is made or upon enrollment in another school, whichever occurs sooner.

Children with Special Needs

Families of students with an Individual Education Plan (IEP) or section 504 plan must inform the school upon selection in the lottery and provide timely access to relevant documents. Parents will meet with the VSAS team to determine the services needed for their child and what services VSAS is able to provide. VSAS strives to use a full inclusion model to the greatest extent possible for students with special needs. In order to ensure that appropriate services are provided for all incoming students, VSAS will review student records (including a search of eCSSS system) in order to determine whether the student is receiving or has received supplemental, special education or 504 services. A transition meeting may be requested prior to the child's entrance to determine how free and appropriate education services may be provided at VSAS.

Behavior and Safety Concerns

To ensure the safety of all students, parents and guardians must inform the school of any prior disciplinary concerns, especially those resulting in the child posing a threat to him/herself or others such as a Level III or Level IV offense or any behaviors for which the student has been previously expelled or suspended. Parents or guardians may be required to meet with VSAS administrators, teachers, and counselor to develop a functional behavioral assessment and behavior support plan.



Student Conduct and Discipline Policy

Revised July, 2015.

Amended and approved July 21, 2016

The Volcano School of Arts & Sciences, PCS Discipline Policy is informed by two core philosophical approaches, Responsive Classroom and Positive Discipline, with the goal of helping students take responsibility for and effectively learn from mistakes. Key to both frameworks is an emphasis on the desired behavioral goal, focus on non-punitive solutions rather than blame, building strong relationships, and helping students to improve their own behavior. The VSAS Discipline Policy recognizes that different students have different needs and that “one size fits all” consequences are not effective towards our goal of helping students develop positive behaviors for the long-term. Components of this disciplinary approach include:

Pro-Active Social Teaching

- Classroom community building practices
- School-wide community building practices
- Adult modeling of mutual respect by respecting themselves, the needs of the situation, and the needs of the child
- Effective communication and problem-solving skills
- Helping students feel a sense of belonging and significance
- Active support for students to discover their own capabilities
- Recognition of mistakes as an opportunity to learn

Structure

- Posted, clear school-wide and classroom behavior expectations that all students know and understand (see listing of school-wide rules in appendix)
- School-wide rules and expectations reflect the core values of
 - respect and responsibility for self
 - respect and responsibility for others
 - respect and responsibility for the environment
- Clear routines and processes for morning arrival and afternoon dismissal, bus etiquette, recess and lunch
- Level of supervision provided that is needed for the situation
- Use of tools and strategies (FBA/BSP process, student reflection sheets, obtaining critical background information) that support students, staff, and families to develop understanding of the reasons students do what they do in order to most effectively design interventions

Process for Disciplinary Intervention

- Immediate action to stop the misbehavior so that the learning environment remains safe, caring, and supportive
- Use of time-out as needed to stop and refocus behavior



- Referral System to report misbehavior; trigger investigation of what happened and why; support communication between student, staff, administration and parents; and to guide appropriate consequences
- Determination of Consequences based on the facts and circumstances, including student age and need. Consequences are designed with the aim not to punish, but rather to help the student regain composure, repair any damage to relationships or property, learn from their mistake, and return to productive learning.
- Preserving the child’s dignity is a top priority.

Addressing Unacceptable Student Conduct / School Violations

The foundation of disciplinary action at Volcano School is based on a solution-based teaching model where three components are targeted:

1. Students learn from their mistakes;
2. Students accept responsibility and take steps to correct the harm caused; and
3. Natural and developmentally appropriate consequences occur as a result of the infraction.

In order to address Component 1, Students learn from their mistakes, counseling, conferencing and/or reflections are critical steps that will be taken with the student. Classroom teacher, counselor or administrator is responsible for facilitating the conferencing and/or reflection process.

In order to address Component 2, Students accept responsibility and take steps to address the harm caused, students will be expected to appropriately address the party harmed. Actions may include acknowledgement of harm, apology of action, goal-setting contract for future actions, formal letter, and/or public statement.

In order to address Component 3, Natural and developmentally appropriate consequences occur as a result of infractions, a range of disciplinary action may be administered. Factors that are used to determine appropriate disciplinary action include the age of the student, nature of infraction, unique / individual circumstances related to the incident and number of previous infractions.

