



## Sage Oak Charter Schools

### Regular Meeting of the Board of Directors

Published on February 6, 2026 at 1:24 PM PST

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#### Date and Time

Thursday February 12, 2026 at 11:30 AM PST

#### Location

##### Sage Oak Charter Schools

1473 Ford Street, Suite #105  
Redlands, CA 92373

##### Regus- Gateway Chula Vista

333 H Street, Suite 5000  
Chula Vista, CA 91910

#### Link to [Join Zoom Meeting](#)

ID: 93057825960

Passcode: 072718

#### Dial In: [\(US\) +1 301-715-8592](#)

Passcode: 072718

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#### MISSION STATEMENT

Educating students through a personalized and collaborative learning approach, empowering them to lead purposeful and productive lives.

**THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

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Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

The Governing Board’s presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Sage Oak Charter Schools.

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>11:30 AM</b>
<b>A.</b> Call the Meeting to Order		Board President	1 m
<b>B.</b> Record Attendance		Board President	1 m
Roll Call:			
William Hall, President			
Michael Humphrey, Vice President			
Steve Fraire, Clerk			
Susan Houle, Member			
Peter Matz, Member			
<b>II. Pledge of Allegiance</b>			<b>11:32 AM</b>
<b>A.</b> Led by Board President or designee		Board President	1 m
<b>III. Approve Agenda</b>			<b>11:33 AM</b>
<b>A.</b> (Action) Approval of Agenda for February 12, 2026 Regular Meeting of the Board of Directors	Vote	Board President	1 m
It is recommended the Board approve the agenda for the February 12, 2026, Regular Meeting of the Board of Directors as presented for Sage Oak Charter School (#1885),			



	Purpose	Presenter	Time
Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).			
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Susan Houle			
Peter Matz			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent ____			

**IV. Approve Minutes****11:34 AM**

- |           |  |                 |                 |     |
|-----------|--|-----------------|-----------------|-----|
| <b>A.</b> | (Action) Approval of Minutes for January 8, 2026 Regular Meeting of the Board of Directors | Approve Minutes | Board President | 1 m |
|-----------|--|-----------------|-----------------|-----|

It is recommended the Board approve the minutes from the January 8, 2026, Regular Meeting of the Board of Directors, as presented, for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**V. Public Comments/Recognition/Reports**

Please submit a Request to Speak to the Board of Directors using the chat feature on the right-hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions, and reports to the Board and is not intended to be a question-and-answer period. If you have questions for the Board, please provide the Board President with a written statement, and an administrator will provide answers at a later date.

	Purpose	Presenter	Time
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<b>VI.</b>	<b>Correspondence/Proposals/Reports</b>		<b>11:35 AM</b>
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<b>A.</b>	Sage Oak Highlights	Krista Woodgrift	12 m
<b>B.</b>	MTSS Update	Theresa Tedesco	11 m
<b>C.</b>	Student Highlight Personalized Learning Academy Student: Adi Prabhakar, 3rd grade Teacher: Tina Luxenberg	Theresa Tedesco	10 m
<b>D.</b>	Local Control and Accountability Plan (LCAP) Mid-Year Report Jodi Cope, Director of Operations & Accountability	Lisa Thompson	12 m
<b>E.</b>	Overview of the Governor's Budget	Tim O'Brien	5 m
<b>F.</b>	Review of Sage Oak Charter Schools Governance Documents	Krista Woodgrift	8 m

<b>VII.</b>	<b>Consent Agenda</b>		<b>12:33 PM</b>
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Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Agenda upon the request of any member of the Board, discussed, and acted upon separately.

***The items below form our Consent Agenda. The last item in this section is a single vote to approve them en masse.***

<b>A.</b>	Consent - Business Services		1 m
	1. Check Register - January 2026		
	2. Report of Investment Activity - December 2025		
	3. Ratification of Office Beacon Agreement No. 0008779		
	4. Ratification of Opichi LLC Special Education Assessment Management System Proposal		
	5. Ratification of Stillings Construction Proposal		
	6. Ratification of WiarCom, Inc./Advanced Tracking Technologies, Inc.		

	Purpose	Presenter	Time
<b>B.</b>	Consent - Education Services		1 m
	1. Ratification of Springhill Suites Corona Riverside Banquet Event Order		
<b>C.</b>	Consent - Human Resources		1 m
	1. Approval of Certificated Personnel Report		
	2. Approval of Classified Personnel Report		
	3. Approval of Job Descriptions		
	4. Ratification of Leonard and Company, Inc. Contract for Outdoor Advertising		
	5. Ratification of Screen Vision Media Advertising Order		
<b>D.</b>	Consent - Operations & Accountability		1 m
	1. Ratification of YellowFolder Quote No. 2021576		
	2. Approval of 2026-27 Master Agreement & Acknowledgement of Responsibilities		
<b>E.</b>	(Action) Approval of Consent Agenda	Vote Board President	1 m
	It is recommended the Board approve the Consent Agenda as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).		
	Roll Call Vote:		
	William Hall		
	Michael Humphrey		
	Steve Fraire		
	Susan Houle		
	Peter Matz		
	Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____		

**VIII. Education Services****12:38 PM**

<b>A.</b>	(Action) Approval of 2026-27 Catalina Island Marine Institute Overnight Field Trip Request Form & CIMI Toyon Bay Agreement	Vote Erin Bunch	2 m
	It is recommended that Board approve the 2026-27 Catalina Island Marine Institute overnight field trip request for students in grades 9 through 12, and the CIMI Toyon		

	Purpose	Presenter	Time
Bay Agreement as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).			

**Fiscal Impact: \$15,375**

Sage Oak Charter School (#1885)	\$12,088
Sage Oak Charter School - Keppel (#1886)	\$1,414
Sage Oak Charter School - South (#2051)	\$1,873

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**IX. Human Resources****12:40 PM**

- |           |  |      |                 |     |
|-----------|--|------|-----------------|-----|
| <b>A.</b> | (Action) Approval of Sage Oak Charter Schools' Comprehensive School Safety Plan (CSSP),<br>Presented by Martha Villalobos, Senior Administrator, Human Resources | Vote | Tamar Kataroyan | 5 m |
|-----------|--|------|-----------------|-----|

It is recommended the Board approve the Comprehensive School Safety Plan (CSSP) as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

- |           |  |      |                 |     |
|-----------|--|------|-----------------|-----|
| <b>B.</b> | (Action) Approval of Retroactive Base Pay Standardized Language for Teaching Positions<br>Effective July 1, 2018 | Vote | Tamar Kataroyan | 2 m |
|-----------|--|------|-----------------|-----|

It is recommended the Board approve the, retroactive to July 1, 2018, base pay for all teaching positions as determined by the board-approved salary and the employee's

	Purpose	Presenter	Time
<p>agreed-upon full-time equivalent (FTE) for the applicable work year/contract term, with part-time teachers compensated on a prorated basis according to the agreed-upon FTE, as presented for Sage Oak Charter School (#1885), Sage Oak Charter School – Keppel (#1886), and Sage Oak Charter School – South (#2051).</p>			

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

## **X. Policy Development**

**12:47 PM**

- |           |  |      |               |     |
|-----------|--|------|---------------|-----|
| <b>A.</b> | (Action) Approval of New 5100-SO Immigration Enforcement Activity Policy | Vote | Lisa Thompson | 2 m |
|-----------|--|------|---------------|-----|

It is recommended the Board approve the new 5100-SO Immigration Enforcement Activity Policy as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

## **XI. Organizational Structure - Annual Meeting of the Board**

**12:49 PM**

- |           |  |      |                  |     |
|-----------|--|------|------------------|-----|
| <b>A.</b> | (Action) Approval of 2026-27 Sage Oak Charter Schools Board Meeting Calendar | Vote | Krista Woodgrift | 2 m |
|-----------|--|------|------------------|-----|

It is recommended the Board approve the 2026-27 Board Meeting calendar as presented, for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

Roll Call Vote:

William Hall

	Purpose	Presenter	Time
Michael Humphrey Steve Fraire Susan Houle Peter Matz Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
<b>B.</b> (Action) Election of the Sage Oak Charter Schools Board President	Vote	Board President	1 m
In accordance with the Third Amended Bylaws of Sage Oak Charter Schools, <i>Article VII, Section 7.02, Election of Board Officers</i> , it is recommended the Board of Directors conduct the election for the following Board officer position:			
Board President: _____			
Roll Call Vote: William Hall Michael Humphrey Steve Fraire Susan Houle Peter Matz Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
<b>C.</b> (Action) Election of the Sage Oak Charter Schools Board Vice President	Vote	Board President	1 m
In accordance with the Third Amended Bylaws of Sage Oak Charter Schools, <i>Article VII, Section 7.02, Election of Board Officers</i> , it is recommended the Board of Directors conduct the election for the following Board officer position:			
Board Vice President: _____			
Roll Call Vote: William Hall Michael Humphrey Steve Fraire Susan Houle Peter Matz Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

	Purpose	Presenter	Time
<b>D.</b> (Action) Election of the Sage Oak Charter Schools Board Clerk	Vote	Board President	1 m

In accordance with the Third Amended Bylaws of Sage Oak Charter Schools, *Article VII, Section 7.02, Election of Board Officers*, it is recommended the Board of Directors conduct the election for the following Board officer position:

Board Clerk: \_\_\_\_\_

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

## **XII. Oral Presentations**

**12:54 PM**

<b>A.</b> AI Update	Brad Bookser	10 m
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## **XIII. Calendar**

The next scheduled meeting will be a Regular Board of Directors Meeting held on March 12, 2026.

## **XIV. Comments**

**1:04 PM**

<b>A.</b> Board Comments	3 m
<b>B.</b> Superintendent Comments	2 m

## **XV. Closing Items**

**1:09 PM**

<b>A.</b> Adjourn Meeting	Vote	Board President	1 m
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Susan Houle			

	Purpose	Presenter	Time
Peter Matz			
Moved by _____	Seconded by _____	Ayes _____	Nays _____ Absent _____

FOR MORE INFORMATION

For more information concerning this agenda, contact  
Sage Oak Charter Schools.



## Coversheet

### (Action) Approval of Minutes for January 8, 2026 Regular Meeting of the Board of Directors

<b>Section:</b>	IV. Approve Minutes
<b>Item:</b>	A. (Action) Approval of Minutes for January 8, 2026 Regular Meeting of the Board of Directors
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Meeting of the Board of Directors on January 8, 2026

DRAFT

SAGE OAK  
CHARTER SCHOOLS



## Sage Oak Charter Schools

### Minutes

#### Regular Meeting of the Board of Directors

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##### **Date and Time**

Thursday January 8, 2026 at 11:00 AM

##### **Location**

##### **Sage Oak Charter Schools**

1473 Ford Street, Suite #105

Redlands, CA 92373

##### **Regus- Gateway Chula Vista**

333 H Street, Suite 5000

Chula Vista, CA 91910

##### **Link to [Join Zoom Meeting](#)**

ID: 95782556143

Passcode: 709915

##### **Dial In: [\(US\) +1 564-217-2000](#)**

Passcode: 709915

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#### **MISSION STATEMENT**

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#### **THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

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### **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

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#### **Directors Present**

P. Matz, S. Fraire, W. Hall

#### **Directors Absent**

M. Humphrey, S. Houle

#### **Guests Present**

B. Bookser, D. Ruiz, E. Horta, K. Prins, K. Woodgrift, L. Snee

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### **I. Opening Items**

#### **A. Call the Meeting to Order**

W. Hall called a meeting of the board of directors of Sage Oak Charter Schools to order on Thursday Jan 8, 2026 at 11:11 AM.

#### **B. Record Attendance**

### **II. Pledge of Allegiance**

#### **A. Led by Board President or designee**

W. Hall, Board President, led the meeting in the Pledge of Allegiance.

### **III. Approve Agenda**

#### **A. (Action) Approval of Agenda for January 8, 2026 Regular Meeting of the Board of Directors**

S. Fraire made a motion to W. Hall, Board President, to approve the agenda as presented for the January 8, 2026, Regular Meeting of the Board of Directors.

P. Matz seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Fraire	Aye
P. Matz	Aye
M. Humphrey	Absent
W. Hall	Aye
S. Houle	Absent

**IV. Approve Minutes**

**A. (Action) Approval of Minutes for December 15, 2025 Regular Meeting of the Board of Directors**

S. Fraire made a motion to W. Hall, Board President, to approve the minutes from the Notice of Adjournment and Continued Regular Meeting to December 15, 2025 on 12-15-25.

P. Matz seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

P. Matz	Aye
S. Fraire	Aye
W. Hall	Aye
S. Houle	Absent
M. Humphrey	Absent

**V. Public Comment - Closed Session**

**A. Public Comment**

There was no public comment regarding Closed Session.

**VI. Adjourn to Closed Session**

**A. The Board Will Consider and May Act on Any of the Closed Session Matters**

S. Fraire made a motion to W. Hall, Board President, to adjourn to Closed Session at 11:13 a.m.

P. Matz seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Houle	Absent
P. Matz	Aye
W. Hall	Aye
M. Humphrey	Absent
S. Fraire	Aye

## VII. Closed Session

### A. Closed Session Agenda

#### 1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(Gov. Code Section 54956.9(d)(1)) *OAH Case No. 2025100661*

#### 2. CONFERENCE WITH LABOR NEGOTIATORS

(Gov. Code section 54957.6)

Agency Representative: Atkinson, Andelson, Loya, Ruud & Romo

Board President William Hall

Unrepresented employee: Superintendent

## VIII. Reconvene Regular Meeting

### A. Report Out Any Action Taken in Closed Session

The Regular Meeting of the Board of Directors reconvened at 10:53 a.m.

S. Fraire made a motion to W. Hall, Board President, in the matter of item no. A.1 on the Closed Session agenda, Conference with Legal Counsel - Existing Litigation, to settle OAH Case No. 2025100661.

P. Matz seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

S. Houle      Absent

M. Humphrey Absent

W. Hall      Aye

S. Fraire      Aye

P. Matz      Aye

## IX. Public Comments/Recognition/Reports

### A. Public Comment

- Non-Agendaized Topic: A parent (Lorraine) from the high school program requested that the Board consider a California Interscholastic Federation (CIF) membership for Sage Oak Charter Schools.
- Non-Agendaized Topic: A written public comment was submitted by Andrew Gibbs regarding a safety and compliance concern involving a domestic violence restraining order related to a former Sage Oak employee (ID #674).

## X. Correspondence/Proposals/Reports

### A.

## **Sage Oak Highlights**

Krista Woodgrift, Superintendent & CEO, presented the Sage Oak Highlights for October-December 2025.

### **B. Student Achievement Presentation: CAASPP, iReady, Teacher Assignment & Monitoring Outcomes, and the California Dashboard**

Poppy Perfect, Assistant Director of Accountability, presented the 2024-25 student achievement data.

### **C. Special Education Update**

Kelly Prins, Senior Director of Special Education, and Danielle Ruiz, Assistant Director of Special Education, presented a Special Education update.

### **D. Student Highlight**

Chelsey Anema, Personalized Learning Academy Director/Principal, and Melissa Keshk, teacher, presented a student highlight featuring Jackson Scahorn.

## **XI. Consent Agenda**

### **A. Consent - Business Services**

1. Check Register - December 2025
2. Report of Investment Activity - November 2025
3. Ratification of 2025 1099 Information Returns Services Agreement
4. Ratification of BEC Industrial Estimate
5. Ratification of Mobile Beacon Terms & Conditions
6. Ratification of Tabor Storage Solutions LLC Proposal #101668-R8.1

### **B. Consent - Education Services**

1. Ratification of Emerson Royce Group, College and Career Readiness Partnership Agreement
2. Ratification of California State University, San Bernardino Recreation & Wellness Agreement
3. Ratification of TPR Education, LLC d/b/a The Princeton Review Service Order (Tutor.com)
4. Ratification of Instructure, Inc. Data Processing Agreement
5. Ratification of Disney Imagination Campus at Disneyland Resort Participation Agreement
6. Ratification of Mobile Ed Productions, Inc. Contracted Services Agreement
7. Ratification of Riverside Convention Center Contract Addendum
8. Ratification of Rancho Simi Recreation and Park District Facility Use Permit

### **C.**

## Consent - Human Resources

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of Job Descriptions
4. Ratification of Education Leadership Services Letter of Agreement
5. Approval of 2026 IRS Mileage Reimbursement Rate

### D. (Action) Approval of Consent Agenda

Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Agenda upon the request of any member of the Board, discussed, and acted upon separately.

S. Fraire made a motion to W. Hall, Board President, to approve the items under the Consent Agenda as presented.

P. Matz seconded the motion.

The board **VOTED** to approve the motion.

## XII. Education Services

### A. (Action) Approval of 2026-27 Pali Institute Outdoor Science Camp Overnight Field Trip Request & Site Reservation Agreement

S. Fraire made a motion to W. Hall, Board President, to approve the 2026-27 Pali Institute Outdoor Science Camp Overnight Field Trip Request & Site Reservation Agreement as presented.

P. Matz seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

S. Fraire	Aye
P. Matz	Aye
S. Houle	Absent
M. Humphrey	Absent
W. Hall	Aye

## XIII. Operations & Accountability

### A. (Action) Approval of 2024-25 School Accountability Report Cards (SARC), Presented by Poppy Perfect, Assistant Director of Accountability

P. Matz made a motion to W. Hall, Board President, to approve the 2024-25 School Accountability Report Cards (SARC) as presented.

S. Fraire seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

M. Humphrey Absent  
S. Houle Absent  
S. Fraire Aye  
W. Hall Aye  
P. Matz Aye

**XIV. Policy Development**

**A. (Action) Approval of New 1015-SO Social Media Policy**

S. Fraire made a motion to W. Hall, Board President, to approve the new 1015-SO Social Media Policy as presented.

P. Matz seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Fraire Aye  
P. Matz Aye  
M. Humphrey Absent  
S. Houle Absent  
W. Hall Aye

**B. (Action) Approval of New 5005-SO Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy**

S. Fraire made a motion to W. Hall, Board President, to approve the new 5005-SO Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy as presented.

P. Matz seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

P. Matz Aye  
S. Fraire Aye  
W. Hall Aye  
S. Houle Absent  
M. Humphrey Absent

**XV. Human Resources**

**A. (Action) Approval of Superintendent of Schools/CEO Employment Agreement and Salary Schedule**

S. Fraire made a motion to W. Hall, Board President, to approve the Superintendent of Schools/CEO Employment Agreement & salary schedule as presented.

P. Matz seconded the motion.

The board **VOTED** to approve the motion.



## Roll Call

W. Hall	Aye
M. Humphrey	Absent
S. Houle	Absent
P. Matz	Aye
S. Fraire	Aye

Pursuant to Government Code section 54953, subdivision (c)(3), the Charter School provides this oral summary of the salary and/or fringe benefit increase recommendation for the Superintendent/CEO.

- The employment agreement presented today will be retroactive and will be in effect for a period commencing December 1, 2025, and ending June 30, 2028.
- The Superintendent's annual salary for the 2025-26 school year is \$294,091 and shall be entitled to receive the same percentage increase as other management salary schedules.
- The Superintendent will receive a monthly cell phone/internet allowance of \$70 in accordance with that offered to other management employees.
- The Superintendent will receive a monthly mileage allowance of \$400.
- The Superintendent will receive a longevity stipend of \$ 2,000 in her 11th year, equal to that of other management employees.
- The Superintendent shall receive all health and welfare benefits provided to certificated management employees of the Charter School.
- The agreement includes a work year of 220 days, with the option to work 5 additional days each year and be paid at her current daily rate.

## XVI. Organizational Structure - Annual Meeting of the Board

### A. (Action) Election of the Sage Oak Charter Schools Board President

The Board tabled this item for discussion at a future meeting. No formal motion or vote occurred.

### B. (Action) Election of the Sage Oak Charter Schools Board Vice President

The Board tabled this item for discussion at a future meeting. No formal motion or vote occurred.

### C. (Action) Election of the Sage Oak Charter Schools Board Clerk

The Board tabled this item for discussion at a future meeting. No formal motion or vote occurred.

## XVII. Calendar

### A. Future Meetings

The next scheduled meeting will be a Regular Board of Directors Meeting held on February 12, 2026.

## **XVIII. Comments**

### **A. Board Comments**

Board members noted strong presentations and leadership throughout the meeting. Positive remarks highlighted staff professionalism, collaboration, and commitment to growth, including recognition of leadership initiatives and ongoing learning efforts. The meeting was described as uplifting, and members shared pride in being associated with Sage Oak Charter Schools and well-wishes for the new year.

### **B. Superintendent Comments**

Superintendent Woodgrift thanked Kelly Prins, Senior Director of Special Education, Danielle Ruiz, Assistant Director of Special Education, and the special education staff for their intentional work, strong systems, and evidence-based practices that support students and staff, highlighting the positive impact on student well-being and learning experiences. She invited the Board to attend the high school graduation scheduled for Tuesday, June 2, 2026, at the Fullerton High School Auditorium. Superintendent Woodgrift also acknowledged Board Appreciation Month, noting the Board's encouragement, unity of purpose, and support, which allow the school to operate effectively and remain focused on its mission.

## **XIX. Closing Items**

### **A. Adjourn Meeting**

S. Fraire made a motion to W. Hall, Board President, to adjourn the Regular Meeting of the Board of Directors on January 8, 2026.

P. Matz seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

M. Humphrey Absent

S. Fraire Aye

S. Houle Absent

W. Hall Aye

P. Matz Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:37 PM.

Respectfully Submitted,

W. Hall

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### Documents used during the meeting

- Student Achievement Presentation.pdf
- 2025-26 Special Education Update Presentation.pdf
- Student Highlight\_Jackson Scamehorn.pdf
- BUS Consent - Business Services.pdf
- BUS Consent - Education Services.pdf
- BUS Consent - Human Resources.pdf
- 2026-27 Pali Institute Outdoor Science Camp Overnight Field Trip Request Form.pdf
- Pali Institute Site Reservation Agreement.pdf
- 2024-25 SARC Presentation.pdf
- 2024-25 School Accountability Report Card\_Sage Oak Charter School (#1885).pdf
- 2024-25 School Accountability Report Card \_Sage Oak Charter School - Keppel (#1886).pdf
- 2024-25 School Accountability Report Card\_Sage Oak Charter School - South (#2051).pdf
- 1015-SO Social Media Policy.pdf
- 5005-SO Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy.pdf
- 2025-26 Superintendent of Schools Salary Schedule.pdf

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### FOR MORE INFORMATION

For more information concerning this agenda, contact  
Sage Oak Charter Schools.

# Coversheet

## Sage Oak Highlights

<b>Section:</b>	VI. Correspondence/Proposals/Reports
<b>Item:</b>	A. Sage Oak Highlights
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Sage Oak Highlights_December 2025 & January 2026.pdf





# DECEMBER/JANUARY HIGHLIGHTS

*Excellence through Personalized Learning*

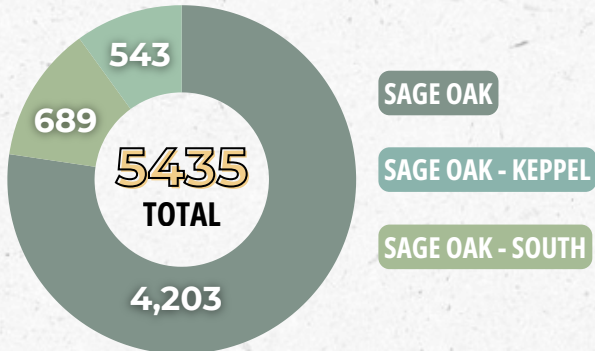


## SAGE OAK NAMED 2026 INNOVATOR OF THE YEAR!

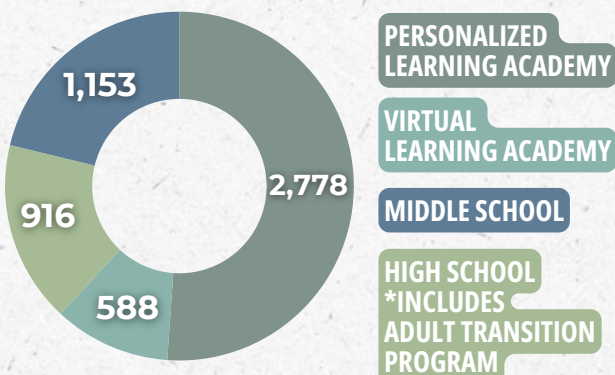
Sage Oak was named the 2026 Innovator of the Year by Parsec Education. The award recognizes Sage Oak for using the Parsec Real platform to enhance data-driven decision-making, engage directors in progress monitoring, and strengthen the effectiveness of strategic planning.

## CURRENT ENROLLMENT

### BY SCHOOL

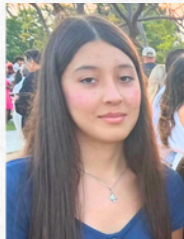


### BY PROGRAM



## A LOOK INSIDE THIS ISSUE....

### GOAL #1 FEATURED HIGHLIGHT



#### STUDENT SPOTLIGHT

Valeria P., 11<sup>th</sup> grade, takes advantage of the dual enrollment opportunity by enrolling in a ceramics class at her local community college.

### GOAL #2 FEATURED HIGHLIGHT



The 10K-a-Day Challenge kicked off on January 19th and is off to a strong start, with 220 staff members participating.

[CLICK HERE TO VIEW PROFESSIONAL DEVELOPMENT](#)

### GOAL #3 FEATURED HIGHLIGHT

Introducing Sage Central - a new unified digital platform that replaces scattered bookmarked pages and folders with an organized, secure system for accessing school resources.



## GOAL #1: STUDENT SUCCESS

### Oakschool Prepares Students for College and Career

# Virtual College Tour Day



On January 16th, Oakschool held its first Virtual College Tour day, during which college interns guided **40 students** through virtual visits to National University, the University of California, Riverside, Riverside City College, San Diego State, and Loma Linda University.



Oakschool now offers free certification options within select classes. Students enrolled in Pulse Patrol: First Aid in Action earned an online first-aid certification.



NationalCPRFoundation™

Oakschool also began offering certifications in babysitting, digital literacy, artificial intelligence (AI) ethics, and coding. These certifications can be used on resumes and in job and college applications.

**Over 280 students** attended guest speaker presentations that included a professional photographer, a filmmaker, an engineer, an inventor, and more!



Oakschool career-focused field trips included our eSports class playing at Code Ninjas, our STEM energy class exploring at PennyPickles Museum, and our Young Thespian class attending the Nutcracker Ballet at the San Manuel Performing Arts Center!



## GOAL #1: STUDENT SUCCESS

### Events Team Expands Field Trip Access and Materials Thanks to Family Feedback



In response to feedback, the Events team expanded access to San Diego field trips through early sign-ups, targeted communication, and a local lead chaperone position. Participation rose, with **223 student tickets purchased**, and the number of offerings **increased from 10 to 23**. Families enjoyed new experiences like a Maritime Museum boat tour and favorites such as Sea World.

Sage Oak also launched the Extended Learning Resources Library, a curated collection of field trip-focused materials. The library offers grade-level specific standards for field trips, including field trip assignments, and additional online resources and free lessons.

### WINTER WONDERLAND SOCIAL



Sage Oak's Virtual Learning Academy (VLA) program hosted its annual winter social event for **over 200 students**, featuring games, crafts, and winter-themed science activities such as making artificial snow and testing snowman density. These all-school socials, held three times each year, strengthen our VLA community by bringing students together to learn, collaborate, and celebrate!



### Leadership Innovation and Family Voice on the Sage Studio Podcast

In recent Sage Studio podcast episodes, host Tiffany Webster spoke with Superintendent Krista Woodgrift about Sage Oak's innovative model and strong student support, Dr. Kevin Fleming, CEO of Catapult and TEDx speaker, on how AI is reshaping education and career planning, and Dr. Emile Koenig, Virtual Learning Academy (VLA) parent, on her family's experience with the VLA and PAGE program.





## GOAL #1: STUDENT SUCCESS



### PAGE Students Explore Aviation & Neuroscience Careers



PAGE (Program for Advanced and Gifted Education) students took learning to new heights during an Enrichment Expedition to the Fullerton Airport, where they learned about how airports operate and explored the science and engineering behind flight.

Students and families participated in a virtual Skype-a-Scientist webinar with Dr. Lauren Madden, a neuroscientist, engineer, and postdoctoral fellow at the University of Michigan. Dr. Madden shared her academic and career pathway, highlighting interdisciplinary research in neuroscience and engineering, including work on the Medtronic Percept RC neurostimulator, which supports individuals with Parkinson's disease and tremors.

### Students Tackle Global Issues Through Problem Solving

Students completed two Global Issues Problem Solving units on Invasive Species and Space Exploration, using a six-step process to research, analyze, and develop innovative, research-based solutions, while building critical thinking, collaboration, and decision-making skills.

### Strengthening Instruction Through POWER STANDARDS



Sage Oak achieved 100% teacher participation in administering math quick checks, ensuring consistent measurement of student learning across 261 power standards. Teachers used common formative assessments at each learning period meeting to collect data on these standards and reported that the structured process was clear, manageable, and effective for monitoring student progress.

**100%**  
**TEACHER  
PARTICIPATION**

In the Virtual Learning Academy, data-driven small group instruction significantly increased the number of students performing at the Proficient and Exceeds levels across every measured standard. These consistent increases in mastery demonstrate that the structured small group instructional approach was effective and improved student outcomes.



## GOAL #1: STUDENT SUCCESS

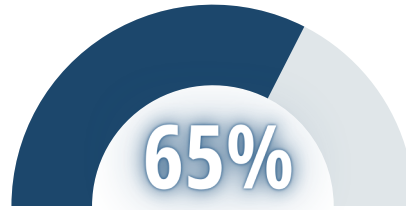


### Personalized Interventions Improve Student Outcomes

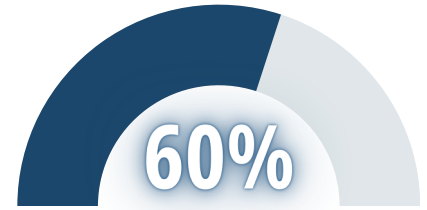
Currently, **653 students receive targeted, personalized support.** progress-monitoring data shows academic growth across grade levels. Over an eight-week period, students receiving targeted personalized support through intervention are showing academic growth across grade levels:



of K-2nd grade reading students



of 3rd-6th grade reading students



of 3rd-8th grade math students

## GOAL #2: ENGAGEMENT



### Stepping Strong Into the New Year

The 10K-a-Day Challenge kicked off on January 19th and is off to a strong start, with **220 staff members participating.** Momentum is high, with staff actively posting photos and updates on the Walking Wall, showcasing walks and hikes in some beautiful locations. Feedback has been very positive, with participants sharing that the challenge is fun, motivating, and energizing.



### Holiday Party Drives Employee Connection



4.9 out of 5 Stars!

The human resources team hosted our support staff holiday party in December, sponsored by our benefits broker, Newfront. With their support, our team was able to play trivia games, enjoy food, and gift wrap their coworkers.



## GOAL #2: ENGAGEMENT

### PULSE CHECK

DECEMBER  
92.4%

of staff reported a 4 or 5 job satisfaction level in December

99%  
RETENTION

3% increase from this time last year

### What Our Staff Are Saying

In December, Sage Oak surveyed staff and **received 237 responses**, reflecting strong engagement and commitment. Feedback highlighted strong alignment with Sage Oak's mission, appreciation for supportive teams, and pride in meaningful work. **Staff retention reached 99%, a 3% increase from this time last year.**

"The flexibility of our program and **allowing teachers to focus on teaching has been a great feeling!**"  
- *Virtual Learning Academy Team Member*

"I enjoy the work I am asked to complete. I feel **valued, respected, and appreciated.** I like the people I work with, they are **kind, friendly, professional and knowledgeable.**"  
- *Business Services Team Member*



### Behind-the-Scenes at Sage Oak's New Warehouse

The Facilities Team hosted a tour of **Sage Oak's new 33,000 sq. ft. warehouse**, highlighting expanded operations, improved efficiency, and support across all programs. The team showcased streamlined shipping, inventory management, the Sage Crates program, and the new branded vehicle fleet that enhances logistics and event support.



## GOAL #2: ENGAGEMENT

### High School EVENTS & FIELD TRIPS

#### UNIVERSITY OF **Redlands** COLLEGE TOUR



Pasadena Ice  
Skating Hangout



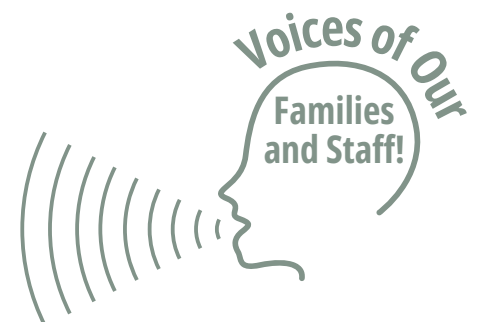
Orange County Zoo

### Sage Oak Encourages Community Engagement



On January 22nd, Sage Oak hosted the APLUS+ Upper South Regional Meeting, attended by regional charter schools and Preferred Partners. Discussions included network updates, 2024-25 data results, the Career and College Access Pathways (CCAP) oversight report, the 2025-26 legislative outlook, and planning for next year's strategic priorities and APLUS+ Conference.

Sage Oak hosted its mid-year meetings of the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and Student Advisory Committee (STAC) to review the LCAP, counseling services, and upcoming IT initiatives. Committees also discussed the Safety Plan, ELAC protocols, and the English Language Proficiency Assessments for California (ELPAC) score report.



## GOAL #2: ENGAGEMENT

### Professional Learning Communities



#### Personalized Learning Academy (PLA)

PLA teachers focused on Power Standards, data-driven instruction, acceleration and retention policies, and addressing testing anxiety. Teachers also reviewed student data to identify needed supports, and all new PLA teachers completed their initial cycle of informal observations for their Learning Period meetings, receiving coaching on effective instruction, student engagement, and parent communication.

#### Virtual Learning Academy (VLA)

VLA teachers participated in Step Up to Writing professional development, with each grade-level team completing a one-hour session to plan upcoming writing units. VLA paraprofessionals also completed a Mini-Math Series, which focused on implementing the Standards for Mathematical Practice in small-group instruction.



#### High School

High school education advisors and special education case managers who work with high school students met at the Redlands office for their December PLC. Staff worked on class-planning scenarios for different types of students and discussed ideas to support graduation efforts, college and career readiness, and meeting A-G college admission requirements.

#### Special Education

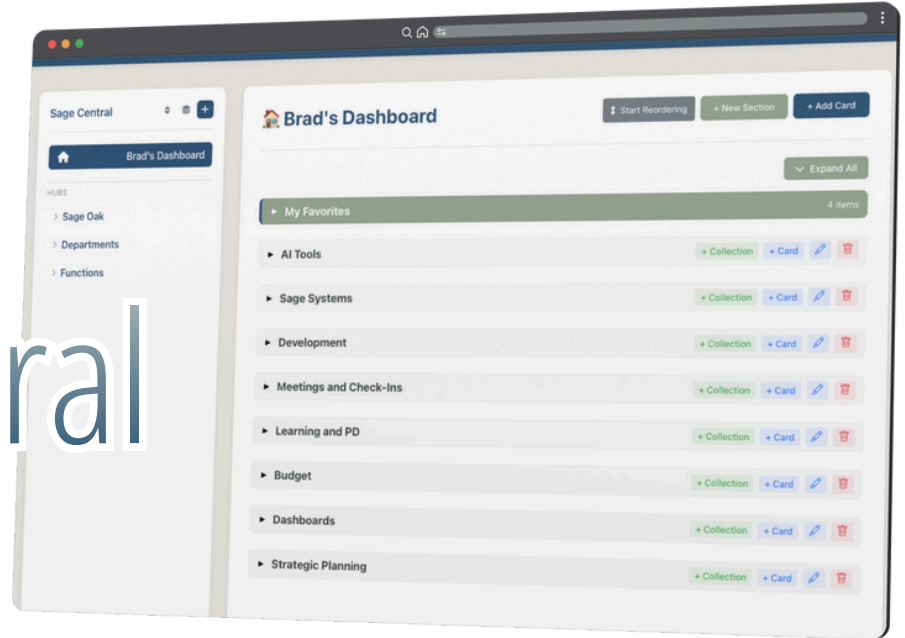
The Special Education Department held its annual in-person meeting with all Sage Oak principals and assistant principals, featuring a full-day professional development training led by Debbie Cesario, Special Education Attorney. The session focused on using data to strengthen Individualized Education Programs, ensure legal compliance, and document meaningful student progress.





## GOAL #3: SMART LEARNING SYSTEMS

# Introducing SAGE Central



Sage Central is a new unified digital platform that replaces scattered bookmarked pages and folders with an organized, secure system for accessing school resources. The platform ensures ease of use by organizing content by department. The Business Services team is currently testing the platform to strengthen functionality and create a smooth user experience.

## AI to Assist Teachers and Course Search

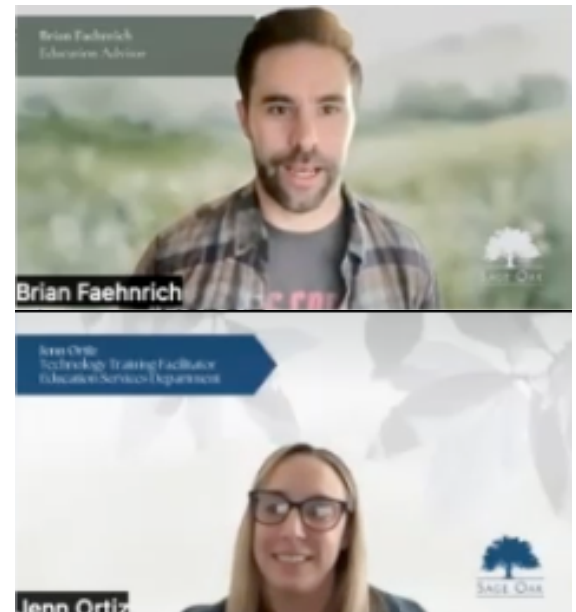
The Information Technology (IT) Department successfully integrated the High School teacher manual Artificial Intelligence (AI) chatbot into the Sage Oak Course Search Chrome Extension, marking Sage Oak's first custom Chrome extension. The extension allows high school teachers to access course and transcript details directly in their browser while working in the Student Information System (SIS). Staff can input questions and receive instant, school-specific guidance, reducing manual searches and improving efficiency.

## EdTech and AI Professional Development For Staff

Jenn Ortiz, Technology Training Facilitator, led professional development sessions on Educational Technology and Artificial Intelligence (AI) for staff. High School educators trained on the Brisk Teaching AI tool to analyze student writing through document revision. Oakschool educators focused on gamifying live lessons with Gimkit, using pro features and data reports to identify skill gaps and increase real-time engagement quickly.