Unacceptable Student Conduct / School Infractions (as defined by Chapter 19) are divided into 4 categories: Level I, Level II, Level III and Level IV.

Level	Level I	Level II	Level III	Level IV
Infractions – examples include but are not limited to:	Contraband, minor problem behavior, disrespectful behavior towards others and school rules.	Abusive language, class cutting, insubordination, Laser pen, leaving campus without consent, smoking or use of tobacco	Bullying, cyberbullying, disorderly conduct, false alarm, forgery, gambling, harassment, hazing, inappropriate use	Assault, burglary, dangerous instrument or substance, drug paraphernalia, extortion, firearms, homicide, illicit drugs, property



		substances, truancy	of internet materials or equipment, theft, trespassing	damage or vandalism, robbery, sexual offense, terroristic threatening
Possible Consequences	Correction and conference; Detention; Community Service; Loss of privileges; Parent contact and/or conferences; and/or Time in office	Continue more stringent Level I options; Restitution; In-school suspension; and/or Suspension	Continue more stringent Level I & II options; In-school suspension; Crisis removal; Suspension; and/or Police Involvement	Continue more stringent Level I & II options In-school suspension; Crisis removal; Suspension; and/or Police Involvement

Due Process

Consistent with the 14th Amendment of the United States Constitution and Sections 6.1 and 5.6 of the Charter Contract, all students and parents will be provided with due process. This means the student will be informed of the alleged violation, the student will have an opportunity to provide a response to the violation, an investigation will be completed and should the parent want to appeal any disciplinary action, it may be done through the “Formal Problem Solving Process” as described in the Parent and Student Handbook.

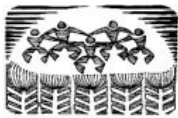
Suspensions

Suspensions of ten days or less: Administrators will provide the student written or oral notice of the charges against him or her. If the student denies the charges, he or she must receive an explanation of the evidence the authorities have and must be presented an opportunity to refute such evidence. Anonymity of reporting students, parents, or employees will be preserved.

Suspension of more than ten days or expulsion: The student is entitled to the same due process as stated above but also must be afforded a formal hearing before an impartial body. The student may have a lawyer present and may cross-examine witnesses.

Students with Disabilities under IDEA

In accordance with Sections 530 through 536 from Part 300 of Code of Federal Regulations and §8-60-70 through 75 of the Hawai‘i state regulations, students with disabilities receive the same basic due process rights that apply to all students. To the extent that similar actions are taken for students without disabilities, schools may remove children for no more than 10 consecutive school days from their current placement to an appropriate interim alternative education setting, another setting, or suspension.



Any suspensions that occur after 10 total days (consecutive or cumulative) in a school year constitute a change in placement. The school must hold a Manifest Determination Review team meeting. Specific actions must be taken by the school, depending in part on whether the behavior prompting the discipline is a manifestation of the student's disability.

Protections for Students Not Yet Eligible for Special Education and Related Services

In accordance with federal regulations 34 CFR §300.534 and HAR §8-60-79, if a child has not been determined eligible for special education and related services and violates a code of student conduct, but the school had knowledge before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

Appeals

In accordance with federal regulations 34 CFR §300.532 and HAR §8-60-77, parents or guardians may file a due process complaint if they disagree with any decision regarding placement made under the discipline provisions or the manifestation determination.

Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

Students with disabilities under Section 504 of the federal Rehabilitation Act of 1973 are subject to the same disciplinary procedures as non-disabled students, provided the behavior is not caused by or is a manifestation of their disabilities. According to the Office of Civil Rights, schools must hold a hearing before suspending a student with a disability under Section 504 for more than 10 cumulative. Such students must also "not be subjected to discriminatorily different treatment in discipline, and must not be disciplined more harshly or frequently than similarly situated students without disabilities for the same infractions."

Physical Punishment

Pursuant to Section 6.2 of the Charter Contract, "No physical punishment of any kind may be inflicted upon any pupil, but reasonable force may be used by a principal, principal's agent, teacher or a person otherwise entrusted with the care or supervision for a special purpose of a minor in order to restrain a pupil in attendance at school from hurting oneself or any other person or property, and reasonable force may be used as delineated in Sec. 703-309 (2), HRS."

According to §703-309 (2) of the Hawaii Revised Statutes, reasonable force may be used when, "[t]he actor is a principal, the principal's agent, a teacher, or a person otherwise entrusted with the care or supervision for a special purpose of a minor, and:

- (a) The actor believes that the force used is necessary to further that special purpose, including maintenance of reasonable discipline in a school, class, other group, or at activities supervised by the department of education held on or off school property and that the use of force is consistent with the welfare of the minor; and
- (b) The degree of force, if it had been used by the parent or guardian of the minor, would not be unjustifiable under paragraph (1)(b).



Firearms

Schools must comply with the federal Gun Free Schools Act, 20 U.S.C. §7151, which requires expulsion of a student for not less than one year if the student is determined to have brought a firearm to school, or to have possessed a firearm at school.

Harassment / Bullying

Harassment or Bullying in any form is unacceptable. These behaviors are inconsistent with our expectations of respect and undermine the family culture we work to maintain at our school. Harassment / Bullying is a Level III violation of school rules.

Definition of Harassment / Bullying - Harassment and/or bullying includes any behavior that interferes with a student's school performance or creates an intimidating, hostile, or offensive school environment. Harassment and/or bullying are a pattern of behavior targeting an individual and/or a group of students and involves a real or perceived power imbalance. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Examples of Harassment / Bullying includes:

- Verbal Harassment: mean-spirited teasing, name calling, derogatory comments, jokes at a student's expense and slurs, especially those of a racial, gender or orientation nature.
- Physical Harassment: unwelcome touching, impeding, blocking or intimidating stature.
- Visual Harassment: obscene letters or notes, displaying offensive or derogatory pictures, posters, cartoons or drawings
- Sexual Harassment: unwelcome touching, sexual remarks about a person's clothing, body, or sexual relations; repeated requests for a date, cornering, standing too close, expression of sexual interest, unwanted exposure to sexually suggestive materials.
- Cyber – Bullying: electronically transmitted acts, i.e., internet, cell phone or wireless hand-held device that a student has exhibited toward another student which causes mental or physical harm.

Responding to Harassment / Bullying

1. If your child feels he or she has been harassed or bullied, they should tell an adult immediately.
2. Any parent who feels their child has been harassed or bullied, they should notify the classroom teacher, counselor or administrator as soon as possible.
3. Any student who engages in harassment / bullying behavior, either actively or passively, will be addressed and appropriate action will be taken.
4. Any student who has been a victim of bullying will receive support services to aid in the recovery from and prevention of future bullying and/or harassment.



Mandated Reporting and Crime-Related Incidents Policy

Approved January 21, 2016

Reporting Crime-Related Incidents

Any teacher, official, or other employee who is a witness to a Level III or Level IV offense as defined in the VSAS Student Conduct and Discipline policy, or who has reasonable cause to believe that a Level III or Level IV offense has been committed or will be committed, against a student, teacher, official, or other employee of the school, or involving school property, shall promptly report the incident to the Education Director. Level III and Level IV offenses include but are not limited to crimes relating to arson, assault, burglary, disorderly conduct, possession of dangerous weapons or firearms, possession of dangerous drugs or harmful drugs, extortion, gambling, harassment, murder, attempted murder, sexual offenses, rendering a false alarm, criminal property damage, robbery, terroristic threatening, theft, or trespassing. Nothing in this section shall be construed to prohibit or prevent a teacher, official, or other employee of the department from reporting Level III or Level IV offenses to the Education Director.

Upon receiving a Level III or Level IV offense report, the Education Director shall conduct an investigation to determine whether the behavior requires a direct call to the police or whether the behavior can be handled through school disciplinary procedures. The Education Director shall call the police whenever there is perceived danger and the behavior cannot be handled by the school staff.

The Education Director shall provide a report to the Governing Board at the meeting immediately following receipt of the report and shall record and file the incident information in the school office.