**Gimkit**



# Coversheet

## MTSS Update

<b>Section:</b>	VI. Correspondence/Proposals/Reports
<b>Item:</b>	B. MTSS Update
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	MTSS Presentation.pdf





**SAGE OAK**  
CHARTER SCHOOLS

# Student Services Department

## Program Highlights





# **Student Services Support Programs**

**Mckinney Vento Program**

**English Language  
Development Program**

**Counseling and  
Academic Guidance**

**Purple Star Program**

**Student Tiered  
Re-engagement**

**Student Success Team  
(SST)**

**Section 504**

**At-promise students**



# Title 1 & MTSS Intervention

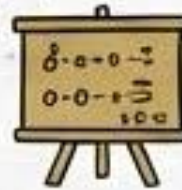
## Math

### Synchronous

Small Math Groups (K-3rd)



Intervention Math Class (3-5th)





High-Dosage Tutoring (4-8th)




Intensive Math Class (6-8th)



### Asynchronous

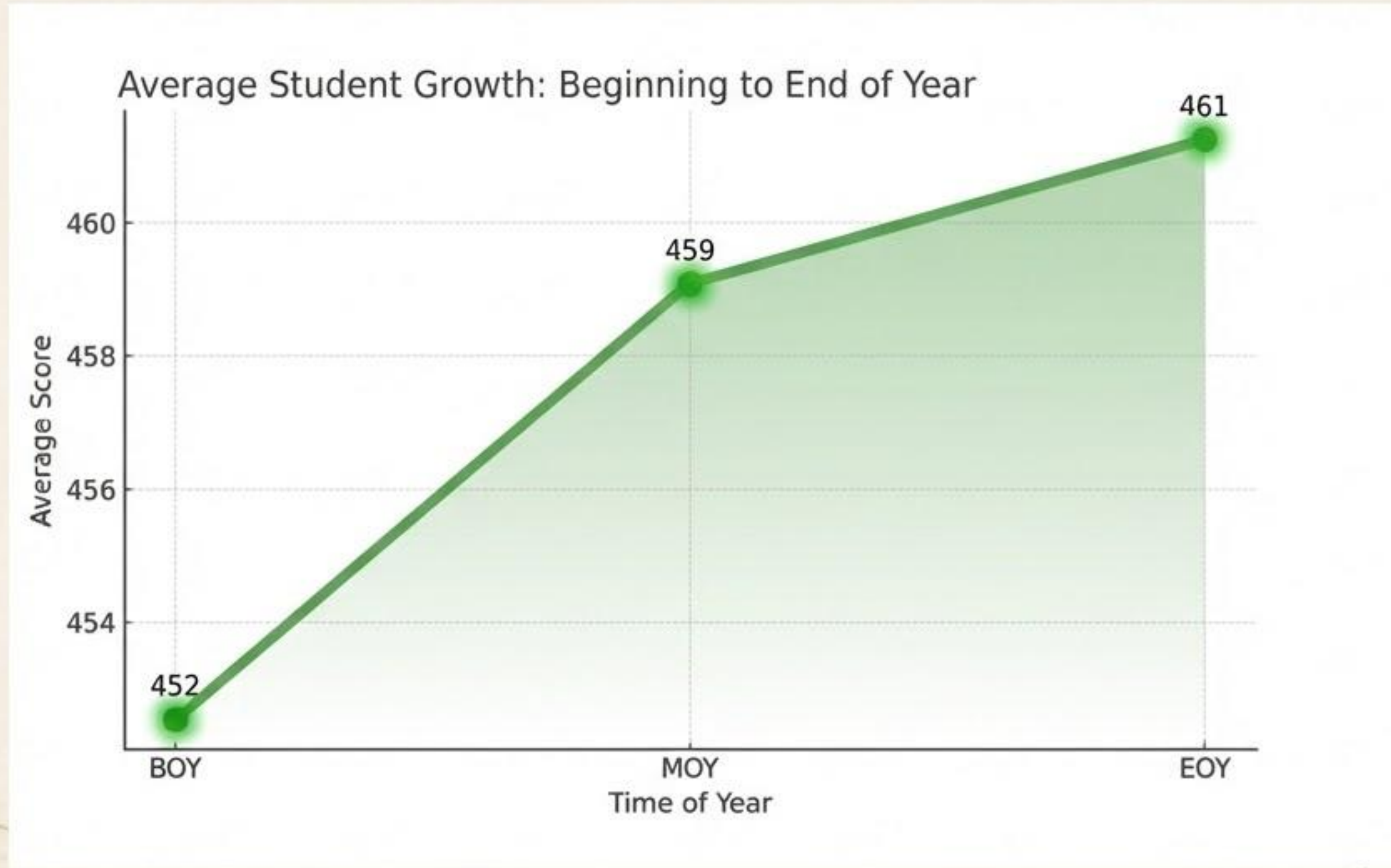
 iReady 

 IXL

 Tutor.com

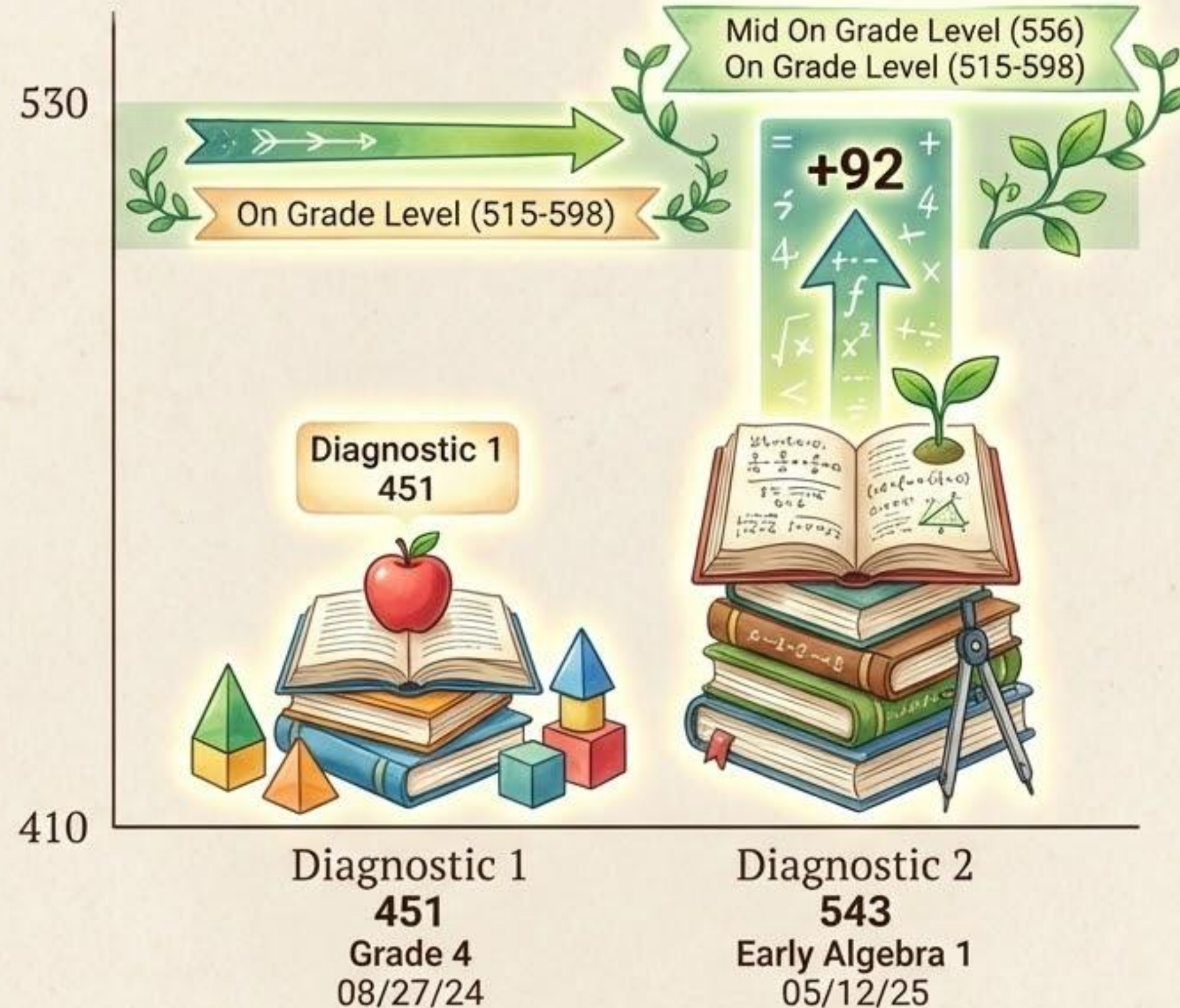


# Math Intervention 6-8th Grade





# 7th Grade Math Intervention





# Title 1 & MTSS Intervention

## English Language Arts



### Synchronous



- Early Literacy Reading Groups (K-2nd)



- English Language Arts Intervention Class (3-6th)



### Asynchronous



- Amira- AI Tutor



- iReady



- IXL

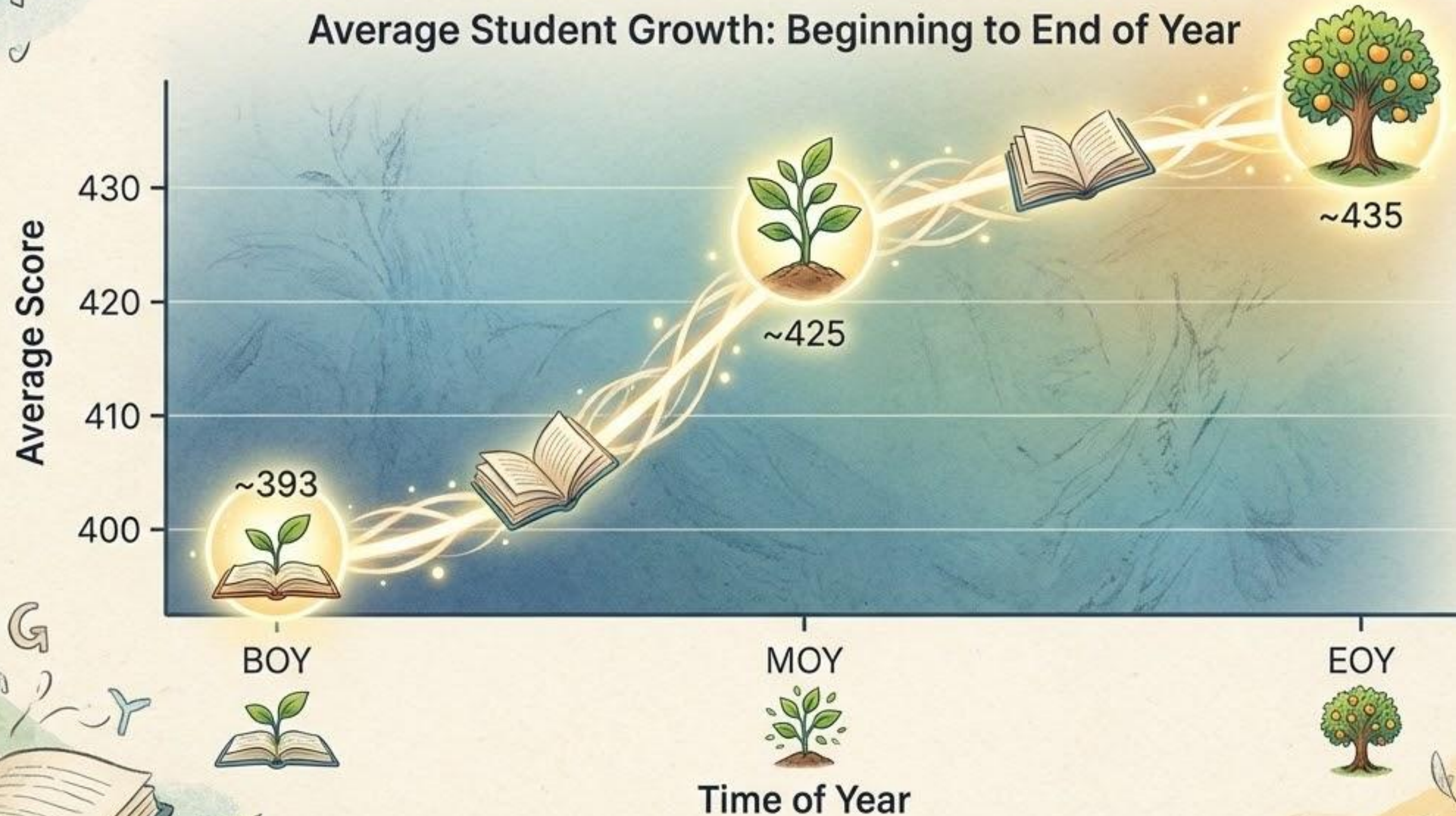


- Tutor.com



# K-2 Early Literacy Groups

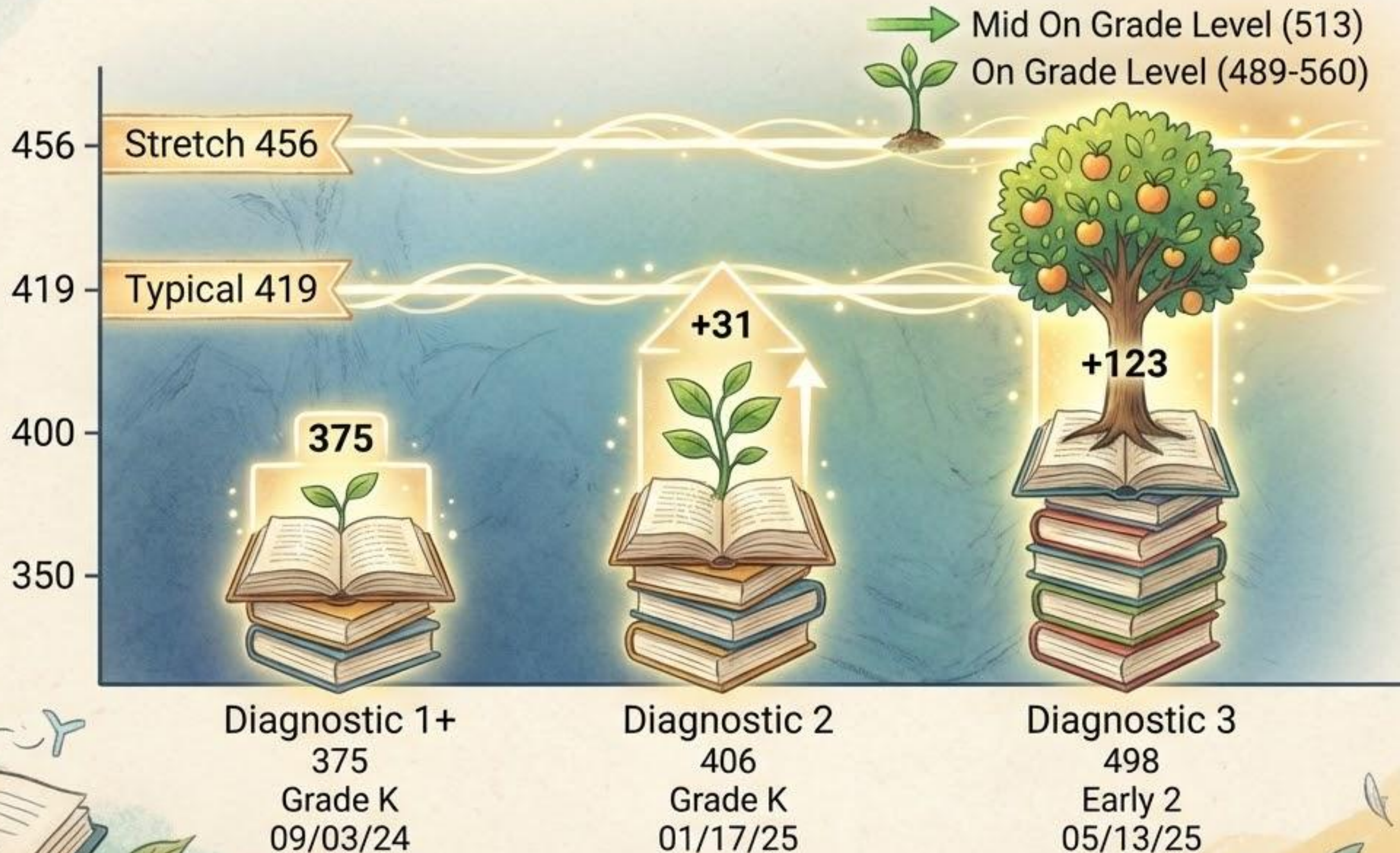
Average Student Growth: Beginning to End of Year



Time of Year



# K-2 Early Literacy Groups

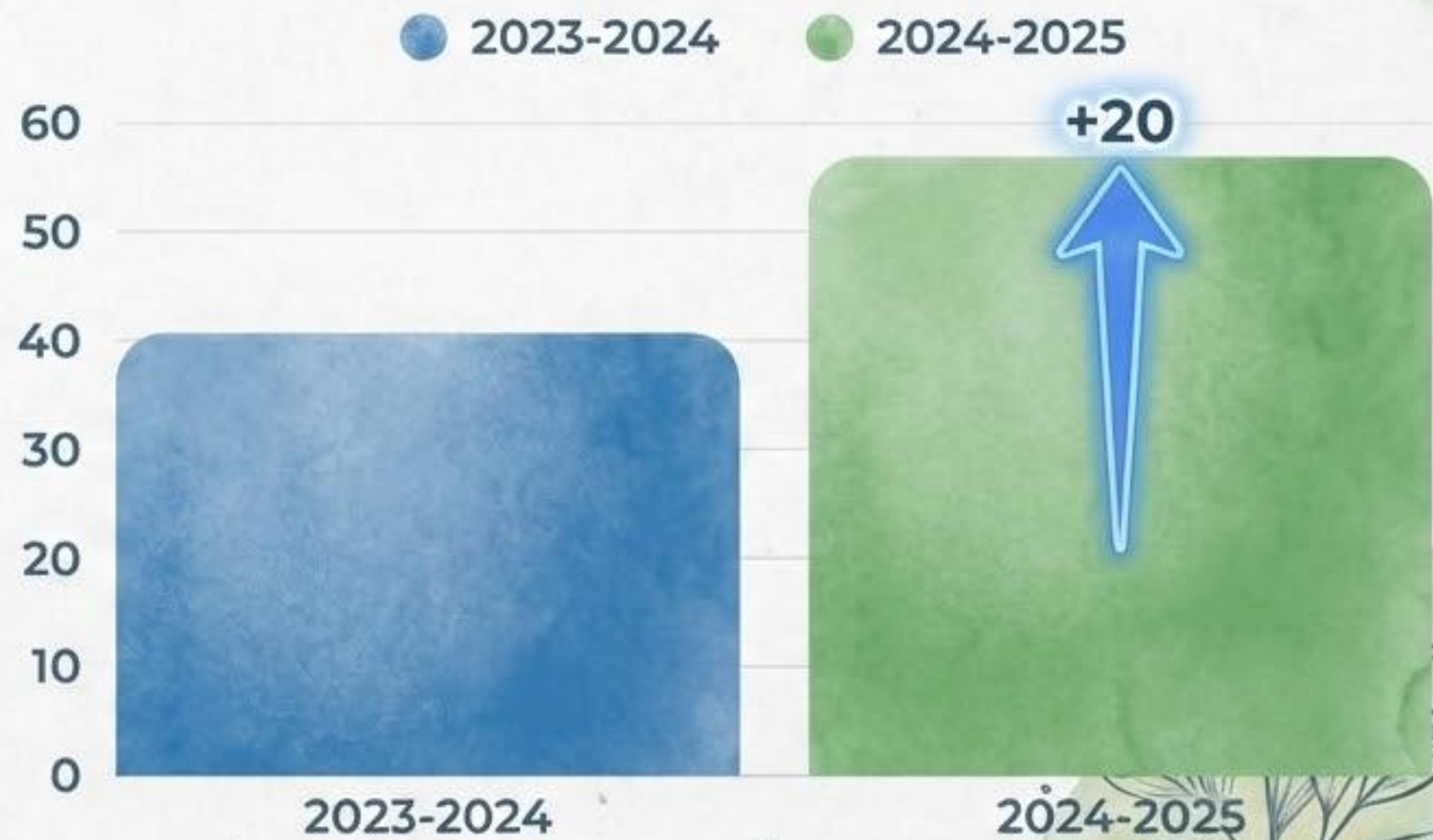




# ELD Highlights

English Learner Progress Indicator

Performance Level	Declined Significantly From Prior Year (by 10.1 p.pts or more)	Declined From Prior Year By 2.0 p.pts to 10 p.pts)	Maintained From Prior Year (declined or increased by 1.9 p.pts or fewer)	Increased From Prior Year (by 2.0 p.pts to 9.9 p.pts)	Increased Significantly From Prior Year (by 10.0 p.pts or more)
Very High 65.5% or greater in Current Year	Yellow	Green	Blue	Blue	Blue
High 55.0% to 54.9% in Current Year	Orange	Yellow	Green	Green	Green
Medium 45.5% to 54.9% in Current Year	Orange	Orange	Yellow	Green	Green
Low 35.5% to 54.9% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low 34.5% or less than in Current Year	Red	Red	Red	Orange	Yellow





**Program for Advanced**

**P.A.G.E.**

**SAGE OAK**  
CHARTER SCHOOLS

**and Gifted Education**



# PAGE

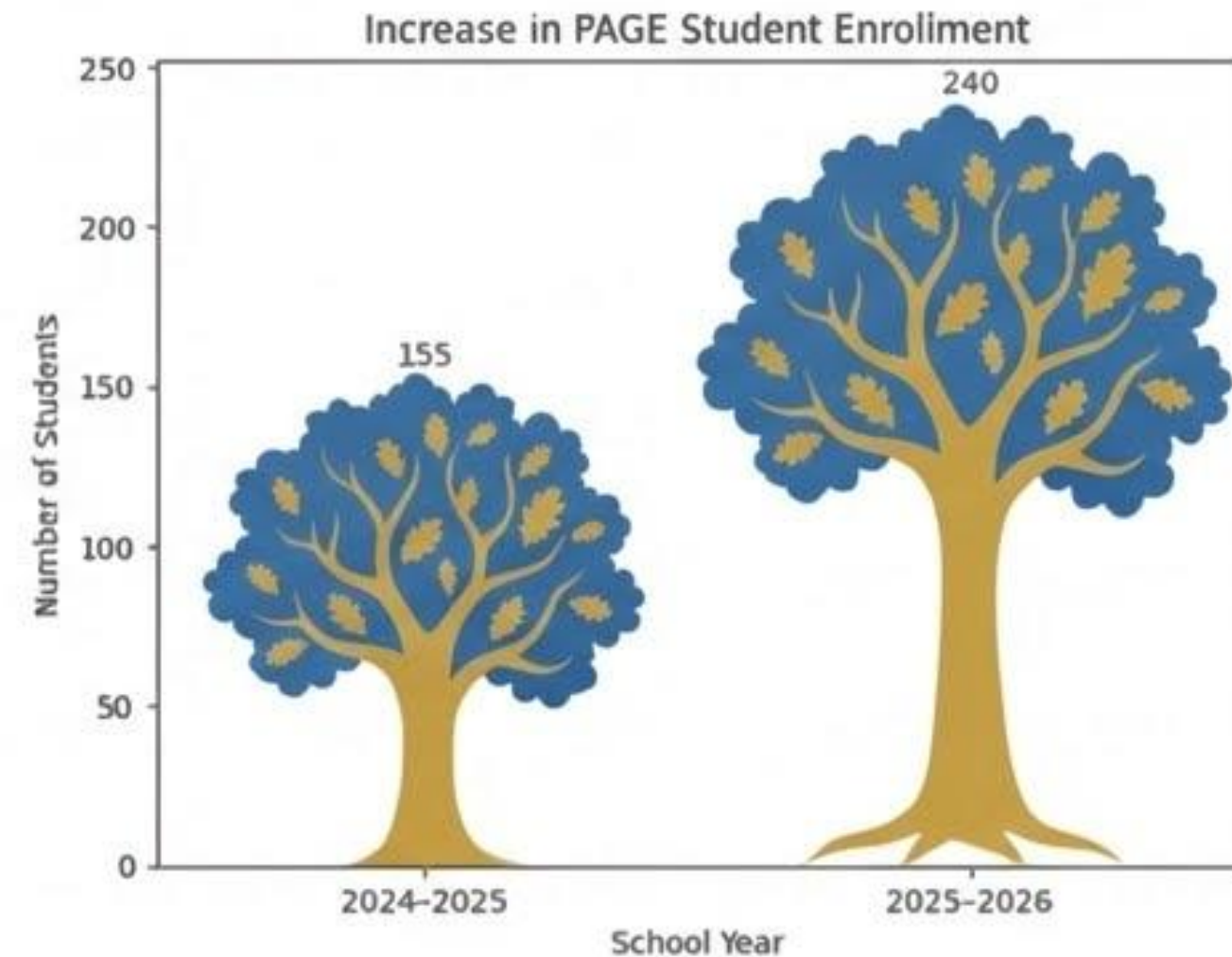


## PAGE Growth

**155** PAGE Enrollment 2024-25



**240** PAGE Enrollment 2025-26





# PAGE Program Offerings



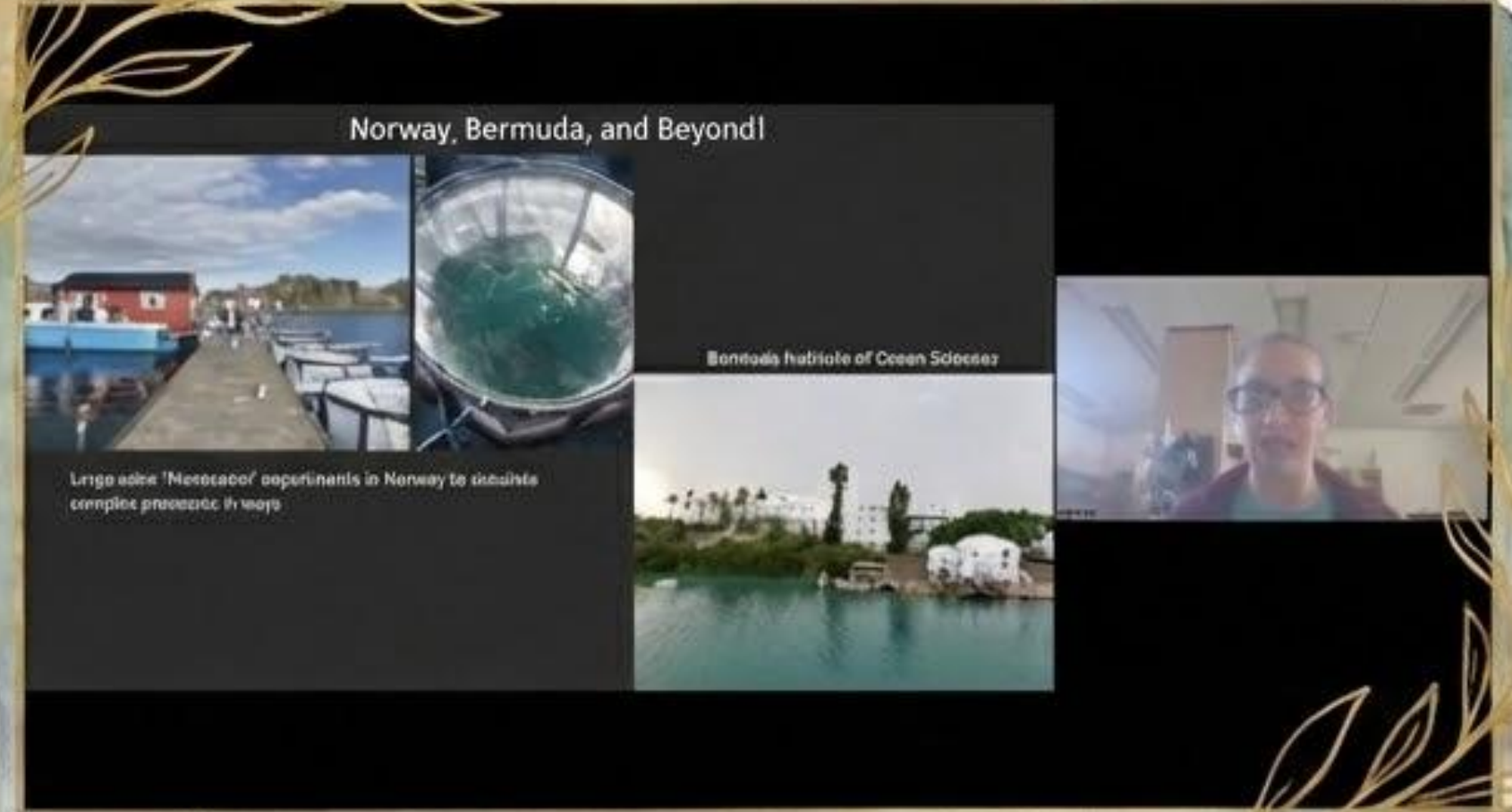




# Ignite and Inspire



**AUTHOR MIKE VAGO- PAPER ENGINEERING**



**BIOLOGICAL OCEANOGRAPHER-PATRICK DUFFY**





# Virtual Voyages



9/11 MEMORIAL MUSEUM



NATIONAL AIR AND SPACE MUSEUM





# Parent Pathways



High School 101  
PAGE Parent Webinar



## Understanding and Supporting Gifted Learners

*A parent guide to nurturing emotional intelligence and  
managing anxiety in advanced students*

Jenny Reider, PPS, LPCC  
PLA School Counselor  
TK - 8th Grade



“It really resonated with me. It felt that the presentation was about my son! It was so spot on!” - Page Parent ”



# Puzzlement Classes

## The Next National Park Design Challenge

3rd-5th Grade



## Future Problem Solving

6th-8th Grade





# Enrichment Expeditions



## Open Door Escape Room



## Fullerton Airport





# Coversheet

## Student Highlight

<b>Section:</b>	VI. Correspondence/Proposals/Reports
<b>Item:</b>	C. Student Highlight
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Student Highlight_Adi Prabhakar.pdf





# Student Highlight

**Adi Prabhakar**  
PLA- Grade 3

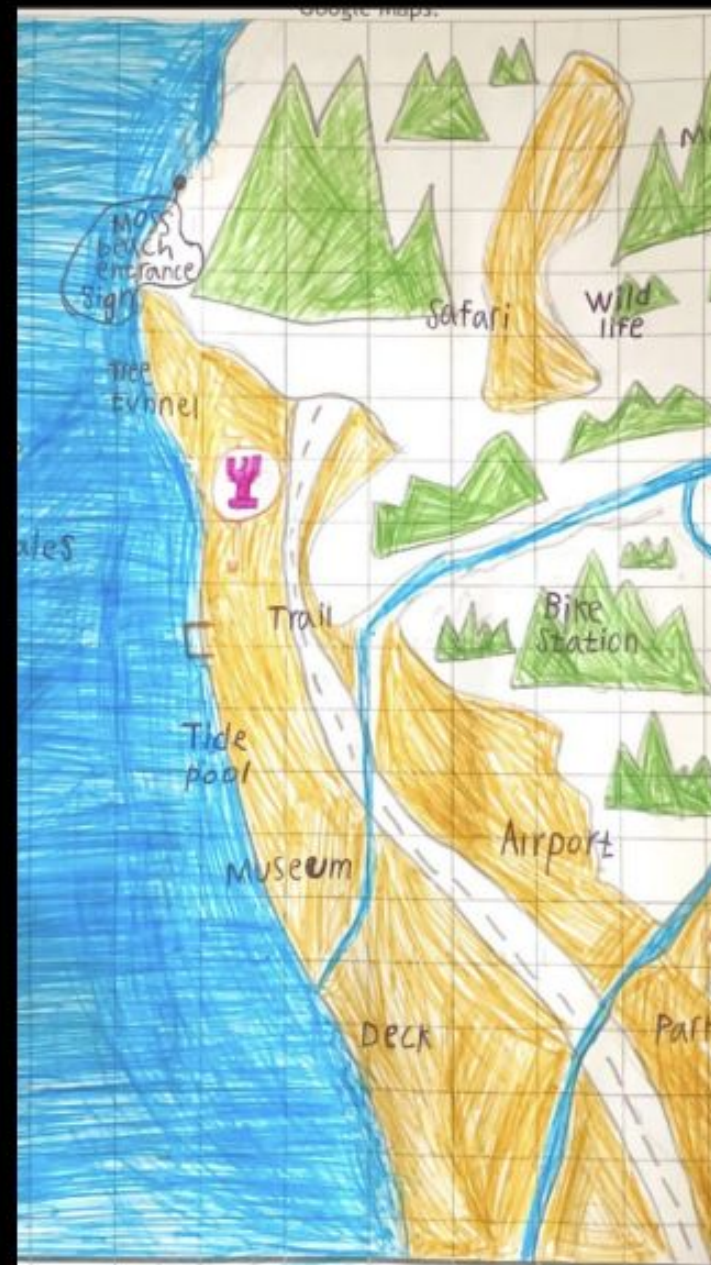




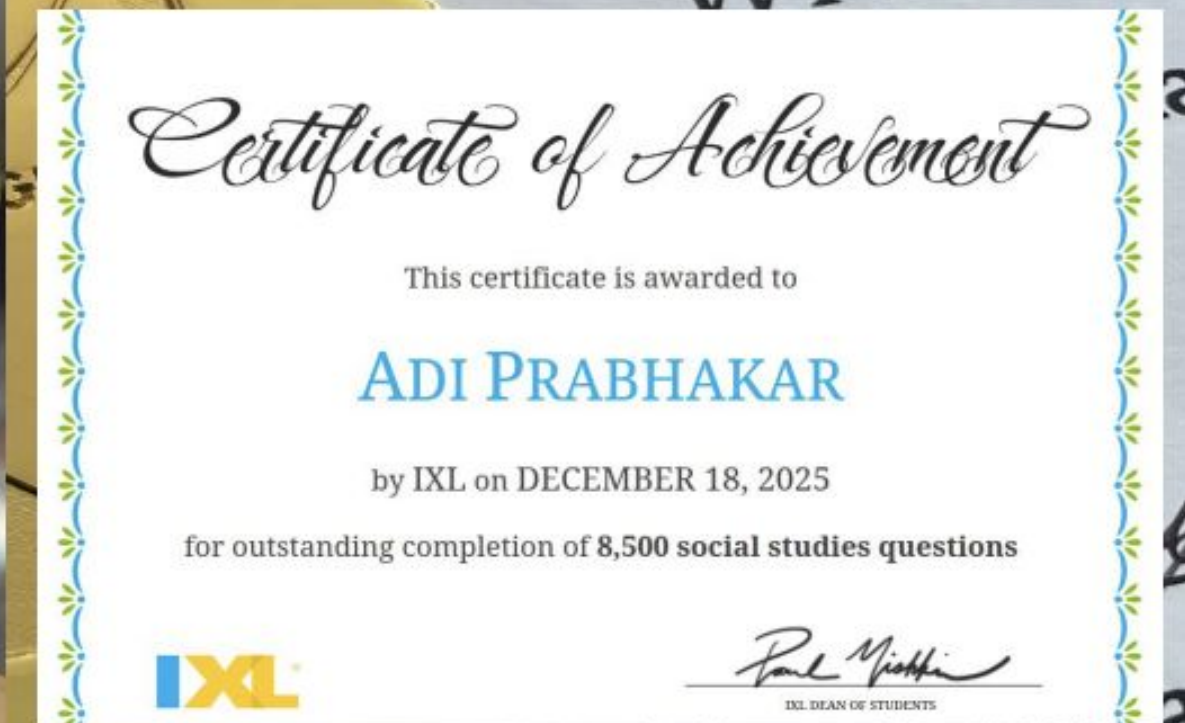
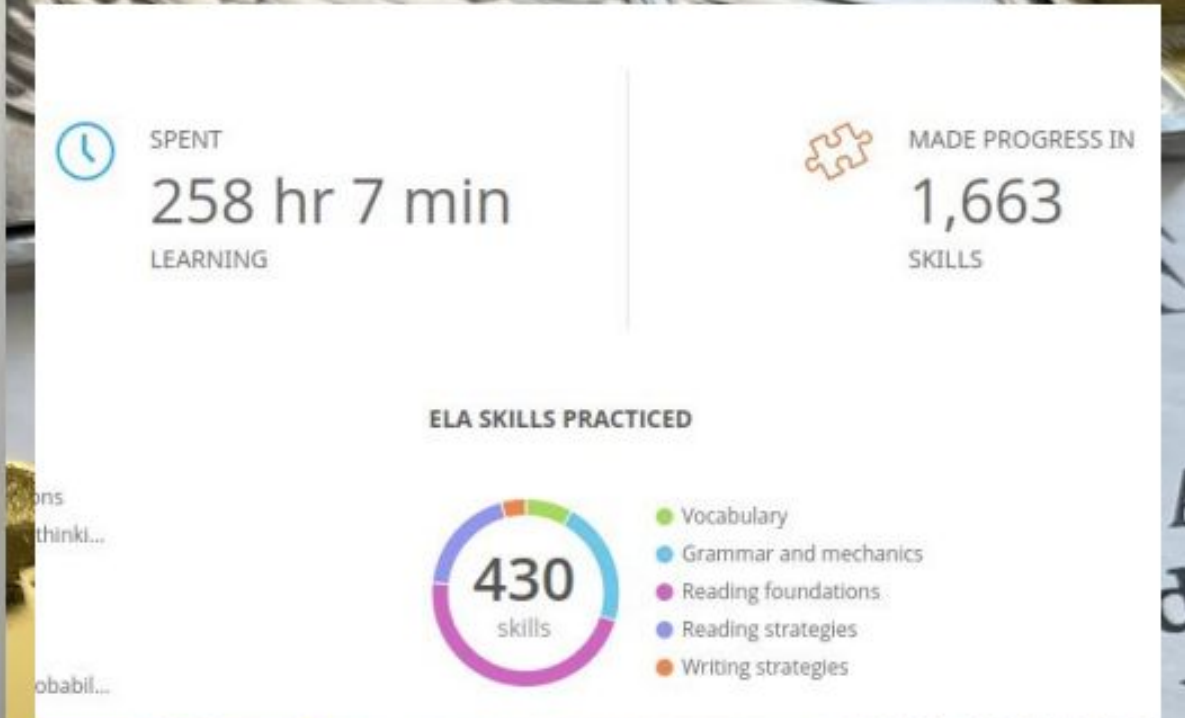
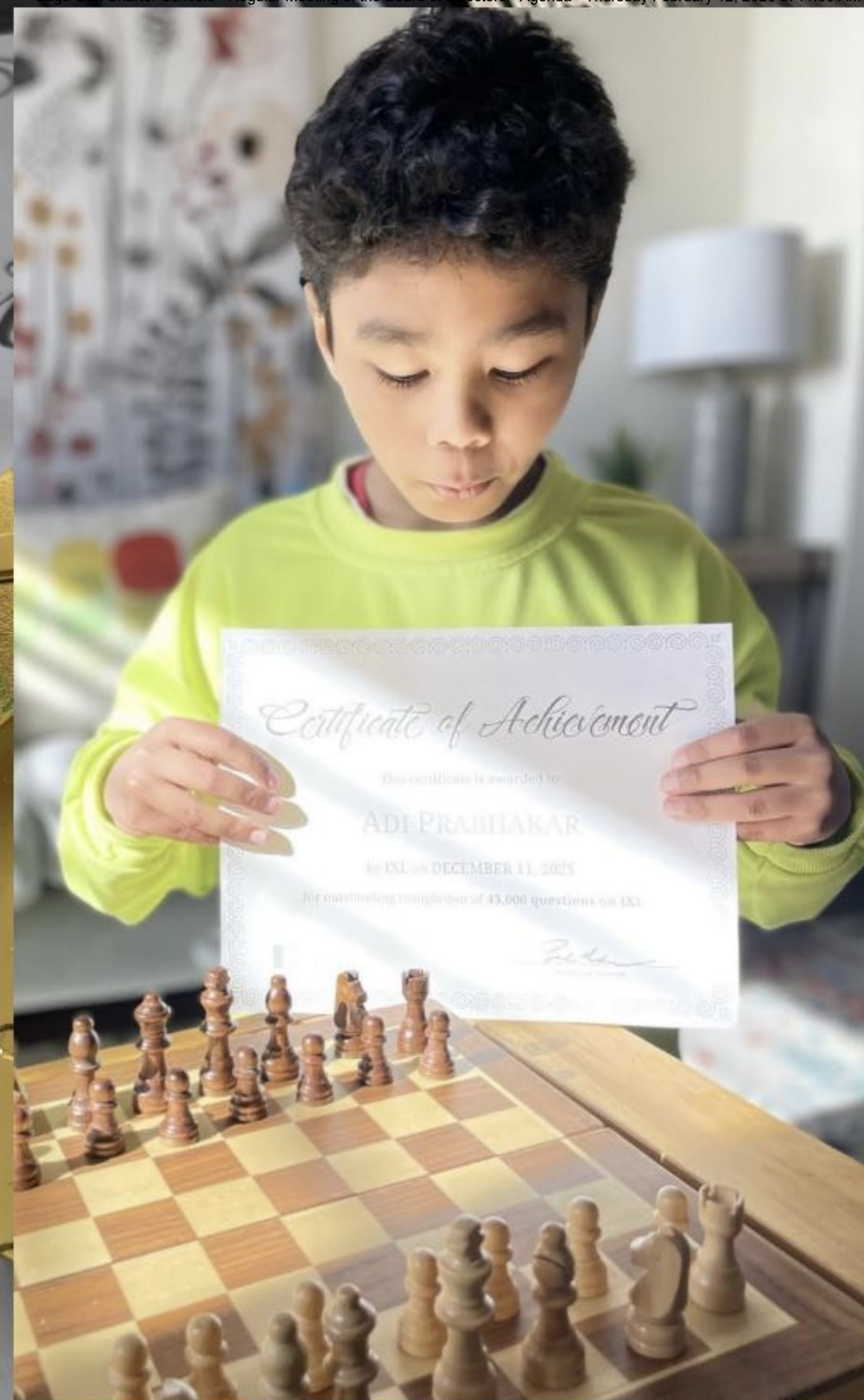
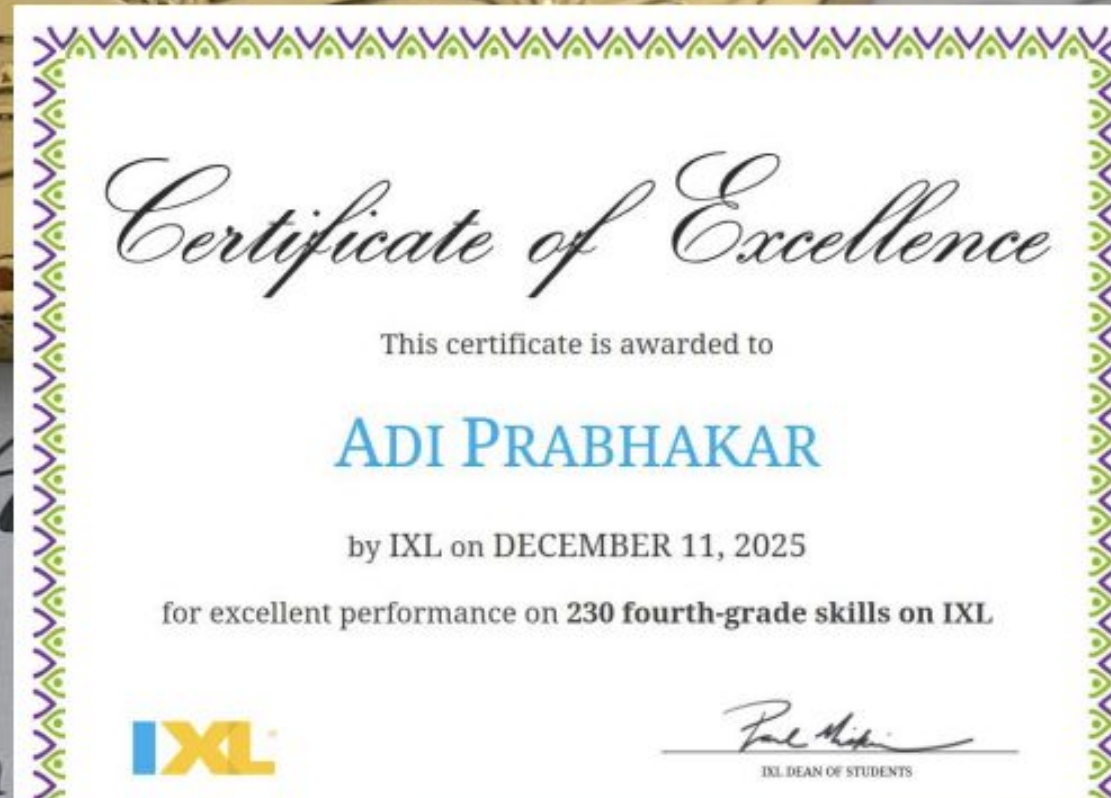
ADI PRABHAKAR

SAGE OAK















# Coversheet

## Local Control and Accountability Plan (LCAP) Mid-Year Report

<b>Section:</b>	VI. Correspondence/Proposals/Reports
<b>Item:</b>	D. Local Control and Accountability Plan (LCAP) Mid-Year Report
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	LCAP Mid-Year Report Presentation.pdf





# LCAP Mid-Year Report 25-26

Local Control Accountability Plan: Progress and Insights

# What is the Local Control Accountability Plan?

01

---

**Goal Setting**

02

---

**Action Planning**

03

---

**3-Year Cycle**

04

---

**Annual Updates**

05

---

**Educational Partner Feedback**

# Fall Feedback Participation

**70%**

**Staff  
Participation**

**64%**

**Parents**

**35%**

**Students  
Grades 3-12**







# Participation by School

## Parent Participation Rates

- Sage Oak: 62%
- Keppel: 68%
- South: 77%

## Student Participation Rates

- Sage Oak: 34%
- Keppel: 36%
- South: 45%



# Goal 1

## Student Outcomes: Academic Achievement and College & Career Readiness



# Five Strategic Actions



## K-12 Pathways

Integrate career, community, and life skills



## Multi-Tiered Support

Personalized, data-informed systems



## Math Proficiency

Increase interventions for students with disabilities



## Articulation Process

Smooth grade band transitions with graduate feedback



## English Learner Progress

Making progress toward proficiency through ELD

# Curriculum & Resources: Strong Agreement

Survey: Do you believe the curriculum provides a robust, challenging, and well-rounded educational experience?



98%

**Parent Average**



97%

**Student Average**



97%

**Staff Agreement**



# Goal 1: Key Achievements

1

**CAASPP Growth**

2

**CTE Pathway Completion**

3

**College Preparedness**

4

**Synchronous Instruction**



# Math – 9 am

## Intervention Success Rates

Students growing 1 year or more in core subjects

### ELA Growth


- SOCS: 56%
- South: 49%
- Keppel: 56%


### Math Growth


- SOCS: 58%
- South: 53%
- Keppel: 55%







 Elijah

 Ian Lopez :p

 Ailani Morales

 sophia

 lukas

 Vasilisa

## English Learner Progress

**18% → 27%**

Reclassification rate



# Goal 1: Ongoing Initiatives

## **Professional Development**

Preparing students for next grade level band

## **Power Standards Focus**

Targeted academic priorities

## **Data-Driven Mindset**

Among students and staff

## **Math Curriculum Evaluation**

Ensuring rigor and effectiveness

## **AVID Implementation**

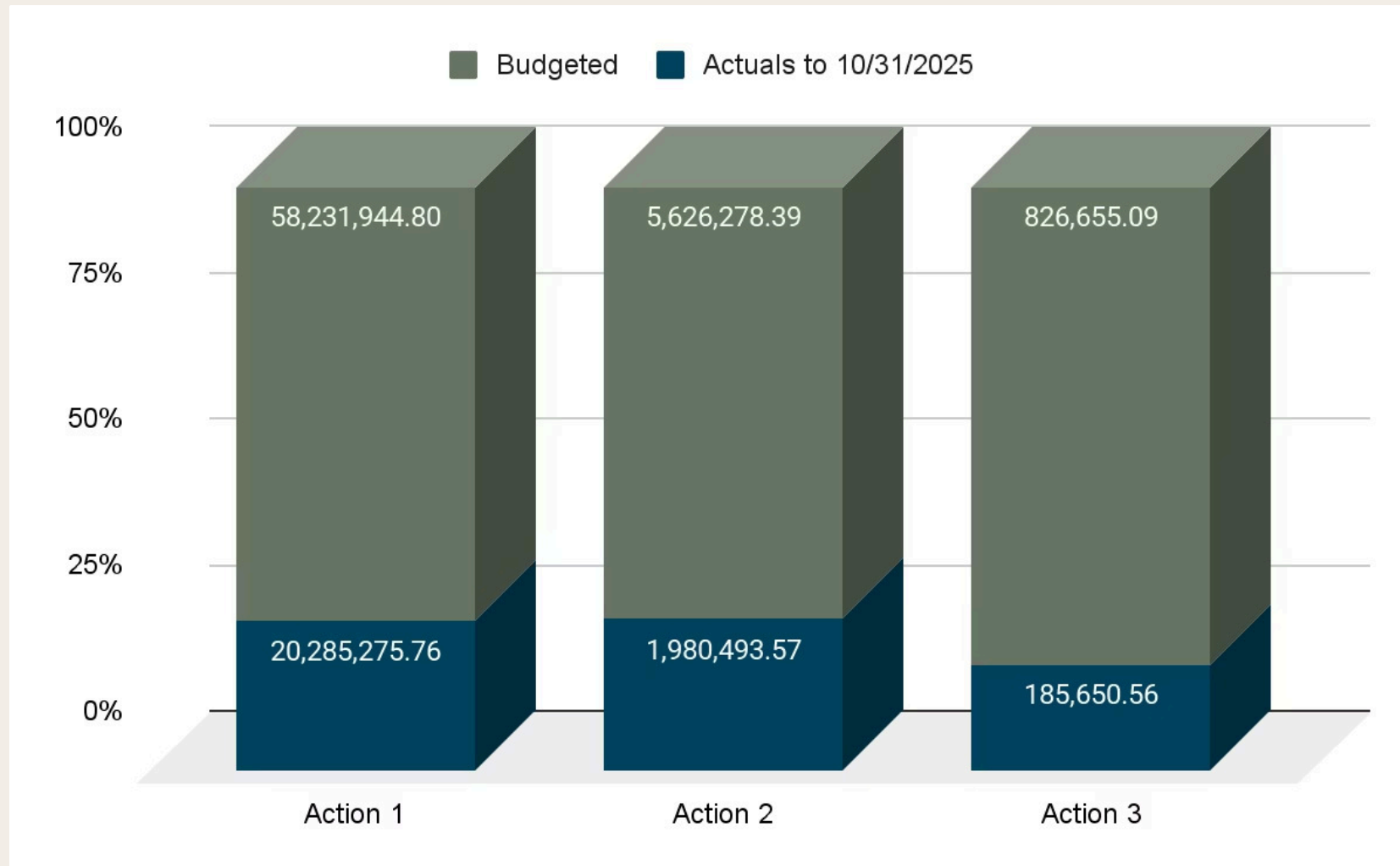
Teaching strategies for college readiness

## **Special Programs Focus**

Targeted support for diverse learners



# Goal 1 Fiscal



**Actuals to 10/31/2025 Total:**  
**\$22,451,419.89**

**Budgeted Total:**  
**\$64,684,878.26**



# What's Next for Goal 1?



## Compare Results

Fall and spring local assessments



## Monitor Programs

ELD and intervention growth tracking



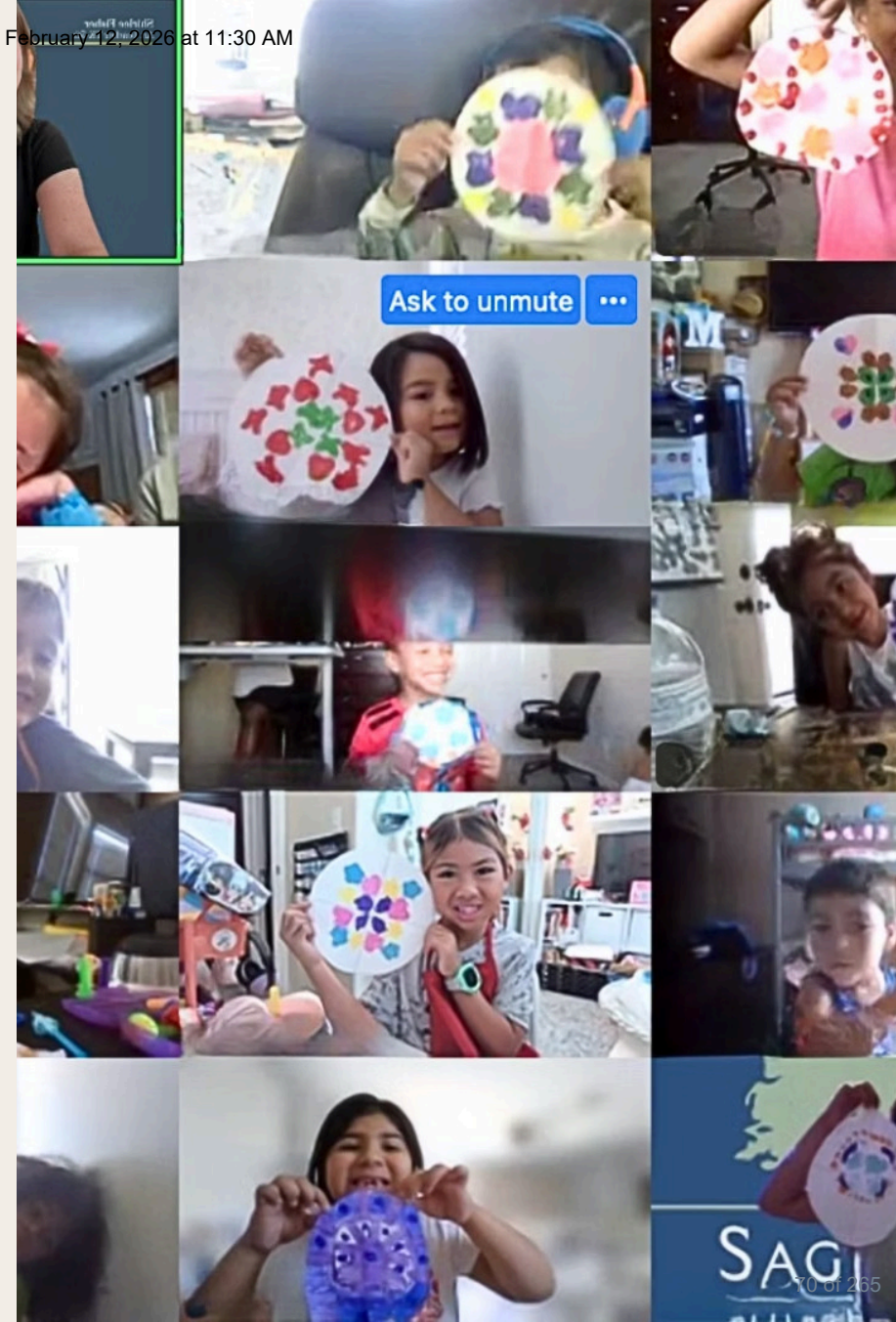
## Spring Survey

Measure engagement and transition resources



# Goal 2

## Engagement: Fostering a Supportive Learning Environment



## Goal 2: Four Strategic Actions

### Community Connection

Increase opportunities for parents, students, and staff to connect with each other and with leadership

### Growth Pathways

Develop purposeful professional development opportunities

### Live Instruction

Increase professional development for synchronous teaching

### SEL Resources

Develop system for social-emotional support access



# Community Voice & Connection

Do you believe Sage Oak makes a significant effort to provide opportunities for involvement and input?



# Mission, Connection & Safety

## Mission Alignment

Feel connected to empowering students for purposeful lives

- Parents: 92%
- Students: 89%
- Staff: 98%

## Safety, Value, Respect

School prioritizes safe and respectful environment

- Parents: 98%
- Students: 98%
- Staff: 98%





## Goal 2: Key Achievements



**Social-emotional resources**



**100% Credentialed Teachers**



**Low Chronic Absenteeism**



**Increased Student Retention**

# Goal 2: Ongoing Initiatives

## Educational Partner Engagement

PAC, STAC, ELAC, Sage Connections

## Events

Targeted opportunities for connection

## Wellness Initiative

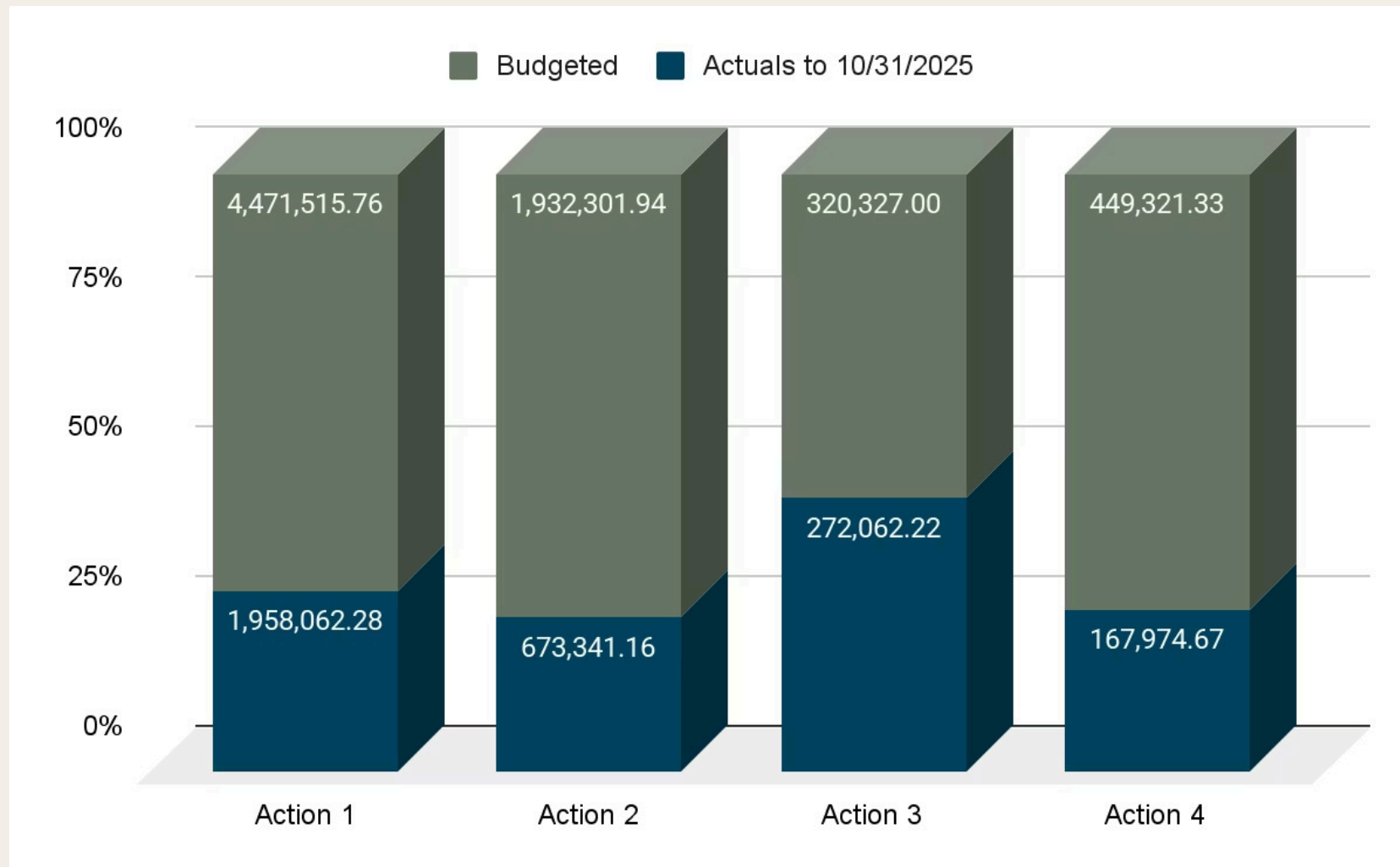
Staff wellness and resources

## Professional Development

Live instruction, Professional Development Passport



# Goal 2 Fiscal slide



**Actuals to 10/31/2025 Total:**

**\$3,071,440.33**

**Budgeted Total:**

**\$7,173,466.03**

# What's Next for Goal 2?

## Professional Development

Continued training for live instruction excellence

1

2

3

## Leadership Pathways

Refine program and track staff retention

## Spring Surveys

Distribute for additional feedback



# Goal 3

## Conditions of Learning: Efficient Operations with Sustainability



# Goal 3: Two Strategic Actions

## **Optimize Technology**

Enhance operational processes and procedures

## **AI-driven learning strategies**

Maximize student learning



# Goal 3: Progress & Next Steps

## Data Integration Tools

Design of various technological solutions

## AI Professional Development

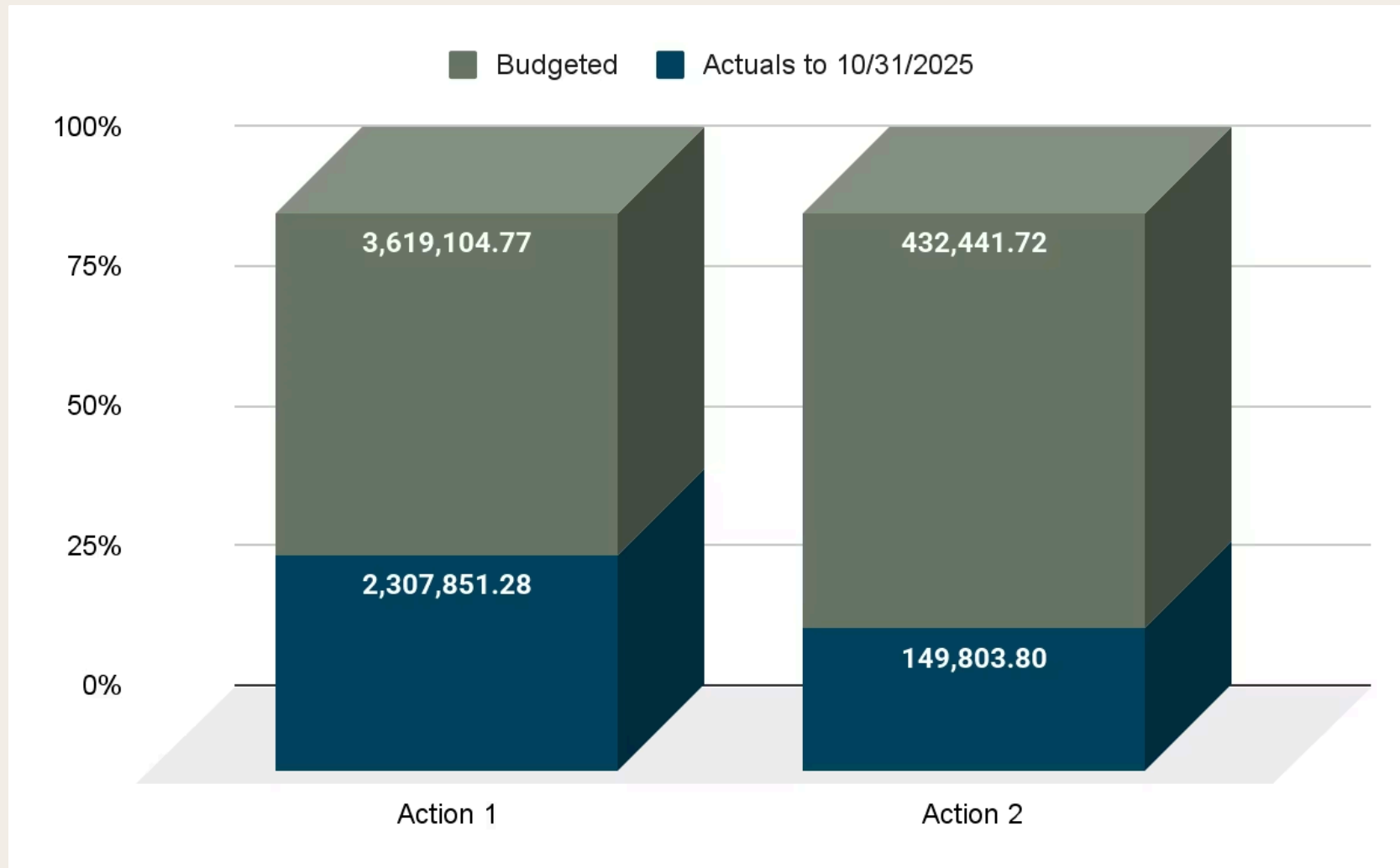
Ongoing training with AI tools and resources

## Spring Feedback Cycle

Evaluate technology implementation and staff confidence in AI



# Goal 3 Fiscal report



**Actuals to 10/31/2025 Total:**

**\$2,457,655.08**

**Budgeted Total:**

**\$4,051,546.49**



# Thank you!

# Coversheet

## Overview of the Governor's Budget

<b>Section:</b>	VI. Correspondence/Proposals/Reports
<b>Item:</b>	E. Overview of the Governor's Budget
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Overview of the Governor's Budget Presentation.pdf





# Overview of the Governor's Budget

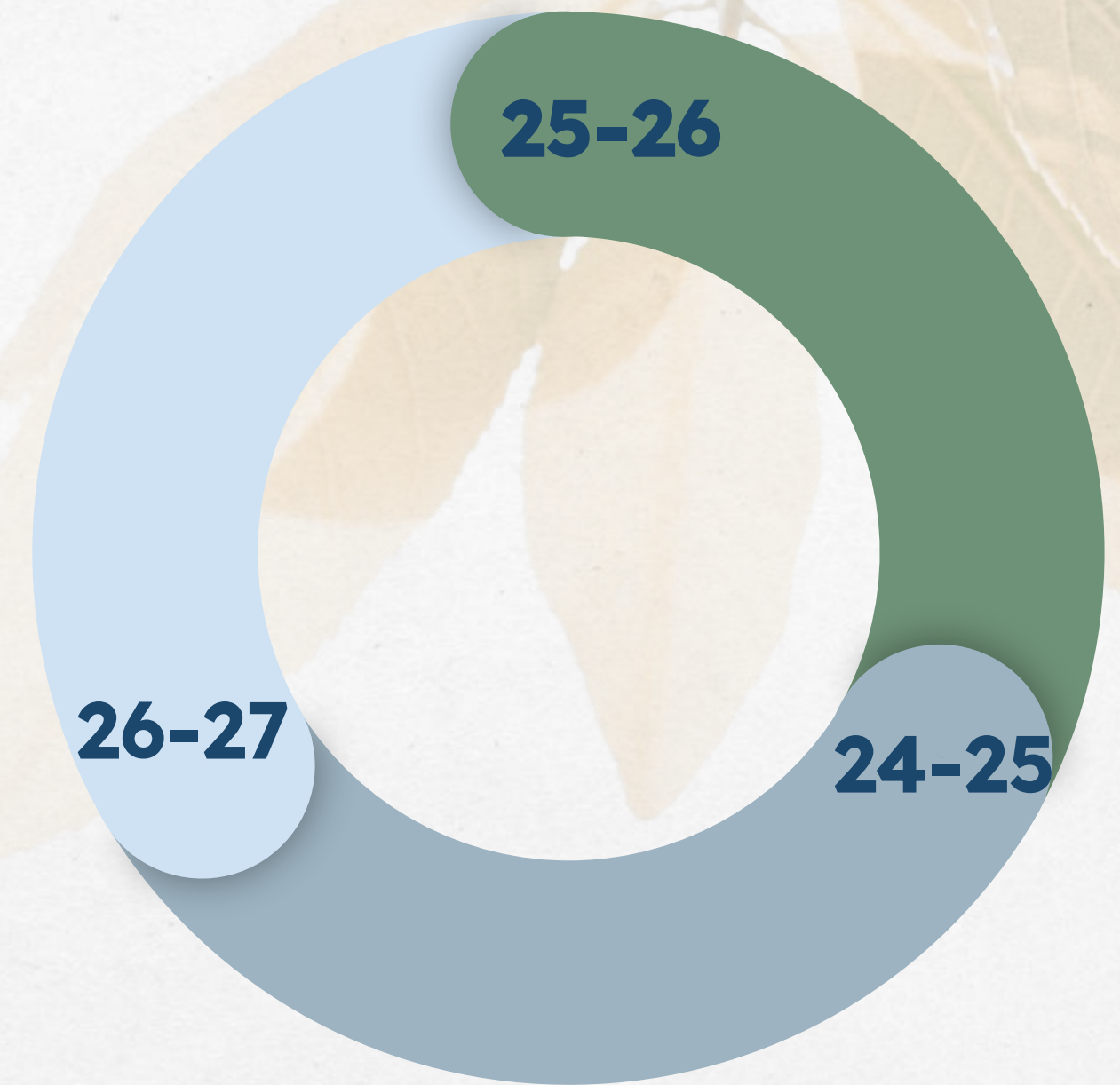
2026-27 Budget Planning

Board of Directors Meeting  
February 12, 2026



# Annual Budget

Our fiscal budget process is a three-year rotation





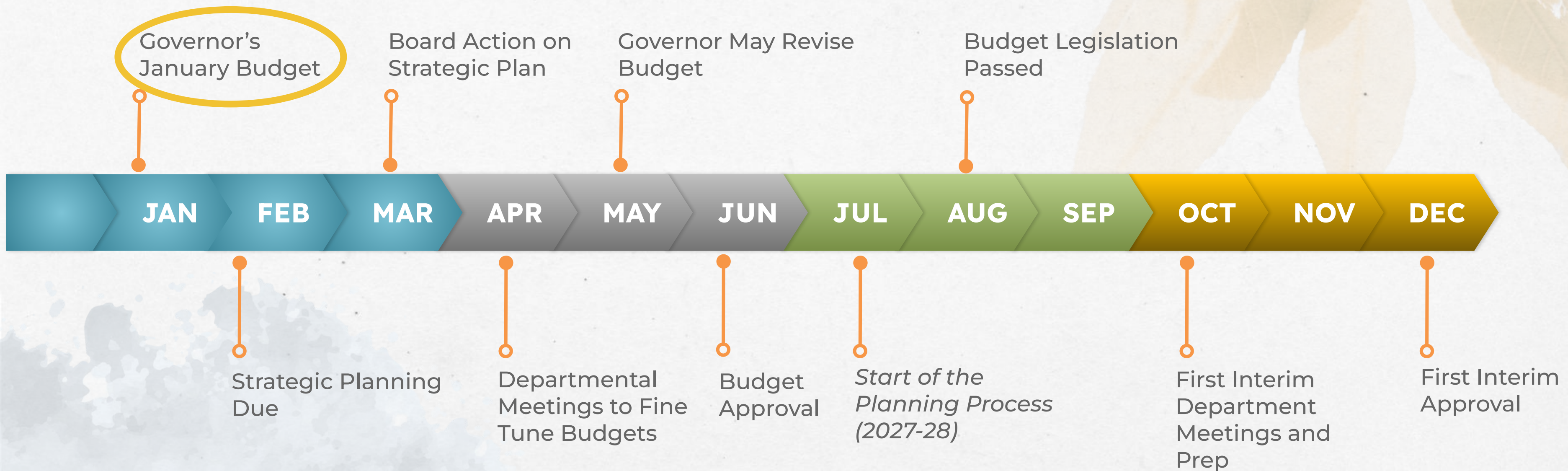
# Annual Budget Process



*Start of the  
Planning Process*

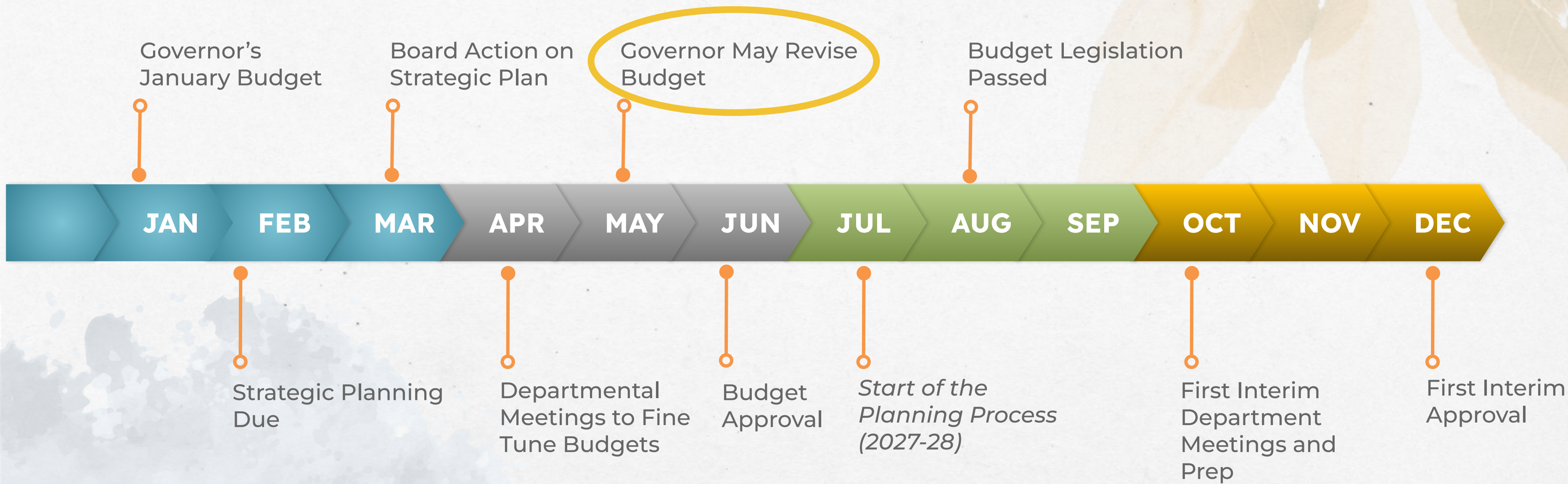


# Annual Budget Process



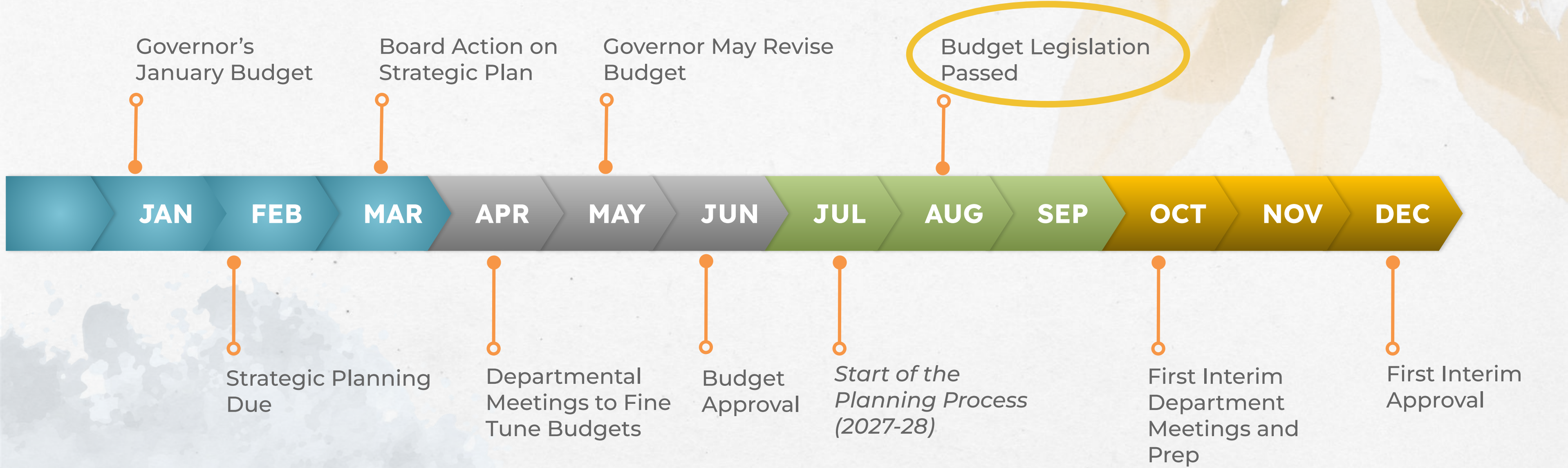


# Annual Budget Process





# Annual Budget Process





# Governor's January Budget:

## Executive Summary

- Governor's budget comes in on higher revenue estimates
- Challenges
  - Stock market poses serious risks to revenue
  - Multiyear deficits appear structural
- Governor Newsom acknowledges the challenges but does not address them



# What does it mean for schools?

- Prop 98 Estimates are up \$21.7 B over the 2025 budget or a 5.8% increase
  - \$125.5 B for 2026-27
- Challenges
  - Governor Newsom proposes shorting schools \$5.6 B, 4.5% of the guarantee
  - School professional associations and labor are aligning against this move



# What does it mean for Sage Oak?

- Funding implications are positive for 2026-27
- While the state does have structural deficits,
  - We see lower risk to our funding due to Sage Oak's reliance on LCFF funding, being ineligible for rich programs like ELOP (Expanded Learning Opportunities Program) and Universal Meals.

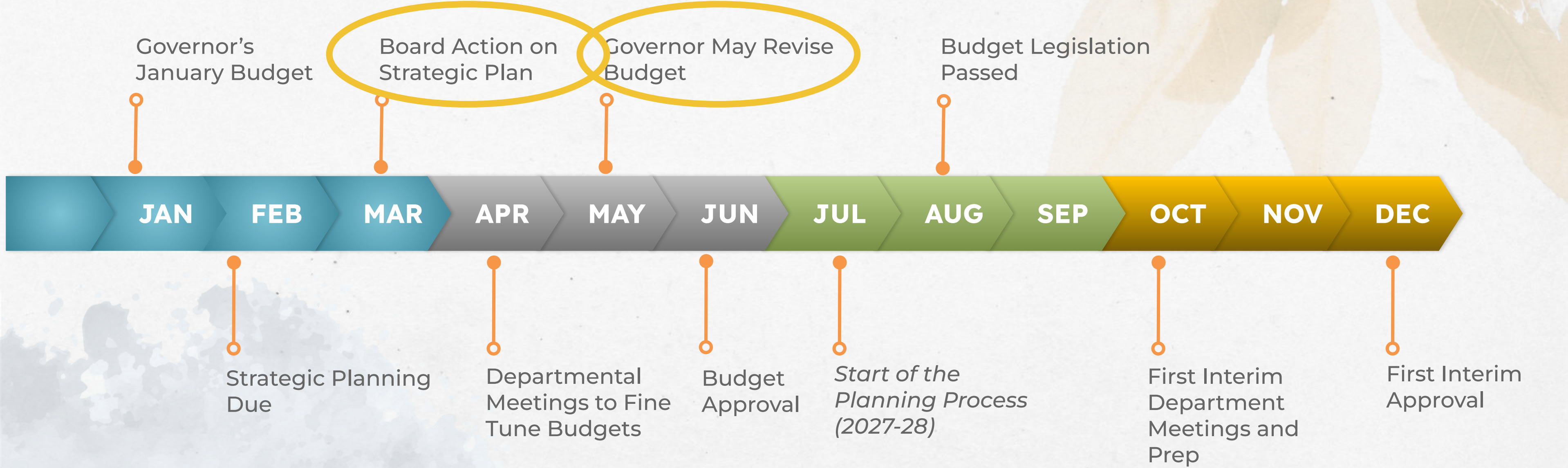


# What does it mean for Sage Oak?

- LCFF Revenue
  - 2.41% COLA
- Restricted Revenue
  - SPED funding up nearly 9% to \$999 per ADA
- New one-time funds
  - Student Support and Professional Development, estimated at \$517 per ADA
  - Learning Recovery, estimated at \$120 per ADA
  - Reading Difficulties Risk Screening, estimated at \$4 per ADA



# Next Steps







*Thank You*



# Coversheet

## Review of Sage Oak Charter Schools Governance Documents

**Section:** VI. Correspondence/Proposals/Reports  
**Item:** F. Review of Sage Oak Charter Schools Governance Documents  
**Purpose:**  
**Submitted by:**  
**Related Material:** Sage Oak Charter Schools Governance Documents.pdf

2025-26

# Fourth Amended Bylaws of Sage Oak Charter Schools

*Election of Directors*



# Election of Directors *(Current Language)*

## Section 6.04 Election of Directors

Unless an alternative process is adopted or implemented by the Board, candidates shall be nominated, evaluated and elected as follows:

(a)The Board will appoint an advisory committee to identify qualified candidates for election to the Board and will endeavor to appoint the committee at least thirty (30) days before any election of Director(s). The committee will prepare and provide the Board a list of qualified candidates nominated by the committee and will endeavor to complete and provide the Board such list at least seven (7) days before the election or at such other time as the Board may direct. If available at the time, the Secretary shall also provide the Board with a copy of the list when sending notice of the meeting at which the election will be held, or as soon as possible thereafter.

(b)Directors shall be elected by a majority vote of the Directors then in office, typically at the Board's annual meeting. All Directors shall have full voting rights.



# Election of Directors *(Proposed Language)*

## Section 6.04 Election of Directors

Unless an alternative process is adopted or implemented by the Board, candidates shall be nominated, evaluated and elected by a majority vote of the Directors then in office, typically at the Board's annual meeting. All Directors shall have full voting rights.



2025-26

# Sage Oak Charter Schools Board of Directors Manual

1. *Guiding Principles for the Board of Directors*
2. *Steps for Filling a Board Vacancy*



# 1. Guiding Principles *(Proposed NEW Language)*

## Guiding Principles for the Board of Directors

To preserve the collaborative and mission-driven culture of Sage Oak Charter Schools, the Board of Directors embraces the following guiding principles in its members:

- **Mission Alignment:** Demonstrates a strong commitment to Sage Oak's mission, vision, and personalized learning model.
- **Collaborative Leadership:** Engages respectfully with diverse perspectives, contributing to healthy dialogue and team cohesion.
- **Ethical and Informed Governance:** Acts with integrity and adheres to high ethical and governance standards.
- **Community and Organizational Awareness:** Understands the charter school landscape and the unique needs of the Sage Oak community.
- **Unity of Purpose:** Builds trust and shared vision, contributing to a positive, purpose-driven Board culture that supports effective decision-making.