The Education Director shall notify the reporting teacher, official, or other employee, of the disciplinary action, if any, taken on the offense(s). If the teacher, official, or other employee is dissatisfied with the disciplinary action taken on the offense reported, or if no disciplinary action has been taken within ten school days after the incident was reported by the teacher, official, or other employee, the person who made the report may appeal to the Governing Board, in writing. The Governing Board shall notify the appellant, in writing, of the disciplinary action taken on the offense reported within five days of the board meeting immediately following receipt of the appeal. (Auth: HRS §§302A-1112, 302A-1002) (Imp: HRS §§302A-1112, 302A-1002)

Indemnity upon reporting Level III and Level IV offenses. Any teacher, official, or other employee of the department who in good faith reports as required under §8-19-19 shall be indemnified and held harmless in accordance with section 302A-1003, Hawaii Revised Statutes. (Auth: HRS §§302A-1112, 302A-1003) (Imp: HRS §§302A-1112, 302A-1003)



Failure to report Level III or Level IV offenses occurring in school

Failure to report Level III or Level IV offenses occurring on campus, or other school premises, on school transportation, or during a school sponsored activity or event on or off school property may result in disciplinary actions against responsible teachers, officials, or other employees of the department. Disciplinary actions may include:

- (1) Oral warning;
- (2) Written warning;
- (3) Suspension without pay;
- (4) Demotion; or
- (5) Dismissal.

Teachers, officials, or other employees of the department who fail to report Level III or Level IV offenses may be disciplined in accordance with VSAS progressive discipline policy. Any teacher, official, or other employee of the school who is disciplined for failure to report Level III or Level IV offenses occurring on campus, or other school premises, on school transportation, or during a school sponsored event on or off property shall have the right to appeal the disciplinary action as provided by state law or the regulations and procedures of the governing board or applicable collective bargaining agreements. (Auth: HRS §§302A-1112, 302A-1002) (Imp: HRS §§302A-1112, 302A-1002)

Reporting Child Abuse and Neglect

Employees of VSAS are mandated reporters. Any teacher or other employee who has knowledge of child abuse or neglect must notify Child Protective Services along with the Education Director and the Counselor. Any teacher or other employee who suspects child abuse or neglect must notify the Education Director and the Counselor, and if necessary, notify Child Protective Services.



Wellness Policy

Amended and approved July 21, 2016

Nutrition & Health Education

The aim of nutrition education is to facilitate the adoption of healthy eating and other health-promoting, nutrition-related behaviors. Nutrition education occurs in the classroom as well as in the larger school community.

Students will gain an understanding of proper nutrition and nutrition practices. The staff responsible for each individual classroom will provide basic knowledge of nutrition combined with skill-based practice activities and will use instructional techniques and strategies designed to promote healthy eating habits.

- We receive fresh fruits and/or vegetables from the FFV program and these are distributed to classes K-6. Otherwise, teachers and parents bring healthy snacks to the classrooms.
- We have an In-House lunch service
- Functioning aquaponics greenhouse, currently working towards growing our own salad greens.
- Students involved in decisions of healthy snacks for field trips.
- Organization of food drive with instruction of food labels and food pyramid.
- Science projects concerning food, energy and sustainability.
- Science classes concerning human systems, developing brochure about diseases with each system.
- Continuing education in K - 8 concerning principles of avoiding colds and flu, especially hand washing.
- Reminders to parents concerning healthy snacks.
- Counselor provides individual, group and class sessions concerning anger management, group interaction, etc.
- Anatomy, sex education and safe practices sessions geared to 7th and 8th grade yearly.
- There are no vending machines on campus.



Physical Activity

Every student should be provided with the opportunity to develop the knowledge and skills necessary to participate in physical activities that assist in maintaining physical fitness and promotes a healthy lifestyle. A comprehensive physical activity program includes: physical education, recess, and before- and after-school physical activity programs.

VSAS will educate students about the value of physical activity, and provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain health-related physical fitness, to participate regularly in physical activity, and to understand the short and long term benefits of a physically active and healthy lifestyle.

- Recess for K-5, 2 times a day with encouragement for active games.
- Organized movement classes for grades 1-5 – 1 day a week for 45 minutes.
- Two Elective movement classes for middle school – weekly for 45 minutes
- Mandatory minimum movement elective for every middle school student - 1 semester per year
- After school enrichment classes: dance, track and field, ultimate Frisbee and soccer are examples.
- All movement classes incorporate the benefits of exercise, i.e. flexibility, strength and endurance, correct breathing, cool down and stretching techniques, safety of sports.
- Individual teachers integrate movement in the classroom using songs, alphabet and math to keep students active.
- Middle schoolers enrolled in the Theatre group.
- Kindergartners being exposed to relaxation techniques

School Meals

Schools meals model healthy food choices and combinations. At a minimum, VSAS will serve reimbursable meals that meet USDA's requirements as well as follow principles of the Dietary Guidelines for Americans.