## 2. Steps for Filling a Board Vacancy *(Proposed NEW Language)*

### Steps for Filling a Board Vacancy

- **Recognize Vacancy:** The Board formally acknowledges the vacant position during a Regular or Special Board meeting.
- **Ad Hoc Committee Formation:** The Board appoints an ad hoc committee. This action requires a Board vote during a Regular or Special Board meeting.
- **Candidate Search:** The ad hoc committee identifies qualified individuals through outreach and discussion and provides the Board with a list of recommended candidates. Because shared vision and Board chemistry are important, the search may be informal and based on existing networks rather than a public recruitment.
- **Observation and Engagement:** Candidate(s) may be invited to attend a Board meeting for a brief introduction and informal conversation or interview with the Board.
- **Candidate Feedback:** The ad hoc committee may engage in follow up conversations with candidates after the Board meeting to learn more about their impressions of the Board's operations and culture.
- **Election:** Deliberation takes place in an open meeting, followed by a majority vote of the directors.

# Coversheet

## Consent - Business Services

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	A. Consent - Business Services
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	BUS Consent - Business Services.pdf



## SAGE OAK CHARTER SCHOOLS

Regular Meeting of the Board of Directors - February 12, 2026

BUS Consent Items - Business Services

*Items listed under Consent are considered routine and will be approved/adopted by a single motion.*

1. Item: Check Register - [January 2026](#)
2. Item: Report of Investment Activity - [December 2025](#)
3. Item: Ratification of [Office Beacon Agreement No. 0008779](#)

**Background:**

Sage Oak Charter Schools requests the Board ratify the Office Beacon agreement for part-time Assistant Project Manager services. This agreement supports IT and operational projects during a period of increased workload by providing project planning and documentation support. The Assistant Project Manager will help organize and maintain the school's ClickUp project management system, develop clear project structures and charters, and ensure projects remain accurate, consistent, and execution-ready. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

**Recommendation:**

It is recommended the Board ratify the Office Beacon Agreement No. 0008779 as presented.

4. Item: Ratification of [Opichi LLC Special Education Assessment Management System Proposal](#)

**Background:**

Sage Oak Charter Schools requests the Board ratify the Opichi services proposal for the 2025-26 school year. The services listed in this proposal include creating a new system for Special Education Assessment management. This new system will be custom-built to seamlessly integrate with School Pathways, ensuring that critical student evaluation data is reliable, accurate, and secure. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

**Recommendation:**

It is recommended the Board ratify the Opichi LLC Special Education Assessment Management System Proposal as presented.

5. Item: Ratification of [Stillings Construction Proposal](#)

**Background:**

Sage Oak Charter Schools requests the Board ratify the Stillings Construction proposal for the scope of work to renovate the leased space located at 1455 Ford Street, Suites 202–204, for use as a multi-purpose room and general meeting space. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

**Recommendation:**

It is recommended the Board ratify the Stillings Construction Proposal as presented.

6. Item: Ratification of [WiarCom, Inc./Advanced Tracking Technologies, Inc.](#)

**Background:**

Sage Oak Charter Schools requests the Board ratify the WiarCom, Inc./Advanced Tracking Technologies order for the 2025-26 school year. This combined request is for a comprehensive

vehicle monitoring service and the materials required to equip the Sage Oak fleet vehicles with real-time GPS tracking and dashcams. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

**Recommendation:**

It is recommended the Board ratify the WiarCom, Inc./Advanced Tracking Technologies, Inc. as presented.



# Coversheet

## Consent - Education Services

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	B. Consent - Education Services
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	BUS Consent - Education Services.pdf

## SAGE OAK CHARTER SCHOOLS

Regular Meeting of the Board of Directors - February 12, 2026

BUS Consent Items - Education Services

*Items listed under Consent are considered routine and will be approved/adopted by a single motion.*

1. Item: Ratification of [Springhill Suites Corona Riverside Banquet Event Order](#)

**Background:**

Sage Oak Charter Schools requests the Board ratify the SpringHill Suites Corona Riverside Banquet Event Order for January 30, 2026. This order form is for the reservation of a meeting room rental for a Virtual Learning Academy Administration Team Professional Development Day. The costs for these services were included in the 2025-26 July Budget, approved on June 18, 2025.

**Recommendation:**

It is recommended the Board ratify the Springhill Suites Corona Riverside Banquet Event Order as presented.



# Coversheet

## Consent - Human Resources

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	C. Consent - Human Resources
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	BUS Consent - Human Resources.pdf

## SAGE OAK CHARTER SCHOOLS

Regular Meeting of the Board of Directors - February 12, 2026

BUS Consent Items - Human Resources

*Items listed under Consent are considered routine and will be approved/adopted by a single motion.*

1. Item: Approval of Certificated Personnel Report
2. Item: Approval of Classified Personnel Report
3. Item: Approval of Job Descriptions

### Background:

Job descriptions are critical to the successful personnel operations of the school. They provide structure in areas such as recruitment, onboarding, determining reasonable accommodations, performance evaluation, succession planning, staff development, and compensation analysis. Job descriptions are routinely revised to remove antiquated wording, reflect the current duties of the positions, and align the minimum qualifications, knowledge, and abilities to the duties. New job descriptions are developed based on the school's staffing plans and identified support needs.

### New:

- [Office Technician](#)
- [Senior Administrative Assistant, Education Services](#)
- [Manager III, Compensation and Benefits](#)

### Recommendation:

It is recommended the Board approve the job description(s) and revisions as presented.

4. Item: Ratification of [Leonard and Company, Inc. Contract for Outdoor Advertising](#)

### Background:

Sage Oak Charter Schools requests the Board ratify the contract with Leonard and Company, Inc. for the 2025-26 school year. The contract is for a billboard advertisement on the I-10 freeway for current open positions to support the recruitment efforts during the peak hiring season. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

### Recommendation:

It is recommended the Board ratify the Leonard and Company, Inc. Contract for Outdoor Advertising as presented.

5. Item: Ratification of [Screen Vision Media Advertising Order](#)

### Background:

Sage Oak Charter Schools requests the Board ratify the Screen Vision Media order for the 2025-26 school year. This order includes advertisements for open positions in movie theaters across several Sage Oak regions during the peak hiring season. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

### Recommendation:

It is recommended the Board approve the Screen Vision Media advertising order as presented.



# Coversheet

## Consent - Operations & Accountability

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	D. Consent - Operations & Accountability
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	BUS Consent - Operations & Accountability.pdf

## SAGE OAK CHARTER SCHOOLS

Regular Meeting of the Board of Directors - February 12, 2026

BUS Consent Items - Operations & Accountability

*Items listed under Consent are considered routine and will be approved/adopted by a single motion.*

1. Item: Ratification of [YellowFolder Quote No. 2021576](#)

**Background:**

Sage Oak Charter Schools requests the Board ratify the YellowFolder quote for the 2025-26 school year. YellowFolder is the school's digital records management system for securely storing and organizing student cumulative files. To ensure records are complete and accurately filed, all historical attendance and report card documents from prior years must be reprocessed. Initially, these documents could not be placed into student cumulative folders because Statewide Student Identifiers (SSIDs) were not yet available. Now that SSIDs have been assigned, YellowFolder will reprocess approximately 27,000 records to correctly align them with each student's folder. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

**Recommendation:**

It is recommended the Board ratify the YellowFolder Quote No. 2021576 as presented.

2. Item: Approval of 2026-27 Master Agreement & Acknowledgement of Responsibilities

**Background:**

The updated Master Agreement and Acknowledgement of Responsibilities primarily include editorial and non-substantive revisions to align with the new academic year and improve language clarity.

[Master Agreement and Acknowledgment of Responsibilities](#)

[Redline Version](#)

**Recommendation:**

It is recommended the Board approve the 2026-27 Sage Oak Charter Schools Master Agreement and Acknowledgement of Responsibilities, as presented.



## Coversheet

### (Action) Approval of 2026-27 Catalina Island Marine Institute Overnight Field Trip Request Form & CIMI Toyon Bay Agreement

**Section:** VIII. Education Services  
**Item:** A. (Action) Approval of 2026-27 Catalina Island Marine Institute Overnight Field Trip Request Form & CIMI Toyon Bay Agreement  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2026-27 Catalina Island Marine Institute Overnight Field Trip Request Form.pdf  
CIMI Toyon Bay Agreement.pdf

## Education Services

### OVERNIGHT FIELD TRIP REQUEST FORM for BOARD APPROVAL

This form is to be used to obtain board approval for overnight field trips.

1. Overnight field trip requests must be submitted on this form for consideration.
2. Overnight field trips require approval from the charter school board
3. The field trip request form must be signed by the Events Coordinator and the charter school executive director/director/ or designee before sending to the board for approval.
4. A trip itinerary must be attached to the completed request form.

Date of Request	<b>01/12/26</b>
Name of Charter School	<b>Sage Oak Charter School</b>
Lead Chaperone	<b>EA or High School Staff members will be the lead chaperone - still TBD</b>
Field Trip Coordinator	<b>Laura Rosenkranz</b>
Director/Designee	<b>Erin Bunch</b>
Location of Trip	<b>Catalina Island Marine Institute: <a href="#">Toyon Bay</a></b>
Dates of Trip	<b>October 9-11, 2026</b>
Classes/Grade Level(s)	<b>9th - 12th</b>
Instructional Objectives	<b>Students will learn about marine life, mammals, oceanography, and weather using state of the art equipment, touch tanks, lectures, labs and games to meet NGSS standards for life science.</b>
Standards Addressed	<b>Including but not limited to NGSS Life Science Standards: HS.Structure and Function HS-LS1-1. HS-LS1-2. HS-LS1-3  HS.Matter and Energy in Organisms and Ecosystems HS-LS-6.</b>






## Education Services

### OVERNIGHT FIELD TRIP REQUEST FORM for BOARD APPROVAL

	<b>HS-LS-7.</b> <b>HS-LS2-3. HS-LS2-4. HS-LS2-5</b>
Additional Information (if applicable)	<b>Tentative Itinerary-</b> 8:30 AM- Arrival at Catalina Classic Cruises 1046 Queens Highway Long Beach, CA 90802  9:30 AM - Depart Long Beach for Catalina 11:00 AM - Arrive at Fox Landing Lunch - 3-hour lecture and lab block (fish lab) Dinner Evening Program- perhaps bonfire/hike/ games 10:00 Lights Out  Breakfast Morning - 3-hour lecture and lab (shark or plankton lab) Lunch Afternoon 3-hour snorkel lab Dinner- 3-hour lecture/lab Invertebrates or night snorkel Evening program- perhaps bonfire/hike/games 10:00 - Lights out  Breakfast Morning - lecture/lab/activity Pack up Lunch Depart Arrive in Long Beach between 2:30 and 3:30
Fees and payment Schedule	<b>\$410 per student, \$0 for 1 group leader; \$205 for additional program 3 chaperones. Capped at 36 students with 4 chaperones.</b>  <b>\$15,375 for the trip; cost covered by instructional funds.</b>  <b>***<a href="#">Deposit</a> \$2,535 due 3/15/26</b>

## Education Services

### OVERNIGHT FIELD TRIP REQUEST FORM for BOARD APPROVAL

Transportation	<b>Parents will transport their students in their personal vehicles to cruise drop off. Boat Catalina Classic Cruises will transport the students from there.</b>	
Phone Tree/Chaperone Groups	<b>The lead chaperone and three additional chaperones will accompany the students for the duration of the field trip. Although the chaperones have not been selected yet, all will travel with the students to and from Catalina, stay at the camp, and participate in all activities and meals alongside the students. Chaperones will have each other's contact information stored on their phones to ensure efficient and effective communication. The established drop-off trip protocols will be followed, including using a group chat for seamless coordination among chaperones.</b>	
Signatures		
Planner/Lead Chaperone		Date: 01/12/26
Events Coordinator		Date: 01/13/26
Director/Designee		Date: 01/13/26



**CIMI Toyon Bay Agreement**  
*GUIDED DISCOVERIES, INC.*

**Jan 09, 2026**

**PROGRAM AGREEMENT**

This CIMI Toyon Bay Agreement (this "Agreement"), dated as of \_\_\_\_\_ (the "Agreement Date") is entered into by and between **Sage Oak Charter** ("Group") and Guided Discoveries, Inc. ("GDI").

WHEREAS, GDI operates CIMI Toyon Bay ("CAMP Program") at the camp site located at Catalina Island, CA ("Site"); and

WHEREAS, Group desires to participate in the CIMI Toyon Bay Program on the dates set forth herein and upon the terms and conditions set forth below.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. **PROGRAM DATES:** The program dates for Group's participation in the CIMI Toyon Bay Program (the "Program Dates") shall be 10/9/2026 (the "Arrival Date") through 10/11/2026 (the "Departure Date").

2. **SCHOOL PARTICIPANTS:**

i. **Minimum Enrollment.** Group must enroll at least sixteen (16) students and two (2) adult chaperones ("Chaperones"), of which one may be the Group Leader, to participate in the CAMP Program ("Minimum Enrollment"). If Group does not enroll to Minimum Enrollment, Group will be responsible for the full minimum tuition of the minimum enrollment (i.e. the applicable price for 16 students and 2 chaperones).

ii. **Activity Groups.** GDI will assign students to CAMP Program Groups ("Program Groups") of no more than sixteen (16) students per Program Group, with at least one (1) designated Chaperone per Program Group. Additional Chaperones may be enrolled if space provides, and/or adult to student ratio is required beyond the limits of this Agreement. Group must ensure that Chaperones are able to supervise any and all genders.

iii. **Group Leader.** In addition to the Chaperones designated to Program Groups, Group must designate one (1) additional Chaperone for the CAMP Program as the Group leader ("Group Leader") who will be available to supervise students but will not be assigned to any Program Group. Group Leader will not be charged tuition.

3. **PROGRAM COSTS:**

i. **Program Fees.** Group shall pay GDI the following rates for the CIMI Toyon Bay Program (the "Program Fees"): (i) **\$410.00** per student participant; (ii) \$0 for the Group Leader; (iii) **\$205.00** for the Chaperone assigned to each Program Group; and (iv) **\$410.00** for any additional Chaperones.

ii. **Other Fees.** Group shall pay GDI for additional fees incurred in connection with hosting the Camp Program, such as (but not limited to) commercially reasonable fees for: (i) Night Dive (\$5.00 per student); (ii) Lunch on Arrival (\$3.50 per person); (iii) loss of Deposit (i.e. the deposit amount applicable to the reduced participants); (iv) Cancellation Fees; (v)

Any other incurred fees outside the scope of this Agreement, that may result in GDI incurring costs (boat transfer to/from Avalon, etc.). These fees will be included on the Final Invoice (as defined below).

**4. HOLD PERIOD; DEPOSIT; EFFECTIVE DATE:**

i. Deposit Due Date. Group shall deliver to GDI a signed copy of this Agreement (including confirmation of the number of Estimated Participants) along with the Deposit (as defined below), no later than 3/15/2026 ("Deposit Due Date").

ii. Hold Period. GDI shall hold space in the CAMP Program for the Estimated Participants of Group during the Program Dates for thirty (30) days after the Deposit Due Date (the "Hold Period"). If Group does not deliver to GDI a signed copy of this Agreement (including confirmation of the number of Estimated Participants) together with the full Deposit (as defined below) within the Hold Period, then GDI shall have the right to terminate this Agreement upon written notice to Group, at which point this Agreement shall have no further force or effect.

iii. Payments. To secure Group's enrollment in the CIMI Toyon Bay Program, Group shall pay GDI a Deposit by check or ACH/Wire transfer of immediately available funds. Credit Card payments are available, but Group will be assessed a 2.8% transaction fee. GDI will not accept prepayment for Final Balance. Deposit: \$65 per Estimated Participant. Deposit amount is listed on your "Deposit Invoice."

Final Payment: Within 30 days following the Departure Date, GDI shall deliver to Group a Final Invoice ("Final Invoice") for the balance of Program Fees and Other Fees due under this Agreement ("Final Payment"). The Final Payment shall be due, in immediately available funds, no later than thirty (30) days after the Departure Date. It is the signatory's obligation to submit this invoice to the department, district, or administrator who is responsible for releasing funds. Delayed payment of your final balance may impact your ability to reserve dates in the future.

Late Fees: If the Final Payment, in immediately available funds, is not received by GDI within thirty (30) days after the Departure Date, GDI shall have the right to charge a ten percent (10%) late fee on the Final Payment amount, which fee may be compounded monthly until the outstanding balance is paid in full.

iv. Effective Date. The date on which GDI has received both (i) a copy of this Agreement signed by an authorized representative of Group; and (ii) the Deposit in full, shall be the effective date of this Agreement (the "Effective Date").

**5. ADJUSTMENT PERIOD; CANCELLATION; CHANGES AFTER ADJUSTMENT DATE:** Any changes that Group desires to make to the number of Estimated Participants after the Effective Date must be communicated to GDI promptly, in writing (letter or email), with confirmation of receipt.

i. Adjustment Period. Group shall have the ability to increase or decrease the Estimated Participants, with GDI written confirmation, on, or before Jul 16, 2026 ("Adjustment Date"). Any additional Deposit amounts will be due along with a signed copy of the Adjustment Addendum (as hereinafter defined). Any Deposit amounts credited to Group will be shown on Final Invoice.

ii. Cancellation. Group shall be permitted to cancel this Agreement and Group's participation in the CAMP Program only if it notifies GDI of such cancellation prior to Arrival Date. In the event of cancellation within thirty (30) days of the Deposit Due Date ("Free Adjustment Period"), GDI shall refund or rollover all the Deposit in full and Group shall have no further payment obligations under this Agreement. In the event of cancellation any time after the Free Adjustment Period, the entire Deposit shall be forfeited to GDI, subject to extension of the Free Adjustment Period for force majeure



events. In the event of cancellation within thirty (30) days and up to the day before the Departure Date, Group shall incur an additional cancellation fee of \$50 per Participant, in addition to the loss of Deposit.

iii. Reductions. If Group notifies GDI of a request to reduce the number of Group participants before the Adjustment Date, Group shall be permitted to request that GDI reduce the number of Estimated Participants without penalty and the total Program Fees shall be reduced accordingly. Any reductions of Estimated Participants (communicated to GDI after the Adjustment Date and up to thirty-one (31) days prior to Departure Date (regardless of the size of the reduction), shall be subject to loss of Deposit. Any reductions of Estimated Participants (communicated to GDI between thirty (30) days prior to and up to the day before Departure Date, shall incur an additional \$50 fee per Participant, in addition to loss of Deposit. Upon arrival to camp, any reduction in Estimated Participants shall incur an additional \$100 fee per reduced Participant, in addition to loss of Deposit.

iv. Increases. Group may request increases to the number of Estimated Participants which may or may not be granted by GDI in its sole discretion. Any such increases shall be billed at the full rate for the applicable Program Fees and Other Fees. Additional Deposit amounts will be due at the time of increasing the number of Estimated Participants.

## 6. TRANSPORTATION:

### *For travel to Catalina:*

GDI contracts with Catalina Classic Cruises, a third party independent contractor, for transportation to and from our Catalina Island locations. Unless otherwise agreed to in writing, the cost of Group transportation between the Catalina Classic boat terminal and Site shall be paid for by GDI out of the Group's Program Fees. Any special transportation arrangements for Group on Catalina Island may result in additional charges, all at Group's sole cost and expense. Group shall be responsible, at its sole cost and expense independent from the Program Fees, for all transportation to/from the Catalina Classic Cruises boat terminal. Group assumes the risk of any liability resulting from transportation to or from Catalina Classic Cruises Terminal.

### *For travel to AstroCamp:*

The drive to AstroCamp can be subject to snow, rain and poor road conditions. Please always check conditions through Caltrans and be prepared for alternate routes or instructions. Drivers should know how to apply snow chains and drive under these circumstances. Chains or snow tires must accompany your group in case the local authorities will require them.

## 7. ADDITIONAL OBLIGATIONS OF GROUP:

i. Supervision. GDI shall provide Group with the "Chaperone Information" in the planning packet guide which contains program policies, guidelines, liability disclaimers, and suggestions for safety and fun. Prior to the Arrival Date, the Group Leader shall be responsible for (i) providing a copy and reviewing the Chaperone Information materials with the Chaperones and all other leaders from the Group and (ii) reviewing all guidelines contained in the Chaperone Information materials with all students participating in the CIMI Toyon Bay Program. Group agrees that all Chaperones (including the Group Leader) will be responsible for enforcing all guidelines and policies applicable to the CIMI Toyon Bay Program. Students who are not actively and directly involved in CIMI Toyon Bay Program activities for health, personal, behavior or other reasons, must be supervised by a Chaperone. GDI shall not be responsible for supervision of any student who is not part of a CIMI Toyon Bay Program group or activity. Students may not be left unattended or unsupervised by Chaperones regardless of why the student is not participating in the CIMI Toyon Bay Program. Group assumes the risk of any liability resulting from failing to supervise its Students.

ii. Medications. Group and its Chaperones shall be solely responsible for storing and dispensing any medications needed by Group participants during the Program Dates. GDI will provide storage for all medications at school's request. All medication must be managed and dispensed by Chaperones. Group assumes the risk of any liability resulting from storing and dispensing any such medications during the Program Dates.

iii. Condition of Camp Facilities and Equipment. Group agrees to leave the Camp facilities and equipment as clean and orderly upon departure as they were upon arrival. Group participants will sleep within the buildings/dorms/cabins as assigned by GDI. Non-assigned buildings shall not be used by Group. No tents or camping are allowed on the beach or outside the designated areas. In order to determine the condition of the Camp facilities and equipment, representatives of Group and GDI shall conduct a walk-through inspection prior to the Departure Date to identify any damage, graffiti, vandalism, or breakage (beyond normal wear and tear). Following the walk-through inspection, GDI shall provide Group with a statement listing any charges for such damage and Group agrees to pay GDI for all such charges upon written demand therefor.

iv. Special Requirements. Group shall notify GDI at least ninety (90) days prior to the Arrival Date if Group has any participants with special requirements (e.g., mobility, unusual transportation arrangements, etc.) to determine whether GDI believes it is feasible to accommodate the special requirement. GDI will endeavor to accommodate the Group's requests; however, some circumstances may not lend themselves to a rustic camping environment, and GDI makes no guarantee that requested accommodations will be possible.

v. Personal Equipment. GDI provides all necessary equipment for the CIMI Toyon Bay Program; participants should not bring any personal equipment to Camp, outside of those items listed on the Packing List in the Teacher Planning Packet, which is typically delivered within six weeks of the trip. If any Group participants bring personal equipment to Camp, such personal equipment may only be used in accordance with GDI policies. Group hereby assumes all risk of loss or damage to, or injury or death resulting from, any personal equipment which any of its participants bring to Camp.

vi. Photo Release. Group agrees to allow the benefit of GDI to use a participant's voice, image, appearance, and/or photograph for any lawful purpose, including publicity, illustration, advertising, social media, and Website content. Group understands that no royalty, fee or other compensation shall become payable to participant or Group for such use.

vii. Compliance with Program Terms and Conditions. Group shall comply, and shall ensure that all Group participants comply, with all the terms and conditions set forth on Exhibit A attached hereto (the "CIMI Toyon Bay Program Terms and Conditions"), which may be amended by GDI by delivery to Group of an amended Exhibit A prior to the Arrival Date. The CIMI Toyon Bay Program Terms and Conditions are hereby incorporated into this Agreement.

8. DISMISSAL: GDI reserves the right to remove any student or Chaperone from the CIMI Toyon Bay Program with or without Group's consent at any time. Reasons may include, but are not limited to, behavior or health issues. Students who are removed from CIMI Toyon Bay Program may also be required to leave Camp and return to the mainland and must be accompanied by parent or Chaperone of the Group. Removal of a student or Chaperone will be dealt with on a case-by-case basis in GDI's sole discretion, and any costs incurred by CIMI Toyon Bay in connection with such dismissal shall be reimbursed by Group within thirty (30) days' of receiving a written invoice for such costs.

9. COMMUNICABLE DISEASES: Any participant of the CAMP Program that shows symptoms of chicken pox, measles, or any other communicable disease, including COVID-19, may, in GDI's sole discretion, be restricted from Camp Program participation and sent home at the earliest opportunity. Please do not bring any sick students or chaperones to the Camp Program. Fevers, flu, and colds are just an example. This policy is in consideration of the affected person's



comfort and the health and well-being of the remaining students and Camp Program staff. If a student or Chaperone is to be removed from the Site, GDI may prorate Program Fees for such affected participant(s), as GDI deems appropriate.

10. **INSURANCE REQUIREMENTS**: GDI agrees to maintain a policy of comprehensive general liability insurance covering the CIMI Toyon Bay Program operations during the Program Dates with policy limits of not less than \$1,000,000 per claim and \$3,000,000 in the aggregate.

Group shall procure and maintain, for the duration of the Program Dates, insurance against claims for injuries to persons or damages to property which may arise from or in connection with the rental of the facilities and the activities of the "Group", their guests, agents, representatives, employees, or subcontractors.

#### MINIMUM SCOPE AND LIMIT OF INSURANCE

Coverage shall be at least as broad as Insurance Services Form CG 00 01 covering CGL on an "occurrence" basis, including property damage, bodily injury, and personal & advertising injury with limits no less than \$1,000,000 per occurrence, with no sublimit for abuse or participant liability. If a general aggregate limit applies, either the general aggregate limit shall apply separately to this project/location (ISO CG 25 03 or 25 04) or the general aggregate limit shall be twice the required occurrence limit. GDI will be named as Additional Insured and endorsements evidencing primary coverage from the Group shall be provided along with a waiver of subrogation.

#### Accident Insurance

All participants other than employees shall be covered by accident insurance with a minimum of \$25,000 for accidental medical expense.

#### Workers Compensation

Group shall also maintain a Workers Compensation policy, including a waiver of subrogation.

Group shall provide GDI a certificate of such insurance no later than thirty (30) business days prior to arrival. Further, any such policy maintained by Group shall include a provision requiring no less than thirty (30) days' notice prior to any modification, cancellation, or expiration of such policy.

Waiver of Subrogation. GDI and Group agree to have their respective insurance companies issuing insurance waive any rights of subrogation that such companies may have against GDI or Group, as the case may be. As long as such waivers of subrogation are contained in their respective insurance policies, or would have been contained in such insurance policies had the responsible party used commercially reasonable efforts to obtain such waivers and such waivers are routinely and customarily available, GDI and Group hereby waive any right that either may have against the other on account of policies of insurance required to be carried or maintained pursuant to this Agreement. If either party fails to carry the amounts and types of insurance required to be carried by it, such failure shall be deemed to be a covenant and agreement by such party to self-insure with respect to the type and amount of insurance which such party so failed to carry, with full waiver of subrogation with respect thereto.

11. **INDEMNIFICATION**: Group shall indemnify, defend and hold harmless GDI and its affiliates, and their respective employees, officers, directors, representatives, agents, successors and assigns from and against any and all damages, liabilities, claims, costs, expenses and attorney fees (collectively, "Losses") if such Losses directly or indirectly arise from or relate to the breach of any obligation of Group, its students, affiliates, invitees, licensees, agents, contractors, or

Chaperones (collectively, "Group Parties") under this Agreement or any negligent or willful acts or omissions of the Group Parties while participating in, or in connection with, the CAMP Program.

12. **FORCE MAJEURE**: Neither party shall be liable to the other for failure to perform any of its non-monetary obligations under this Agreement during any time in which such performance is prevented by severe weather, fire, flood, or other natural disaster, pandemic, public health emergency, quarantine, communicable disease outbreak, war, embargo, riot, civil disobedience, or the intervention, requirements or order of any government authority, or any other cause outside of the reasonable control of the party so prevented, provided that such party uses its commercially reasonable best efforts to perform under this Agreement and provided further, that such party provides reasonable notice to the other party of such inability to perform. If a force majeure event prevents the CAMP Program from proceeding as scheduled, GDI will exercise its commercially reasonable efforts to reschedule the Group. If alternative dates are provided and agreed upon, an addendum to this Agreement, with new Program Dates will be executed. If Group cannot agree upon provided alternate dates, all other cancellation clauses will take effect. Information regarding payment and monetary obligations can be found in Section 4.

13. **AMENDMENT; WAIVER**: This Agreement sets forth the final and entire agreement of the parties with respect to the subject matter hereof and supersedes all prior or contemporaneous courses of dealing, trade usage, agreements, understandings, and representations, whether oral or written, with respect thereto. This Agreement may only be modified by a written instrument duly executed by the parties. The failure or delay of any party to exercise any right, power or privilege under this Agreement or the failure to strictly enforce any breach or default, shall not constitute a waiver with respect to it. No waiver of any breach or default of the terms hereof shall (i) be effective unless in writing and signed by the waiving party or (ii) constitute a waiver of any other or future breach or default hereof.

14. **ASSIGNMENT; SUCCESSORS**: Group may not assign this Agreement or any of its rights or obligations hereunder to a third party without the prior written consent of GDI. The terms and provisions of this Agreement and the respective rights and obligations of the parties hereunder shall be binding upon and inure to the benefit of the parties, their respective legal heirs, successors, permitted assigns, licensees, and legal representatives.

15. **GOVERNING LAW; ATTORNEYS' FEES**: This Agreement shall be governed by and construed in accordance with the laws of the State of California, without regard to its conflict of laws principles. Any lawsuit brought in connection with this Agreement shall be brought exclusively in the state or federal courts sitting in California, the parties hereto waiving any claim or defense that such forum is not convenient or proper. In the event of any legal action or other proceeding arising in connection with this Agreement, the prevailing party shall be entitled to recover all reasonable attorneys' costs and fees incurred by such party in such action or proceeding from the non-prevailing party, including any post-trial or appellate proceeding relating thereto.

16. **NOTICES**: All notices, requests and other communications hereunder shall be in writing and shall be delivered by courier or other means of personal service or sent by email or mailed by certified or registered mail. Such communications shall be deemed given on the date of actual receipt or delivery as evidenced by written receipt, acknowledgment or other evidence of actual receipt or delivery to the address and must be sent to the respective parties at the addresses set forth opposite their signatures to this Agreement (or at such other address for a party as shall be specified in a notice given in accordance with this Section).

17. **CHANGES**: If Group wishes to make any changes to the terms and definitions in this Agreement, Group may be responsible for any fees incurred by GDI counsel for reviewing and/or accepting changes. GDI reserves the right to change any items in this Agreement at any time, with notice to Group.



18. **ADDITIONAL AGREEMENTS**: If Group shall require any additional agreements to be made, outside of this Agreement, Group shall notify GDI on or before the Adjustment Date. This Agreement shall serve as the primary agreement between GDI and Group. If a conflict or inconsistency exists between the terms and provisions of this Agreement and the terms and provisions any additional agreements to be made outside of this Agreement, the terms and provisions of this Agreement shall control to the extent of any such conflict or inconsistency.

[The Remainder of this Page is Intentionally Left Blank]

*IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by an*

*authorized representative as of the Effective Date.*



By \_\_\_\_\_

By \_\_\_\_\_

Name Craig Turner, Chief Executive Officer

Name \_\_\_\_\_

Date Jan 09, 2026

Date \_\_\_\_\_



Guided Discoveries, Inc.  
302 North El Camino Real #206  
San Clemente, CA 92672  
Email: [schools@gdi.org](mailto:schools@gdi.org)  
Phone: (909) 625-6194  
Fax: (909) 625-7305

Exhibit A

CIMI Toyon Bay Program Terms & Conditions



1. General Safety. A CIMI Toyon Bay staff member will provide a safety orientation upon arrival. All requested Participants are required to attend this orientation and to comply with all safety requirements.
2. Background Checks and Adult to Youth Interactions. GDI recommends strongly to all Groups that adult leaders with access to youth undergo appropriate screening. Groups are advised to provide training to all adult leaders to minimize the potential of one-on-one camper-adult situations when out of sight of others. Groups shall indemnify GDI from and against any claims, losses, or liabilities resulting from Group's selection of its adult leaders.
3. Fire Safety. Group participants shall not bring fireworks, flammable materials, or hand or power tools. The camp is in a high fire danger area and strict adherence to all fire and safety regulations shall always be observed. Fire drill procedures will be reviewed with Group upon arrival.
4. Smoking. Camp has designated smoking areas. Group will be provided information upon arrival.
5. Controlled Substances. The possession or use of alcohol, narcotics (including marijuana) or illegal substances of any kind is prohibited. Should such possession or use occur, the Group Leader will need to make immediate arrangements for transporting and returning the offender(s) from camp at the offender(s)' own expense. No refund of any kind will be given if such a situation should occur.
6. Weapons. No weapons of any kind (including, without limitation, firearms, ammunition, knives of any kind, and spear guns) are allowed at Camp at any time for any reason. If any weapons are discovered, the Group Leader will need to make immediate arrangements for transporting the offender(s) from camp at the offender(s)' own expense. No refund of any kind will be given if such a situation should occur.
7. Medical Facilities. CIMI Toyon Bay has a first aid station for the storage and dispensing of medications (provided that Group is responsible for storing and dispensing medications for all Group participants), and for the administering of First Aid. All emergency care and transportation will be arranged by a CIMI Toyon Bay director with emergency services.
8. Boundaries. Group shall have access to the facilities at CIMI Toyon Bay as agreed between the parties in writing. A site map will be provided for Group.
9. Water Conservation. California is under strict water conservation regulations. So that Camp will stay within the water allocation, showering and water usage is limited. Please be aware of any leaks or water waste and advise the CIMI Toyon Bay personnel of any repairs that may be necessary.
10. Pets/Animals. Group participants may not bring pets or any animals of any kind to Camp.
11. Communication. There are no public phone lines at CIMI Toyon Bay. Cell phone service is limited or nonexistent. GDI does have a link available in emergency situations for communication with a school representative not at camp. Group will not be able to receive incoming calls at CIMI Toyon Bay but will be given an emergency contact number. CIMI also has limited internet and details will be given to Group Leader upon arrival.
12. A \$30 fee will be assessed on all returned checks.
13. Group will be given the opportunity to rebook available dates for the following year, upon checkout. Rebooking is not guaranteed until a new Agreement is executed.

## Coversheet

### (Action) Approval of Sage Oak Charter Schools' Comprehensive School Safety Plan (CSSP), Presented by Martha Villalobos, Senior Administrator, Human Resources

**Section:** IX. Human Resources  
**Item:** A. (Action) Approval of Sage Oak Charter Schools' Comprehensive School Safety Plan (CSSP), Presented by Martha Villalobos, Senior Administrator, Human Resources  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Sage Oak Charter Schools CSSP Revisions.pdf  
Sage Oak Charter Schools CSSP.pdf

#### BACKGROUND:

The Sage Oak Charter Schools Comprehensive School Safety Plan was updated to align with recent changes in state law, remove outdated procedures, and clarify current safety practices. Revisions include expanded nondiscrimination protections, updated emergency and evacuation procedures, clarified student supervision and field trip protocols, and guidance on responding to cardiac arrest and child safety concerns. The plan was also updated to reflect current staffing titles, volunteer screening requirements, facility information, and evacuation maps. These changes ensure the Safety Plan remains current, compliant, and reflective of Sage Oak's operational practices.

#### RECOMMENDATION:

It is recommended the Board approve the Comprehensive School Safety Plan (CSSP) as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).



## SAGE OAK SAFETY PLAN REVISIONS - February 2026

Recommended for governing board approval to align with new provisions and update language for clarity. Explanations for the modification are in *red*, the new language added to the safety plan is reflected in *blue*, and the removed language is struck out.

### Summary of revisions:

- In accordance with SB 848, the School Crime Statistics section was modified in stating that the School will assess and compile statistics pertaining to all crime, including sex offenses, committed on the premises of school-related functions, if applicable.
- In accordance with SB 1137, the Nondiscrimination and Fair Treatment of School Community section has been updated to include protection against discrimination based on any combination of the listed characteristics.
- The Ingress and Egress Procedures section has been updated to remove the outdated procedure for collecting CAASPP site security forms.
- The Protocol for Student Safety for One-on-One Assessments section has been revised to eliminate references to test sites, which are no longer utilized, and to remove other outdated or unnecessary procedures.
- The Field Trips section has been revised to remove outdated procedures related to COVID-19 health screenings.
- The Additional Protocols for Drop Off and Overnight Field Trips section has been revised to remove outdated procedures and to include the requirement that waivers be completed for drop-off field trips.
- The School Office section has been updated to reflect the title change from Office Specialist to Office Manager.
- In accordance with AB 2887, a new section outlining procedures for responding to cardiac arrest emergencies has been added.
- In accordance with SB 1137, the Live Scan and Background Checks and Discrimination section has been updated to include protection against discrimination based on any combination of the listed characteristics.
- In accordance with SB 848, a new section outlining procedures to prevent and respond to child abuse, neglect, and sex offenses has been added.
- In accordance with SB 98, a new section outlining procedures for notifying parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity is confirmed to be present in connection

with a school-sponsored activity, a school-controlled environment, or other location where school business is being conducted has been added.

- The School Volunteers section has been updated to remove the outdated recommendation for TB testing of volunteers with limited student contact, as it is not required.
- The Warehouse Evacuation Maps appendix has been updated to include new evacuation maps for the relocated warehouse.
- The Facility Site appendix has been updated to reflect current contact information.

Location	Item
<p><b>Section 1: School Safety Plan Purpose</b></p> <p><b>School Crime Statistics</b></p>	<p><i>In accordance with SB 848, the School will assess and compile all crimes, not just school-related crimes, committed at school-related functions.</i></p> <p><b>School Crime Statistics</b></p> <p>The School will <b>assess</b> and compile statistics pertaining to <b>all school</b> crime, <b>including sex offenses</b>, committed on the premises of school-related functions, if applicable. The School will complete an incident form to document each applicable occurrence. The School will also insert an annual breakdown of incidents by month, if applicable. Information obtained will assist the School in developing programs to reduce the incidence of crime.</p>
<p><b>Section 1: School Safety Plan Purpose</b></p> <p><b>Nondiscrimination and Fair Treatment of School Community</b></p>	<p><i>In accordance with SB 1137, the Nondiscrimination and Fair Treatment of School Community section has been updated to include protection against discrimination based on any combination of the listed characteristics.</i></p> <p><b>Nondiscrimination and Fair Treatment of School Community</b></p>



	<p>The School realizes that a major source of conflict in many schools is the problem of bias and unfair treatment of students and staff based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), reproductive health decision-making, family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status, use of cannabis off the job and away from the workplace, <a href="#">any combination of the above protected characteristics</a>, or any other consideration made unlawful by federal, state, or local laws. The School strives to convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. The School endeavors to communicate to students, staff and the greater community that all individuals are valued and respected. Staff experiencing discrimination or harassment are encouraged to contact human resources or refer to the employee handbook “Section I: Nondiscrimination Policies” for more information. (See <a href="#">sageoak.education&gt; Accountability&gt; Governance&gt; Board Agendas and Policies&gt; Board Policies&gt; 5000 Series: Student Services</a> for current copy of the <a href="#">5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy</a>, the 4000 Series: Personnel Services for current copy of the <a href="#">4060 Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy</a>, and the 5000 Series: Student Services for current copy of the <a href="#">5070 Transgender and Gender Nonconforming Student Nondiscrimination Policy</a>)</p>
<p><b>Section 2: Emergency Preparedness</b></p> <p><b>Nondiscrimination and Fair Treatment of School Community</b></p>	<p><i><b>The Ingress and Egress Procedures section has been updated to remove the outdated procedure for collecting CAASPP site security forms.</b></i></p> <p><b>Ingress and Egress Procedures</b></p>

### General Principles

When possible, the School will develop a plan and take any possible measures to ensure the safe arrival and departure of students, parents/legal guardians, and staff. Information related to ingress and egress procedures during state assessments, school functions, and field trips will be provided to students, families and staff in advance.

### Field Trips & Events

For all field trips and events, the School will email all attendees before the trip with any pertinent information regarding parking and directions.

### Student Dismissal in the Event of an Emergency

In the event of a declared emergency, as per the site, all students will be required to remain onsite or at an alternate safe site under the supervision of the Director, Director's designee or other School staff assigned by the Director or designee. Students will not be permitted to leave until:

1. ~~Scheduled Regular~~ dismissal time, and only if it is considered safe to do so.
2. Depending on the site, an authorized adult with a photo ID, whose name appears on the ~~CAASPP Site Security form~~ or permission slip, arrives to pick up the student.
3. In the event of an earthquake or another disaster that prevents parents/legal guardians and other designated adults from picking up students, students will remain with School staff.

### Staff Dismissal in the Event of an Emergency

In the event of a declared emergency with students present, all School employees will remain on-site and carry out their assignments until officially dismissed by the Director or Director's designee, or relieved by law enforcement and/or fire personnel.



## Section 2: Emergency Preparedness

### Nondiscrimination and Fair Treatment of School Community

*This section has been revised to eliminate references to test sites, which are no longer utilized, and to remove other outdated or unnecessary procedures.*

## Protocol for Student Safety for One-on-One Assessments

The following guidelines and expectations are set to ensure school protocol is best communicated and the safety of students and staff are upheld during one-on-one assessments in which the parent/legal guardian may or may not be present.

### Staff Responsibilities

Staff will be expected to:

- ~~I have an awareness of the student's allergies to best prepare (eg. if the student has a peanut allergy, the staff member would refrain from eating/bringing anything containing peanuts)~~
- Have the parent/legal guardian's and emergency contact information available
- Know the site's evacuation routes and exits ~~and the site's emergency procedure~~
- Know the location of the restrooms and have a plan for students' restroom breaks. ~~The staff member will walk the student to the restroom and scan the restroom beforehand to ensure it is safe for the student to use.~~ If the parent/legal guardian is planning to remain onsite, the staff member can contact the parent/legal guardian to accompany their child to the restroom. The staff member must stand outside the restroom, not accompany the student into the restroom.
- Develop a plan ahead of time that will ensure the student is never left alone ~~including developing an arrangement with the parent/legal guardian, allowing time to take a break if needed~~
- ~~Maintain test security at all times by keeping any school materials in their possession, even during breaks~~
- Clearly communicate the details of the meeting location, what to bring, and student behavior expectations

	<ul style="list-style-type: none"> <li>Establish the possible ending time and the expectations of the parent/legal guardian to be available to promptly pick up their child. <del>Ask the parent/legal guardian to provide their child something to do while they're waiting for pick up (eg. a book to read, coloring pages, etc).</del></li> </ul>
<b>Section 2: Emergency Preparedness</b>  <b>Field Trips</b>	<p><i><b>This section has been revised to remove outdated procedures related to COVID-19 health screenings.</b></i></p> <p><b>Field Trips</b></p> <p>The School hosts field trips at various venues. Because these venues are public locations, the staff, students, and families in attendance will follow the protocol for emergency evacuations and safety as per the venue's guidelines. The majority of school field trips require parent/legal guardian participation and therefore all students should be in the care of a parent/legal guardian. The School establishes a ratio of students and chaperones at each school-sponsored event to ensure the safety of all participants as well as guidelines for field trips where students are dropped off by their parents/legal guardians and overnight field trips. (See <a href="https://sageoak.education/Accountability/Governance/BoardAgendasandPolicies/BoardPolicies/1000SeriesCommunityRelations">sageoak.education</a>&gt; Accountability&gt; Governance&gt; Board Agendas and Policies&gt; Board Policies&gt; 1000 Series Community Relations for current copy of the <a href="#">1020 Field Trip Policy</a>). In an effort to promote the safety of those in attendance, the development of clear roles of responsibility, collection and organization of emergency student information, and maintenance of first aid kits is outlined as follows:</p> <p><b>Events Manager (or designee)</b></p> <ul style="list-style-type: none"> <li>Serve as lead chaperones and ensure other chaperones follow all responsibilities as outlined in the field trip policy and in the bullets listed below</li> <li>Maintain a current list of all chaperones and students on site</li> <li>Carry first aid kit to all field trips</li> <li>Identify the method of communication between all chaperones in the event of unforeseen events</li> </ul>



	<ul style="list-style-type: none"> <li>● Provide a pre-trip email to teacher chaperones and parent/legal guardian chaperones containing information such as: venue safety procedure, health policies if applicable, behavior expectations, hazards, itinerary, and other related information</li> <li>● Send permission slips and waivers for students in attendance digitally before the start of the field trip, if applicable</li> <li>● Digitally collect all permission slips and waivers for students in attendance at drop-off field trips before the start of the field trip</li> <li>● <del>Ask each family upon arrival if they have completed any applicable health screening that morning and are cleared to attend the field trip (eg. public health requirements), if applicable</del></li> <li>● Contact the supervisor in charge in the event of an emergency</li> <li>● Complete all necessary training</li> <li>● Support the venue's direction and coordination of emergency response effort during an incident</li> <li>● Inform parents/legal guardians of the supervisor's contact information for safety concerns that occur during the trip</li> <li>● Complete <a href="#">Incident Report</a> as needed for any medical concerns: minor cut, illness, allergic reaction, nose bleed, emotional upset, etc.</li> </ul> <p><b>Teacher Chaperones</b></p> <ul style="list-style-type: none"> <li>● Maintain current personal emergency contact information with the School in UKG</li> <li>● Report safety concerns to the events manager immediately</li> <li>● Support events manager as needed</li> <li>● Support the venue's direction and coordination of emergency response effort during an incident</li> <li>● Take students to events manager or designee for any medical concerns: minor cut, illness, allergic reaction, nosebleeds, emotional upset, etc.</li> </ul>
<b>Section 2: Emergency Preparedness</b>	<p><i><b>This section has been revised to remove outdated procedures and to include the requirement that waivers be completed for drop-off field trips.</b></i></p>

### Additional Protocols for Drop Off and Overnight Field Trips

## Additional Protocols for Drop Off and Overnight Field Trips

The following protocol was developed to ensure student safety at field trips in which parents/legal guardians are not in attendance during the time of the school-sponsored event. These types of trips have been labeled as “Drop Off or Overnight Field Trips.”

### Parent/Legal Guardian

Prior to a drop off/overnight field trip, an email will be sent to each parent/legal guardian (chaperones will be CC'd on this email) outlining the expectations and procedures for drop off and pick up, details about the meeting location, where to park, a permission slip filled out ahead of time and student behavior expectations.

Parents/Legal Guardians will be expected to:

- Review all provided information and explain student behavior expectations to their student(s)
- ~~Follow drop off and pick up procedures~~
- Complete [any additional waivers](#) or permission slips [as required before drop off](#)
- Ensure the person picking up the student is listed on the permission slip
- Provide any specific student needs as outlined in an IEP or a 504 plan following the School process for providing this information

### Student

~~For each student, the following will be provided:~~

- ~~Parent/legal guardian's name and number~~
- ~~Emergency contact information-make sure person who is picking up is included~~

Student will be expected to:

- Follow drop off and pick up procedures



	<ul style="list-style-type: none"> <li>• Stay with the assigned chaperone/group</li> <li>• Follow behavior expectations</li> </ul>
<b>Section 2: Emergency Preparedness</b>  <b>School Office</b>	<p><i><b>This section has been updated to reflect the title change from Office Specialist to Office Manager.</b></i></p> <p><b>School Office</b></p> <p>The school office is located in a rented facility that does not have an emergency plan (Appendix C: Facility Sites Utilized by Sage Oak - Contact Information). Based on a site map, the School developed emergency evacuation plans (Appendix D: Redlands Executive Suites Office Evacuation Maps). The staff and any additional individuals in attendance will follow the protocol for emergency evacuations and safety as per the following guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection of emergency staff information, and maintenance of first aid kits are outlined as follows:</p> <p><b>Office <del>Specialist</del> Manager (or Designee*)</b></p> <ul style="list-style-type: none"> <li>• Access to current staff emergency contact information in UKG</li> <li>• Develop site emergency plans and protocol as well as communicate plans to staff</li> <li>• Clearly post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside</li> <li>• Ensure the school offices are equipped with the necessary emergency tools (rolling ladders, first aid kits and materials, flashlights, window breakers, etc.)</li> <li>• Provide staff on-site safety training as needed</li> <li>• Serve as the school's emergency management response</li> <li>• Ensure the office temperature control remains within a temperature range recommended by the Occupational Safety and Health Act (OSHA) when staff or students are present. Collaborate with supervisor to relocate staff to a different office space or allow for remote work when this is not possible</li> </ul>

- Coordinates a plan with office staff to avoid instances, if feasible, where a staff member is working alone in any office space or storage room. Exceptions to this policy may be granted, contingent upon approval from human resources

*\*Employees serving as key carriers at the office will also serve as the office ~~manager's specialist's~~ designee in the event of an emergency*

### All Additional Office Staff

- Maintain a current personal emergency contact with the School in UKG
- Responsible for following the emergency and safety plans during an incident

### Emergency Procedures

In the event that an emergency occurs, all employees are to evacuate the building by following the procedures below.

1. In the event of an emergency, all employees should immediately stop whatever they are doing and quickly and safely exit the building.
2. It is the responsibility of the office ~~manager specialist~~ or designee to be present at the time of the emergency to see that all employees leave the building promptly and safely.
3. All employees should exit the building by way of the nearest exit or stairwell to the outside.
  - a. If the nearest stairwell is blocked by smoke, use the other stairwell. DO NOT USE THE ELEVATOR.
  - b. The School will make every attempt to create prior arrangements with staff and individuals with disabilities as needed to assist them in the event of an evacuation.
  - c. If the nearest doorway or exit is blocked, and if the emergency calls for immediate evacuation, utilize the window breaker to clear a safe path to the outside.
4. Follow the exit plans. Staff who exit the building first must position themselves far enough away from the building to enable everyone to stand clear of emergency vehicles. The street must be kept clear at all times, so as not to hamper the movement of emergency vehicles into the area.



	<ol style="list-style-type: none"> <li>5. If possible, before leaving the building, the office <del>manager specialist</del> or designee will call the fire department and leave all doors unlocked to allow the fire department easy access.</li> <li>6. Once outside the building, the office <del>manager specialist</del> or designee will: <ol style="list-style-type: none"> <li>a. Confirm that the fire department has been called (911)</li> <li>b. Congregate all employees in the parking lot and confirm that all employees and visitors are out of the building.</li> <li>c. Designate someone to meet the fire department at the front entrance to provide additional information if necessary.</li> </ol> </li> <li>7. If staff members trained in CPR and rescue breathing are present, they should survey the individuals outside to determine if anyone is in need of first aid. Appropriate aid should then be given.</li> <li>8. Once outside, do not re-enter until the building is declared safe by the fire department and you are informed to do so by the designee.</li> </ol>
<p><b>Section 2: Emergency Preparedness</b></p> <p><b>Cardiac Arrest Response Procedures</b></p>	<p><i>In accordance with AB 2887, a new section outlining procedures for responding to cardiac arrest emergencies has been added.</i></p> <p><b>Cardiac Arrest Response Procedures</b></p> <p>The School is committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.</p> <p>What is Sudden Cardiac Arrest?</p> <p>Sudden cardiac arrest occurs when the heart stops beating effectively, preventing blood flow to the brain and vital organs. It can occur without warning, even in individuals with no known risk factors. Immediate intervention is critical to survival.</p>

- Cardiac Arrest: The heart has stopped or is beating ineffectively. Requires cardiopulmonary resuscitation (CPR) immediately.
- Heart Attack: A blockage in blood flow to the heart muscle that can sometimes lead to cardiac arrest.

#### Emergency Response Procedures

If an individual is suspected of experiencing sudden cardiac arrest:

1. Ensure scene safety. Quickly assess the situation.
2. Check responsiveness and breathing. If unresponsive and not breathing (or only gasping), act immediately.
3. Call 9-1-1. Assign a staff member to contact emergency services.
4. Begin CPR immediately. Push hard and fast in the center of the chest.
5. Continue CPR until emergency responders arrive and take over care.

#### School Procedures

- Staff Training
  - Designated staff members receive CPR training through the National CPR Association.
  - Training is refreshed on a regular basis to ensure preparedness.
- Emergency Communication
  - During a suspected cardiac arrest event, staff will follow The School's established emergency communication procedures to ensure a rapid response.

The School is committed to ensuring that staff are prepared to respond effectively to sudden cardiac arrest by maintaining trained personnel, providing CPR training, and integrating response procedures into the school's comprehensive safety plan.



<p><b>Section 3: Human Resources</b></p> <p><b>Live Scan and Background Checks</b></p>	<p><i>In accordance with SB 1137, the Live Scan and Background Checks and Discrimination section has been updated to include protection against discrimination based on any combination of the listed characteristics.</i></p> <p><b>Live Scan and Background Checks and Discrimination</b></p> <p>Information discovered through the background check process will be used solely for the purpose of evaluating a candidate's suitability for employment or service to the School, and will not be used to discriminate against a candidate on the basis on actual or perceived race (including traits historically associated with race, including but not limited to hair texture and protective hairstyles such as braids, locks, or twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion, (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer and genetic characteristics), reproductive health decision-making, family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status, use of cannabis off the job and away from the workplace, <a href="#">any combination of the above protected characteristics</a>, or any other consideration made unlawful by federal, state or local laws.</p>
<p><b>Section 4: Policies and Regulations Related to Student and Staff Safety</b></p> <p><b>Procedures to Prevent and Respond to Child Abuse, Neglect, and Sex Offenses</b></p>	<p><i>In accordance with SB 848, a new section outlining procedures to prevent and respond to child abuse, neglect, and sex offenses has been added.</i></p> <p><b>Procedures to Prevent and Respond to Child Abuse, Neglect, and Sex Offenses</b></p> <p>The School is committed to protecting all students from child abuse, neglect, and sex offenses. In compliance with applicable state law (as amended by SB 848 (2025), the School's Comprehensive School</p>

Safety Plan includes procedures to prevent, identify, and respond to such concerns in the context of its independent study program.

#### Prevention and Supervision Measures

- As an independent study program, students are typically under the direct supervision of their parents or guardians.
- Sage Oak ensures that school-sponsored events take place in safe and appropriate settings. For all Sage Oak events that are not titled “drop-off” events, parents are responsible for supervising their children.
- All employees, volunteers, contractors, and governing board members will receive annual training on recognizing and reporting suspected child abuse, neglect, or sexual misconduct, consistent with mandated reporter laws and state training requirements. For the purposes of this training requirement, a “volunteer” is “a person who is over 18 years of age and who interacts with pupils outside of the immediate supervision and control of the pupil’s parent or guardian or a school employee.” All contractors whose duties require contact with or supervision of pupils at the School will also receive annual training on recognizing and reporting suspected child abuse, neglect, or sexual misconduct, consistent with mandated reporter laws and state training requirements. Such required mandated reporter training must occur within the first six weeks of the school year or within the first six weeks of the person’s employment or affiliation with the School.\*
- The School fosters a professional environment in which all interactions between staff, students, and families reflect respect, safety, and appropriate boundaries.

#### Reporting and Response Procedures

- All employees, volunteers, contractors, and governing board members are mandated reporters and must immediately report any reasonable suspicion of child abuse or neglect to child protective services or law enforcement, as required by the California Child Abuse and Neglect Reporting Act (Penal Code Sections 11164–11174.3). For the purposes of this requirement, a



	<p>“volunteer” is “a person who is over 18 years of age and who interacts with pupils outside of the immediate supervision and control of the pupil’s parent or guardian or a school employee.”</p> <ul style="list-style-type: none"> <li>• All contractors whose duties require contact with or supervision of pupils are mandated reporters and must immediately report any reasonable suspicion of child abuse or neglect to child protective services or law enforcement, as required by the California Child Abuse and Neglect Reporting Act (Penal Code Sections 11164–11174.3).</li> <li>• Reports are made directly to the appropriate agency, and the School cooperates fully with investigations to ensure the safety and support of the student involved.</li> <li>• The School maintains confidentiality as required by law to protect student and family privacy.</li> </ul> <p>*Sage Oak is aware of the recent amendments to the mandated reporter provisions per Senate Bill 848 (2025). Our administration, in collaboration with legal counsel, is actively reviewing its potential impacts on mandated reporter training protocols as applicable to volunteers and contractors. As we continue to explore the nuances of this decision, we remain committed to ensuring our practices remain compliant with current legal requirements.</p>
<p><b>Section 4: Policies and Regulations Related to Student and Staff Safety</b></p> <p><b>Immigration Enforcement Notification Procedures (Ed. Code § 32282(a)(2)(N))</b></p>	<p><i>In accordance with SB 98, a new section outlining procedures for notifying parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity is confirmed to be present in connection with a school-sponsored activity, a school-controlled environment, or other location where school business is being conducted has been added.</i></p> <p><b>Immigration Enforcement Notification Procedures (Ed. Code § 32282(a)(2)(N))</b></p> <p>Pursuant to SB 98 (2025), the School shall promptly notify parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity occurs at school offices or school-sponsored events.</p>

## Definitions

**Immigration enforcement:** Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.

**Confirmed presence:** Presentation of a valid judicial warrant, visual confirmation by staff, verbal acknowledgment by a law enforcement official, or other reliable evidence.

## Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence at any school office or school-sponsored event, the Superintendent or designee shall consider the safety and well-being of the pupils, employees, and community members associated with the school when determining when and how to issue the notification.

Notification shall be issued to all parents/guardians, teachers, administrators, and school personnel using email and/or text messaging. Notifications shall not include any personally identifiable information.

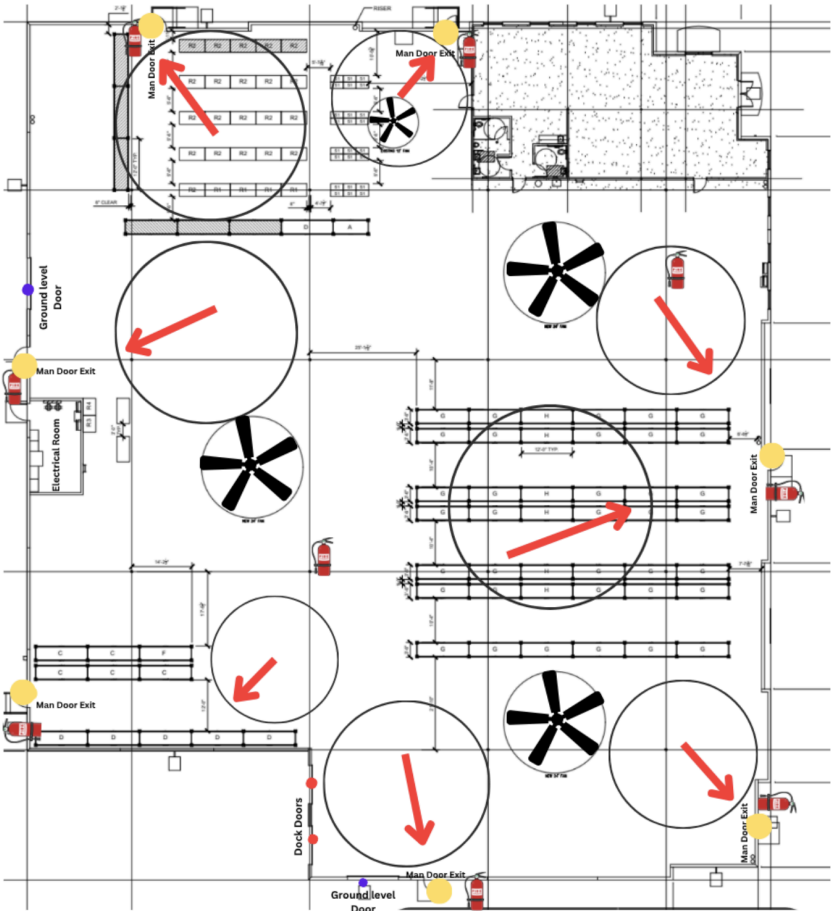
## Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include:

- Confirmation that immigration enforcement activity occurred, and provide the date and other information, considering the safety and well-being of the school community
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school or community resources for immigrant families (if available)



<p><b>Section 4: Policies and Regulations Related to Student and Staff Safety</b></p> <p><b>School Volunteers</b></p>	<p><i><b>This section has been updated to remove the outdated recommendation for TB testing of volunteers with limited student contact, as it is not required.</b></i></p> <p><b>School Volunteers</b></p> <p>The School recognizes that volunteers provide a variety of services to its students. The governing board of the School, in its discretion, has determined that in order to obtain volunteer assistance, volunteers must be screened as follows:</p> <ol style="list-style-type: none"> <li>1. Volunteers who have limited contact with students and who do not require frequent or prolonged contact with pupils <u>must be cleared by the Department of Justice (<a href="https://www.meganslaw.ca.gov/">https://www.meganslaw.ca.gov/</a>) to demonstrate that the volunteer is not a registered sex offender.</u> <del>Volunteers who have limited contact are encouraged to have a tuberculosis test but TB testing is not mandatory.</del></li> <li>2. Community members who make a brief presentation to students (eg. presentation for career day or a one-time presentation), or who serve in an activity in which there will be no contact with students are exempt from the above screening.</li> </ol> <p>As provided in Education Code 45125.1(c), limited contact will be determined by the School upon the totality of circumstances, including factors such as the length of time the volunteers will be in contact with students, whether students will be in proximity where the volunteers will be working, and whether the volunteers will be working by themselves or with others.</p>
<p><b>Appendix A: Warehouse Evacuation Plans</b></p>	<p><i><b>This appendix has been updated to include new evacuation maps for the warehouse, which has been relocated to a new site.</b></i></p> <p><b>APPENDIX A: Warehouse Evacuation Maps</b></p> <p>General Warehouse</p>



**INDEX / Key:**

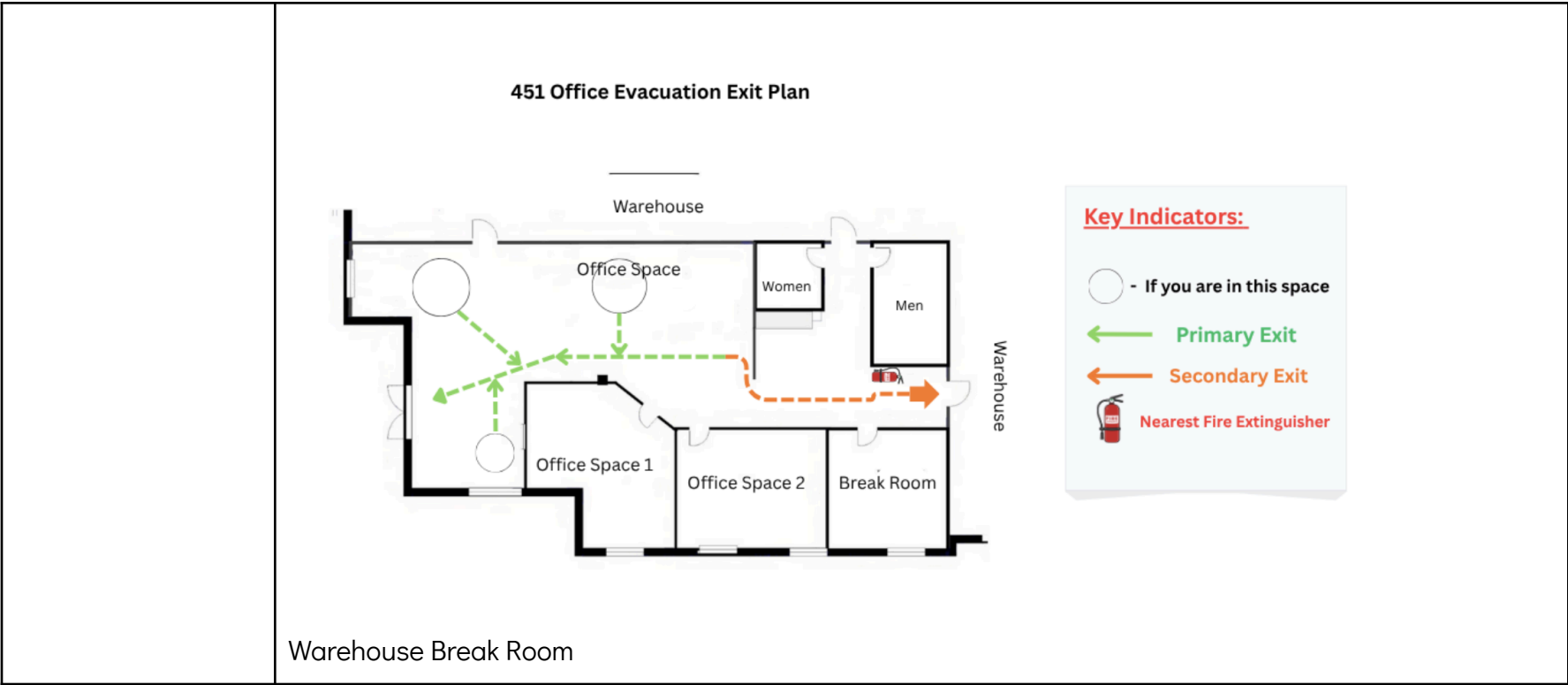
- Dock Doors (Not an EXIT)
- Man Doors
- Ground Level Doors
- IF YOU ARE HERE
- ← EXIT THIS WAY



Warehouse Office 1

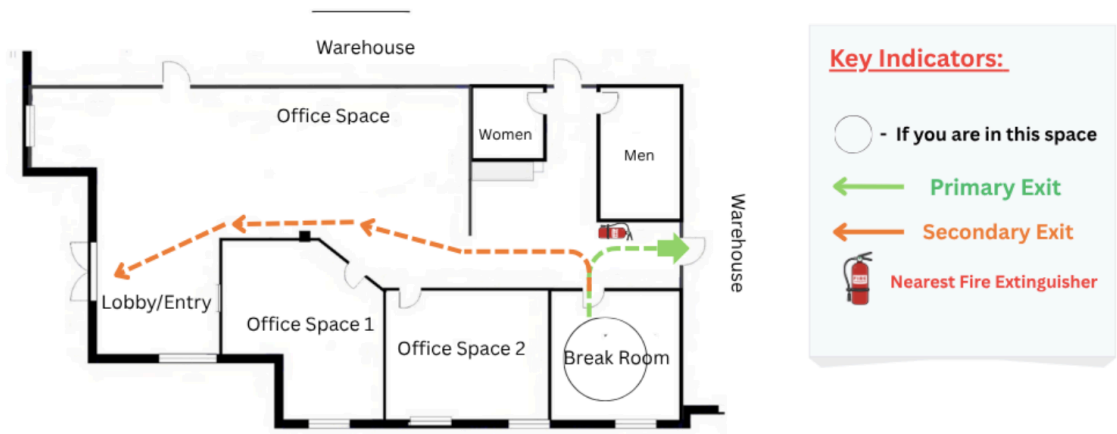


	<div><p>451 Office Evacuation Exit Plan</p><p>Warehouse</p><p>Office Space</p><p>Women</p><p>Men</p><p>Lobby/Entry</p><p>Office Space 1</p><p>Office Space 2</p><p>Break Room</p><p>Warehouse</p><p><b>Key Indicators:</b></p><ul style="list-style-type: none"><li>○ - If you are in this space</li><li>← Primary Exit</li><li>← Secondary Exit</li><li>🔥 Nearest Fire Extinguisher</li></ul></div> <p>Warehouse Office 2</p>
	<div><p>451 Office Evacuation Exit Plan</p><p>Warehouse</p><p>Office Space</p><p>Women</p><p>Men</p><p>Lobby/Entry</p><p>Office Space 1</p><p>Office Space 2</p><p>Break Room</p><p>Warehouse</p><p><b>Key Indicators:</b></p><ul style="list-style-type: none"><li>○ - If you are in this space</li><li>← Primary Exit</li><li>← Secondary Exit</li><li>🔥 Nearest Fire Extinguisher</li></ul></div> <p>Warehouse Office Space</p>



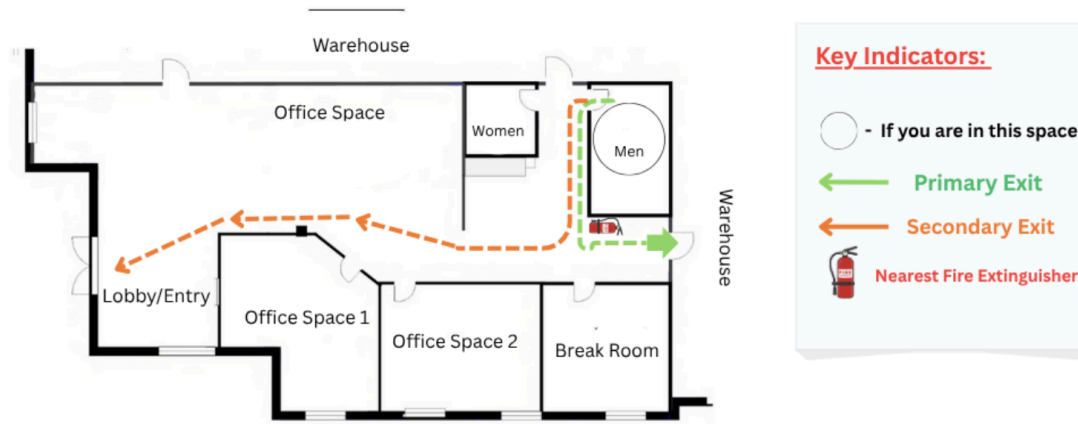


451 Office Evacuation Exit Plan



## Men's Restroom

### 451 Office Evacuation Exit Plan



## Women's Restroom

### 451 Office Evacuation Exit Plan





**Appendix C: Facility Sites Utilized by Sage Oak - Contact Information**

*The Facility Site appendix has been updated to reflect current contact information.*

**APPENDIX C: Facility Sites Utilized by Sage Oak - Contact Information**

<b>Site Name</b>	Ford Business Plaza
<b>Purpose</b>	Main Sage Oak Offices
<b>Location of Facilities</b>	1473 Ford Street, Suite 105, Redlands, CA 92373 1473 Ford Street, Suite 206, Redlands, CA 92373 1473 Ford Street, Suite 101, Redlands, CA 92373 1467 Ford Street, Suite 202, Redlands, CA 92373
<b>Direct Phone for Sage Oak Offices</b>	Suite 105: 909-792-5505 Suite 202: 909-792-2290 Suite 206: n/a Suite 101: n/a
<b>Property Owner</b>	AyZar Incorporated
<b>Property Management Company's Address and Contact Information</b>	1516 Brookhollow Dr., Suite B, Santa Ana, CA 92705 <b>Phone:</b> 714-662-2799 <b>Website:</b> <a href="http://www.AyZarInc.Com">www.AyZarInc.Com</a>
<b>Owner/CEO</b>	Shirin Zarkesh Direct: 714-662-2283 Email: <a href="mailto:shirin@ayzarinc.com">shirin@ayzarinc.com</a>
<b>Property Manager</b>	Joe Becerra <del>Brian Ahmadi</del> Direct: 714-662-5549 Email: <a href="mailto:joe@ayzarinc.com">joe@ayzarinc.com</a> <a href="mailto:brian@ayzarinc.com">brian@ayzarinc.com</a>

<b>Construction Division</b>	<b>Email:</b> <a href="mailto:kati@ayzarinc.com">kati@ayzarinc.com</a>
<b>Purpose</b>	Sage Oak Warehouse
<b>Location of Facilities</b>	451 Alabama St, Redlands CA 92374 <del>421 Business Center Court, Redlands, CA</del>
<b>Direct Phone for Sage Oak Warehouse</b>	(909) 435-7013
<b>Property Owner</b>	11 Alabama Partnership, L.P. <del>The Richard B. Eshleman Separate Property Trust</del>
<b>Property Management Company's Address</b>	5100 Campus Dr, Suite 300 Newport Beach, CA 92660 BLP Properties <del>P.O. Box 1600, Yucaipa, CA 92339</del>
<b>Property Manager and Contact Information</b>	Tamra Christy <del>Brenda Pope</del> Direct: (949) 263-1111 <del>(909)-518-6693</del> Email: <a href="mailto:tamra@ibg-usa.com">tamra@ibg-usa.com</a> <del><a href="mailto:blpmanagement@icloud.com">blpmanagement@icloud.com</a></del>





**Sage Oak Charter Schools**  
1473 Ford Street, Suite 105  
Redlands, CA 92373

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## **Section 1: School Safety Plan Purpose**

### **Objective**

Sage Oak Charter Schools (“School”) recognizes that students and staff have the right to a safe and secure environment where they are free from physical and psychological harm. The School is fully committed to maximizing school safety and creating a positive learning environment that includes strategies for violence prevention and high expectations for student and staff conduct, responsible behavior, and respect for others.

The School safety plan will be reviewed and updated by March 1st every year. A copy of the School Safety Plan will be available for review at the School’s offices.

### **Disruption Free Learning Environment**

The School believes that all students have the right to be educated in a positive learning environment free from disruptions. At School sponsored activities and events, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards teachers, other staff, students and volunteers. Every effort is made to ensure students are aware of the expected behaviors at a school-organized event.

### **School Crime Statistics**

The School will assess and compile statistics pertaining to crime, including sex offenses, committed on the premises of school-related functions, if applicable. The School will complete an incident form to document each applicable occurrence. The School will also insert an annual breakdown of incidents by month, if applicable. Information obtained will assist the School in developing programs to reduce the incidence of crime.

## Nondiscrimination and Fair Treatment of School Community

The School realizes that a major source of conflict in many schools is the problem of bias and unfair treatment of students and staff based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), reproductive health decision-making, family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status, use of cannabis off the job and away from the workplace, any combination of the above protected characteristics, or any other consideration made unlawful by federal, state, or local laws. The School strives to convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. The School endeavors to communicate to students, staff and the greater community that all individuals are valued and respected. Staff experiencing discrimination or harassment are encouraged to contact human resources or refer to the employee handbook “Section I: Nondiscrimination Policies” for more information. (See [sageoak.education> Accountability> Governance> Board Agendas and Policies> Board Policies> 5000 Series: Student Services](https://sageoak.education/Accountability/Governance/Board%20Agendas%20and%20Policies/Board%20Policies/5000%20Series%20Student%20Services) for current copy of the [5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy](#), the 4000 Series: Personnel Services for current copy of the [4060 Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy](#), and the 5000 Series: Student Services for current copy of the [5070 Transgender and Gender Nonconforming Student Nondiscrimination Policy](#))

## **Section 2: Emergency Preparedness**

The School is a non-classroom based, independent study Charter School where students are schooled in the home and through various contracted providers in the community for supplemental services. Typically students are in the primary care of their parent/legal guardian for their schooling. There are a few instances when the School facilitates events



such as field trips and school-sponsored gatherings when it is important to have a clear emergency preparedness plan and adhere to any requirements related to a facility in conjunction with law enforcement and the fire marshal.

The School's procedures for evacuation and emergency preparedness are outlined in the following section for the school office, staff meetings, field trips, and other school events. The roles of the responsible parties, the training necessary to perform those responsibilities, necessary resources, and emergency response actions, if applicable, are defined for each site where school operations are conducted.

Further, it is important to clearly define the responsibilities of the School and parent/legal guardian, as well as the School's dismissal procedures, in the event of an emergency or disaster.

### **School Responsibilities**

The School will abide by the vendor/site emergency plans, if applicable based upon the location of the event. Beyond that, the School will consistently maintain the following:

- Train appropriate staff to respond to emergencies
- Staff emergency information in UKG
- Student emergency information
- Employee safety training assignments, as appropriate
- First aid kits for all school events, the field trip coordinators, and the school office
- Establish and maintain online security safety measures
- Establish a form of school safety notifications

### **Staff Responsibilities**

Staff will abide by the School and vendor/site emergency plans, if applicable based upon the location of the event. Beyond that, the staff will meet the following expectations:

- Complete assigned trainings
- Comply with all school safety protocol
- Keep staff emergency information in UKG current
- Keep first aid kit in possession during all school events and meetings
- Maintain safety applications on smart phone/iPad

### **Parent/Legal Guardian Responsibilities**

Parents and legal guardians of students will be required to complete when applicable:

- Annual CAASPP Site Security form - ER Card

- Permission slips

Parents/legal guardians are responsible for ensuring that student information and emergency contacts are current on all forms at all times. The information in the student information system and/or event form will be used to release students in the event of a declared emergency.

## Response Team Plan - Emergency Response and Communication

The School is committed to its emergency strategy and for school events will determine an effective method to communicate with staff during urgent matters. The School will send applicable staff real-time updates and notifications during emergencies, anything vital to the safety of students and staff. All notifications are sent by authorized system administrators.

## Instructional Continuity Plan (ICP) for Sage Oak

In accordance with Senate Bill 153 (SB 153) and California Education Code (EC) Section 32282, Sage Oak has developed an Instructional Continuity Plan (ICP) to ensure students continue to receive education during emergencies or natural disasters. As an independent study and virtual learning provider, our model allows for a more seamless transition during disruptions; however, this plan outlines necessary protocols to address potential challenges.

### 1. Communication Protocol

Sage Oak will engage with students and families as soon as practicable, but no later than five calendar days following an emergency. Our communication strategy includes:

- Two-way communication via text message, phone calls, email, school website, and/or social media.
- Identification and support for students' social-emotional, mental health, and academic needs.
- Contingency plans for alternative communication methods in case of infrastructure damage.

### 2. Access to Instruction

For students who receive direct instruction from the School, services will resume as soon as practicable, but no later than ten instructional days following an emergency. Since Sage Oak



operates as an independent study and virtual learning provider, instruction will primarily continue through our established online platforms. Plans include:

- Ensuring continuity of remote instruction through our existing Independent Study Policy, aligning with EC sections 51747 and 51749.5. (See [sageoak.edu> Accountability> Governance> Board Agendas and Policies> Board Policies> 6000 Series](https://www.sageoak.edu/Accountability/Governance/BoardAgendasandPolicies/BoardPolicies/6000Series): Instruction for a current copy of the 6010 Independent Study Policy)
- Offering printed materials or other offline learning resources for students who have lost internet access.

### **3. Technology and Resource Accessibility**

Sage Oak will ensure that students have equitable access to educational resources, including:

- Ensuring students have access to Wifi.
- Ensuring applicable instructional materials, including digital learning resources, are available.

### **4. Support Services for Students**

Recognizing the importance of student well-being, Sage Oak will:

- Continue offering virtual counseling services and social-emotional learning (SEL) support.
- Maintain special education services and accommodations through remote support.
- Provide resources for displaced or at-risk students, including those experiencing homelessness or in foster care.

### **5. Review and Compliance**

This ICP will be reviewed annually and updated as needed. Sage Oak will comply with SB 153 requirements, including:

- Maintaining a governing board-approved Comprehensive School Safety Plan (CSSP) that includes the ICP.
- Ensuring compliance verification during annual audits beginning in 2025-26.

Sage Oak is committed to minimizing instructional disruptions and supporting students and families during emergencies. Our virtual learning model provides a foundation for instructional continuity, with contingency measures in place to address unforeseen challenges.

## Ingress and Egress Procedures

### General Principles

When possible, the School will develop a plan and take any possible measures to ensure the safe arrival and departure of students, parents/legal guardians, and staff. Information related to ingress and egress procedures during state assessments, school functions, and field trips will be provided to students, families and staff in advance.

### Field Trips & Events

For all field trips and events, the School will email all attendees before the trip with any pertinent information regarding parking and directions.

### Student Dismissal in the Event of an Emergency

In the event of a declared emergency, as per the site, all students will be required to remain onsite or at an alternate safe site under the supervision of the Director, Director's designee or other School staff assigned by the Director or designee. Students will not be permitted to leave until:

1. Scheduled dismissal time, and only if it is considered safe to do so.
2. Depending on the site, an authorized adult with a photo ID, whose name appears on the permission slip, arrives to pick up the student.
3. In the event of an earthquake or another disaster that prevents parents/legal guardians and other designated adults from picking up students, students will remain with School staff.

### Staff Dismissal in the Event of an Emergency

In the event of a declared emergency with students present, all School employees will remain on-site and carry out their assignments until officially dismissed by the Director or Director's designee, or relieved by law enforcement and/or fire personnel.

## Types of Emergencies & Procedures

### Fire

*The following guidance is in place for reference; it's imperative that staff follow the guidance of trained law enforcement and/or emergency personnel and not arbitrarily take the matter*



*into their own hands unless absolutely necessary. These guidelines apply to all school meeting locations, facilities and events.*

In case of fire, the individual who discovers the fire shall assume the following responsibilities (if the individual who discovers the fire is a minor, they will report to a supervising adult):

- Call the Fire Department by dialing 911 and pulling the nearest fire alarm, if applicable
- Notify the designated staff member responsible at the site to alert applicable staff
- If police or paramedics are needed, tell the 911 operator
- If there isn't an alarm, be sure to notify people in the surrounding area
- Clear staff and students, as applicable, from the immediate area
- If there are fire extinguishers and individuals are trained to use them, put out small fires immediately. Do not jeopardize safety to fight it.
- Close, but do not lock all doors leading to the fire areas to contain the fire
- Have staff and students exit the building; check restrooms, etc.
- Assist disabled or injured employees and students while exiting

Staff shall follow these safety guidelines:

- If students are present, lead students to the designated evacuation area away from fire lanes
- Do not panic; listen for instructions and help keep students and staff calm
- Exit quietly and quickly
- Feel the face of the door and the door knob for heat by using the back of your hand
- Do not open hot doors
- Do not break windows
- If an exit in an area cannot be accessed, stuff a jacket or coat under the door and cover air vents to prevent the entry of smoke
- STAY LOW TO THE FLOOR
- Do NOT use elevators unless authorized to do so by the police or fire personnel. Elevators could fail during an emergency.
- Do not assist fire-fighting personnel unless asked to do so
- Do not attempt to salvage items or retrieve purses, coats, or other personal belongings
- If applicable, remain with students until given alternative instructions

## Storm & Flooding

*The following guidance is in place for reference; it's imperative that staff follow the guidance of trained law enforcement and/or emergency personnel and not arbitrarily take the matter into their own hands unless absolutely necessary. These guidelines apply to all school meeting locations, facilities and events.*

Winter rains can cause floods, landslides, uprooted trees, and downed or broken utility lines in almost any neighborhood.

### During the Storm:

- If water has entered the premises, staff and students will be instructed to not walk through it – it may contain hazardous materials
- If asked to leave the property, staff and students will leave items and evacuate as instructed
- Do NOT use elevators unless authorized to do so by the police or fire personnel. Elevators could fail during an emergency.
- Downed power lines and broken gas lines will be avoided
- The School will notify applicable staff of all processes as appropriate

## Earthquake

*The following guidance is in place for reference; it's imperative that staff follow the guidance of trained law enforcement and/or emergency personnel and not arbitrarily take the matter into their own hands unless absolutely necessary. These guidelines apply to all school meeting locations, facilities and events.*

### Earthquake Procedure

In a major quake, gentle shaking may be experienced at first and then more violent shaking within a few seconds. Staff and students may find it difficult to maintain their balance or may even be knocked off their feet. Or, individuals may be shaken by a sudden and violent jolt. It may be difficult or impossible to move from one room to the next. Within seconds, the shaking will stop.

### Don't Panic:

- Remaining calm and reassuring will keep students or staff calm
- Acting decisively and taking action will set the tone for others

### If indoors when shaking starts:



- “DROP, COVER AND HOLD ON.” If not near a strong table or desk, staff and students are to drop to the floor against an interior wall and cover their head and neck with their arms or stand in a doorway
- If an individual uses a wheelchair, they are to lock the wheels and cover their head
- Stay away from windows, bookcases, cabinets, outside walls and other heavy objects until the shaking stops
- Do not try to run out of the structure during strong shaking
- Stay away from buildings. Glass from tall buildings does not always fall straight down; it can catch a wind current and travel great distances.
- Do NOT use elevators unless authorized to do so by the police or fire personnel. Elevators could fail during an emergency.
- Don't be surprised if the electricity goes out or the fire alarms sound.

**If outdoors when shaking starts:**

- Move to a clear area if it can be reached safely. Avoid power lines, buildings and trees.

**The Shaking Has Stopped. Now What?**

Immediately after the quake, the greatest danger is from falling objects, followed by fire.

- Make sure students and staff are safe and not injured
- Remain calm
- Check for others that may be trapped or injured; administer first aid, if necessary. Do not move seriously injured persons unless they are in immediate danger.
- Check around for dangerous conditions, such as fires or possible fire hazards, downed power lines and structure damage
- If there are fire extinguishers and individuals are trained to use them, put out small fires immediately
- If danger is suspected, evacuate
- Don't use the elevator. Use the stairs.
- If at a school event, calmly walk students to the evacuation meeting site, bringing student list
- Take attendance to verify ALL students and staff that were in the room are accounted for in the line
- Note anyone who is missing
- Staff will wait for instructions
- Assemble emergency supplies, water, food, and first aid supplies
- Telephone for emergencies only
- Be prepared for aftershocks; they are usually not as strong as the initial earthquakes

- Cooperate with public safety officials
- If staff and students are released back to the building, return and verify student and staff attendance to ensure all are present

#### **If trapped in debris:**

- Move as little as possible so as not to kick up dust. Cover the nose and mouth with a handkerchief or clothing.
- Tap on a pipe or wall so that rescuers can hear where you are. Shout only as a last resort.

#### **Preparation Before the Shaking Starts:**

- Become familiar with evacuation routes and share information with staff
- Plan alternate routes of evacuation
- Plan for disabled employees and students
- Inform staff in the event of an emergency/disaster they may not be able to leave the premises for 72 hours, or per local public safety officials
- First aid materials will be provided

### **Threats of Violence**

*The following guidance is in place for reference; it's imperative that staff follow the guidance of trained law enforcement and/or emergency personnel and not arbitrarily take the matter into their own hands unless absolutely necessary. These guidelines apply to all school meeting locations, facilities and events.*

All threats or perceived threats of violence against any person or property are considered serious. Staff who are alerted to or observe any threat or perceived threat shall immediately report the threat or perceived threat to law enforcement. The School will support the local law enforcement in the immediate investigation and threat assessment, as needed. The very act of a threat shall be cause for discipline against a student or staff member and immediate removal of a visitor.

### **Violent Intruder/Active Aggressor**

*The following guidance is in place for reference; it's imperative that staff follow the guidance of trained law enforcement and/or emergency personnel and not arbitrarily take the matter into their own hands unless absolutely necessary. These guidelines apply to all school meeting locations, facilities and events.*



In general, how one responds to an active aggressor will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one aggressor involved in the same situation.

If near an area where an aggressor is identified, take whatever actions necessary to protect oneself. Situational awareness is key; if the aggressor is in the area, get away from it. Use any means necessary to get out or away from the incident. If no gunfire is heard or an aggressor seen, initiate lockdown immediately.

### **Procedure**

If an assault occurs on or near the school event, the first employee who observes the assault should immediately call 911 and notify the appropriate school personnel

- Dial 911 to alert police to the active aggressor's location
- If unable to speak, leave the line open and allow the 911 dispatcher to listen

**Potential responses:** In response to an active shooter event, there will be four potential courses of action: evacuate, lockdown, hiding, or self-defense. The following guidelines identify these courses of action.

1. Evacuate - If there is an accessible escape path, the first priority is to evacuate the premises following these recommendations:
  - a. Have an escape route and plan in mind
  - b. Evacuate regardless of whether others agree to follow
  - c. Leave belongings behind
  - d. Help others escape, if possible
  - e. Prevent individuals from entering an area where the aggressor may be
  - f. Keep hands visible
  - g. Follow the instructions given by any law enforcement
  - h. Do not attempt to move wounded people
  - i. Call 911 when safe
    - i. Provide the following to the 911 dispatcher:
      1. Description of the suspect
      2. Number and types of weapons
      3. Suspect's direction of travel
      4. Location and condition of victims
2. Lockdown – Move quickly to a safe place that is easily lockable. Stay in that location until law enforcement states that it is safe to exit the location
  - a. Lock all entrances to the location

- b. Barricade all entrances with furniture, desks, or anything available (use caution and not restrict options for movement if possible)
  - c. Close blinds and turn off the lights
  - d. Silence cell phones
  - e. Stay low to the ground and hide until the situation has ended
  - f. Work in groups and develop a plan in case the aggressor is able to make it into the area
  - g. Stay indoors until authorities state that it is safe or order an evacuation
- 3. Hide - If evacuation is not possible, find a place to hide where the aggressor is less likely to find oneself with these recommendations:
  - a. Be inconspicuous
  - b. Be out of the aggressor's view
  - c. Provide physical protection if shots are fired (e.g. going into a bathroom and locking the door, staying as low to the floor as possible and remaining quiet and motionless)
  - d. Do not trap oneself or restrict options for movement
  - e. To prevent an aggressor from entering a hiding place:
    - i. Lock the door
    - ii. Blockade the door with heavy furniture (use caution and not restrict options for movement if possible)
  - f. If the aggressor is nearby:
    - i. Lock the door
    - ii. Silence cell phones
    - iii. Turn off any source of noise (e.g. radios, televisions, etc.)
    - iv. Hide behind large items (e.g. cabinets, desks, etc.)
    - v. Remain quiet and motionless
- 4. Self Defense - If it is not possible to evacuate or hide, then consider self-defense with these recommendations:
  - a. Remain calm
  - b. Take action against the aggressor **only** when it is believed that one's life is in imminent danger; attempt to disrupt and/or incapacitate the aggressor as follows:
    - i. Act as aggressively as possible toward the aggressor
    - ii. Throw items and improvise weapons
    - iii. Yell
    - iv. Commit oneself to defensive physical action



## How To Respond when Law Enforcement Arrives

Law enforcement's purpose is to stop the active aggressor as soon as possible. Officers will proceed directly to the area in which the last shots were heard. It is important to keep in mind that every emergency situation is approached differently by law enforcement and to use the information outlined below as a general guide.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Information to provide to law enforcement or 911 operator:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive at the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

## **Terrorist Attacks & Bomb Threats**

Terrorism may involve devastating acts using weapons of mass destruction. These weapons range from chemical agents, biological hazards, radiological or nuclear devices, and other explosives. The primary objective of a terrorist is to create widespread fear.

### **If there is a terrorist attack, staff and students will be instructed to:**

- Stay calm
- Be vigilant--look out for secondary hazards such as falling debris or additional attacks
- Follow the instructions of emergency service personnel

### **If there is a bomb threat, staff will be instructed to:**

- Ask the caller the following questions:
  1. *When is the bomb going to explode?*
  2. *Where is the bomb right now?*
  3. *What kind of bomb is it?*
  4. *What does the bomb look like?*
  5. *Why did you place the bomb?*
  6. *Where are you calling from?*
- Record the exact time and length of the call
- Write down the exact words of the caller
- Listen carefully to the caller's voice and background noise
- After hanging up, call 911 immediately from a hard-wired telephone – do not use cell phones to report a bomb threat

## **Hostage Situations**

In any hostage situation, the primary concern must be the safety of staff and students. Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled by a trained professional in a non-threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

**If in a hostage situation, staff will be instructed to:**

- When safe, **call** 911. Identify the work site and give the exact location in the building of the incident. Stay on the phone until law enforcement arrives to assume control of the situation. Staff are to follow the direction of trained law enforcement.
- Not use words such as “hostage,” “captives,” or “negotiate”
- Stay calm
- NOT demonstrate heroics, challenges or confrontation
- Obey all commands
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation
- School personnel should cooperate with law enforcement
- Keep all radios, television sets, and computers turned off to minimize any possibility that the suspect(s) can hear or see “NEWS REPORTS.”
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours, and the average barricade incident lasts approximately three (3) hours. **TIME IS ON YOUR SIDE.**
- Anticipate a point of law enforcement entry, rescue and how suspects will be apprehended
- Although law enforcement are responsible for establishing rapport, the following is considered informational only if the effort to establish rapport with the suspect is absolutely necessary and appropriate.
  - Provide first name
  - Find out their first name and use first names, including those of other staff members involved in the situation
  - If first names are not known, refer to the hostages(s) as men, women, and children.

**If the hostage location is other than the School office, staff will be instructed to:**

- Immediately call 911. Identify the address and the situation, providing the exact location of the incident. **STAY ON THE LINE UNTIL LAW ENFORCEMENT ARRIVES.**
- While on the phone with the 911 dispatcher report the following if known:
  - Number of suspect(s)
  - Names(s) of suspect(s), if known
- Description of suspect(s):
  - Gender
  - Race



- Weight (e.g. light; lean; heavy; obese) stay away from using pounds
  - Height (e.g. short; medium; tall) avoid using feet/inches
  - Hair
  - Eyes
  - Approximate age
  - Description of clothing
- Anything special or unusual, such as:
  - Scars
  - Tattoos
  - Burn marks
  - Birthmarks
  - Pierced body parts
  - Jewelry
- The exact location of the suspect (building, room) and include North, South, East or West in directions
- The approximate number of staff and/or students in the hostage area
- If weapons or explosive devices involved
- If any shots have been fired. *If yes, describe sound and number of shots fired.*
- Reports of any injuries or emergency medical needs (medication). *Describe the exact location and condition of the victim(s).*
- Any demands the suspect has made
- Any other background information, past problems with suspect, demeanor, possible motive, or vendettas against particular individuals
- Location of the situation:
  - If the hostage situation is on one side of the building, law enforcement will likely want to enter from the other side
  - Inform law enforcement exactly where the hostage situation is located and advise law enforcement what is considered to be the best “other side” entrance for a law enforcement response

**While waiting for law enforcement, staff will be instructed to:**

- If you can safely communicate by phone, implement lockdown procedures. For this situation, **DO NOT** set off any alarms as the bell may cause staff to panic and rush into a dangerous area.
- **DO NOT EVACUATE** until instructed or escorted by law enforcement.
- Complete reports as necessary

**Once law enforcement or public safety officials arrive:**

- Law enforcement or local public safety officials will need assistance in identifying witnesses. Gather witnesses in a secure location but do not let them talk with one another (to protect the investigation).

## **Adaptations for Individuals with Disabilities**

Evacuation of people with disabilities will be given high priority in all emergencies. School personnel shall familiarize themselves with procedures in order to assist in planning for the evacuation of people with disabilities.

### **In all emergencies, after an evacuation has been ordered:**

- If the situation is life-threatening, call 9-1-1
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how they can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
- Evacuating a disabled or injured person by only one person with no assistance is a last resort.
- Check on people with special needs during an evacuation
- Do NOT use elevators, unless authorized to do so by the law enforcement or fire personnel. Elevators could fail during a fire, earthquake or flood.

## **Post-Incident Communication**

### **Public Announcements**

When law enforcement or a public safety agency has determined that the emergency situation is under control, a representative of the School will provide a public announcement that the emergency is over.

### **Notifications of Relatives**

The School will designate a school representative to notify relatives of any injured employees in a timely fashion.

### **Medical Assistance**

The School will designate representatives who will engage with emergency responders who provide medical assistance to injured employees, ensuring that all required medical benefits and insurance documentation is provided.

## Police Investigation

After law enforcement or a public safety agency has secured the premises, the School will arrange to have designated representatives participate in the law enforcement investigation of the incident, including identifying witnesses and providing requested information and documents.

## Pandemic Flu

A pandemic flu is a virulent human flu that causes a global outbreak, pandemic, or serious illness. Because there is little natural immunity, the disease can spread easily from person to person. The School will refer to the guidelines and resources from the Centers for Disease Control and Prevention (CDC) as well as the state and local public health departments in all counties served.

Based on guidance at the federal and state level, the School will work to reduce the spread of the pandemic flu by observing guidelines as applicable to the School setting. Some possible prevention strategies may include:

- **Provide flu-prevention supplies to staff** such as hand sanitizer with at least 60% alcohol, face masks and disinfectants as needed.
- **Identify critical job functions and positions** and plan for alternative coverage if needed. The School will develop a plan to support students and staff that need to stay home when sick, and will comply with all federal, state and local laws.
- **Separate sick individuals** from other staff and visitors if they become ill.
- **Plan ways to comply with any social distancing requirements (eg. increasing the space between people** to at least 6 feet, or as directed by the local health department).
- **Develop a risk-assessment and risk-management process** by conducting health screenings for flu-like symptoms during the pandemic.
- **Plan ways to continue educating students** if School functions and events are primarily virtual. If in-person events are canceled, identify actions needed. Identify the disadvantaged students and establish and implement plans to support their continued education.
- **Identify strategies to continue essential student services**
- **Create and maintain consistent communication with the greater school community.** Share plans with the governing board, staff, students, community providers and all education partners.
- **Keep plans current and updated as needed.**



## Cal/OSHA

In the event that there is a serious illness, injury, exposure, or fatality or if one employee is hospitalized for treatment, Cal/OSHA must be notified. If there is a fatality, Cal/OSHA must be notified within eight (8) hours. In the event of a hospitalization of one of the employees for treatment, Cal/OSHA must be notified within twenty-four (24) hours.

In addition, if the fatality or injury is work-related, the School may have to record the incident within seven (7) calendar days.

To file a report with Cal/OSHA, a school representative will call the 24 hour hotline or contact the nearest OSHA office. <https://www.dir.ca.gov/dosh/report-accident-or-injury.html>

Local OSHA California State Plan Offices within the school's service area can be found at <https://www.osha.gov/contactus/bystate/CA/areaoffice>. Some local options would be:

1. Long Beach 562-506-0810
2. Los Angeles 213-576-7451
3. San Bernardino 909-383-4321
4. San Diego 619-767-2280
5. Santa Ana 714-558-4451
6. Van Nuys 818-901-5403

## Media

The School will designate a representative who will respond to any media requests for information. Such representatives will carefully consider the nature of any such requests in order to avoid disclosing information about any person that is considered confidential and protected under Federal and state privacy and medical information laws and regulations and interfering with any ongoing police or internal investigation.

## Public Agency Use of School Buildings for Emergency Shelters

No policy exists for the use of school buildings. However, in the event of an emergency shelter request made by a public agency, the School will cooperate with the request.

## Learning Period Meeting (LPM)

The purpose of the learning period meeting is for the credentialed teacher to meet with the student to provide educational support, assign work, document learning, and to complete other administrative tasks. These meetings occur in private homes and public locations, such as a library. Typically, the parent/legal guardian is present for these meetings and is solely responsible for the safety of the student. In the rare occasion when a student is not accompanied by the parent/legal guardian, the Teacher or Education Advisor (EA) is required to meet in a public location for the safety of the student.

If, during an LPM, there is an incident that poses a safety threat to the student, the parent/legal guardian would be responsible to decide the appropriate course of action for their child. If the parent/legal guardian is not present, the Teacher/EA will take responsibility for the student's safety.

### Responsibilities:

- In the event of a student injury when parent/legal guardian is not present:
  - Call 911 if student injury requires medical attention
  - If blood or other bodily fluids are present, follow the bloodborne pathogens procedures using the first aid kit provided by the school or at the site. Make sure to utilize proper precautions to prevent exposure by utilizing gloves prior to addressing the injured individual.
  - Contact parent/legal guardian and allow them to take responsibility once present, teacher/EA may offer the use of their first aid kit to the parent/legal guardian in this event
  - Contact a school Director or the Human Resources department
- In the event of a fire:
  - Instruct students to **Stop, Drop** and **Roll** if their clothing catches on fire (never instruct a student to run when clothes are on fire) and use a blanket, jacket or other available material to extinguish the flames. Starting at the head of the victim, drag the blanket toward the feet, moving the flame away from the face
  - Contact a school Director or the Human Resources department
- In the event of a building fire:
  - Evacuate the building
  - Call 911
  - Follow the direction of local law enforcement and/or first responders at the scene

- Contact a school Director or the Human Resources department
- Earthquake:
  - Instruct students to implement the **Drop, Cover** and **Hold** procedure:
    - **Drop** to the ground. For those students who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands
    - **Cover** under or near desks, tables or chairs in a kneeling position with their backs to the windows
    - **Hold** onto table or chair legs
    - Remain in drop position until ground movement ends
  - Contact a school Director or the Human Resources department

## Protocol for Student Safety for One-on-One Assessments

The following guidelines and expectations are set to ensure school protocol is best communicated and the safety of students and staff are upheld during one-on-one assessments in which the parent/legal guardian may or may not be present.

### Staff Responsibilities

Staff will be expected to:

- Have the parent/legal guardian's and emergency contact information available
- Know the site's evacuation routes and exits Know the location of the restrooms and have a plan for students' restroom breaks. If the parent/legal guardian is planning to remain onsite, the staff member can contact the parent/legal guardian to accompany their child to the restroom. The staff member must stand outside the restroom, not accompany the student into the restroom.
- Develop a plan ahead of time that will ensure the student is never left alone
- Clearly communicate the details of the meeting location, what to bring, and student behavior expectations
- Establish the possible ending time and the expectations of the parent/legal guardian to be available to promptly pick up their child.

### Parent/Legal Guardian Responsibilities

Parents/Legal Guardians will be expected to review all student behavior expectations with their student(s), follow the drop-off, break, and pick-up arrangements, provide the name and



phone number of an emergency contact, and ensure the person picking up the student is communicated to the school employee.

## Student Responsibilities

Students will be expected to follow drop-off and pick-up arrangements, stay with the Sage Oak staff at all times, and follow behavior expectations.

## Field Trips

The School hosts field trips at various venues. Because these venues are public locations, the staff, students, and families in attendance will follow the protocol for emergency evacuations and safety as per the venue's guidelines. The majority of school field trips require parent/legal guardian participation and therefore all students should be in the care of a parent/legal guardian. The School establishes a ratio of students and chaperones at each school-sponsored event to ensure the safety of all participants as well as guidelines for field trips where students are dropped off by their parents/legal guardians and overnight field trips. (See [sageoak.education> Accountability> Governance> Board Agendas and Policies> Board Policies> 1000 Series Community Relations](https://sageoak.education/Accountability/Governance/BoardAgendasandPolicies/BoardPolicies/1000SeriesCommunityRelations) for current copy of the [1020 Field Trip Policy](#)). In an effort to promote the safety of those in attendance, the development of clear roles of responsibility, collection and organization of emergency student information, and maintenance of first aid kits is outlined as follows:

### Events Manager (or designee)

- Serve as lead chaperones and ensure other chaperones follow all responsibilities as outlined in the field trip policy and in the bullets listed below
- Maintain a current list of all chaperones and students on site
- Carry first aid kit to all field trips
- Identify the method of communication between all chaperones in the event of unforeseen events
- Provide a pre-trip email to teacher chaperones and parent/legal guardian chaperones containing information such as: venue safety procedure, health policies if applicable, behavior expectations, hazards, itinerary, and other related information
- Send permission slips and waivers for students in attendance digitally before the start of the field trip, if applicable
- Digitally collect all permission slips and waivers for students in attendance at drop-off field trips before the start of the field trip

- Contact the supervisor in charge in the event of an emergency
- Complete all necessary training
- Support the venue's direction and coordination of emergency response effort during an incident
- Inform parents/legal guardians of the supervisor's contact information for safety concerns that occur during the trip
- Complete [Incident Report](#) as needed for any medical concerns: minor cut, illness, allergic reaction, nose bleed, emotional upset, etc.

### Teacher Chaperones

- Maintain current personal emergency contact information with the School in UKG
- Report safety concerns to the events manager immediately
- Support events manager as needed
- Support the venue's direction and coordination of emergency response effort during an incident
- Take students to events manager or designee for any medical concerns: minor cut, illness, allergic reaction, nosebleeds, emotional upset, etc.

### Additional Protocols for Drop Off and Overnight Field Trips

The following protocol was developed to ensure student safety at field trips in which parents/legal guardians are not in attendance during the time of the school-sponsored event. These types of trips have been labeled as "Drop Off or Overnight Field Trips."

### Parent/Legal Guardian

Prior to a drop off/overnight field trip, an email will be sent to each parent/legal guardian (chaperones will be CC'd on this email) outlining the expectations and procedures for drop off and pick up, details about the meeting location, where to park, a permission slip filled out ahead of time and student behavior expectations.

Parents/Legal Guardians will be expected to:

- Review all provided information and explain student behavior expectations to their student(s)
- Complete any additional waivers or permission slips as required before drop off
- Ensure the person picking up the student is listed on the permission slip

- Provide any specific student needs as outlined in an IEP or a 504 plan following the School process for providing this information

Student will be expected to:

- Follow drop off and pick up procedures
- Stay with the assigned chaperone/group
- Follow behavior expectations

## Teacher Chaperone

The following will be provided to the chaperones by the Event Manager at the beginning of the trip:

- List of students in their group, including:
  - Parent/legal guardian's name and number (cell)
  - Any IEP/504 accommodations, allergies, behaviors
  - Name of student's assigned teacher
  - Emergency contact - ensure pick up person is included
- The School and vendor's emergency evacuation procedures
- Lead chaperone and/or events manager cell phone number - ensure it is programmed into their cell phone
- Group text information in case of an emergency or evacuation
- Check-in and out procedures and their role in the process

Chaperone will be expected to:

- Arrive on time
- Wear Sage Oak attire or ID with lanyard to be easily identifiable
- When a parent/legal guardian arrives, they will check the list and ensure all the student information and parent/legal guardian contact information is current
- Answer cell phones and texts--a texting group or tool will be used

## Events Manager (or designee)

To prepare the following in advance:

- Communicate expectations, procedures, and what to bring for parents/legal guardians
- Communicate expectations, procedures, and what to bring for chaperones
  - Designate meeting spot with all chaperones in case of an emergency
- Confirm teacher chaperones brought their school supplied first aid kit



- Start a texting group with all chaperones prior to the field trip or communication plan is in place
- Clearly communicate expectations to parents/legal guardians, students, and chaperones in advance
- Provide and collect all necessary information
- Obtain all information related to attending students' IEP or 504 plan from the teacher of record and ensure proper support is provided to the student during the field trip.
- Serve as the school's emergency management response.
- Be available the day of the trip to answer questions and troubleshoot.

## Planning an Overnight Field Trip

If planning an overnight drop off or non-drop off field trip, the following process must be followed:

1. A completed [Overnight Field Trip Review Template](#) is sent to the Assistant Superintendent of Education Services and Extended Learning Coordinator to review and approve.
2. Once approved, the [Board Approval Document](#) without signatures will be sent to the Extended Learning Coordinator with a list of names/titles of people who need to sign. The Extended Learning Coordinator will collect required signatures. Once forms are signed, the Extended Learning Coordinator will send a PDF to the Assistant Superintendent of Education Services.

## Staff Meetings

In-person staff meetings are conducted at a facility rented by the School and in the Sage Oak offices. Because most venues used are public locations, the staff and any additional participants in attendance will follow the protocol for emergency evacuations and safety as per the venue's guidelines. Established emergency evacuation procedures will be followed for all events held in the Sage Oak offices.

In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection and organization of emergency staff information, and maintenance of first aid kits are outlined as follows:

## Director or Director's Designee

- Maintain a current list of all employees in attendance
- Responsible for supporting the venue or School's direction and coordination of emergency response effort during an incident
- Obtain Site Emergency Plans, if possible
- Obtain Site Emergency Evacuation Map, if possible
- Establish pre-designated evacuation area and exits and clearly mark on site map
- Bring a first aid kit
- Serve as the school's emergency management response

## Required Training and Resources:

- Complete SafeSchools training or similar trainings as assigned
- Upon hire, staff will be required to download the following emergency apps to their phone/iPad:
  - Red Cross First Aid
  - Red Cross Earthquake
- First Aid kit, provided by the School

## Staff

- Maintain current personal emergency contact information with the School in UKG
- Report safety concerns to the Director immediately
- Follow the emergency plans as directed by the venue or School
- Download, when possible, emergency apps to phone/iPad:
  - Red Cross First Aid
  - Red Cross Earthquake
- Support Director as needed

## School Office

The school office is located in a rented facility that does not have an emergency plan (Appendix C: Facility Sites Utilized by Sage Oak - Contact Information). Based on a site map, the School developed emergency evacuation plans (Appendix D: Redlands Executive Suites Office Evacuation Maps). The staff and any additional individuals in attendance will follow the protocol for emergency evacuations and safety as per the following guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility,

collection of emergency staff information, and maintenance of first aid kits are outlined as follows:

### Office Manager (or Designee\*)

- Access to current staff emergency contact information in UKG
- Develop site emergency plans and protocol as well as communicate plans to staff
- Clearly post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside
- Ensure the school offices are equipped with the necessary emergency tools (rolling ladders, first aid kits and materials, flashlights, window breakers, etc.)
- Provide staff on-site safety training as needed
- Serve as the school's emergency management response
- Ensure the office temperature control remains within a temperature range recommended by the Occupational Safety and Health Act (OSHA) when staff or students are present. Collaborate with supervisor to relocate staff to a different office space or allow for remote work when this is not possible
- Coordinates a plan with office staff to avoid instances, if feasible, where a staff member is working alone in any office space or storage room. Exceptions to this policy may be granted, contingent upon approval from human resources

*\*Employees serving as key carriers at the office will also serve as the office manager's designee in the event of an emergency*

### All Additional Office Staff

- Maintain a current personal emergency contact with the School in UKG
- Responsible for following the emergency and safety plans during an incident

### Emergency Procedures

In the event that an emergency occurs, all employees are to evacuate the building by following the procedures below.

1. In the event of an emergency, all employees should immediately stop whatever they are doing and quickly and safely exit the building.
2. It is the responsibility of the office manager or designee to be present at the time of the emergency to see that all employees leave the building promptly and safely.



3. All employees should exit the building by way of the nearest exit or stairwell to the outside.
  - a. If the nearest stairwell is blocked by smoke, use the other stairwell. DO NOT USE THE ELEVATOR.
  - b. The School will make every attempt to create prior arrangements with staff and individuals with disabilities as needed to assist them in the event of an evacuation.
  - c. If the nearest doorway or exit is blocked, and if the emergency calls for immediate evacuation, utilize the window breaker to clear a safe path to the outside.
4. Follow the exit plans. Staff who exit the building first must position themselves far enough away from the building to enable everyone to stand clear of emergency vehicles. The street must be kept clear at all times, so as not to hamper the movement of emergency vehicles into the area.
5. If possible, before leaving the building, the office manager or designee will call the fire department and leave all doors unlocked to allow the fire department easy access.
6. Once outside the building, the office manager or designee will:
  - a. Confirm that the fire department has been called (911)
  - b. Congregate all employees in the parking lot and confirm that all employees and visitors are out of the building.
  - c. Designate someone to meet the fire department at the front entrance to provide additional information if necessary.
7. If staff members trained in CPR and rescue breathing are present, they should survey the individuals outside to determine if anyone is in need of first aid. Appropriate aid should then be given.
8. Once outside, do not re-enter until the building is declared safe by the fire department and you are informed to do so by the designee.

## School Warehouse

The school warehouse is located in a rented facility that does not have an emergency plan (Appendix C: Facility Sites Utilized by Sage Oak - Contact Information). The School has developed safety protocol addressing safety concerns, including but not limited to:

- Safety Training and Communication
- Fire Safety

- Hazardous Materials
- Emergency Medical Response
- Evacuation Plan (Appendix A: Warehouse Evacuation Maps)
- General Safety Precautions
- Security Measures
- Warehouse Visitor Check-In and Safety Protocol
- Warehouse Floor and Power Equipment Safety Procedures

In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection of emergency staff information, and maintenance of first aid kits are outlined as follows:

### **Facilities Manager (or Designee\*)**

- Access to current staff emergency contact information in UKG
- Develop site emergency plans and protocol as well as communicate plans to staff
- Post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside
- Ensure the school warehouse is equipped with necessary emergency tools, including rolling ladders, first aid kits, and supplies, flashlights, window breakers, etc.
- Provide staff on-site safety training as needed
- Serve as the school's emergency management response
- Ensure the warehouse temperature control remains within a temperature range recommended by the Occupational Safety and Health Act (OSHA) when staff are present. Collaborate with supervisor to ensure Heat Illness Preventative measures are being implemented when the temperature approaches or exceeds OSHA recommended temperature threshold
- Coordinate a plan with warehouse staff to avoid instances, if feasible, where a staff member is working alone in any space

*\*Employees serving as key carriers at the warehouse will also serve as the facilities manager's designee in the event of an emergency*

### **All Additional Staff**

- Maintain a current personal emergency contact with the School in UKG
- Responsible for following the emergency and safety plans during an incident

## Opioid and Fentanyl Use and Overdose Prevention Procedures

The purpose of this section is to protect the health and well-being of all of our students by having procedures in place to prevent and respond to the use and overdose of opioids and fentanyl.

### **Sage Oak Charter Schools will use the following prevention strategies:**

- Distribute safety advice to families regarding drug use and overdose prevention.
- Regularly assess the school climate and address gaps as needed.
- Providing training to staff who facilitate field trips, school events, and other student in-person events.

### **Responding to Possible Overdose**

#### **STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE**

Signs of overdose, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If the person does not respond, call 911.

#### **STEP 2: CALL 911 FOR HELP**

An opioid overdose needs immediate medical attention. An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel are on the scene, call 911 immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions.

#### **DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE**

- DO follow the instructions of the 911 dispatcher.
- DO stay with the person and keep the person warm.



- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person, the person may be unconscious.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

## Cardiac Arrest Response Procedures

The School is committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.

What is Sudden Cardiac Arrest?

Sudden cardiac arrest occurs when the heart stops beating effectively, preventing blood flow to the brain and vital organs. It can occur without warning, even in individuals with no known risk factors. Immediate intervention is critical to survival.

- Cardiac Arrest: The heart has stopped or is beating ineffectively. Requires cardiopulmonary resuscitation (CPR) immediately.
- Heart Attack: A blockage in blood flow to the heart muscle that can sometimes lead to cardiac arrest.

## Emergency Response Procedures

If an individual is suspected of experiencing sudden cardiac arrest:

1. Ensure scene safety. Quickly assess the situation.
2. Check responsiveness and breathing. If unresponsive and not breathing (or only gasping), act immediately.
3. Call 9-1-1. Assign a staff member to contact emergency services.
4. Begin CPR immediately. Push hard and fast in the center of the chest.
5. Continue CPR until emergency responders arrive and take over care.

## School Procedures

- Staff Training
  - Designated staff members receive CPR training through the National CPR Association.
  - Training is refreshed on a regular basis to ensure preparedness.

- Emergency Communication
  - During a suspected cardiac arrest event, staff will follow The School's established emergency communication procedures to ensure a rapid response.

The School is committed to ensuring that staff are prepared to respond effectively to sudden cardiac arrest by maintaining trained personnel, providing CPR training, and integrating response procedures into the School's comprehensive safety plan.

## **Section 3: Human Resources**

Human Resources is responsible for providing staff training and ensuring compliance. Additional SafeSchools training courses are available to be assigned to designated employees depending upon their level of responsibility for upholding the School safety plan and requirements per the law.

### **First Aid Supplies & Annual Safety Training**

First Aid kits are available at the School office, at each site or school event where students and staff are required to gather (i.e. field trips and school-sponsored events), and provided to all staff. The first aid kit contains medical supplies needed in case of minor accidents. An employee is to report to Human Resources if any kit needs more supplies.

Fire extinguishers are accessible at the School office. Fire extinguishers are inspected annually and serviced as required by an outside company.

All staff are instructed to notify a member of the leadership team, the Superintendent of Schools, or Human Resources immediately if there is a work-related or student-related accident or injury.

### **Staff Safety Training**

In addition to the review of the School safety plan, Sage Oak staff will be assigned trainings in accordance with applicable state regulations and laws as well as trainings that support the School's effort to increase staff preparedness in the event of an emergency.

In addition to trainings required per the state, staff will be assigned depending upon the employee's role and responsibility at the School.

## Bloodborne Pathogens (BBP)

This section pertains to spills and cleanup of blood or other body fluids. It is not a first aid/emergency response procedure.

### Treatment of Students and Staff

Applicable staff will be required to complete a BBP course and will be equipped with a first aid kit. Staff will be instructed to prevent exposure to themselves by utilizing the kits if they must treat another individual. Staff should follow the protocol of the site where the cleanup is needed (school event, field trip, etc.). If cleanup is needed during a Learning Period Meeting, the teacher can provide the first aid kit to the parent/legal guardian for their use. Staff are encouraged to contact human resources when an event requiring the use of their first aid kit is needed for the purposes of treating a serious injury so that the School is aware and first aid kits can be replaced as necessary.

### Procedure

1. In the event of a serious injury resulting in the release of blood or other body fluids which could contain pathogens (e.g., HIV or HBV), the first step is to treat the injured party. All personnel will have completed the SafeSchools Bloodborne Pathogens course in order to prevent exposure. Depending upon the severity of the injury, staff are to call 911 and follow the directives given by the emergency response team.
2. Spilled body fluids should not be cleaned up without the appropriate protective equipment and materials specifically designated for such fluids. In the case where spilled body fluids need clean-up, this procedure must be followed if the tools to safely clean-up are available:
  - a. If there is a need for a clean up in a public location, school personnel should first inquire if the site has designated an individual responsible.



- b. If there is not a responsible individual at a public location, advise the most senior school employee on duty. They should be aware of the situation, determine if clean up is needed, and designate an individual(s) to clean-up
- c. Clean up the spilled fluids as follows:
  - i. Put on protective gloves.
  - ii. Spread the absorbent material on the spilled body fluids, (e.g., paper towels) or use the Bloodborne Pathogens Spill kit if available.
  - iii. Neutralize the potential pathogens with a 10% bleach-with-water solution or use the solution provided in the Emergency First Responder pack. Cover the spill for 15 minutes.
  - iv. Use paper towels to pick up material as best possible. Place all potentially contaminated materials in a leak-proof biohazard plastic bag.
  - v. Sweep/mop-up any additional neutralized/absorbed fluids and place in the leak-proof bag.
  - vi. Clean sweep/mop materials with hot, soapy water. Lastly, remove gloves from inside-out and place in the bag.
  - vii. Close the biohazard bag prior to removal to prevent spillage or protrusion of contents during handling, storage, transport, or shipping. Contact human resources for more information as the regulations may vary per county.
  - viii. Wash hands thoroughly in hot, soapy water.
- 3. After all activity is completed, an Incident Report is to be completed as necessary and submitted to the Director and Human Resources.

## Live Scan and Background Checks

The School will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which states that “each employee of the School furnishes the School with a criminal record summary.”

Livescan fingerprinting will be required of all job applicants, employees, community providers, and volunteers. Proof of live scan fingerprinting is a requirement of employment and the results must be provided to the School prior to the first day of work. Exceptions to the fingerprinting timeline may be granted by the Superintendent of Schools, when appropriate.

Background checks may also be required of employees whose job duties involve handling of money, valuables or confidential information, or as otherwise deemed prudent by the School. These background checks are performed through a fingerprinting service coordinated by an approved school vendor in conjunction with the California Department of Justice (DOJ), and if applicable the Federal Bureau of Investigation (FBI). If a background check is determined, the individual will be provided a release form from Human Resources which will disclose the reports that will be collected, request the release of liability, and authorize the School to conduct a background check. (See [sageoak.education> Accountability> Governance> Board Agendas and Policies> Board Policies> 4000 Series: Personnel Services](#) for current copy of the [4020 Background Check Policy](#))

Any and all information obtained by the School may be taken into consideration in evaluating one's suitability to serve the School. Individuals who refuse to submit to a criminal history review or whose criminal history review reveals that they have been convicted of a crime or have violated the law may not be offered employment and/or may be subject to termination in accordance with applicable law.

The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Individuals with adverse background information such as certain specific criminal convictions related to the responsibilities of the position of said person's service provided to the School or as defined by Ed Code Sections 45122.1, 45123, and 45124 may be ineligible for employment or service with the School.

The information obtained through background checks is confidential and will be shared only with individuals with an essential business need to know. Records of the live scan and/or background check will be maintained in Human Resources separately from the employee personnel files.

### **Background Checks May Include:**

- I. **Professional Reference Checking:** The post-offer background checks conducted under this policy does not replace the professional reference checking expected to be completed by the Human Resources department. All professional reference calls will be placed to individuals listed as references by the applicant and in places of employment listed on the application.

- II. **Educational/Credential Verification:** The Human Resources department confirms the applicant's claimed educational institution, including the years attended and the degree/diploma/credential received through review of transcripts and referencing the Commission on Teacher Credentialing database. Human Resources may require official transcripts be provided after hire.
- III. **Criminal History:** Includes review of criminal convictions and probation provided through a Department of Justice live scan screening.
- IV. **Credit History:** Confirms candidate's credit history, if applicable. This search will be run for positions that involve management of the School's funds and/or cash or credit cards.

### Live Scan and Background Checks and Discrimination

Information discovered through the background check process will be used solely for the purpose of evaluating a candidate's suitability for employment or service to the School, and will not be used to discriminate against a candidate on the basis on actual or perceived race (including traits historically associated with race, including but not limited to hair texture and protective hairstyles such as braids, locks, or twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion, (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer and genetic characteristics), reproductive health decision-making, family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status, use of cannabis off the job and away from the workplace, any combination of the above protected characteristics, or any other consideration made unlawful by federal, state or local laws.

### Current Employees Duty to Report Convictions/Pleas

Employees have an ongoing responsibility during their employment to make the School aware of any felony or misdemeanor convictions or pleas which are acknowledgements of responsibility. Any convictions or pleas should be reported to the Human Resources department.

The School may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance,



reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, the School will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with the School's lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

### **Adverse Action Due to Background Check Results for Prospective Employees**

If adverse action is probable based in whole or in part on the results of a background check covered by the Fair Credit Reporting Act (FCRA), the individual will receive a copy of the background check report, a pre-adverse action notice, and a document summarizing the candidate's rights under the FCRA. If the offense is not related to a sex, drug or violent conviction, individuals will be permitted to provide responsive information regarding their criminal history, including evidence that they did not commit the offense (in the case of a misidentification), evidence of rehabilitation or character, the length of time since the last criminal conviction, and other extenuating circumstances. The individual will be given five (5) business days to provide this information so as not to halt the recruitment process for the position. Extensions or exceptions may be provided to the finalist at the sole discretion of the Assistant Superintendent of Human Resources or designee.

If adverse action is taken against the finalist in whole or in part based upon the results of a background check, the individual will receive an Adverse Action Notice indicating that the offer will be rescinded. The individual will also receive a document summarizing the individual's rights under the FCRA.

The following actions outlined in this section are not extended to school community providers. These requirements are only carried out when employment is being considered.

### **Dress Code**

As per Education Code 35183, it is believed that school dress significantly influences pupil behavior. Even though the School does not adopt a schoolwide uniform for students, the School expects apparel worn at school events and meetings to be safe and not to cause undue attention or be reasonably offensive to others. Clothing worn should not be

reasonably determined as a threat to the health, safety and educational focus of the School environment. Parents/legal guardians are asked to monitor the students in their care and counsel them on appropriate choices. Students that violate the School's dress code, may be required to meet with a school administrator and possibly face consequences.

The following are examples of prohibited clothing:

- Printing, logos and/or graphics depicting drugs, alcoholic beverages, tobacco, or messages that are sexually suggestive or disrespectful;
- Clothing with graphics of weapons;
- Clothing or accessories that are indicators of gang involvement or emulation;
- Overly baggy or tight clothing so as to be revealing, or any clothing that exposes the individual inappropriately or can pose a danger to the individual.

The employee handbook outlines the minimum standards of dress, grooming, and hygiene to which all employees and temporary staff are required to adhere.

Requests for an exception to the dress code policy for religious beliefs or practices must be addressed with the Superintendent of Schools or designee or an HR representative. Each request will be evaluated on a case-by-case basis.

## Uniform Complaint Procedures

It is the policy of the School to comply with applicable federal and state laws and regulations related to uniform complaint procedures ("UCP"). The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to board policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. (See [sageoak.education> Accountability> Governance> Board Agendas and Policies> Board Policies> 1000 Series Community Relations](https://sageoak.education/Accountability/Governance/BoardAgendasandPolicies/BoardPolicies/1000SeriesCommunityRelations) for current copy of the [1025 Uniform Complaint Policy](#))

## Internal Complaint Policy

The purpose of the Internal Complaint Policy is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have

free access to the Assistant Superintendent of Human Resources, the Superintendent of Schools, or Board of Directors to express their work-related concerns. Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's Prohibiting Unlawful Harassment, Discrimination, and Retaliation policy. (See [sageoak.education> Accountability> Governance> Board Policies> 4000 Series Personnel Services](https://sageoak.education/Accountability/Governance/BoardPolicies/4000SeriesPersonnelServices) for current copy of the [4055 Internal Complaint Policy](#) and [4060 Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy](#))

## **Section 4: Policies and Regulations Related to Student and Staff Safety**

### **Mandated Reporter**

The School is dedicated to providing a safe space for students and to promoting student safety in and out of school. The School will apply and enforce the legal requirements in California for child abuse and neglect reporting. All employees of the School are considered child care custodians (mandated reporters) under California Penal Code Section 11166 and will comply with its provisions. (See [sageoak.education> Accountability> Governance> Board Policies> 4000 Series Personnel Services](https://sageoak.education/Accountability/Governance/BoardPolicies/4000SeriesPersonnelServices) for current copy of the [4035 Mandated Reporter - Child Abuse and Neglect Reporting Policy](#))

### **Definitions**

1. "Child Abuse" includes the following:
  - A physical injury inflicted by other than accidental means on a child by another person
  - Sexual abuse of a child
  - Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody
  - Unlawful corporal punishment or injury resulting in a traumatic condition
  - Neglect of a child or abuse in out-of-home care
2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:



- Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, and those classified pupil personnel employees or other classified employees trained in child abuse reporting
  - School volunteers who interact with students outside the direct supervision of a parent, guardian, or school employee are now classified as mandated reporters
3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation
  4. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the director, or the director's designee as soon as possible after the initial verbal report by telephone.

## Duty to Report

In conformance with the requirements of the Penal Code 11165.7, any school employee who has knowledge of or observes a child in their professional capacity or within the scope of their employment, whom they know or reasonably suspects has been a victim of child abuse, shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The mandated reporting duties are required of the individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code 11166.1, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on their training and experience, to suspect child abuse.

Notified administrators shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, a supervisor may support them in completing and filing of these forms. However, it is the mandated reporter's responsibility to report.

If the mandated reporter does not disclose their identity to a supervisor, they shall provide or mail a copy of the written report to the School without their signature or name.

## Legal Responsibility and Liability

1. According to P.C. 11166 [c], if a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. If the mandated reporter intentionally conceals their failure to report an incident known by the mandated reporter to be abuse or severe neglect, the failure to report is a continuing offense until a county designated agency to receive mandated reports specified in P.C. 11165.9 discovers the offense.
2. Any supervisor or administrator who violated P.C. 11166 [1], that prohibits impeding others from making a report, shall be punished by not more than 6 months in county jail or by a fine of not more than \$1,000, or both.
3. Any mandated reporter who willfully fails to report abuse or neglect, or any person who impedes or inhibits a report of abuse or neglect, where the abuse or neglect results in death or great bodily injury, shall be punished by not more than 1 year in county jail or by a fine of not more than \$5,000, or both (P.C. 11166.01 [b]).
4. No mandated reporter shall be civilly or criminally liable for any report required or authorized unless it can be proven that a false report was made and the person knew that the report was false or was made with reckless disregard of the truth or falsity of the report. Any person who makes a report of child abuse or neglect known to be false or with reckless disregard of the truth or falsity of the report is liable for any damage caused (P.C. 11172 [a]).
5. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they do agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

## Child Protective Services Hotlines

1. Inyo county: 760-872-1727
2. Imperial county: 760-337-7750
3. Kern county: 661-631-6011 -or- 760-375-6049
4. Los Angeles county: 800-540-4000 (within CA), 213-639-4500 (outside CA), 800-272-6699 TDD, Online reporting <https://reportChildAbuseLA.org>
5. Orange county: 714-940-1000 -or- 800-207-4464

6. Riverside county: 800-442-4918 (within Riverside County) -or- 800-422-4453 (outside Riverside County)
7. San Bernardino county: 909-384-9233 -or- 800-827-8724
8. San Diego county: 858-560-2191 -or- 800-344-6000
9. Ventura county: 805-654-3200

**Sheriff's Offices Contact Information:**

1. Inyo county
  - Phone: 760-878-0383
  - Website: <https://www.inyocounty.us/services/sheriff>
2. Imperial county
  - Phone: 442-265-2021
  - Website: <http://www.icso.org>
3. Kern county
  - Phone: 800-861-3110 or 661-861-3110
  - Website: <https://www.kernsheriff.org/>
4. Los Angeles county
  - Phone: 213-229-1700
  - Website: <http://www.lasd.org>
5. Orange county
  - Phone: 714-647-7000 or 949-770-6011
  - Website: <http://www.ocsd.org>
6. Riverside county
  - Phone: 800-950-2444
  - Website: <http://www.riversidesheriff.org>
7. San Bernardino county
  - Phone: 909-387-8313 (Valley)
  - Phone: 760-956-5001 (Desert)
  - Website: <https://wp.sbcounty.gov/sheriff/>
8. San Diego county
  - Phone: 858-868-3200
  - Website: <http://www.sdsheriff.net>
9. Ventura county
  - Phone: 805-654-2380
  - Website: <https://www.venturasheriff.org/>

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on state form 8572, which can be downloaded at



[https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss\\_8572.pdf?](https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?). (Appendix E: Child Abuse Report Form)

## Child Abuse Training Requirement

- Per AB 1432, all school employees must annually complete the Mandated Reporter training course within the first six weeks of school or by the sixth week of employment.
- The School will offer a course that is fully compliant with California Assembly Bill 1432 through SafeSchools or a similar system, the school's online training and tracking system designed specifically for education agency employees.
- The SafeSchools learning management system or a similar system will generate the required reports for proof of completion. Employees should retain a copy of the training certificate for their records.

## Sexual Harassment

The School prohibits sexual harassment of school employees and job applicants. The School also prohibits retaliatory behavior or action against employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. (See [sageoak.education> Accountability> Governance> Board Policies> 4000 Series Personnel Services](#) for current copy of the [4060 Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy](#))

The School shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Per AB 1825 and CA Govt. Code Sec. 12950.1, the School will provide supervisory employees within 6 months of their assumption of a supervisory position 2 hours of interactive sexual harassment training and education and at least one hour of training regarding sexual harassment to all nonsupervisory employees with 6 months from date of hire. Employees will be required to complete sexual harassment training every 2 years thereafter.
2. Publicizing and disseminating all board policies related to harassment to staff and school community.
3. Ensuring prompt, thorough and fair investigation of complaints.

4. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. Any school employee or job applicant who feels that they have been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to Human Resources, their supervisor, the director, or the director's designee. An employee may bypass their supervisor in filing a complaint where the supervisor is the subject of the complaint.

An employee who receives a harassment complaint shall promptly notify Human Resources. Complaints of sexual harassment shall be filed.

Any school employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a school employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(See [sageoak.education](https://sageoak.education/Accountability/Governance/BoardPolicies)> Accountability> Governance> Board Policies> both the 1000 Series Community Relations, 4000 Series Personnel Services, and 5000 Series Instruction for current copy of the [4060 Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy](#), [1025 Uniform Complaint Policy](#), and [5015 Title IX Harassment Intimidation Discrimination and Bullying Policy](#))

## Procedures to Prevent and Respond to Child Abuse, Neglect, and Sex Offenses

The School is committed to protecting all students from child abuse, neglect, and sex offenses. In compliance with applicable state law (as amended by SB 848 (2025)), the School's Comprehensive School Safety Plan includes procedures to prevent, identify, and respond to such concerns in the context of its independent study program.

### Prevention and Supervision Measures

- As an independent study program, students are typically under the direct supervision of their parents or guardians.

- Sage Oak ensures that school-sponsored events take place in safe and appropriate settings. For all Sage Oak events that are not titled “drop-off” events, parents are responsible for supervising their children.
- All employees, volunteers, and governing board members will receive annual training on recognizing and reporting suspected child abuse, neglect, or sexual misconduct, consistent with mandated reporter laws and state training requirements. For the purposes of this training requirement, a “volunteer” is “a person who is over 18 years of age and who interacts with pupils outside of the immediate supervision and control of the pupil’s parent or guardian or a school employee.” All contractors whose duties require contact with or supervision of pupils at the School will also receive annual training on recognizing and reporting suspected child abuse, neglect, or sexual misconduct, consistent with mandated reporter laws and state training requirements. Such required mandated reporter training must occur within the first six weeks of the school year or within the first six weeks of the person’s employment or affiliation with the School.\*
- The School fosters a professional environment in which all interactions between staff, students, and families reflect respect, safety, and appropriate boundaries.

### Reporting and Response Procedures

- All employees, volunteers, contractors, and governing board members are mandated reporters and must immediately report any reasonable suspicion of child abuse or neglect to child protective services or law enforcement, as required by the California Child Abuse and Neglect Reporting Act (Penal Code Sections 11164–11174.3). For the purposes of this requirement, a “volunteer” is “a person who is over 18 years of age and who interacts with pupils outside of the immediate supervision and control of the pupil’s parent or guardian or a school employee.”
- All contractors whose duties require contact with or supervision of pupils are mandated reporters and must immediately report any reasonable suspicion of child abuse or neglect to child protective services or law enforcement, as required by the California Child Abuse and Neglect Reporting Act (Penal Code Sections 11164–11174.3).
- Reports are made directly to the appropriate agency, and the School cooperates fully with investigations to ensure the safety and support of the student involved.
- The School maintains confidentiality as required by law to protect student and family privacy.

\*Sage Oak is aware of the recent amendments to the mandated reporter provisions per Senate Bill 848 (2025). Our administration, in collaboration with legal counsel, is actively reviewing its potential impacts on mandated reporter training protocols as applicable to



volunteers and contractors. As we continue to explore the nuances of this decision, we remain committed to ensuring our practices remain compliant with current legal requirements.

## Self-Harm/Suicide Policy and Procedures

The School is committed to safeguarding the health and well-being of all students by implementing comprehensive procedures aimed at preventing, assessing, intervening in, and responding to youth suicidal behavior. In accordance with Education Code Section 215, the School will adopt and maintain a student suicide prevention policy, ensuring it reflects any updates to relevant legislation. This policy will encompass best practices for prevention, intervention, and postvention, address the specific needs of high-risk groups, outline suicide awareness and prevention training for staff, and ensure that all school employees act within the scope of their credentials and professional authorization. (See [sageoak.education> Accountability> Governance> Board Policies> 5000 Series Student Services](https://sageoak.education/Accountability/Governance/BoardPolicies/5000SeriesStudentServices) for a current copy of the [5020 Suicide Prevention Policy](#)).

## Expectations of Conduct

The School is committed to protecting its students and staff from the hazards of school and workplace violence, including both physical and verbal threats.

The School recognizes its responsibility to make and enforce all rules and regulations governing employee and student behavior to ensure a safe, learning-conducive environment. The expectation of the governing board is for all staff to conduct themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to adhere to appropriate boundaries between staff and students. (For examples of the School's expectations of student, parent/legal guardian and employee conduct, see [sageoak.education> Accountability> Governance> Board Policies>](https://sageoak.education/Accountability/Governance/BoardPolicies/1000SeriesCommunityRelations) both the 1000 Series Community Relations and the 4000 Series Personnel Series for current copy of the [4045 Professional Boundaries Policy](#) and [1010 Civility Policy](#)).

The School has a zero tolerance policy toward threats or acts of violence and will take appropriate disciplinary action against students, parents/legal guardians and employees who engage in such conduct. It is important that all students, parents/legal guardians and staff understand the conduct expected at the School in order to ensure that all parties feel safe.

## Students

The School believes that all students have the right to be educated in a positive learning environment free from disruptions. At school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards teachers, other staff, students and volunteers. Every effort is made at each site to ensure students are aware of the expected behaviors at a school organized event.

## Parents/Legal Guardians

The School developed a Civility Policy in light of defining the appropriate conduct for parents/legal guardians in relation to school-related interactions as well as a guide to the proper responses in light of a disruption.

## Staff

Staff conduct is equally important and must exhibit professionalism at all times. Since we consider all school staff to be representatives of the School, standards of conduct for all staff members are outlined in the employee handbook and define expectations surrounding the following areas:

- Freedom from Violence
- Prohibited Conduct
- Physical Contact with Students and Other Staff Members
- Off-duty Conduct
- Drug and Alcohol Free Workplace and Awareness Program
- Tobacco Free Workplace
- Punctuality and Attendance
- Professionalism
- Dress Code
- Gifts to Employees
- Fee and Cash Collection
- Building Security

For more information about the School's expectation of staff conduct, employees should refer to the employee handbook.

## Suspension and Expulsion Procedures

The School reserves the right to suspend or expel students pursuant to the modified policy and procedures established by the governing board. The School will have disciplinary procedures for student academic, interpersonal, and internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step. Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to the School's policies that establish: a) expectations for civil and courteous student behavior; b) a process for investigating violations or alleged violations of same; and c) any lawful penalties or interventions to be imposed as a result. Disciplinary procedures for students with disabilities will be addressed by the IEP team in accordance with both federal and state law and the student's IEP.

The Schools' written procedures for ensuring academic integrity and 'netiquette' will be incorporated into the School's student/parent handbook. These terms will be clearly defined (for example, the several forms of plagiarism will be described), and expectations and penalties will be clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion. (For more information on the School's procedure, see Appendix F: Suspension and Expulsion Process, Excerpt from Sage Oak Charter School Charter Petition)

## Bullying

The School recognizes the harmful effects of discrimination, harassment, intimidation, and bullying on student learning and works to provide a safe school culture that protects students from physical and emotional harm. Bullying creates a hostile environment in schools if it sufficiently and severely interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by the School. The School will establish student safety at all school related functions as a high priority and will not tolerate discrimination, harassment, intimidation, and bullying of any student.

No student or group of students shall, through physical, written, verbal, non-verbal, gestural, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cyber sexual bully, cause bodily injury to, or commit hate violence against any other student or school personnel. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a school under the



jurisdiction of the governing board and the Superintendent of Schools. (See [sageoak.education> Accountability> Governance> Board Policies> 5000 Series Student Services](https://sageoak.education/Accountability/Governance/BoardPolicies/5000SeriesStudentServices) for current copy of the [5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy](#))

*Note: Pursuant to Education Code 32261 48900 and 48900.2-48900.4, the definition of "bullying" for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act. AB 746 (Ch. 72, Statutes of 2011) amended Education Code 32261 AB 1732 (Ch. 157, Statutes of 2012) amended Education Code 48900 to expand the definition of bullying committed by means of an electronic act to include posting of messages on social media networks.*

In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that they receive harassing messages).

Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting). Cyberbullying and cyber sexual bullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, or computer. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation via a post on a social network Internet Web site, including but not limited to posting to or creating a burn page, creating a credible impersonation of another actual pupil, or creating a false profile. Cyber sexual bullying includes, but is not limited to, focusing on the person's appearance, body parts, sexual orientation, or sexual activity through the use of technology.

## **Bullying Prevention, Intervention and Reporting**

School staff will have access to SafeSchools online trainings related to the professional development of detecting warning signs, effective prevention strategies, and intervention skills.

School staff who witness an act of discrimination, harassment, intimidation, bullying, hazing, or teasing shall take immediate steps to intervene to stop the incident when it is safe to do so (Education Code 234.1.1b) and notify a Director. As appropriate, the Director or the Director's designee, will notify the parents/legal guardians of victims and perpetrators. The Director or the Director's designee also may involve counselors and/or law enforcement as necessary.

Students are encouraged to notify school staff when they are being discriminated against, harassed, intimidated, bullied, hazed, or teased or suspect that another student is being victimized. (See [sageoak.education > Accountability > Governance > Board Policies > 5000 Series Student Services](https://sageoak.education/Accountability/Governance/BoardPolicies/5000SeriesStudentServices) for current copy of the [5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy](#))

## Hate Crime Reporting

Hate crimes occur when a perpetrator targets a victim because of their membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes can take many forms. Incidents may involve, but are not limited to, physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

## Intervention and Reporting

1. Any student or employee who believes that they are a victim of hate-motivated behavior shall immediately contact the appropriate staff, Director or the Director's designee, or if an employee, Human Resources.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Director or the Director's designee, or if regarding another employee, Human Resources. Law enforcement will be notified by the Director or the Director's designee if it is determined that a hate-motivated crime occurred.
3. The staff will have access to SafeSchools training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

## Notifying Staff of Dangerous Pupils

Per California Ed. Code 49079 and in an effort to ensure the safety of all employees, the School will notify the teacher or any additional staff as necessary in writing if a pupil has engaged in, or is reasonably suspected to have engaged in any of the acts described in any

of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 as outlined below:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property
- Possessed an imitation firearm which would be a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed or attempted to commit a sexual assault or committed a sexual battery
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs
- Engaged in, or attempted to engage in, hazing. "Hazing" being a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause



serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying. "Bullying" being any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
  - Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  - Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - A pupil who aids or abets the infliction or attempted infliction of physical injury to another person
  - "Electronic act" means the creation or transmission originated on or off the School site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - A message, text, sound, or image.
    - A post on a social network Internet Web site, including, but not limited to:
      - Posting to or creating a burn page. "Burn page"
      - Creating a credible impersonation of another actual pupil
      - Creating a false profile
    - An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

### **Additional Requirements and Liability as per Ed. Code 49079:**

- A. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- B. An officer or employee of a school who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- C. Any information received by a teacher or staff pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the employee.

### **Immigration Enforcement Notification Procedures (Ed. Code § 32282(a)(2)(N))**

Pursuant to SB 98 (2025), the School shall promptly notify parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity occurs at school offices or school-sponsored events.

#### **Definitions**

**Immigration enforcement:** Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.

**Confirmed presence:** Presentation of a valid judicial warrant, visual confirmation by staff, verbal acknowledgment by a law enforcement official, or other reliable evidence.

#### **Mandatory Notification Procedure**

Upon confirmation of immigration enforcement presence at any school office or school-sponsored event, the Superintendent or designee shall consider the safety and

well-being of the pupils, employees, and community members associated with the school when determining when and how to issue the notification.

Notification shall be issued to all parents/guardians, teachers, administrators, and school personnel using email and/or text messaging. Notifications shall not include any personally identifiable information.

#### Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include:

- Confirmation that immigration enforcement activity occurred, and provide the date and other information, considering the safety and well-being of the school community
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school or community resources for immigrant families (if available)

### School Volunteers

The School recognizes that volunteers provide a variety of services to its students. The governing board of the School, in its discretion, has determined that in order to obtain volunteer assistance, volunteers must be screened as follows:

1. Volunteers who have limited contact with students and who do not require frequent or prolonged contact with pupils must be cleared by the Department of Justice (<https://www.meganslaw.ca.gov/>) to demonstrate that the volunteer is not a registered sex offender.
2. Community members who make a brief presentation to students (eg. presentation for career day or a one-time presentation), or who serve in an activity in which there will be no contact with students are exempt from the above screening.

As provided in Education Code 45125.1(c), limited contact will be determined by the School upon the totality of circumstances, including factors such as the length of time the volunteers will be in contact with students, whether students will be in proximity where the volunteers will be working, and whether the volunteers will be working by themselves or with others.

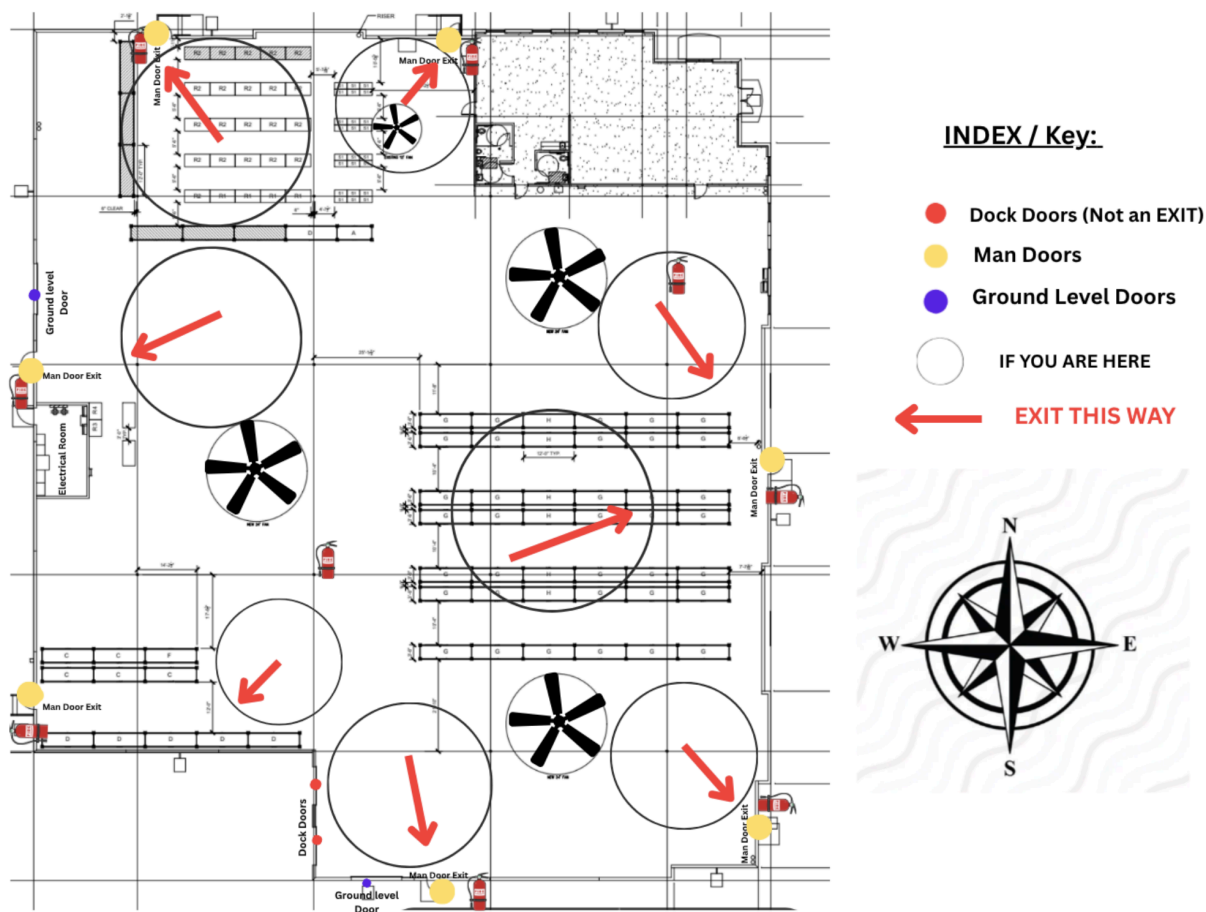




Appendices

APPENDIX A: Warehouse Evacuation Maps

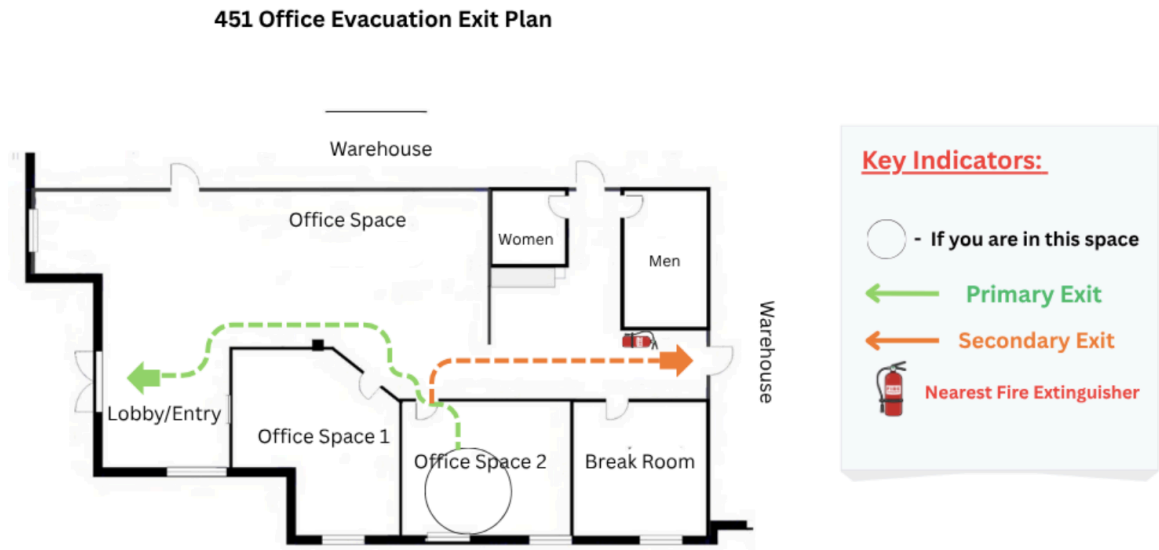
General Warehouse



Warehouse Office 1

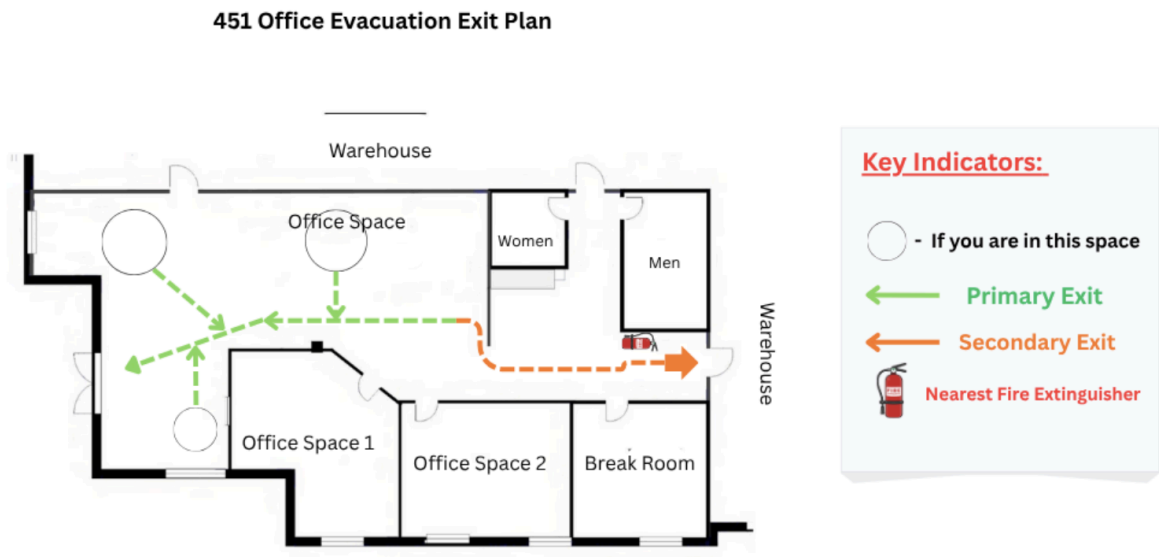


Warehouse Office 2

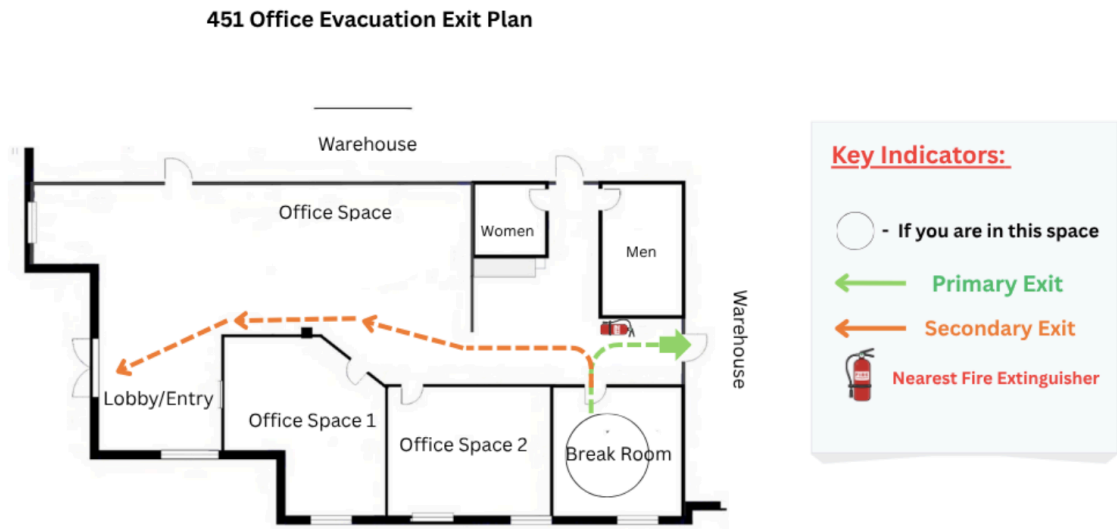




Warehouse Office Space

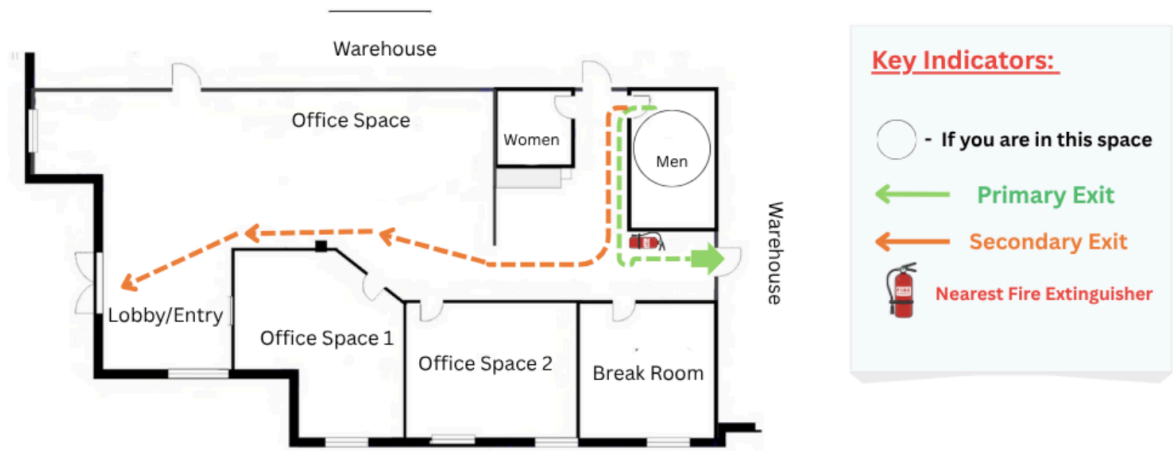


Warehouse Break Room



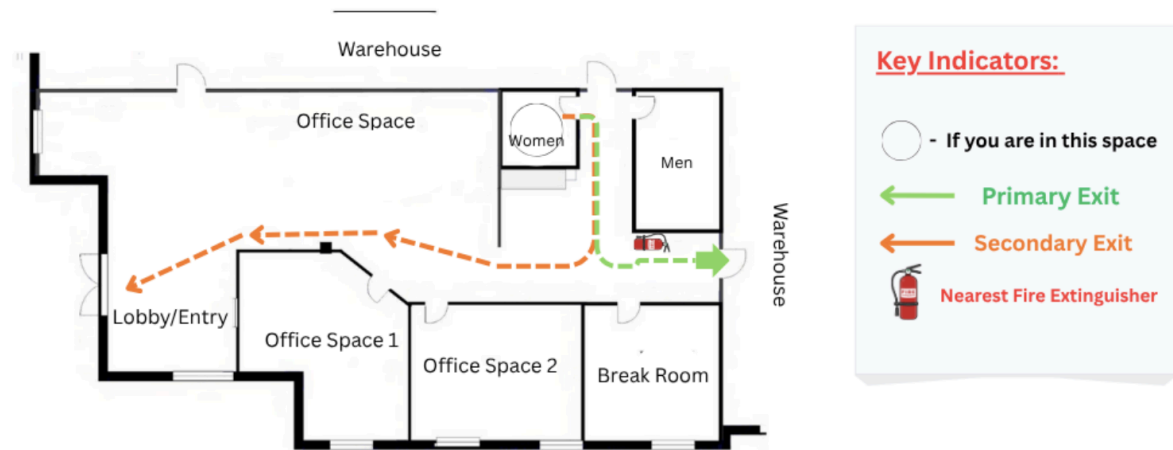
Men’s Restroom

451 Office Evacuation Exit Plan



Women’s Restroom

451 Office Evacuation Exit Plan



APPENDIX B: [Incident Report](#)**INCIDENT REPORT**

Make copy BEFORE completing  
**Contact HR Immediately**

Location of incident: \_\_\_\_\_

Name of test site or field trip: \_\_\_\_\_

Date of Incident	Student's Name	Grade
DOB	School Representative/Title	School
		Sage Oak
Description of incident:		
<b>Restraint</b> incident: Yes No <b>Type</b> of restraint utilized: Mechanical   Physical   Prone   Seclusion		
Student's <b>signs</b> and <b>symptoms</b> if applicable:		
Applicable student <b>allergies</b> :		
If <b>allergic</b> reaction, actions taken <b>before</b> administration of <b>medication</b> : <b>Actions</b> taken, if <b>NOT</b> allergic reaction:		

<b>Person who called 911</b>			
<b>Position of person who called 911</b>		<b>Time of call to 911</b>	
<b>Medication</b> administered (if allergic reaction)	Dose	Route	Time
Student's <b>response</b> to medication (if allergic reaction):			
<b>Other medication</b> administered (if any)	Dose	Route	Time
<b>Other interventions</b> or occurrences (if any):			
<b>Time</b> paramedics arrived		Incident information <b>given by</b> (to paramedics)	
<b>Time</b> emergency contact was notified (parent/guardian/etc.)		Name of <b>emergency contact</b> (parent/guardian/etc.)	
<b>Method</b> of notification (phone, text, email, in person, etc.)		Emergency contact <b>notified by</b>	
<b>Time</b> person was transported to emergency room			

Summary of the Incident(s)



--

Parent/Guardian contacted <b>(phone or in person)</b>	Parent Name
Summary of conversation	
Parent contact on	Date Time
Report completed by <b>(print clearly)</b>	
Report completed by <b>(signature)</b>	
Report completed on <b>(date)</b>	

**APPENDIX C: Facility Sites Utilized by Sage Oak - Contact Information**

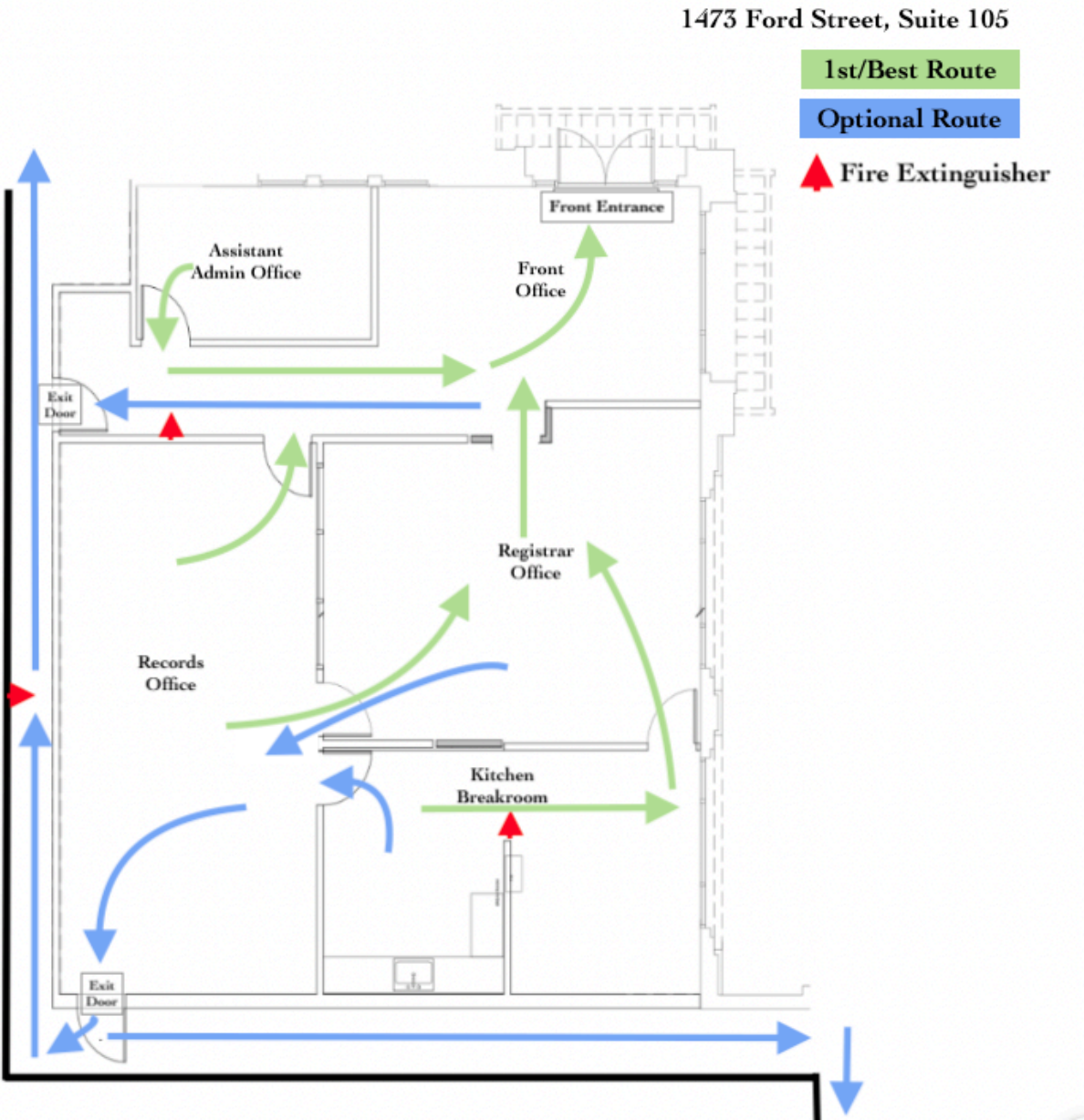
<b>Site Name</b>	Ford Business Plaza
<b>Purpose</b>	Main Sage Oak Offices
<b>Location of Facilities</b>	1473 Ford Street, Suite 105, Redlands, CA 92373 1473 Ford Street, Suite 206, Redlands, CA 92373 1473 Ford Street, Suite 101, Redlands, CA 92373 1467 Ford Street, Suite 202, Redlands, CA 92373
<b>Direct Phone for Sage Oak Offices</b>	Suite 105: 909-792-5505 Suite 202: 909-792-2290 Suite 206: n/a Suite 101: n/a
<b>Property Owner</b>	AyZar Incorporated
<b>Property Management Company's Address and Contact Information</b>	1516 Brookhollow Dr., Suite B, Santa Ana, CA 92705 <b>Phone:</b> 714-662-2799 <b>Website:</b> <a href="http://www.AyZarInc.Com">www.AyZarInc.Com</a>
<b>Owner/CEO</b>	Shirin Zarkesh Direct: 714-662-2283 Email: <a href="mailto:shirin@ayzarinc.com">shirin@ayzarinc.com</a>
<b>Property Manager</b>	Joe Becerra Direct: 714-662-5549 Email: <a href="mailto:joe@ayzarinc.com">joe@ayzarinc.com</a>
<b>Construction Division</b>	<b>Email:</b> <a href="mailto:kati@ayzarinc.com">kati@ayzarinc.com</a>

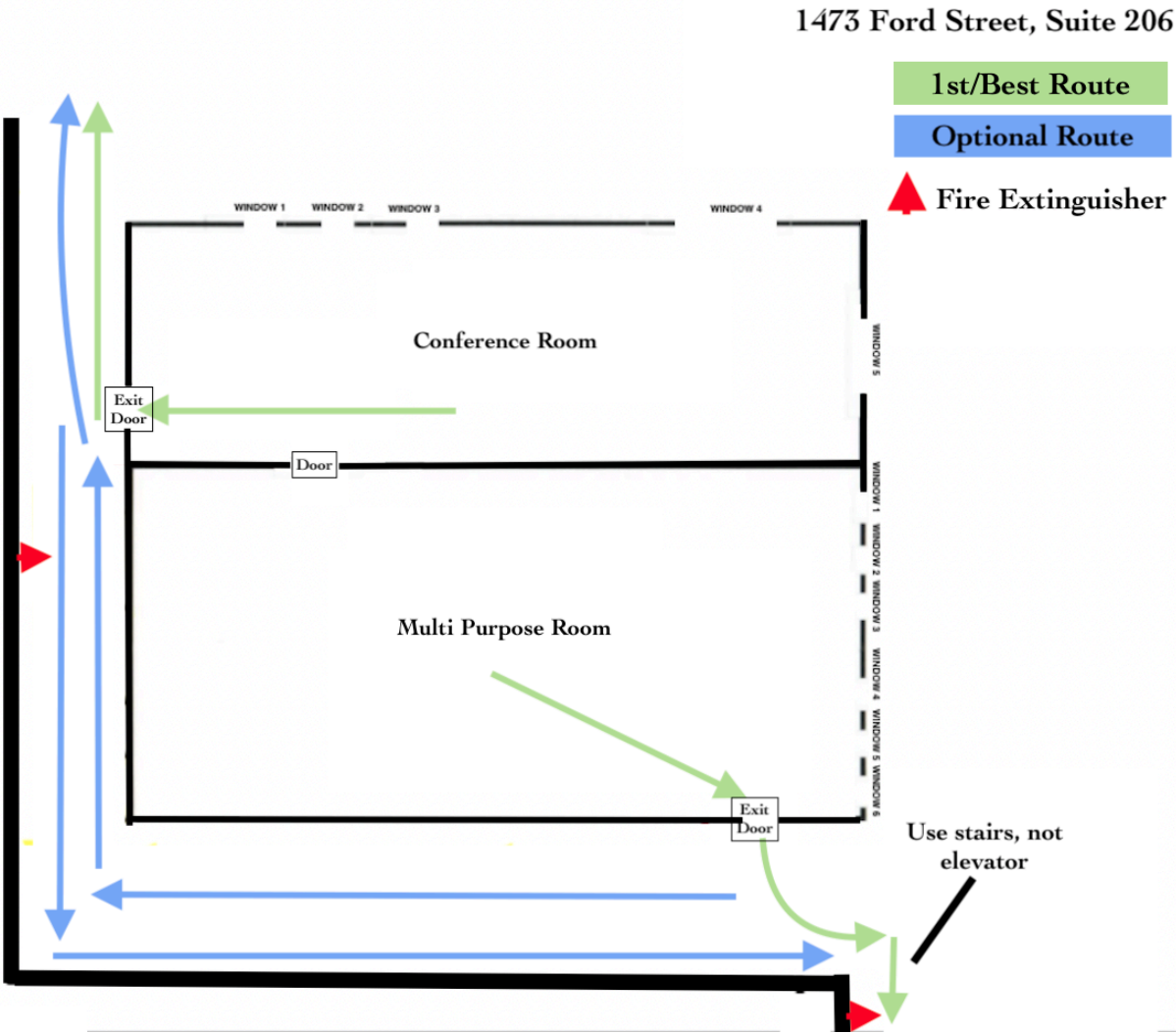
<b>Purpose</b>	Sage Oak Warehouse
<b>Location of Facilities</b>	451 Alabama St, Redlands CA 92374

<b>Direct Phone for Sage Oak Warehouse</b>	(909) 435-7013
<b>Property Owner</b>	11 Alabama Partnership, L.P.
<b>Property Management Company's Address</b>	5100 Campus Dr, Suite 300 Newport Beach, CA 92660
<b>Property Manager and Contact Information</b>	Tamra Christy Direct: (949) 263-1111 Email: tamra@ibg-usa.com

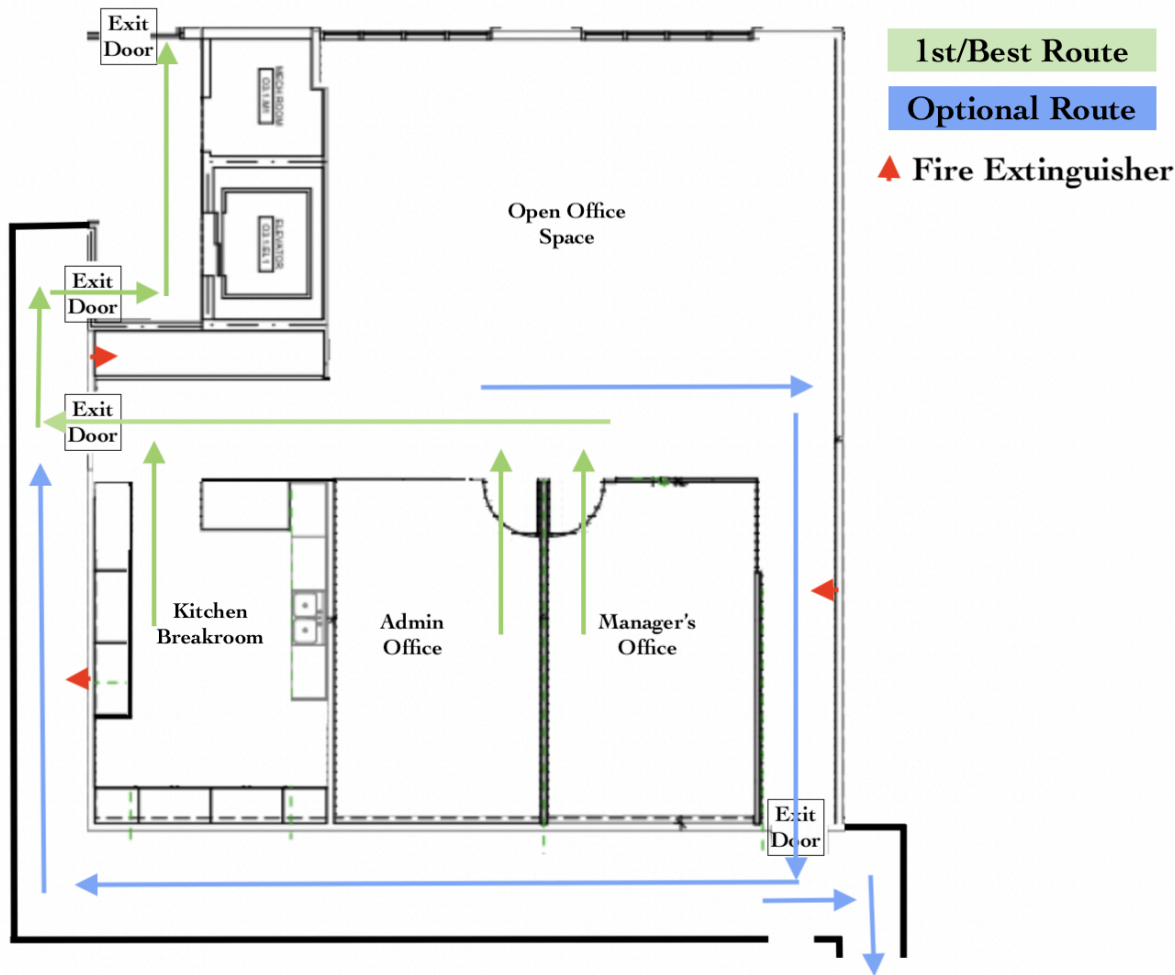


APPENDIX D: Redlands Executive Suites Office Evacuation Maps

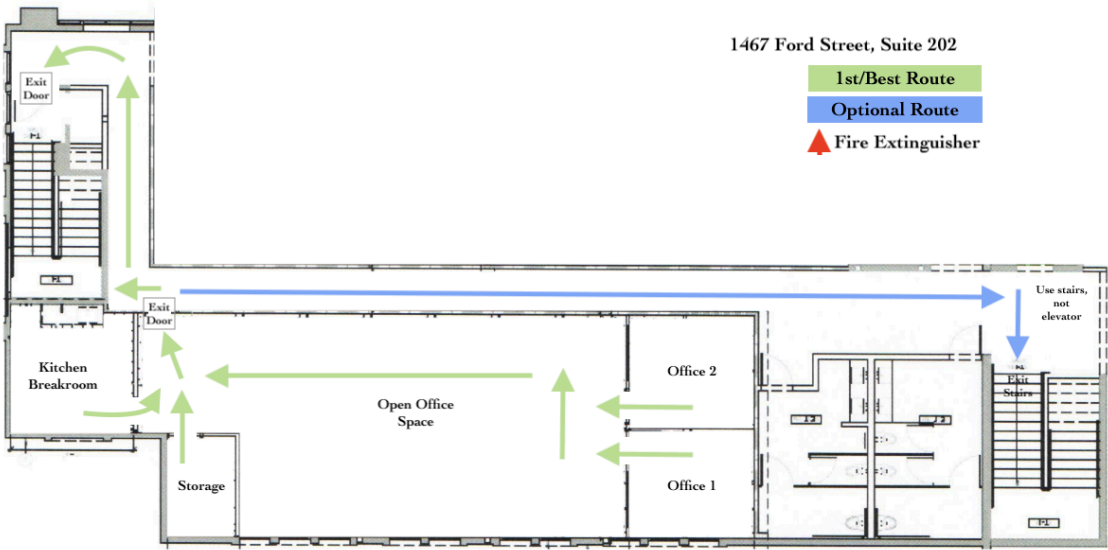




1473 Ford Street, Suite 101







APPENDIX E: [Child Abuse Report Form](#)

STATE OF CALIFORNIA  
BCIA 8572  
(Rev. 04/2017)

DEPARTMENT OF JUSTICE  
Page 1 of 2

### SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)
[Clear Form](#)

**To Be Completed by Mandated Child Abuse Reporters**  
PLEASE PRINT OR TYPE

CASE NAME: \_\_\_\_\_

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip
	REPORTER'S TELEPHONE (DAYTIME)			SIGNATURE		TODAY'S DATE
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY			
	ADDRESS			Street	City	Zip
	OFFICIAL CONTACTED - NAME AND TITLE			TELEPHONE		
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS			Street	City	Zip
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY DISABLED?		DEVELOPMENTALLY DISABLED?		OTHER DISABILITY (SPECIFY)	
	<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO	
	IN FOSTER CARE?		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:		TYPE OF ABUSE (CHECK ONE OR MORE):	
	<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____	
RELATIONSHIP TO SUSPECT			PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH?	
			<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
<b>D. INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>					
	1. NAME		BIRTHDATE		SEX	ETHNICITY
	2. NAME		BIRTHDATE		SEX	ETHNICITY
	3. NAME		BIRTHDATE		SEX	ETHNICITY
	4. NAME		BIRTHDATE		SEX	ETHNICITY
	<b>VICTIM'S PARENTS/GUARDIANS</b>					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	HOME PHONE
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	HOME PHONE
<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS			Street	City	Zip
	OTHER RELEVANT INFORMATION			TELEPHONE		
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)					

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



STATE OF CALIFORNIA  
BCIA 8572  
(Rev. 04/2017)

DEPARTMENT OF JUSTICE  
Page 2 of 2

## SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

### DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

#### I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

#### II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

#### III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

#### IV. INSTRUCTIONS

**SECTION A – REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

#### IV. INSTRUCTIONS (continued)

**SECTION B – REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

**SECTION C – VICTIM (One Report per Victim):** Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

**SECTION D – INVOLVED PARTIES:** Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

**SECTION E – INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

#### V. DISTRIBUTION

**Reporting Party:** After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

**Designated Agency:** **Within 36 hours** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

#### ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian



## Appendix F: Suspension and Expulsion Process, Excerpt from Sage Oak Charter School Charter Petition

### ELEMENT 10: SUSPENSION, INVOLUNTARY REMOVAL, AND EXPULSION PROCEDURES

*Governing Law: The procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - (I) Provide timely, written notice of the charges against the student and an explanation of the student's basic rights.*
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no student shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). – California Education Code Section 47605(c)(5)(j)*

#### **Policy**

This Suspension and Expulsion Policy has been established in order to promote learning, provide for the safety of students, staff, and visitors to SOCSS and serve the best interests of students and their parents/guardians. In creating this policy, the Charter School reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows gives protections to Charter School students similar to those provided by Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as SOCSS's policy and procedures for student suspension and

expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. SOCSS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. SOCSS will develop a procedure for the periodic review and amendment of this Policy and, in particular, the lists of offenses for suspension or expulsion.

SOCSS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available upon request.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom SOCSS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. SOCSS will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom SOCSS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### ***Involuntary Disenrollment***

No student shall be involuntarily disenrolled by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to disenroll the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or the student's educational rights holder of the basis for which the student is being involuntarily disenrolled and the student's right to request a hearing to challenge the involuntary disenrollment. If a parent/guardian, or educational rights holder requests a hearing, the Charter School shall provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. If the student's parent/guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be disenrolled until the Charter School issues a final decision..

SOCSS has adopted an Attendance, Support, and Involuntary Disenrollment Policy. Pursuant to that policy, involuntary disenrollment may be recommended for violation of any of the following non-disciplinary school policies:

- Attendance

- Academic Integrity
- Civility
- Acceptable Use
- Satisfactory Educational Progress

Involuntary disenrollment may also be recommended for any of the following non-disciplinary reasons and consistent with state law:

- Student fails to complete all mandated school assessments.
- Failure to provide documentation and information to the school in order to record attendance in accordance with applicable laws.
- Failure to provide requested documentation for continued enrollment, such as proof of residency.
- Failure to attend and respond to school communications during the first ten (10) school days.

Students with IEPs and/or 504 plans may also be subject to involuntary disenrollments described in this policy. SOCSS will comply with all applicable federal and state laws when a special education student is being considered for an involuntary disenrollment.

The procedures for involuntary disenrollment, including reengagement and the right to request a hearing prior to disenrollment, are set forth in SOCSS's Attendance, Support, and Involuntary Disenrollment Policy.

### ***Discipline Procedures***

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, or while going to or coming from a school-sponsored activity.

#### **B. Enumerated Offenses**

**1. Discretionary Suspension Offenses:** Students may be suspended for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self- defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11958, alcoholic beverages, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverages, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.



- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This section shall apply to students in any of grades 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social networking Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created

the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

For a student subject to discipline under this section, the Superintendent may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the student's specific misbehavior.

**2. Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900(n).

**3. Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the student:



- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self- defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11958, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but

is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social networking Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without

consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (l) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photographs or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

**4. Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 *et seq.*



- d) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900(n).

If it is determined by the hearing officer that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Procedures for Suspensions of Fewer than 10 days**

Suspensions of fewer than 10 days shall be initiated according to the following procedures:

#### **1. Conference:**

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or his/her designee with the student and his or her parent/guardian, and whenever practical, the teacher, supervisor or SOCSS employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" is one that involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(j)(i). This conference shall be held within (2) two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with SOCSS officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/ guardian at the conference.

#### **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort

to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date and time the student may return to school following suspension. This notice shall state the specific offense committed by the student and include notice of any due process rights regarding suspension or expulsion. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The total number of days of suspension shall not exceed twenty (20) school days per year. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents/guardians, unless the student and the student's parents/guardians fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing

### 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

## **D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(j)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

## **E. Procedures for Expulsions or Suspensions of 10 Days or More**

Students recommended for suspensions of 10 days or more (hereinafter referred to as “extended suspensions”) or expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within a reasonable period of time after the Superintendent or designee recommends student for expulsion or an extended suspension.

The Superintendent or designee shall appoint a neutral hearing officer to preside over the hearing. The hearing officer may be an individual who is recognized as an educational leader in their community but is not employed by Charter School, or someone with previous experience as a neutral hearing officer, as determined in the sole discretion of the Superintendent or designee. The Superintendent or designee’s decision to appoint a hearing officer is final.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion or extended suspension is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. SOCSS must also provide the victim a room separate from the hearing room for the complaining witness’s use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she



may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, SOCSS must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion or extended suspension hearings,

evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the hearing officer must be supported by substantial evidence that the student committed an offense justifying expulsion or an extended suspension. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses if the hearing officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

### **I. Written Notice**

The Superintendent or designee, following a decision of the hearing officer, shall send written notice of the decision, including the hearing officer's findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) the parent/guardian's right to petition the governing board for an appeal.

The Superintendent or designee shall send a copy of the written notice of any decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

### **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### **K. Petition to Appeal an Expulsion**

The parent/guardian shall have the right to petition the Charter School governing board to reverse a decision to expel. The petition shall be made in writing within 10 calendar days of the written notice to expel and must at a minimum explain the reasons why the governing board should reverse the decision to expel and a description of all supporting facts.

Upon receipt of the petition, the governing board may:

- 1) deny the petition;
- 2) request more information from either party in the form of oral testimony to the governing board in a closed session or written responses;
- 3) instruct the Superintendent and/or designee to cure any procedural defects in the process, potentially including direction to conduct another hearing with a different hearing officer if necessary; or
- 4) reverse the decision to expel.

The Charter School governing board's decision on a petition to appeal an expulsion shall be final.

The parent/guardian shall have no right to appeal the decision regarding an extended suspension.

### **L. Expelled students/Alternative Education**

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **M. Rehabilitation Plans**

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

#### **N. Readmission**

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of SOCSS's governing board following a meeting with the Superintendent or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to SOCSS's governing board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon SOCSS capacity at the time the student seeks readmission.

#### **O. Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

#### **P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

1. Notification of SELPA  
SOCSS will immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who SOCSS or SELPA would be deemed to have knowledge that the student had a disability.
2. Services During Suspension  
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward



meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, SOCS, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the student's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If SOCS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If SOCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the student's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that SOCSS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the student to the placement from which the student was removed, unless the parent/guardian and SOCSS agree to a change of placement as part of the modification of the behavioral intervention plan.

If SOCS, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504, then SOCSS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SOCSS if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute

provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or SOCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and SOCSS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a student with a disability to the placement from which the student was removed; or (2) order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such student is substantially likely to result in injury to the student or to others.

#### 5. Special Circumstances

SOCSS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting:

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services:

A student who has not been identified as an individual with disabilities pursuant to IDEA

and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if SOCSS had knowledge that the student was disabled before the behavior occurred.

SOCSS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SOCSS supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services; or
- b. The parent/guardian has requested an evaluation of the student; or
- c. The student's teacher, or other SOCSS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student directly to the Superintendent of special education or to other Charter School supervisory personnel.

If SOCSS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA- eligible children with disabilities, including the right to stay-put.

If SOCSS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SOCSS shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the education placement determined by SOCSS pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.



## Coversheet

### (Action) Approval of Retroactive Base Pay Standardized Language for Teaching Positions Effective July 1, 2018

**Section:** IX. Human Resources  
**Item:** B. (Action) Approval of Retroactive Base Pay Standardized Language for Teaching Positions Effective July 1, 2018  
**Purpose:** Vote  
**Submitted by:**

#### BACKGROUND:

Retroactive to July 1, 2018, base pay for all teaching positions is determined by the board-approved salary and employee's agreed-upon full-time equivalent (FTE) for the applicable work year/contract term. Part-time teachers are compensated on a prorated basis according to the agreed-upon FTE. This standardized language is applicable and supersedes any conflicting language in other related documents. No amendment of previously signed contracts is required.

#### RECOMMENDATION:

It is recommended the Board approve the, retroactive to July 1, 2018, base pay for all teaching positions as determined by the board-approved salary and the employee's agreed-upon full-time equivalent (FTE) for the applicable work year/contract term, with part-time teachers compensated on a prorated basis according to the agreed-upon FTE, as presented for Sage Oak Charter School (#1885), Sage Oak Charter School – Keppel (#1886), and Sage Oak Charter School – South (#2051).

## Coversheet

### (Action) Approval of New 5100-SO Immigration Enforcement Activity Policy

**Section:** X. Policy Development  
**Item:** A. (Action) Approval of New 5100-SO Immigration Enforcement Activity Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 5100-SO Immigration Enforcement Activity Policy.pdf

#### BACKGROUND:

The Immigration Enforcement Activity Policy has been developed to align with AB 699, as revised by AB 49 and AB 495 this year. Adopting this policy will satisfy the charter's obligation under state law to maintain a policy regarding response to immigration enforcement activity.

#### RECOMMENDATION:

It is recommended the Board approve the new 5100-SO Immigration Enforcement Activity Policy as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

**STUDENT SERVICES****5100-SO****IMMIGRATION ENFORCEMENT ACTIVITY POLICY**

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**I. PURPOSE AND COMMITMENT**

Sage Oak Charter Schools (or the “Charter School”) fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. The Charter School supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

The Charter School finds school offices, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by The Charter School as “sensitive locations” under state law, and seeks commitments from contractors and service providers not to facilitate immigration enforcement at these locations unless law requires it.

The Charter School provides the California Attorney General's *Know Your Educational Rights* handout to all families upon enrollment. This handout is also posted in all administrative buildings and is available on the school website. The Charter School also provides the California Attorney General's “Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California’s TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes”, which can be found at <https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf>.

The Charter School also provides information about children's educational rights as contained in this Policy to all families through the Parent and Student Handbook.

All notices, enrollment materials, registration information, and complaint procedures are language-accessible pursuant to state and federal law.

**II. DEFINITION**

- “*Immigration enforcement*” includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.

**III. ANTI-DISCRIMINATION AND HARASSMENT**

The Charter School prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics, including but not limited to immigration status, nationality, race, ethnicity, citizenship status, color, religion, national origin, ancestry, or association with any



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protected group. This applies to school offices, at school-related events, and through school-owned technology.

The Charter School promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. The Charter School educates students to respect all peers regardless of protected characteristics and teaches them about bullying's negative impact.

The Charter School trains teachers, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents, and informs students who experience hate crimes of their right to report them.

The Charter School's Uniform Complaint Policy and Procedures and Harassment, Discrimination, Intimidation, & Bullying Policy are available for review upon request and/or on the school's website.

**IV. STUDENT INFORMATION COLLECTION AND PROTECTION****General Principles**

The Charter School does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review to establish a child's birthdate. The Charter School does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. The Charter School does not:

- Allow school resources or data to create registries based on race, gender, sexual orientation, religion, ethnicity, or national origin
- Inquire about students' or parents' citizenship or immigration status
- Require documentation that may indicate immigration status (green cards, voter registration, passports, citizenship papers) to the exclusion of other permissible documents
- Use any information the school might possess about immigration status, citizenship status, or national origin to discriminate against students or families or bar children from enrollment

**Enrollment Documentation**

**For Proof of Residency,** The Charter School accepts:

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipts

## STUDENT SERVICES

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- Pay stubs
- Voter registration
- Correspondence from government agencies

**For Age Verification**, the Charter School accepts:

- Certified birth record
- Passport
- When none are available, an affidavit of birth from parent, guardian, or custodian

Age-verification documents (e.g. birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age, and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

### **Special Program Information**

When law requires national origin information for special programs (such as language instruction for English learners), the Charter School collects it separately from enrollment. The Charter School may ask for place of birth, U.S. entry date, and date first attending U.S. school. The Charter School does not use this information to discriminate or prevent enrollment if families choose not to provide it.

### **Social Security Information**

The Charter School does not collect entire Social Security numbers or cards for enrollment.

## **V. SHARING STUDENT INFORMATION**

### **General Policy**

The Charter School requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

The Charter School's requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed

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- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case the Charter School does not release it. The Charter School permanently keeps consent notices with record files.

The Charter School avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. The Charter School provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Educational Records and Student Information Policy on the school website. The Charter School provides annual notice of this policy, including directory information and opt-out rights.

**Immigration Enforcement Officers**

Unless required by a valid judicial warrant or subpoena, or other court order, the Charter School does not disclose student education records or any personally identifiable information about students or their families—in any form—to immigration enforcement officers conducting an immigration enforcement action without written parental consent, including students' home address and travel schedules.

When a valid judicial warrant, subpoena, or other court order requires disclosure, the Charter School notifies parents or guardians as soon as practicable.

**Response to Information Requests**

When the Charter School receives information requests related to the immigration or citizenship status of a student, staff:

1. Notify the Superintendent or designee
2. Provide students and families appropriate notice and description of the request
3. Document verbal or written requests from immigration authorities



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4. Unless prohibited, provide students and parents copies of documents issued by immigration enforcement officers

**VI. ACCESS FOR IMMIGRATION ENFORCEMENT**

Consistent with California law, the Charter School does not permit immigration enforcement officers to enter nonpublic areas of the Charter School for immigration enforcement activity unless they present a valid judicial warrant or court order.

**Response Procedures**

Staff will notify the Superintendent or designee as soon as practicable about any immigration enforcement official request for student access or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a nonpublic school office:

1. **Initial Contact:** Explain to the official that staff must first notify and receive direction from the Superintendent or designee
2. **Purpose:** Ask and document the official's stated reason for the request
3. **Documentation:** Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and produce documentation authorizing access
4. **Record Keeping:** Make and retain copies of documentation that the official produces
5. **Exigent Circumstances:** If the official declares exigent circumstances (such as a felony in progress) and demands immediate access, comply with orders and immediately contact the Superintendent or designee
6. **Levels of Response:** If no exigent circumstances exist, respond according to the official's documentation:
  - o **ICE or other administrative warrant:** For warrants not signed by a judge, do not permit entry. Refer to the Superintendent.
  - o **Judicial/court-issued warrant or court order:** Compliance is usually required to follow what is described in the court-issued order. Consult the Superintendent or designee for next steps.
  - o **Subpoena:** Subpoenas seek documents. Inform the Superintendent or designee and await instructions.
7. **Cooperation Without Consent:** While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent
8. **Parental Notification:** The Superintendent or designee may notify the student's parent or guardian if a law enforcement official requests or gains access to a student for immigration enforcement, unless access is pursuant to a judicial warrant.
9. **Required Notifications:**

**STUDENT SERVICES****5100-SO****IMMIGRATION ENFORCEMENT ACTIVITY POLICY**

- o The Superintendent or designee submits a timely report to the Board of Directors regarding immigration enforcement requests, actions, and the Charter School's responses, ensuring confidentiality of potentially identifying information
- o The Superintendent or designee emails the Bureau of Children's Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov) regarding any immigration enforcement official's attempt to access the school site or a student
- o The Charter School follows its Comprehensive School Safety Plan procedures for notifying parents, guardians, students, teachers, administrators, and staff related to immigration enforcement.

**VII. SUPPORT FOR AFFECTED FAMILIES****Emergency Preparedness**

The Charter School encourages families to have emergency phone numbers and know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists) to prepare for potential family member detention or deportation.

The Charter School permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. The Charter School uses emergency card information only for specified emergencies, not for other purposes.

**Caregiver Authorization Affidavits**

The Charter School encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. The Charter School will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit.

**When Parents Are Detained or Deported**

If immigration authorities detain or deport a student's parent or guardian, The Charter School:

- Uses the student's emergency card contact information to release the student to designated emergency contacts
- Releases the student or student information to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf

## STUDENT SERVICES

**5100-SO**

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### IMMIGRATION ENFORCEMENT ACTIVITY POLICY

- Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions

#### **Family Safety Plans**

The Charter School encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if parents or guardians cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.

#### **Additional Resources**

When a family member is detained, The Charter School may refer students and families to:

#### **ICE Detainee Locator** (<https://locator.ice.gov/odls#/search>)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available
- **Note:** Use this only to locate detained individuals. The Charter School never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

#### **Legal Assistance**

- Legal aid organizations may secure detained parents' release or arrange student visits
- California organizations accredited by the Board of Immigration Appeals:  
<https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- California court Self-Help Centers for family law assistance:  
<http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- Legal aid offices and lawyer referral services: <http://www.courts.ca.gov/1001.htm>

#### **Consulates or Embassies**

- The parent's or guardian's country of origin may offer additional information and assistance.



## Coversheet

### (Action) Approval of 2026-27 Sage Oak Charter Schools Board Meeting Calendar

<b>Section:</b>	XI. Organizational Structure - Annual Meeting of the Board
<b>Item:</b>	A. (Action) Approval of 2026-27 Sage Oak Charter Schools Board Meeting Calendar
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2026-27 Sage Oak Charter Schools Board Meeting Calendar.pdf



## 2026-27 Board Meeting Calendar and Schedule

Meeting Date
August 13, 2026 Agenda Regular Board Meeting
September 10, 2026 Agenda Regular Board Meeting
October 8, 2026 Agenda Regular Board Meeting
November 12, 2026 Regular Board Meeting
December 10, 2026 Regular Board Meeting
January 14, 2027 Regular Board Meeting
February 11, 2027 Regular Board Meeting
March 11, 2027 Regular Board Meeting
April 8, 2027 Regular Board Meeting
May 13, 2027 Regular Board Meeting
June 10, 2027 Regular Board Meeting
June 17, 2027 Regular Board Meeting

Board Approved: Pending

## Coversheet

### (Action) Election of the Sage Oak Charter Schools Board President

**Section:** XI. Organizational Structure - Annual Meeting of the Board  
**Item:** B. (Action) Election of the Sage Oak Charter Schools Board President  
**Purpose:** Vote  
**Submitted by:**

#### BACKGROUND:

**Article VII, Board Officers, Section 7.02 states:**

#### **Election of Board Officers**

*"The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their respective offices until their resignation, removal, or other disqualification from service."*

#### RECOMMENDATION:

It is recommended the Board of Directors take action to elect the Board President.



## Coversheet

### (Action) Election of the Sage Oak Charter Schools Board Vice President

**Section:** XI. Organizational Structure - Annual Meeting of the Board  
**Item:** C. (Action) Election of the Sage Oak Charter Schools Board Vice President  
**Purpose:** Vote  
**Submitted by:**

#### BACKGROUND:

**Article VII, Board Officers, Section 7.02 states:**

#### **Election of Board Officers**

*"The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their respective offices until their resignation, removal, or other disqualification from service."*

#### RECOMMENDATION:

It is recommended the Board of Directors take action to elect the Board Vice President.

## Coversheet

### (Action) Election of the Sage Oak Charter Schools Board Clerk

**Section:** XI. Organizational Structure - Annual Meeting of the Board  
**Item:** D. (Action) Election of the Sage Oak Charter Schools Board Clerk  
**Purpose:** Vote  
**Submitted by:**

#### BACKGROUND:

**Article VII, Board Officers, Section 7.02 states:**

#### **Election of Board Officers**

*"The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their respective offices until their resignation, removal, or other disqualification from service."*

#### RECOMMENDATION:

It is recommended the Board of Directors take action to elect the Board Clerk.

# Coversheet

## AI Update

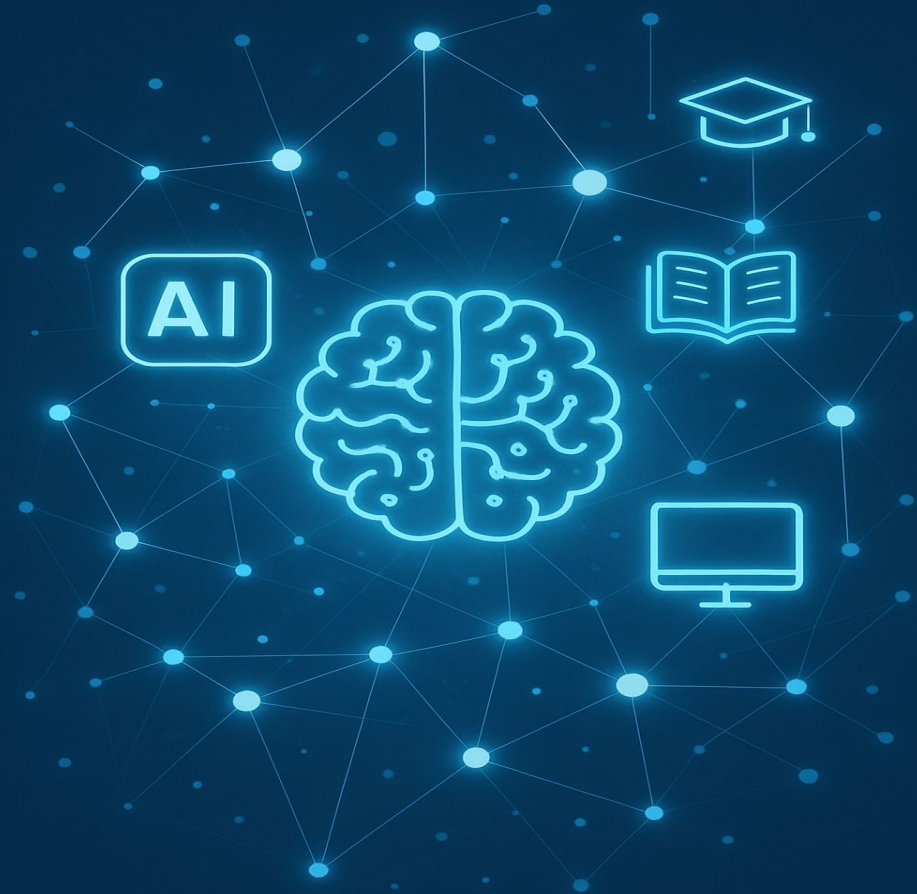
**Section:** XII. Oral Presentations  
**Item:** A. AI Update  
**Purpose:**  
**Submitted by:**  
**Related Material:** Navigating California's AI Literacy Laws.pdf



# Navigating California's AI Literacy Laws

## Sage Oak's Response

*Board of Directors Meeting • February 2026*



# Agenda



AI Literacy Law (AB 2876)



AI Working Group & SB 1288 Timeline



Additional AI & Safety Legislation



Sage Oak Policy & Principles



Initiatives & Implementation



Recommendations & Next Steps

This presentation summarizes the new statutory requirements around AI in California schools and outlines how Sage Oak is proactively aligning its curriculum, policies and technology initiatives to meet those requirements.

# AB 2876: Integrating AI Literacy

- **Mandates AI literacy in core curriculum frameworks**

- Includes mathematics, science, and history—social science frameworks
- Adds media literacy to English language arts frameworks

- **Focus on critical thinking and ethical use**

- Students learn to recognise AI systems, understand their benefits & risks
- Encourages responsible innovation and digital citizenship



Math



Science



History



Media



# SB 1288: AI Working Group

- **Convened by the State Superintendent**
  - Diverse membership of educators, students, administrators & experts
- **Assess current and potential use of AI in schools**
  - Address academic integrity, data privacy, professional development & equity
- **Create guidance & model policies for safe AI use**

**Aug 2025–Feb 2026**

Public meetings & data gathering

**Jan 1 2026**

Initial guidance due

**Jul 1 2026**

Model policy released

**Jan 1 2027**

Final report to Legislature

# Beyond the Literacy Mandate

California's 2025–26 legislative package introduces broader protections around AI, children's privacy and digital citizenship. Schools must be aware of these concurrent obligations.

Topic	Requirement
Chatbot Safeguards	Respond to distress, label AI interactions & prompt breaks
Age Verification & Warnings	Verify minors' age; display mental health warnings on social media
Deepfake & Liability	Increase penalties for harmful deepfakes & hold developers accountable
AI Transparency & Provenance	Require developers to disclose training data sources & prevent misleading AI

# AI Compliance: Guiding Principles



## Human-centred design

AI augments rather than replaces human judgement and relationships.



## Equity & access

Tools are accessible to all learners and responsive to diverse needs.



## Privacy & security

No sensitive data in unapproved tools; FERPA/COPPA and state privacy laws upheld.



## Transparency & integrity

AI-generated content is labelled; plagiarism and discriminatory outputs are prohibited.



## Continuous improvement

Policies and practices are regularly reviewed as technology and state guidance evolve.



# AI Compliance: Our Process

- Align with AB 2876 and upcoming SB 1288 model guidance and policies.
- Integrate AI expectations into our Acceptable Use Policy rather than a standalone AI policy.
- Use AI as a knowledge amplifier, not a substitute for professional or legal judgement.
- Engage external experts (e.g., legal and governance consultants) to review drafts and identify gaps.
- Involve stakeholders (students, staff, families and board) in reviewing and refining our approach.

# Sage Oak Initiatives



## Personalised AI Chatbot

A secure, Google-SSO chat assistant to support teachers and staff



## Digital Citizenship

AI guidelines integrated into classroom norms preparing students for the future



## Secure Environment

Sage Oak AI systems ensure data security and equitable access.



# Recommendations & Next Steps



## Align with State Timeline

Prepare for guidance by Jan 2026, model policy by July 2026, and final report in 2027.



## Invest in Training

Educate staff, students & parents on AI literacy and digital citizenship.



## Audit & Monitor

Establish audit processes to monitor AI use and ensure compliance.



## Engage Stakeholders

Participate in the state working group and collaborate with peers.



## Communicate Transparently

Update the community regularly on policy changes and innovations.

*By embracing a human-centred approach and staying ahead of evolving regulations, Sage Oak is positioning itself as a leader in responsible AI adoption. Let's continue to innovate while safeguarding our students' futures.*



# Questions?