Food and beverages sold or served as part of federally reimbursed meal programs will meet the nutrition recommendations of the current United States Dietary Guidelines for Americans, such as: No more than 30 percent of total calories from fat, averaged over a week. No more than 10 percent of total calories from saturated fat, averaged over a week. Meals served through the Child Nutrition Programs will: be appealing and attractive to children of various ages and diverse



backgrounds, be served in clean, safe, and pleasant settings, and strive to offer fresh fruit and vegetables daily in each meal, including only one percent fat and nonfat milk options. We will provide whole grains whenever possible and introduce new whole grain products as they become available. VSAS will offer lunch under the nutritional guidelines of the USDA's National School Lunch and Breakfast Program. VSAS will ensure that families are aware of need-based programs for free or reduced price meals and that eligible families may apply.

A lunchroom environment that provides students with a relaxed, enjoyable climate will be maintained. It is encouraged that the lunchroom environment be a place where students have adequate space to eat and pleasant surroundings; adequate time for meals, and convenient access to hand-washing facilities before meals.

Nutrition Standards

Establish standards to address all foods and beverages sold or served to students, outside of the school meal programs. The standards will focus on increasing nutrient density, decreasing fat and added sugars, and moderating portion size.

This year, VSAS became involved in the Fresh Fruits and Vegetable program. Students K-6 receive fresh fruits or vegetables 2 times a week. At the time of service, the teachers incorporate the produce into instructional programs appropriate to the fruit offered.

VSAS will not use foods or beverages as rewards for academic performance or good behavior unless it meets the standards of food or beverages sold individually or unless this practice is allowed by a student's Individual Education Plan (IEP) or Behavior Health Plan (BHP) and will not withhold food or beverage as punishment. Rewards and incentives will be used that do not undermine the health of students or reinforce unhealthy eating habits.

School staff shall encourage healthy food choices in the school environment in activities such as: Fundraisers, Concession Stands, School Stores, food brought from home for classes or groups of students, student rewards, school parties, celebrations, dances, athletic events, concerts, picnics, field days, fairs, festivals, etc. Healthy food choices should be considered that include items such as: fresh fruit, fresh vegetables, low fat pretzels, 100% juice, bottled water, fruit smoothies, air-popped popcorn, low fat cereal bars, milk, low fat or fat free yogurt, animal crackers, vanilla wafers, trail mix/raisins, etc.

VSAS encourages parents to send in healthy snacks for birthday and holiday celebrations. Examples might include: yogurt, fruit snacks, boxed raisins, frozen fruit bars, fruit, or granola bars, and 100% fruit juices instead of pop and cupcakes.



Coordinated School Health Approach

It is the goal of VSAS to promote students' physical, emotional, and social well-being through a coordinated and comprehensive school health program. This includes providing a healthy physical and psychological environment, school nurse or health aide services, nutritious school meals, health education, yearly flu immunizations and opportunities for physical education and activity.

Staff Wellness

School staff serves as role models for students and are the key to successful implementation of student wellness programs. The school highly values the health and well-being of every staff member and will offer educational activities that support personal efforts by staff to maintain a healthy lifestyle. The staff will be encouraged to model healthful eating and physical activity habits to demonstrate support of healthy lifestyle habits to the students.

After-school Programs

After-school programs include supervision by trained staff, and provides developmentally and age-appropriate physical activity for all participants. We encourage healthy eating habits in after school programming that services our students.

Community and Family Involvement

VSAS will provide information about ways to promote healthy lifestyles. We encourage parents to provide healthy lunches and snacks and to refrain from including beverages and foods that do not meet good nutrition standards for foods and beverages.

Sustainable food practices

Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens, and no disposable tableware will be used whenever possible. VSAS shall maximize the reduction of waste by recycling, reusing, composting and purchasing recycled products. VSAS maintains a recycling program.

Measurement and Evaluation

An individual or group must be responsible for ensuring that the policy is implemented. The assignee will monitor the implementation of the policy, execute a plan for evaluating its effectiveness and report to school authorities, parents and/or the community.



An assessment of the school's existing nutrition and physical activity environment and policy will be completed annually to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the wellness committee will review nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements.