TACMO Board Meeting - November 17, 2026 Agenda

November 17, 2026 6:30pm - 8:30pm PST
Blue Oak Academy (Multi-Purpose Room) and Sycamore Valley Academy (Multi-Purpose Room)
In order to ensure that members of the public are provided a meaningful opportunity to address the Board on non-agenda items or agenda items that are within the Board's jurisdiction, non-agenda items may be addressed at the public comment portion of the agenda and agenda items may be addressed at the time the matter is considered by the Board. During the evening, many of the Board members will be speaking on various subjects. It should be noted that each Board member expresses only his/her opinion and not the opinion of the entire Board. Teleconferencing may be used for all purposes in connection with any meeting. All votes taken during a teleconferenced meeting shall be by roll call.

If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent at kaure@theacademiescharters.org and the complete packet will be shared electronically.

This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Karin Aure at PO Box 1189, Visalia, CA 93279 and (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

Please scroll through the packet to view all enclosures.

START
6:30pm

1. **OPENING BUSINESS** — 6:30pm

   1.1. **CALL PUBLIC SESSION TO ORDER**

   1.2. **ADA ACCOMMODATIONS**

      1.2.1 **This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Karin Aure**

at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

1.2.2 If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (kaure@theacademiescharters.org), and the complete packet will be shared electronically.

1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

1.4.1 General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

1.5. PUBLIC COMMENT ON ANY SCHOOL RELATED TOPIC

1.5.1 General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

2. CONSENT AGENDA

2.1. Approval of Minutes of the board meetings on September 15, 2026 and October 20, 2026 (Enc. No. 1)

- Enc. 1.docx.pdf
- TACMO BOD 09152026 Meeting Minutes DRAFT.pdf
- TACMO BOD 10202026 Meeting Minutes DRAFT.pdf

2.2. Approval of the August 2026 and September 2026 Check Register Reports (Enc. No. 2)

- Enc. 2.docx.pdf
- Combined Board Check Register_TACMO_August 2026.pdf
- Combined Board Check Register_TACMO_September 2026.pdf

2.3. Monthly Attendance Reports for BOA and SVA (Enc. No. 3)

- Enc. 3.docx.pdf
- Attendance Report_Month 2_BOA.pdf
- Attendance Report_Month 2_SVA.pdf
- BOA Month 3 Attendance Report.pdf
- Month 3 SVA Attendance Report.pdf

2.4. 2026 Comprehensive School Safety Plan Blue Oak Academy (Enc. No. 4)

- Enc. 4.docx.pdf
- Comprehensive School Safety Plan_BOA_2026-27.pdf

2.5. 2026 Comprehensive School Safety Plan Sycamore Valley Academy (Enc. No. 5)

- Enc. 5.docx.pdf
- Comprehensive School Safety Plan_SVA_2026-27.pdf

3. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

3.1. There are no Public Recognition/Proclamations items to include this evening.

4. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

4.1. Teacher Representative Report

4.1.1 Blue Oak Academy

4.1.2 Sycamore Valley Academy

4.2. Principal Report

4.2.1 Blue Oak Academy (Enc. No. 6)

- Enc. 6.docx.pdf
- Principal Report_BOA_November_2026-27.pdf

4.2.2 Sycamore Valley Academy (Enc. No. 7)

- Enc. 7.docx.pdf
- Principal Report_SVA_November_2026-27_REV.pdf

4.3. Operations Director Report

4.3.1 Outreach Committee

4.4. Human Resources Director Report

4.5. Board Member Report

4.6. Superintendent Report

4.6.1 Williams Verification Letters for Blue Oak Academy and Sycamore Valley Academy (Enc. No. 8)

- Enc. 8.docx.pdf
- Williams Verification Letters_BOA_Fall 2026.pdf
- Williams Verification Letters_SVA_Fall 2026.pdf

5. BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

5.1. Board Resources

5.1.1 Update from Committee for Upcoming Open Board Seat

5.1.2 CSBA Annual Educational Conference (AEC) update

6. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

6.1. There are no Administrative Panel items to discuss this evening.

7. GENERAL AGENDA

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

7.1. PROGRAM UPDATES

7.1.1 Update on Strategic Plan Actions - Staff Development and Retention (B2) and Community and Belonging for Students and Families (B3) (Enc. No. 9)

- Enc. 9.docx (1).pdf
- Strategic Plan_Yr 3 Actions_B2 and B3_slide deck_26 11 17.pdf

7.1.2 Update on Strategic Plan Actions - Behavior Systems (A3) (Enc. No. 10)

- Enc. 10.docx.pdf
- Strategic Plan_Yr 3 Actions_A3.pdf

7.2. ACTION ITEMS

7.2.1 Monthly Financials Presentation (Enc. No. 11) ACTION

- Enc. 11.docx.pdf
- TACMO-FY27 Sep Financial Update 11.17.2026.pdf

7.2.2 SP 12-008 Field Trips Excursions and School Sponsored Travel REVISED (Enc. No. 12) ACTION

- Enc. 12.docx.pdf
- SP 12-008 Field Trips Excursions and School Sponsored Travel REVISED 11-2026).pdf
- SP 12-008 Field Trips Excursions and School Sponsored Travel_redlined by Rosenberg Cassady_26 08 12.pdf

7.2.3 BP 24-003 Title IX Coordinator REVISED (Enc. No. 13) ACTION

Enc. 13.docx (1).pdf

BP 24-003 Title IX Policy (REDLINE 11-2026).pdf

7.3. FIRST READS

7.4. PUBLIC HEARINGS

8. CLOSED SESSION

8.1. ADJOURN TO CLOSED SESSION

8.2. PERSONNEL (Government Code §54957). It is the intention of this governing body to meet in closed session to consider the public employee performance evaluation for the position of: Superintendent.

9. REGULAR SESSION RECONVENED

9.1. CALL PUBLIC SESSION TO ORDER

9.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

10. ADJOURNMENT

10.1. Request for future Board Agenda items

10.2. The next The Academies CMO board meeting: December 8, 2026 at 6:30 PM.

END
8:30pm

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
PO BOX 1189, VISALIA CA 93279 • 559.622.3236

ENCLOSURE #1

ENCLOSURE SUMMARY

Consideration of Approval of Minutes of the board meetings on September 15, 2026 and October 20, 2026.

FROM: Stacey Nelson

DATE: 11/17/2026

BACKGROUND: Draft board meeting minutes from September 15, 2026 and October 20, 2026.

SUPERINTENDENT'S RECOMMENDATION:

- ☐ N/A. For informational purposes only
- ☑ Approve

TACMO BOARD MEETING
SEPTEMBER 15, 2026

Minutes

TUESDAY, SEPTEMBER 15, 2026

6:30 PM – 8:30 PM PDT

Blue Oak Academy (Multi-purpose Room) & Sycamore Valley Academy (Multi-purpose Room)

BOARD MEMBERS IN ATTENDANCE:

Mary Aceves, Sheridyn Blain, Omar Faris, Cristina Gutierrez, Craig Wheaton,

1. OPENING BUSINESS

Others in attendance: Karin Aure, Nathan Hernandez, Jacob Martinez, Staci Soares, Fabiola Valdivia, Alexis Vance, Claudia Van Groningen, Lauren Ventura, Dave Whitmore,

1.1. CALL PUBLIC SESSION TO ORDER

Board Member Gutierrez called the meeting to order at 6:32 PM.

1.2. ADA ACCOMMODATIONS

1.2.1. This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Karin Aure at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

1.2.2. If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (kaure@theacademiescharters.org), and the complete packet will be shared electronically.

1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

1.4.1. General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There were no public comment on closed session topics this evening.

1.5. PUBLIC COMMENT ON ANY SCHOOL RELATED TOPIC

1.5.1. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There were no public comment on school related topics this evening.

2. CONSENT AGENDA

Items 2.1 - 2.5 were deemed approved by general consent.

2.1. Approval of Minutes of the board meeting on August 18, 2026 (Enc. No. 1)

2.2. Approval of the July 2026 Check Register Report (Enc. No. 2)

2.3. Donation Recognition (Enc. No. 3)

2.4. Monthly Attendance Reports for BOA and SVA (Enc. No. 4)

2.5. 2026-27 Sunbelt Staffing, LLC & VocoVision Physical Therapy Services Contract (Enc. No. 5)

3. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

3.1. There are no Public Recognition/Proclamations items to include this evening.

4. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

4.1. Teacher Representative Report

4.1.1. Blue Oak Academy

Teacher Representative Jacob Martinez provided a report and distributed a handout highlighting first-grade and middle school Project-Based Learning (PBL) projects, as well as music and Spanish enrichment activities.

4.1.2. Sycamore Valley Academy

Teacher Representative Fabiola Valdivia provided a report and distributed a handout highlighting first-grade, fourth- and fifth-grade, and middle school Project-Based Learning (PBL) projects, as well as Spanish enrichment and student leadership activities.

4.2. Principal Report

4.2.1. Blue Oak Academy (Enc. No. 6)

Principal Staci Soares provided an update on the WIN (“What I Need”) instructional block, highlighting an increased focus on mathematics this year. She noted that TK/K teachers also provide instruction during this block at the end of the school day. Board Member Wheaton expressed appreciation for the use of common screening and assessment tools to guide instruction. Board Member Gutierrez inquired about communication with families regarding student progress.

4.2.2. Sycamore Valley Academy (Enc. No. 7)

Principal David Whitman reported that student attendance has increased by 0.35%, noting that this represents meaningful improvement. He also highlighted the campus’s “Start With Hello” initiative, part of the Sandy Hook Promise program, and discussed the use of Professional Learning Community (PLC) teams to support instructional improvement.

4.3. Operations Director Report

No report this evening.

4.4. Human Resources Director Report

No report this evening.

4.5. Board Member Report

Board Member Tietjen: No reportBoard Member Aceves: No reportBoard Member Blain: No reportBoard Member Wheaton: Thanked the board for having VUSD present about the bond ballot measure and stated he is happy to answer any questions anyone may have as he is on the community panel at VUSD. Board Member Gutierrez acknowledged the work that goes into the first month of school and recognized that everyone who works in education is tired.

4.6. Superintendent Report

4.6.1. 2026-27 Blue Oak Academy & Sycamore Valley Academy Enrollment Update (Enc. 8)

Superintendent Aure presented the current enrollment numbers for both school sites.

4.6.2. Local Control Accountability Plan (LCAP) and Budget Development Timeline (Enc. 9)

Superintendent Aure presented plans to gather parent feedback to inform the development of the LCAP and budget, including surveys and opportunities for both in-person and virtual engagement. Board Member Gutierrez emphasized the importance of providing language translation to ensure accessibility, while Board Member Aceves encouraged meaningful in-person engagement opportunities in addition to Zoom meetings.

5. BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

5.1. Board Resources

5.1.1. Nominating Committee for Upcoming Open Board Seat

Superintendent Aure recommended following the same selection process used for the previous Board vacancy, with Board Members Monsivais, Gutierrez, and Aceves serving on the selection committee. Board Member Blain emphasized the importance of finding the right candidate rather than prioritizing a specific timeline. Board Member Wheaton agreed, noting that the Board can continue operating with fewer members while the committee identifies a suitable candidate.

6. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

6.1. There are no Administrative Panel items to discuss this evening.

7. GENERAL AGENDA

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

7.1. PROGRAM UPDATES

7.1.1. TACMO Summer and After School Program Program Review (Enc. 10)

Operations Director Claudia Van Groningen presented an update highlighting changes implemented in the 2026 summer program and feedback received from parents. She also reported an increase in enrollment in the After School Program.

7.1.2. Informational presentation on the Visalia Unified School District Facilities Bond, Measure Z (Enc. No. 11)

Item 7.1.2 was taken out of order and presented immediately following the Consent Agenda (Item 2.0). Nathan Hernandez of Visalia Unified School District (VUSD) provided an informational presentation regarding Measure Z, a school facilities bond measure on the upcoming November ballot. He explained that bond funds would be used to modernize existing school facilities rather than construct new schools. The measure would increase property taxes by approximately $40 per $100,000 of assessed property value annually for the life of the bond.

7.2. ACTION ITEMS

7.2.1. Monthly Financials Presentation (Enc. No. 12) ACTION

Meagan Miller of Vertex Education presented. Board Member Wheaton moved to approve Item 7.2.1 Monthly Financials Presentation, Item 7.2.2 Unaudited Actuals 2025-26 Fiscal Year for Blue Oak Academy, and Item 7.2.3 Unaudited Actuals 2025-26 Fiscal Year for Sycamore Valley Academy; Board Member Blain seconded; Approved 5–0, with Board members Faris and Monsivais absent.

7.2.2. Unaudited Actuals 2025-26 Fiscal Year for Blue Oak Academy (see Enc. No. 12) ACTION

Included and approved with item 7.2.1

7.2.3. Unaudited Actuals 2025-26 Fiscal Year for Sycamore Valley Academy (see Enc. No. 12) ACTION

Included and approved with item 7.2.1

7.2.4. REVISED Job Description: After School Program Aide DRAFT (Enc. No. 13) ACTION

Operations Director Claudia Van Groningen presented. Board Member Tietjen moved to approve item 7.2.4 REVISED Job Description: After School Program Aide DRAFT, Item 7.2.5 REVISED Job Description: After School Program Site Lead DRAFT, and Item 7.2.6 REVISED Job Description: After School Program Coordinator DRAFT; Board Member Aceves seconded; Approved 5–0, with Board members Faris and Monsivais absent.

7.2.5. REVISED Job Description: After School Program Site Lead DRAFT (Enc. No. 14) ACTION

Included and approved with item 7.2.4.

7.2.6. REVISED Job Description: After School Program Coordinator DRAFT (Enc. No. 15) ACTION

Included and approved with item 7.2.4.

7.2.7. REVISED 2026-27 TACMO Salary Schedules DRAFT (Enc. No. 16) ACTION

Superintendent Aure presented. Board Member Aceves moved to approve REVISED 2026-27 TACMO Salary Schedules DRAFT; Board Member Tietjen seconded; Approved 5–0, with Board members Faris and Monsivais absent.

7.3. FIRST READS

7.3.1. SP 12-008 Field Trips Excursions and School Sponsored Travel DRAFT (Enc. No. 19)

Superintendent Aure discussed the changes made with the help of our legal team.

7.4. PUBLIC HEARINGS

8. CLOSED SESSION

8.1. ADJOURN TO CLOSED SESSION

Board Member Gutierrez adjourned to closed session at 8:43 PM.

8.2. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Paraprofessional- Special Education, After School Program Aide

8.3. PERSONNEL (Government Code §54957). It is the intention of this governing body to meet in closed session to consider the public employee performance evaluation for the position of: Superintendent.

9. REGULAR SESSION RECONVENED

9.1. CALL PUBLIC SESSION TO ORDER

Board Member Gutierrez reconvened public session at 8:51 PM.

9.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

Board Member Gutierrez reported with five board members present (Cristina Gutierrez, Mary Aceves, Alex Tietjen, Sheridyn Blain, Craig Wheaton,) and two board members absent (Marilou Montivais and Omar Faris,) the board voted 5-0 to approve the following hires and appointments: Paraprofessional- Special Education, After School Program Aide.

10. ADJOURNMENT

10.1. Request for future Board Agenda items

Board Member Tietjen requested to meet in the Library instead of the multi-purpose room due to the HVAC making hearing difficult.

10.2. The next The Academies CMO board meeting: October 20, 2026 at 6:00 PM.

Board Member Gutierrez adjourned the meeting at 8:55 PM.

TACMO BOARD MEETING
OCTOBER 20, 2026

Minutes

TUESDAY, OCTOBER 20, 2026

6:30 PM – 8:30 PM PDT

Blue Oak Academy (Multi-purpose Room) & Sycamore Valley Academy (Multi-purpose Room)

BOARD MEMBERS IN ATTENDANCE:

Mary Aceves, Sheridyn Blain, Omar Faris, Cristina Gutierrez, Marilou Monsivais

1. OPENING BUSINESS

Others in attendance: Karin Aure, Suzy Plummer, Staci Soares, Mackenzie Souza, Alexis Vance, Dave Whitmore, Unnamed Zoom Participant

1.1. CALL PUBLIC SESSION TO ORDER

Board Member Gutierrez called the meeting to order at 6:00 PM.

1.2. ADA ACCOMMODATIONS

1.2.1. This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Karin Aure at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

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1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

1.4.1. General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There were no comments on closed session topics this evening.

1.5. PUBLIC COMMENT ON ANY SCHOOL RELATED TOPIC

1.5.1. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There were no comments on school related topics this evening.

2. CONSENT AGENDA

2.1. There are no items on the Consent Agenda this evening.

3. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

3.1. There are no Public Recognition/Proclamations items to include this evening.

4. COMMUNITY REPORTS
Presentation/Public Hearing/Public Comment/Board Discussion

4.1. Teacher Representative Report

4.1.1. There is no Teacher Representative Report this evening.

4.2. Principal Report

4.2.1. There is no Principal Report this evening.

4.3. Operations Director Report

4.3.1. There is no Operations Director Report this evening.

4.4. Human Resources Director Report

4.4.1. There is no Human Resources Director Report this evening.

4.5. Board Member Report
There were no Board Member Reports this evening.

4.6. Superintendent Report

4.6.1. There is no Superintendent Report this evening.

5. BOARD DEVELOPMENT
Presentation/Public Hearing/Public Comment/Board Discussion

5.1. Board Governance Handbook Development (Enc. No. 1)
Superintendent Aure led the board in discussion regarding the development of a Board Governance Handbook.

6. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS
Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

6.1. There are no Administrative Panel items to discuss this evening.

7. GENERAL AGENDA
Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

7.1. PROGRAM UPDATES

7.1.1. There are no Program Updates this evening.

7.2. ACTION ITEMS

7.2.1. There are no Action Items this evening.

7.3. FIRST READS

7.3.1. There are no First Reads this evening.

7.4. PUBLIC HEARINGS

7.4.1. There are no Public Hearings this evening.

8. CLOSED SESSION

8.1. ADJOURN TO CLOSED SESSION

Closed session was moved to the beginning of the meeting. Board Member Gutierrez adjourned to closed session at 6:02 PM.

8.2. PERSONNEL (Government Code §54957). It is the intention of this governing body to meet in closed session to consider public employee appointment/employment for the position of: Human Resources Director.

8.3. PERSONNEL (Government Code §54957). It is the intention of this governing body to meet in closed session to consider the public employee performance evaluation for the position of: Superintendent.

9. REGULAR SESSION RECONVENED

9.1. CALL PUBLIC SESSION TO ORDER

Board Member Gutierrez reconvened public session at 6:30 PM.

9.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

Board Member Gutierrez reported with five board members present, (Cristina Gutierrez, Sheridyn Blain, Mary Aceves, Marilou Monsivais, Omar Faris,) and two board members absent (Alex Tietjen and Craig Wheaton,) the board voted 5-0 to approve the following hires and appointments: Human Resources Director.

10. ADJOURNMENT

10.1. Request for future Board Agenda items

10.2. The next The Academies CMO board meeting: November 17, 2026 at 6:30 PM.

Board Member Gutierrez adjourned the meeting at 8:35 PM.

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
PO BOX 1189, VISALIA CA 93279 • 559.622.3236

ENCLOSURE #2

ENCLOSURE SUMMARY

Consideration of Approval of the August 2026 and September 2026 Check Register Reports

FROM: Stacey Nelson

DATE: 11/17/2026

BACKGROUND: Vertex Education's monthly report with all financial expenditures for the months of August and September.

SUPERINTENDENT'S RECOMMENDATION:

- ☐ N/A. For informational purposes only
- ☑ Approve

Combined Board Check Register

School: TACMO

Month: August 2026

Total Paid By Check:	$ 370,379.89
Total Paid By Credit Card:	$ 6,722.04

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9850	Amazon Capital Services	8/4/2026	Bill #17XF-9CCQ-MPH3--Supplies Bill #1PNG-JXF3-QDN4--Supplies Bill #1P4W-R6GL-CDQ4--Supplies Bill #1JX3-MH61-KHHJ--Supplies Bill #1T3Q-RFY9-TDN7--Supplies Bill #1TY7-GNMM-K4T7--Supplies Bill #1JY6-VDHK-C33K--Supplies Bill #17XF-9CCQ-HGMF--Supplies Bill #14FJ-HXYN-NKJR--Supplies Bill #17XF-9CCQ-VN3F--Supplies Bill #174F-7M19-J6K6--Supplies		$ 3,557.05
Check	9850	Amazon Capital Services	8/4/2026	Bill #14PX-1RMM-JGT7--Supplies Bill #19NL-M1H7-X4W1--Supplies Bill #1P4W-R6GL-C7F1--Supplies Bill #11PM-WWNM-LCCN--Supplies Bill #19NL-TV4Q-PMHV--Supplies Bill #1TXW-9PT3-JLTN--Supplies Bill #1C9D-94LJ-QMPL--Supplies Bill #1JVV-R64K-FLMC--Supplies Bill #1TT7-X3VF-7XFL--Supplies Bill #1P4W-R6GL-CDHQ--Supplies Bill #1MC4-PGPD-KPF3--Supplies		Cont'd
Check	9851	Cline's Business Equipment, Inc.	8/4/2026	Bill #287150--IT Service: 07/16/26 Bill #287205--Contract Usage charge: 06/12 - 07/11/26 & Standard min charge		$ 1,022.23
Check	9852	Curriculum Associates LLC	8/4/2026	Bill #90966622--Books & Supplies		$ 18,291.41
Check	9853	Shelly Douglas	8/4/2026	Bill #071626--Reimb: Mileage		$ 73.68
Check	9854	David Fisher	8/4/2026	Bill #072126--Reimb: Mileage Bill #072326--Reimb: Mileage		$ 99.76
Check	9855	J&D Lighting & Alarm	8/4/2026	Bill #427374--Intrusion Monitoring; 08/01 - 10/31/26		$ 125.52
Check	9856	Stephanie Kulp	8/4/2026	Bill #072226--Reimb: for Expperiment Craft		$ 9.62
Check	9857	NCS Pearson, Inc.	8/4/2026	Bill #31373788--Student Assessment due: 04/10/26 Bill #32075308--Student Assessment due: 08/22/26		$ 3,511.24
Check	9858	Mercedes Rodríguez	8/4/2026	Bill #071626--Reimb: Mileage		$ 82.65
Check	9859	Mackenzie Souza	8/4/2026	Bill #070726--Reimb: Mileage		$ 358.16
Check	9860	Kelly Wilson	8/4/2026	Bill #071526--Reimb: Mileage Bill #071526A--Reimb: Mileage		$ 84.64
Check	9861	WM Corporate Services Inc	8/11/2026	Bill #5024788-0165-2--Waste Svc : August 2026		$ 757.87

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9862	Tulare County Superintendent of Schools	8/11/2026	Bill #270085--Book - "Brawl of the wild" Bill #270081--ActVnet Annual Maintenance Fee FY 2026-2027 Bill #270003--ActVnet Annual Maintenance Fee FY 2025-2026		$ 4,837.95
Check	9863	BulkBookStore	8/11/2026	Bill #243336--Books & Supplies Bill #243335--Books & Supplies		$ 320.29
Check	9864	Visalia Unified School District	8/11/2026	Bill #3875--Transportation Charges Due by 04/16/26 Bill #4164--Transportation Charges Due by 07/16/26		$ 6,247.12
Check	9865	Mercedes Rodríguez	8/11/2026	Bill #072326--Reimb: Mileage		$ 83.23
Check	9866	Cline's Business Equipment, Inc.	8/11/2026	Bill #287616--Contract Usage charge: 06/22 - 07/21/26 & Standard min charge		$ 563.91
Check	9867	Devon Enos	8/11/2026	Bill #072726--Reimb: Prof. Dev		$ 398.39
Check	9868	Amazon Capital Services	8/11/2026	Bill #144T-C37C-WH3L--Supplies Bill #1MF7-CHJK-7Q36--Supplies Bill #1WKD-3GPD-J64J--Supplies Bill #1Q44-4PM7-MRW4--Supplies Bill #1QMM-WVDQ-M7PV--Supplies Bill #144T-C37C-L36H--Supplies Bill #1CDV-3TQ1-N1C9--Supplies Bill #14XP-6X46-XH99--Supplies Bill #1NYH-L4C9-F6KC--Supplies Bill #14HV-FP4W-CQWW--Supplies Bill #1QLF-9V6D-F9K6--Supplies		$ 4,974.78
Check	9868	Amazon Capital Services	8/11/2026	Bill #1XN3-CD97-1NHX--Supplies Bill #174N-4HWV-6QX1--Supplies Bill #14NQ-9MH6-MLRP--Supplies Bill #1WHL-P4DV-MF47--Supplies Bill #174N-4HWV-P6FP--Supplies Bill #1HCN-KLDQ-KQLQ--Supplies Bill #1T39-JLQX-1QQX--Supplies Bill #1TGD-YVLL-4CXH--Supplies Bill #1Q44-4PM7-LKCQ--Supplies Bill #196L-GC3T-WT1L--Supplies Bill #1QLF-9V6D-1XQP--Supplies		Cont'd
Check	9869	Todo Balloons	8/11/2026	Bill #1114--Balloon Columns		$ 130.00
Check	9870	JAMF Software, LLC	8/11/2026	Bill #90671711--PRO-EDU-IOS Jamf Pro iOS: 07/31/26 - 07/30/27		$ 3,379.20
Check	9871	Christy White	8/11/2026	Bill #25497--2024-25 Charter School Audit: Retention Released		$ 2,305.00
Check	9872	Shelly Douglas	8/11/2026	Bill #072326--Reimb: Mileage		$ 73.68
Check	9873	Visalia Unified School District	8/18/2026	Bill #4004--Transportation Charges Bill #2026-BOA-FUA--Operations & Housekeeping Security Repair & Maintenance & Rent Bill #2026-SVA-FUA--Operations & Housekeeping Security Repair & Maintenance & Rent Bill #4163--Administrative Fee		$ 150,808.18
Check	9874	EdTec	8/18/2026	Bill #CINV-00017600--EdTec Monthly - August 2026		$ 15,330.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9875	Amazon Capital Services	8/18/2026	Bill #1YRY-C46H-6PVP--Supplies Bill #17HJ-6KHW-DQPH--Supplies Bill #1MVK-RKDG-TDCT--Supplies Bill #1GF9-9T6N-Q4PR--Supplies Bill #1GPQ-6PCR-CW4V--Supplies Bill #17L1-639Y-XGLP--Supplies Bill #1DQQ-31DD-Q6X6--Supplies Bill #1L76-HJG9-YX7L--Supplies Bill #1FY3-KCWF-7V4X--Supplies Bill #14TL-FW66-HL76--Supplies Bill #1KFF-CY94-6Q1M--Supplies Bill #1L4D-L7QG-1TLY--Supplies Bill #1JN6-LY4L-THJG--Supplies Bill #1144-NFJL-PJPJ--Supplies Bill #16WH-4KHT-JXNC--Supplies Bill #17HJ-6KHW-76XR--Supplies Bill #1R39-L4G3-JVRP--Supplies		$ 2,656.12
Check	9876	Christy White	8/18/2026	Bill #25698--2025-26 Charter School Audit: 2nd Progress invoice 25% of Contract & Less 10% Retention		$ 5,601.38
Check	9877	Cline's Business Equipment, Inc.	8/18/2026	Bill #288131--Contract Usage charge: 07/01 - 07/31/26 & Standard min charge Bill #288259--Contract Usage charge: 07/01 - 07/31/26 & Standard min charge		$ 279.84
Check	9878	Shauna Dolin	8/18/2026	Bill #073126--Reimb: Mileage & Postage for SVA Employee Exit package Delivery and Travel from CMO>UPS Store		$ 44.36
Check	9879	Hand2mind, Inc.	8/18/2026	Bill #INV000559072--Materials & Supplies		$ 169.13
Check	9880	Lakeshore Learning Materials	8/18/2026	Bill #94214204--Supplies		$ 860.92
Check	9881	Law Offices of Young, Minney & Corr, LLP	8/18/2026	Bill #23810--Legal Svcs thru: 07/08 - 07/21/26		$ 2,470.00
Check	9882	Leaving The Village LLC	8/18/2026	Bill #4511--Restorative Practices Cheat Sheet sampler Set: 07/27/26		$ 300.00
Check	9883	ODP Business Solutions, LLC	8/18/2026	Bill #477057443001--Supplies Bill #474850225001--Supplies Bill #475811341001--Supplies Bill #475977056001--Supplies Bill #474302455001--Supplies		$ 2,092.69
Check	9884	Sequoia Riverlands Trust	8/18/2026	Bill #1089--Field Trip: Kaweah Oaks Preserve - 05/08/26		$ 735.96
Check	9885	TCG Administrators, a HUB International Company	8/18/2026	Bill #190193--Monthly Administration Fees		$ 26.00
Check	9886	Self-Insured Schools of California	8/18/2026	Bill #August 2026--Billing Period: August 2026		$ 79,236.50
Check	9887	Anissa Fiorez Ontiveros	8/26/2026	Bill #071426--Reimb: Mileage Bill #070126--Reimb: Mileage Bill #070726--Reimb: Mileage Bill #070926--Reimb: Mileage		$ 292.04
Check	9888	Lauren Ventura	8/26/2026	Bill #073126--Reimb: Orientation Folders Bill #073126A--Reimb: Mileage		$ 110.88

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9889	Jennifer Leonardo	8/26/2026	Bill #080426--Reimb: Student School Supplies & Student Material		$ 265.69
Check	9890	Shauna Dolin	8/26/2026	Bill #081426--Reimb: Mileage		$ 18.24
Check	9891	Amazon Capital Services	8/26/2026	Bill #11VP-9WYR-NX91--Supplies Bill #1YL6-R1VT-1KTN--Supplies Bill #14WH-4WCL-CF6L--Supplies Bill #1XVD-XDHT-GNCH--Supplies Bill #1YHH-PK43-GNCV--Supplies Bill #1GWV-QVHT-DXQ6--Supplies Bill #1G7Y-N17H-NTK7--Supplies Bill #1PL7-MLHD-9VNN--Supplies Bill #1D6W-JVH1-X4GD--Supplies Bill #1VV7-HPYP-D4FV--Supplies Bill #11VP-9WYR-DH4J--Supplies		$ 3,680.93
Check	9891	Amazon Capital Services	8/26/2026	Bill #1131-N7GG-DVRG--Supplies Bill #1CFF-14KF-C3PG--Supplies Bill #1HCP-YMFJ-MWJR--Supplies Bill #1JY4-VCMN-GKQ1--Supplies Bill #113G-HNXV-XK9M--Supplies Bill #11Y1-V4GX-YC3D--Supplies Bill #1YHH-PK43-GJP6--Supplies Bill #1MWR-LQWL-3FYF--Supplies Bill #1D6W-JVH1-X93V--Supplies		Cont'd
Check	9892	Sanchez Bounce House LLC	8/26/2026	Bill #1304--Yard Sign - Rental: 08/12/26		$ 100.00
Check	9893	Idea Printing & Graphics Inc.	8/26/2026	Bill #132087--Note Sheets - Health/Office Visit		$ 385.18
Check	9894	Fox Interpreting	8/26/2026	Bill #15978--Language Interpreter: 08/03/26		$ 198.00
Check	9895	Follett Software, LLC	8/26/2026	Bill #1622851--Destiny Library Manager Software: 09/01/26 - 08/31/27		$ 1,175.37
Check	9896	Rosenberg Cassady LLP	8/26/2026	Bill #255--Services: 07/20 - 07/23/26		$ 910.00
Check	9897	Cline's Business Equipment, Inc.	8/26/2026	Bill #288498--Standard min charge Bill #288724--Contract Usage charge: 07/12 - 08/11/26 & Standard min charge Bill #288892--Konica Minolta Bill #288500--Contract Usage charge: 07/13 - 08/12/26 Bill #288499--Standard min charge		$ 2,025.51
Check	9898	Visalia Unified School District	8/26/2026	Bill #4215--Transportation Charges Due by 09/12/26		$ 7,770.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9899	ODP Business Solutions, LLC	8/26/2026	Bill #478128706001--Supplies Bill #476642970001--Supplies Bill #473949636001--Supplies Bill #477916363001--Supplies Bill #478018486001--Supplies Bill #478101145001--Supplies Bill #476016818001--Supplies Bill #477898144001--Supplies Bill #478119735001--Supplies Bill #478129526001--Supplies Bill #476959762001--Supplies Bill #475481831001--Supplies Bill #477897128001--Supplies Bill #478069806001--Supplies Bill #477931468001--Supplies		$ 6,216.53
Check	9899	ODP Business Solutions, LLC	8/26/2026	Bill #475097094001--Supplies Bill #478015969001--Supplies Bill #476082977001--Supplies Bill #478014641001--Supplies Bill #475092728001--Supplies Bill #478018288001--Supplies Bill #478068283001--Supplies Bill #477569852001--Supplies Bill #477333405001--Supplies Bill #476494018001--Supplies Bill #476059333001--Supplies Bill #478014735001--Supplies Bill #478018487001--Supplies		Cont'd
Check	9900	White's Music Center	8/26/2026	Bill #626309--Music Instruments & Supplies		$ 5,045.25
Check	9901	Curriculum Associates LLC	8/26/2026	Bill #90975077--Books & Supplies		$ 8,167.50
Check	9902	William V. Macgill & Co.	8/26/2026	Bill #IN0929508--Reusable Hot/Cold Gel Pack		$ 46.68
Check	9903	Gopher, Inc.	8/26/2026	Bill #IN532206--PE Supplies		$ 334.86
Check	9904	Hand2mind, Inc.	8/26/2026	Bill #INV000568229--Materials & Supplies Bill #INV000561079--Materials & Supplies		$ 740.66
Check	9905	Investors Property Management	8/26/2026	Bill #September 2026--TACMO Home Office Monthly Rent		$ 1,000.00
Check	DB080426	Employers Insurance	8/4/2026	DB080426 - Worker's Comp payroll & premium charges		$ 18,064.80
Check	DB080426-1	LEAF Capital Funding, LLC	8/4/2026	DB080426-1 - Monthly copier service		$ 457.99
Check	DB080426-2	CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION	8/4/2026	DB080426-2 - Use Tax quarterly payment		$ 77.58
Check	DB081026	Christine Olvera	8/10/2026	DB081026 - TACMO home office weekly cleaning		$ 50.00
Check	DB081126	SoCalGas	8/11/2026	DB081126 - TACMO home office monthly gas bill		$ 15.94
Check	DB081226	Southern California Edison	8/12/2026	DB081226 - TACMO home office monthly electricity bill		$ 459.64
Check	DB081326	LEAF	8/13/2026	DB081326 - Monthly copier service		$ 388.48
Check	DB081726	Christine Olvera	8/17/2026	DB081726 - TACMO home office weekly cleaning		$ 50.00
Check	DB082026	LEAF Capital Funding, LLC	8/20/2026	DB082026 - Monthly copier service		$ 211.64
Check	DB082426	Christine Olvera	8/24/2026	DB082426 - TACMO home office weekly cleaning		$ 50.00
Check	DB082426-1	Cardmember Service	8/24/2026	DB082426-1 - TACMO monthly credit card bill		$ 122.04

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	DB082826	Christine Olvera	8/28/2026	DB082826 - TACMO home office weekly cleaning		$ 50.00
Credit Card Charge	9515-8054	The UPS Store	8/14/2026	07/16 - The UPS Store - Mailing of SVA exit packages		$ 224.41
Credit Card Charge	9515-8054	Ventris Learning	8/14/2026	08/14 - Ventris Learning - Reference Material		$ 95.43
Credit Card Charge	9515-8054	The UPS Store	8/14/2026	07/17 - The UPS Store - Mailing of BOA exit packages		$ 11.27
Credit Card Charge	9515-8054	Openal *ChatGPT	8/14/2026	07/17 - Openal *ChatGPT - ChatGPT Business Subscription		$ 50.00
Credit Card Charge	9515-8054	Vistaprint	8/14/2026	07/22 - Vistaprint - Business Cards		$ 99.54
Credit Card Charge	9515-8054	Corwin Press	8/14/2026	07/23 - Corwin Press - Conference Registration		$ 299.00
Credit Card Charge	9515-8054	Comcast / Xfinity	8/14/2026	07/23 - Comcast / Xfinity - TACMO home office monthly phone & internet bill		$ 254.56
Credit Card Charge	9515-8054	Office Depot	8/14/2026	08/03 - Office Depot - Supplies for Pre-Service		$ 20.79
Credit Card Charge	9515-8054	Office Depot	8/14/2026	08/06 - Office Depot - Supplies for Pre-Service		$ 10.83
Credit Card Charge	9515-8054	Tracfone *Services	8/14/2026	08/11 - Tracfone *Services - TACMO home office monthly cell phone bill		$ 16.77
Credit Card Charge	9515-8054	Tracfone *Services	8/14/2026	08/13 - Tracfone *Services - ASP monthly cell phone bill		$ 21.91
Credit Card Charge	9515-8054	Openal *ChatGPT	8/14/2026	08/14 - Openal *ChatGPT - ChatGPT Plus Subscription		$ 20.00
Credit Card Charge	9515-8054	TechSoup Global	8/14/2026	07/15 - TechSoup - Quickbooks subscription for ASP invoicing		$ 80.00
Credit Card Charge	9515-8054	Amazon Mktplace	8/14/2026	07/20 - Amazon Mktplace - Plastic bins for t-shirts		$ 62.92
Credit Card Charge	9515-8054	Amazon Mktplace	8/14/2026	07/20 - Amazon Mktplace - Accidental personal purchase; will reimburse with personal check		$ 18.42
Credit Card Charge	9515-8054	Amazon Mktplace	8/14/2026	07/20 - Amazon Mktplace - Charge 1 of 2 on same receipt: fundraising supplies		$ 65.09
Credit Card Charge	9515-8054	Amazon Mktplace	8/14/2026	07/21 - Amazon Mktplace - Charge 2 of 2 on same receipt: fundraising supplies		$ 93.92
Credit Card Charge	9515-8054	Amazon Mktplace	8/14/2026	07/22 - Amazon Mktplace - Classroom TV		$ 313.59
Credit Card Charge	9515-8054	Apple.com	8/14/2026	07/23 - Apple.com - Computer Supplies		$ 217.41
Credit Card Charge	9515-8054	Wix.com	8/14/2026	07/27 - Wix.com - Annual Renewal for www.sycamorevalleyacademy.org		$ 348.00
Credit Card Charge	9515-8054	Canva	8/14/2026	07/28 - Canva - Postcards		$ 71.87
Credit Card Charge	9515-8054	Panera Bread	8/14/2026	08/06 - Panera Bread - Breakfast for Pre-Service		$ 1,963.49
Credit Card Charge	9515-8054	Constant Contact, Inc.	8/14/2026	08/07 - Constant Contact, Inc. - Monthly email subscription renewal		$ 62.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card Charge	9515-8054	Best Buy	8/14/2026	08/12 - Best Buy - Apple TV		$ 266.19
Credit Card Charge	9515-8054	Canva	8/14/2026	08/14 - Canva - Canva Pro Subscription		$ 119.99
Credit Card Charge	9515-8054	UPS	8/14/2026	07/24 - UPS - Mailing CUM file		$ 11.80
Credit Card Charge	9515-8054	UPS	8/14/2026	07/27 - UPS - Mailing CUM file		$ 27.80
Credit Card Charge	9515-8054	UPS	8/14/2026	07/27 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	8/14/2026	07/27 - UPS - Mailing CUM file		$ 16.22
Credit Card Charge	9515-8054	Custom Lanyards	8/14/2026	07/27 - Custom Lanyards - Lanyards		$ 160.49
Credit Card Charge	9515-8054	UPS	8/14/2026	08/07 - UPS - Mailing CUM file		$ 14.75
Credit Card Charge	9515-8054	UPS	8/14/2026	08/07 - UPS - Mailing CUM file		$ 14.75
Credit Card Charge	9515-8054	UPS	8/14/2026	08/07 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	8/14/2026	08/10 - UPS - Mailing CUM file		$ 15.04
Credit Card Charge	9515-8054	UPS	8/14/2026	08/10 - UPS - Mailing CUM file		$ 14.75
Credit Card Charge	9515-8054	UPS	8/14/2026	08/10 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	8/14/2026	08/10 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	8/14/2026	08/10 - UPS - Mailing CUM file		$ 14.75
Credit Card Charge	9515-8054	EZ Street Signs	8/14/2026	08/12 - EZ Street Signs - Classroom signs		$ 201.93
Credit Card Charge	9515-8054	EZ Street Signs	8/14/2026	08/13 - EZ Street Signs - Classroom signs		$ 31.39
Credit Card Charge	9515-8054	Teachers Pay Teachers	8/14/2026	08/06 - Teachers Pay Teachers - Puzzle Task Cards		$ 4.80
Credit Card Charge	9515-8054	DiscountSch	8/14/2026	08/12 - DiscountSch - TK Play set		$ 351.53
Credit Card Charge	9515-8054	WPS Publish	8/14/2026	08/13 - WPS Publish - SpEd Assessment Supplies		$ 986.14
Credit Card Charge	9515-8054	The UPS Store	8/14/2026	07/17 - The UPS Store - Mailing of SVA exit packages		$ 3.30

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Combined Board Check Register

School: TACMO

Month: September 2026

Total Paid By Check:	$ 313,231.11
Total Paid By Credit Card:	$ 17,432.78

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9906	Gina Ananian	9/1/2026	Bill #081826--Reimb: FableHaven Book & Colored Cardstock		$ 43.34
Check	9907	Krystal Eastman	9/1/2026	Bill #081926--Reimb: Mileage		$ 91.69
Check	9908	Stacey Nelson	9/1/2026	Bill #082126--Reimb: Postage Fee for Certified Mail & Mileage		$ 107.71
Check	9909	ImagineU Children's Museum	9/1/2026	Bill #149444149-430493--Transportation: 08/20/26		$ 635.00
Check	9910	Amazon Capital Services	9/1/2026	Bill #16PP-D36G-K476--Supplies Bill #1NY3-RWMX-J6XX--Supplies Bill #1CFF-RL46-MLR4--Supplies Bill #17QH-RNQX-LKRC--Supplies Bill #1JPW-1CFJ-RD14--Supplies Bill #1LPX-44N1-K3YM--Supplies Bill #1K9W-JH7Y-LHDJ--Supplies Bill #1M3J-MW7W-RYX9--Supplies Bill #1LPX-44N1-JP9N--Supplies Bill #17QH-RNQX-LMV1--Supplies Bill #1L16-DYNF-HTNC--Supplies Bill #1CFF-RL46-TFCX--Supplies Bill #1XJ7-LN3M-FXLW--Supplies Bill #1XJ7-LN3M-FLLC--Supplies Bill #1P3H-KG9J-GLK9--Supplies		$ 3,632.31
Check	9911	Miller Brothers Screenprinting	9/1/2026	Bill #26-027--T-shirts & Printing Bill #26-028--T-shirts & Printing		$ 2,681.93
Check	9912	Cline's Business Equipment, Inc.	9/1/2026	Bill #289037--IT Service: 07/29/26		$ 130.00
Check	9913	Foundation for Educational Administration	9/1/2026	Bill #ACSA-0000013693--Services: 08/01/26 Bill #ACSA-0000013323--Services: 07/01/26		$ 1,310.03
Check	9914	Scenario Learning, LLC	9/1/2026	Bill #INV146903--SLSST - Employee Safety and Compliance Library: 07/01 - 08/06/26		$ 4,132.34
Check	9915	Teachers' Curriculum Institute	9/1/2026	Bill #INV158179--MS-SS-TL-01 Middle School (6-8) Social Studies: Teacher License (1yr)		$ 289.00
Check	9916	PowerSchool Group, LLC	9/1/2026	Bill #INV490596--SW-SIS-S-PSEF: PowerSchool SIS Hosted: 07/01/26 - 06/30/27		$ 11,900.09
Check	9917	Vossler Farms Pumpkin Patch and Corn Maze	9/1/2026	Bill #PP10062026900--Pumpkin Patch Field Trip: 10/06/26		$ 336.00
Check	9918	Vanessa Gallegos	9/9/2026	Bill #080626--Reimb: Consumables for Classroom Note Books Folders & Markers		$ 138.27
Check	9919	Cristina Kaviani-Johnson	9/9/2026	Bill #082426--Reimb: Beads String Duct Tape Fabric Embroidery & D/C for Classrooms		$ 114.52

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9920	Amazon Capital Services	9/9/2026	Bill #1K3T-HNTQ-9737--Supplies Bill #17XL-N1KH-K6KJ--Supplies Bill #1HFN-R6Q1-Y4K4--Supplies Bill #1YKG-96W3-L6CK--Supplies Bill #1KNX-RW6D-JMQG--Supplies Bill #1F7H-TPRW-99FX--Supplies Bill #13GL-4CFF-LXJD--Supplies Bill #1VQG-1CKJ-VWRJ--Supplies Bill #19XF-LTWM-RQX7--Supplies Bill #1F3W-MRV3-GGF9--Supplies Bill #13RQ-K4FR-HX4C--Supplies Bill #1RWH-VQCY-PPPR--Supplies Bill #1RWH-VQCY-P997--Supplies Bill #1NT3-P3CJ-T3HV--Supplies		$ 1,764.19
Check	9921	Pacific Employers	9/9/2026	Bill #21593--Quarterly Membership Dues for HR Services - Quarterly Billing		$ 297.00
Check	9922	Morris Levin & Son Contracting Services	9/9/2026	Bill #2608-159278--Repairs & Maintenance Bill #2608-158997--Job as Quoted		$ 3,889.93
Check	9923	American Fidelity Assurance	9/9/2026	Bill #2693995--09/30/26 Flex Plan Liability Coverage		$ 620.00
Check	9924	Cline's Business Equipment, Inc.	9/9/2026	Bill #289044--IT Service: 08/10/26 Bill #289399--IT Service: 08/18/26		$ 184.25
Check	9925	ODP Business Solutions, LLC	9/9/2026	Bill #476294018001--Supplies Bill #474322801001--Supplies Bill #474486887001--Supplies Bill #476288845001--Supplies Bill #476104591001--Supplies Bill #477048670001--Supplies Bill #477685647001--Supplies Bill #476122862001--Supplies Bill #479094480001--Supplies Bill #478314105001--Supplies Bill #477636654001--Supplies Bill #478179008001--Supplies Bill #479125666001--Supplies Bill #473808159001--Supplies Bill #478129527001--Supplies Bill #478325706001--Supplies Bill #476104591002--Supplies		$ 2,823.70
Check	9926	Sign Time	9/9/2026	Bill #97005--Signicade Deluxe A-Frame		$ 1,162.04
Check	9927	EdTec	9/9/2026	Bill #CINV-00018160--EdTec Monthly - September 2026		$ 15,330.00
Check	9928	American Fidelity Assurance	9/9/2026	Bill #E006865--08/01 - 08/31/26 Flex Plan Liability Coverage		$ 5,725.54
Check	9929	Teachers' Curriculum Institute	9/9/2026	Bill #INV158949--MS-SS-TL-01 Middle School (6-8) Social Studies: Teacher License (1yr)		$ 973.00
Check	9930	PowerSchool Group, LLC	9/9/2026	Bill #INV493304--SW-SIS-S-PSEF: PowerSchool Ecollect Forms Saas: 07/01/26 - 06/30/27		$ 2,125.22
Check	9931	Newsela, Inc	9/9/2026	Bill #INV61728--Newsela ELA: 08/23/26 - 06/30/27		$ 2,731.45

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9932	Zaner-Bloser, Inc	9/9/2026	Bill #INVZB117315--Building Fact Fluency: Multiplication & Division Classroom		$ 754.42
Check	9933	Vossler Farms Pumpkin Patch and Corn Maze	9/9/2026	Bill #PP10212026930--Pumpkin Patch Field Trip: 10/21/26		$ 320.00
Check	9934	Vista Higher Learning	9/9/2026	Bill #SI340247--Books & Supplies		$ 119.44
Check	9935	Alliant Insurance Services, Inc.	9/9/2026	Bill #3633380--26-27 Auto Renewal Business Premium - Policy: GPGS-EP-0002203-01		$ 52,746.15
Check	9936	Amazon Capital Services	9/15/2026	Bill #1FG3-7T4D-PRHF--Supplies Bill #1PVD-RF7H-3FGL--Supplies Bill #1WJ7-KCC1-WLG7--Supplies Bill #14F4-46VM-JNJ6--Supplies Bill #1GMY-NGCR-TPPW--Supplies Bill #1L9W-V6YH-WCLT--Supplies Bill #191D-VJ77-GHPD--Supplies Bill #1XLL-3GRL-QMRD--Supplies Bill #1WXH-VK74-1CCJ--Supplies		$ 2,036.21
Check	9936	Amazon Capital Services	9/15/2026	Bill #1K46-NJ76-J9NM--Supplies Bill #1JHH-YHW7-FCPP--Supplies Bill #1GRT-TNF3-9MN3--Supplies Bill #1QRH-9CW6-J73M--Supplies Bill #1Y1P-LDKG-L6XH--Supplies Bill #1VPR-9M3M-RXYY--Supplies Bill #116N-J7DM-17V1--Supplies Bill #1QMV-X4LK-N79T--Supplies Bill #1K61-T6M3-3CYY--Supplies		Cont'd
Check	9937	Classic Charter, Inc.	9/15/2026	Bill #186230--Vehicle Charge Bill #186232--Vehicle Charge Bill #186231--Vehicle Charge Bill #185883--Vehicle Charge Bill #186229--Vehicle Charge Bill #186233--Vehicle Charge Bill #186059--Vehicle Charge Bill #185824--Vehicle Charge Bill #186061--Vehicle Charge Bill #185823--Vehicle Charge Bill #186057--Vehicle Charge Bill #186060--Vehicle Charge Bill #185814--Vehicle Charge Bill #185882--Vehicle Charge Bill #185813--Vehicle Charge Bill #186058--Vehicle Charge		$ 5,426.40
Check	9938	Cline's Business Equipment, Inc.	9/15/2026	Bill #290019--Contract Usage charge: 08/01 - 08/31/26 Bill #289682--Contract Usage charge:07/22 - 08/21/26 & Standard min charge		$ 560.69
Check	9939	Foundation for Educational Administration	9/15/2026	Bill #ACSA-0000014285--Services: 09/01/26 Bill #INV000208091--Services: 09/02/26		$ 1,572.93
Check	9940	The Cranium Company	9/15/2026	Bill #1568--Colonial day - 5th Grade		$ 1,510.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9941	TCG Administrators, a HUB International Company	9/15/2026	Bill #190494--Monthly Administration Fees		$ 16.00
Check	9942	Law Offices of Young, Minney & Corr, LLP	9/15/2026	Bill #24515--Legal Svcs thru: 08/05/26		$ 418.00
Check	9943	ODP Business Solutions, LLC	9/15/2026	Bill #479174854001--Supplies Bill #478809011001--Supplies Bill #476555084001--Supplies Bill #479174020001--Supplies Bill #479081688001--Supplies Bill #477751422001--Supplies Bill #479584474001--Supplies Bill #476394543001--Supplies Bill #479174852001--Supplies Bill #477685647002--Supplies Bill #479092886001--Supplies		$ 1,814.65
Check	9944	Lakeshore Learning Materials	9/15/2026	Bill #94546796--Supplies		$ 1,721.85
Check	9945	Self-Insured Schools of California	9/15/2026	Bill #September 2026--Billing Period: September 2026		$ 79,187.50
Check	9946	Krystal Eastman	9/22/2026	Bill #081926A--Reimb: Mileage Bill #081926B--Reimb: Mileage		$ 91.69
Check	9947	Arturo Villasenor	9/22/2026	Bill #082026--Reimb: Notebooks		$ 57.33
Check	9948	VOCOVision	9/22/2026	Bill #090126--VocoVision Workstation & Screen Computer		$ 1,200.00
Check	9949	Shannon McMahon	9/22/2026	Bill #090826--Reimb: Jupiter Baritone		$ 400.00
Check	9950	Amazon Capital Services	9/22/2026	Bill #1TQ4-3KCG-FW4K--Supplies Bill #1QG3-LQLF-1CLV--Supplies Bill #1JPN-QLC1-D1YK--Supplies Bill #19G7-XJ3Q-4MTG--Supplies Bill #1TD3-6DXK-9PD1--Supplies Bill #14CK-LJQJ-XDFM--Supplies Bill #1F3T-7D3J-1R7L--Supplies Bill #16PW-4GMJ-CMVN--Supplies Bill #1VYK-G1VN-NYLC--Supplies Bill #1N66-T3PQ-NMCW--Supplies		$ 1,992.13
Check	9951	The Cranium Company	9/22/2026	Bill #1520--Event Fee for 5th Grade		$ 1,410.00
Check	9952	Classic Charter, Inc.	9/22/2026	Bill #186234--Vehicle Charge Bill #185981--Vehicle Charge Bill #185826--Vehicle Charge Bill #186240--Vehicle Charge Bill #186235--Vehicle Charge Bill #186020--Vehicle Charge Bill #186067--Vehicle Charge Bill #186019--Vehicle Charge Bill #186239--Vehicle Charge Bill #186238--Vehicle Charge Bill #186065--Vehicle Charge		$ 6,783.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9952	Classic Charter, Inc.	9/22/2026	Bill #186064--Vehicle Charge Bill #186062--Vehicle Charge Bill #186237--Vehicle Charge Bill #185825--Vehicle Charge Bill #186068--Vehicle Charge Bill #186236--Vehicle Charge Bill #185980--Vehicle Charge Bill #186063--Vehicle Charge Bill #186066--Vehicle Charge		Cont'd
Check	9953	Cline's Business Equipment, Inc.	9/22/2026	Bill #290092--IT Service: 09/01/26		$ 130.00
Check	9954	J&D Lighting & Alarm	9/22/2026	Bill #430042--Trip Charge Minimum Service Charge & Batteries		$ 160.00
Check	9955	ODP Business Solutions, LLC	9/22/2026	Bill #479215180001--Supplies Bill #479559897001--Supplies Bill #479933512001--Supplies Bill #476044433001--Supplies Bill #479563463001--Supplies		$ 905.94
Check	9956	White's Music Center	9/22/2026	Bill #626980--Music Instruments & Supplies Bill #626976--Music Instruments & Supplies		$ 223.82
Check	9957	95 Percent Group LLC	9/22/2026	Bill #INV192025--Materials & Supplies		$ 122.52
Check	9958	Investors Property Management	9/22/2026	Bill #October 2026--TACMO Home Office Monthly Rent		$ 1,000.00
Check	9959	Talk N' Roll Pediatric Speech Therapy, INC	9/30/2026	Bill #080126--SLPA and SLP Services: September 2026 Bill #070126--SLPA and SLP Services: August 2026 Bill #090126--SLPA and SLP Services: October 2026		$ 31,636.35
Check	9960	Audrey Anderson	9/30/2026	Bill #082926--Reimb: Classroom Purchase		$ 497.91
Check	9961	Christina Nunez	9/30/2026	Bill #090926--Reimb: Mileage		$ 10.72
Check	9962	Wendy Anderson	9/30/2026	Bill #091626--Reimb: Mileage		$ 58.60
Check	9963	Stacey Nelson	9/30/2026	Bill #091826--Reimb: Mileage		$ 104.20
Check	9964	Amazon Capital Services	9/30/2026	Bill #1VVK-VPMM-TH3P--Supplies Bill #1JCF-HDYK-P7MG--Supplies Bill #1D37-YXD4-M9P6--Supplies Bill #1Y6R-4P6P-6V19--Supplies Bill #1QWV-H9NY-TCN9--Supplies Bill #19VG-KHYQ-4F31--Supplies Bill #1JRH-DVWC-QGL7--Supplies Bill #1VQR-MGMF-7PMN--Supplies Bill #1X19-4VLJ-JJMQ--Supplies Bill #13P7-TXD9-GCTJ--Supplies		$ 2,829.40
Check	9964	Amazon Capital Services	9/30/2026	Bill #1YNJ-LGT9-CXGT--Supplies Bill #1R7W-6R13-YFXV--Supplies Bill #1NJG-QPPF-X7HG--Supplies Bill #166J-WQT3-FNT4--Supplies Bill #11HF-XYXV-LGRC--Supplies Bill #1PPH-QRM4-DPT7--Supplies Bill #1D37-YXD4-VWVN--Supplies Bill #1FGK-7XHM-J1LQ--Supplies		Cont'd
Check	9965	Ventris Learning	9/30/2026	Bill #20265173--Books & Supplies		$ 96.98

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9966	Miller Brothers Screenprinting	9/30/2026	Bill #26-031--T-shirts & Printing		$ 288.12
Check	9967	Cline's Business Equipment, Inc.	9/30/2026	Bill #290392--IT Service: 09/09/26		$ 210.11
Check	9968	Securly, Inc	9/30/2026	Bill #33218--Classroom Premium: 08/19/26		$ 16,721.40
Check	9969	ODP Business Solutions, LLC	9/30/2026	-- Bill #481555106001--Supplies Bill #480819405001--Supplies Bill #479229474001--Supplies Bill #477002495001--Supplies Bill #481133702001--Supplies -- --		$ 623.92
Check	9970	White's Music Center	9/30/2026	Bill #627584--Music Instruments & Supplies		$ 95.00
Check	9971	Curriculum Associates LLC	9/30/2026	Bill #90983244--Books & Supplies		$ 256.45
Check	9972	Lakeshore Learning Materials	9/30/2026	Bill #94671689--Supplies		$ 860.92
Check	9973	Enerspect Medical Solutions, LLC	9/30/2026	Bill #US02ARCUI0009961--Phillips on Site Infant/ Child Smart pads		$ 131.22
Check	DB090326	Employers Insurance	9/3/2026	DB090326 - Worker's Comp payroll & premium charges		$ 9,037.40
Check	DB090426	Christine Olvera	9/4/2026	DB090426 - TACMO home office weekly cleaning		$ 50.00
Check	DB090426-1	LEAF Capital Funding, LLC	9/4/2026	DB090426-1 - Monthly copier service		$ 457.99
Check	DB091026	Southern California Edison	9/10/2026	DB091026 - TACMO home office monthly electricity bill		$ 435.86
Check	DB091126	AmTrust Financial Services, Inc.	9/11/2026	DB091126 - Cyber Insurance		$ 4,781.00
Check	DB091426	SoCalGas	9/14/2026	DB091426 - TACMO home office monthly gas bill		$ 15.44
Check	DB091426-1	Christine Olvera	9/14/2026	DB091426-1 - TACMO home office weekly cleaning		$ 50.00
Check	DB091426-2	LEAF	9/14/2026	DB091426-2 - Monthly copier service		$ 388.48
Check	DB091626	Cardmember Service	9/16/2026	DB091626 - TACMO monthly credit card bill		$ 17,432.78
Check	DB091826	Christine Olvera	9/18/2026	DB091826 - TACMO home office weekly cleaning		$ 50.00
Check	DB092126	LEAF Capital Funding, LLC	9/21/2026	DB092126 - Monthly copier service		$ 211.64
Check	DB092826	Christine Olvera	9/28/2026	DB092826 - TACMO home office weekly cleaning		$ 50.00
Credit Card Charge	9515-8054	Openal *ChatGPT	9/14/2026	08/17 - Openal *ChatGPT - ChatGPT Business Subscription		$ 50.00
Credit Card Charge	9515-8054	Sunny Hyde Up	9/14/2026	09/11 - Sunny Hyde Up - Lunch with Board Members		$ 75.82
Credit Card Charge	9515-8054	Lands' End Business Outfitters	9/14/2026	08/26 - Lands' End Business Outfitters - TACMO shirt for TACMO employee		$ 73.85
Credit Card Charge	9515-8054	Generation Genius, Inc.	9/14/2026	09/04 - Generation Genius, Inc. - Subscription Renewal Anuno		$ 299.00
Credit Card Charge	9515-8054	Tracfone *Services	9/14/2026	09/10 - Tracfone *Services - TACMO home office monthly cell phone bill		$ 16.92
Credit Card Charge	9515-8054	Amazon Mktplace	9/14/2026	08/18 - Amazon Mktplace - Power cord		$ 7.53
Credit Card Charge	9515-8054	Alen Store	9/14/2026	08/31 - Alen Store - TACMO home office air purifier filter		$ 67.39
Credit Card Charge	9515-8054	UPS	9/14/2026	08/24 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	9/14/2026	08/24 - UPS - Mailing CUM file		$ 14.75
Credit Card Charge	9515-8054	UPS	9/14/2026	08/24 - UPS - Mailing CUM file		$ 14.75
Credit Card Charge	9515-8054	UPS	9/14/2026	08/24 - UPS - Mailing CUM file		$ 14.75

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card Charge	9515-8054	UPS	9/14/2026	08/24 - UPS - Mailing CUM file		$ 28.37
Credit Card Charge	9515-8054	UPS	9/14/2026	08/24 - UPS - Mailing CUM file		$ 11.58
Credit Card Charge	9515-8054	UPS	9/14/2026	08/24 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	9/14/2026	08/31 - UPS - Mailing CUM file		$ 11.61
Credit Card Charge	9515-8054	UPS	9/14/2026	08/31 - UPS - Mailing CUM file		$ 13.55
Credit Card Charge	9515-8054	UPS	9/14/2026	08/31 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	9/14/2026	08/31 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	Serravallo Consulting	9/14/2026	09/02 - Serravallo Consulting - Task Cards & Writing Strategies		$ 63.75
Credit Card Charge	9515-8054	UPS	9/14/2026	09/08 - UPS - Address correction charges for mailing of CUM files		$ 50.68
Credit Card Charge	9515-8054	UPS	9/14/2026	09/08 - UPS - Mailing CUM file		$ 11.58
Credit Card Charge	9515-8054	UPS	9/14/2026	09/08 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	9/14/2026	09/14 - UPS - Mailing CUM file		$ 15.04
Credit Card Charge	9515-8054	UPS	9/14/2026	09/14 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	9/14/2026	09/14 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	9/14/2026	09/14 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	9/14/2026	09/14 - UPS - Mailing CUM file		$ 13.14
Credit Card Charge	9515-8054	UPS	9/14/2026	09/14 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	9/14/2026	09/14 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	UPS	9/14/2026	09/14 - UPS - Mailing CUM file		$ 14.75
Credit Card Charge	9515-8054	UPS	9/14/2026	09/14 - UPS - Mailing CUM file		$ 11.30
Credit Card Charge	9515-8054	The Webstaurant Store	9/14/2026	08/21 - The Webstaurant Store - Water cups		$ 1,050.81
Credit Card Charge	9515-8054	Round Table Pizza	9/14/2026	08/17 - Round Table Pizza - Farewell lunch		$ 102.19
Credit Card Charge	9515-8054	New Management, Inc.	9/14/2026	08/20 - New Management, Inc. - Lock Blok		$ 64.35
Credit Card Charge	9515-8054	Committee for Children	9/14/2026	08/21 - Committee for Children - Second Step Early Learning Classroom Kit		$ 638.96

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card Charge	9515-8054	Hawthorne Educational	9/14/2026	08/21 - Hawthorne Educational - Learning Intervention Manual & Teaching Gifted Kids in Today's Classroom		$ 268.09
Credit Card Charge	9515-8054	California Association of School Psychologists	9/14/2026	08/27 - California Association of School Psychologists (CASP) - CASPCON 2026 Registration Rboehme		$ 668.00
Credit Card Charge	9515-8054	Hilton Los Angeles/Universal City	9/14/2026	08/28 - Hilton Los Angeles/Universal City - Lodging for CASPCON 2026 Rboehme		$ 843.78
Credit Card Charge	9515-8054	University of Florida	9/14/2026	09/01 - University of Florida - Virtual Academy Tflynn		$ 255.00
Credit Card Charge	9515-8054	University of Florida	9/14/2026	09/01 - University of Florida - Virtual Academy Dbarraza		$ 255.00
Credit Card Charge	9515-8054	University of Florida	9/14/2026	09/02 - University of Florida - Virtual Academy Ncazares		$ 255.00
Credit Card Charge	9515-8054	CSBA.ORG	9/14/2026	09/03 - CSBA.ORG - Registration fees for Board Members & Superintendent to attend CSBA AEC 2026		$ 9,600.00
Credit Card Charge	9515-8054	Foldscope	9/14/2026	09/03 - Foldscope - STEAM Night Supplies		$ 232.34
Credit Card Charge	9515-8054	The Citizen Hotel	9/14/2026	09/04 - The Citizen Hotel - Lodging for KAure to attend conference		$ 543.78
Credit Card Charge	9515-8054	Generation Genius, Inc.	9/14/2026	09/04 - Generation Genius, Inc. - Subscription Renewal Fvaldivia		$ 299.00
Credit Card Charge	9515-8054	Frontline	9/14/2026	09/08 - Frontline - Frontline Gather Conference registration Snelson		$ 977.47
Credit Card Charge	9515-8054	USPS PO	9/14/2026	09/10 - USPS PO - Mailing of Bienniel COI		$ 1.69
Credit Card Charge	9515-8054	Teachers Pay Teachers	9/14/2026	09/10 - Teachers Pay Teachers - Music Sub Plans		$ 32.30
Credit Card Charge	9515-8054	Serravallo Consulting	9/14/2026	09/10 - Serravallo Consulting - Task Cards & Writing Strategies		$ 75.00
Credit Card Charge	9515-8054	Tracfone *Services	9/14/2026	09/14 - Tracfone *Services - ASP monthly cell phone bill		$ 22.06
Credit Card Charge	9515-8054	Comcast / Xfinity	9/14/2026	08/24 - Comcast / Xfinity - TACMO home office phone/internet monthly bill		$ 254.85

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
PO BOX 1189, VISALIA CA 93279 • 559.622.3236

ENCLOSURE #3

ENCLOSURE SUMMARY

Consideration of Approval of Monthly Attendance Reports for BOA and SVA

FROM: Wendy Anderson & Joy George

DATE: 11/17/2026

BACKGROUND: Monthly attendance reports pulled from PowerSchool for each school site.

SUPERINTENDENT'S RECOMMENDATION:

- ☐ N/A. For informational purposes only
- ☑ Approve

Attendance Summary By Grade

Blue Oak Academy

09/07/2026 to 10/02/2026 = 19 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	40	0	0	0	40	760	0	0	32.00	728.00	38.32	95.79%
0	48	0	0	0	48	912	0	0	48.00	864.00	45.47	94.74%
Subtotal	**88**	**0**	**0**	**0**	**88**	1672	**0**	**0**	**80.00**	**1592.00**	**83.79**	**95.22%**
1	46	0	0	1	45	874	0	13	46.00	815.00	42.89	94.66%
2	53	1	0	0	54	1026	0	0	33.00	993.00	52.26	96.78%
3	54	0	0	0	54	1026	0	0	67.00	959.00	50.47	93.47%
Subtotal	**153**	**1**	**0**	**1**	**153**	2926	**0**	**13**	**146.00**	**2767.00**	**145.62**	**94.99%**
4	52	0	0	0	52	988	0	0	48.00	940.00	49.47	95.14%
5	38	0	0	0	38	722	0	0	27.00	695.00	36.58	96.26%
6	41	0	0	1	40	779	0	16	40.00	723.00	38.05	94.76%
Subtotal	**131**	**0**	**0**	**1**	**130**	2489	**0**	**16**	**115.00**	**2358.00**	**124.10**	**95.35%**
7	35	2	0	0	37	703	0	19	33.00	651.00	34.26	95.18%
8	37	1	0	0	38	722	0	0	53.00	669.00	35.21	92.66%
Subtotal	**72**	**3**	**0**	**0**	**75**	1425	**0**	**19**	**86.00**	**1320.00**	**69.47**	**93.88%**
Grand Total	**444**	**4**	**0**	**2**	**446**	8512	**0**	**48**	**427.00**	**8037.00**	**422.98**	**94.96%**

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date 10·15·26

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

Attendance Summary By Grade

Sycamore Valley Academy
09/07/2026 to 10/02/2026 = 19 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	24	0	0	0	24	456	**0**	0	13.00	443.00	23.32	97.15%
0	34	0	0	0	34	646	**0**	0	50.00	596.00	31.37	92.26%
Subtotal	**58**	**0**	**0**	**0**	**58**	1102	**0**	**0**	**63.00**	**1039.00**	**54.69**	**94.28%**
1	44	1	0	2	43	855	**0**	37	40.00	778.00	40.95	95.11%
2	45	0	0	0	45	855	**0**	0	36.00	819.00	43.11	95.79%
3	43	0	0	0	43	817	**0**	0	52.00	765.00	40.26	93.64%
Subtotal	**132**	**1**	**0**	**2**	**131**	2527	**0**	**37**	**128.00**	**2362.00**	**124.32**	**94.86%**
4	45	0	0	0	45	855	**0**	0	67.00	788.00	41.47	92.16%
5	45	0	0	1	44	855	**0**	3	30.00	822.00	43.26	96.48%
6	47	0	0	0	47	893	**0**	0	46.00	847.00	44.58	94.85%
Subtotal	**137**	**0**	**0**	**1**	**136**	2603	**0**	**3**	**143.00**	**2457.00**	**129.31**	**94.50%**
7	43	0	0	4	39	817	**0**	33	60.00	724.00	38.11	92.35%
8	42	0	0	1	41	798	**0**	8	35.00	755.00	39.74	95.57%
Subtotal	**85**	**0**	**0**	**5**	**80**	1615	**0**	**41**	**95.00**	**1479.00**	**77.85**	**93.96%**
Grand Total	**412**	**1**	**0**	**8**	**405**	**7847**	**0**	**81**	**429.00**	**7337.00**	**386.17**	**94.48%**

To the best of my knowledge,
the above attendance information is correct.

Signed Tony George

Date 10/16/2026

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

Attendance Summary By Grade

Blue Oak Academy
10/05/2026 to 10/30/2026 = 18 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	40	0	0	0	40	720	0	0	37.00	683.00	37.94	94.86%
0	48	0	0	0	48	864	0	0	58.00	806.00	44.78	93.29%
Subtotal	**88**	**0**	**0**	**0**	**88**	1584	**0**	**0**	**95.00**	**1489.00**	**82.72**	**94.00%**
1	45	0	0	0	45	810	0	0	67.00	743.00	41.28	91.73%
2	54	0	0	0	54	972	0	0	44.00	928.00	51.56	95.47%
3	54	0	0	0	54	972	0	0	72.00	900.00	50.00	92.59%
Subtotal	**153**	**0**	**0**	**0**	**153**	2754	**0**	**0**	**183.00**	**2571.00**	**142.84**	**93.36%**
4	52	0	0	0	52	936	0	0	62.00	874.00	48.56	93.38%
5	38	0	0	0	38	684	0	0	33.00	651.00	36.17	95.18%
6	40	0	0	1	39	720	0	14	29.00	677.00	37.61	95.89%
Subtotal	130	**0**	**0**	**1**	**129**	2340	**0**	**14**	**124.00**	**2202.00**	122.34	**94.67%**
7	37	0	0	0	37	666	0	0	27.00	639.00	35.50	95.95%
8	38	0	0	0	38	684	0	0	49.00	635.00	35.28	92.84%
Subtotal	**75**	**0**	**0**	**0**	**75**	1350	**0**	**0**	**76.00**	**1274.00**	**70.78**	**94.37%**
Grand Total	**446**	**0**	**0**	1	**445**	**8028**	**0**	**14**	**478.00**	**7536.00**	**418.68**	**94.04%**

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date 11.13.26

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

Attendance Summary By Grade

Sycamore Valley Academy
10/05/2026 to 10/30/2026 = 18 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	24	0	0	0	24	432	0	0	50.00	382.00	21.22	88.43%
0	34	1	0	1	34	630	0	22	56.00	552.00	30.67	90.79%
Subtotal	**58**	**1**	**0**	**1**	**58**	1062	**0**	**22**	**106.00**	**934.00**	**51.89**	**89.81%**
1	43	0	0	1	42	774	0	13	48.00	713.00	39.61	93.69%
2	45	0	0	0	45	810	0	0	61.00	749.00	41.61	92.47%
3	43	0	0	0	43	774	0	0	58.00	716.00	39.78	92.51%
Subtotal	**131**	**0**	**0**	**1**	**130**	2358	**0**	**13**	**167.00**	**2178.00**	**121.00**	**92.88%**
4	45	0	0	1	44	810	0	13	68.00	729.00	40.50	91.47%
5	44	1	0	0	45	810	0	5	41.00	764.00	42.44	94.91%
6	47	0	0	0	47	846	0	0	42.00	804.00	44.67	95.04%
Subtotal	**136**	**1**	**0**	**1**	**136**	2466	**0**	**18**	**151.00**	**2297.00**	**127.61**	**93.83%**
7	39	0	0	0	39	702	0	0	48.00	654.00	36.33	93.16%
8	41	0	0	1	40	738	0	13	54.00	671.00	37.28	92.55%
Subtotal	**80**	**0**	**0**	**1**	**79**	1440	**0**	**13**	**102.00**	**1325.00**	**73.61**	**92.85%**
Grand Total	**405**	**2**	**0**	**4**	**403**	**7326**	**0**	**66**	**526.00**	**6734.00**	**374.11**	**92.75%**

To the best of my knowledge,
the above attendance information is correct.

Signed Tory George

Date 11/13/26

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 =
ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
PO BOX 1189, VISALIA CA 93279 • 559.622.3236

ENCLOSURE #4

ENCLOSURE SUMMARY

Consideration of Approval of 2026 Comprehensive School Safety Plan Blue Oak Academy

FROM: Alexis Vance

DATE: 11/17/2026

BACKGROUND: Each year, schools are required to update their Comprehensive School Safety Plans (CSSP) for Board approval. This year, thanks to the collaborative work of our Vice Principals, the CSSPs underwent significant review and improvement. Below are some of the changes and additions made to this year's CSSPs.
Safety goals - These were updated to reflect important elements of safety, including: 1) Safety and belonging, 2) School-wide behavior expectations, and 3) Social-Emotional Learning (SEL) and support.
Extreme weather - New protocols were developed to ensure safe and consistent responses to extreme heat, poor air quality, and other extreme weather events.
Cell phone - CSSPs were updated to include the new cell phone policy and protocols.
Other - Additional content required as part of the 2026-27 CSSP included responses to power outages and cardiac arrest.

SUPERINTENDENT'S RECOMMENDATION:

- ☐ N/A. For informational purposes only
- ☑ Approve

Comprehensive School Safety Plan

2026-27
School Year

School:	Blue Oak Academy
CDS Code:	54105460135459
District:	Blue Oak Academy
Address:	28050 Rd 148 Visalia, Ca, 93292
Date of Adoption:	11/17/26
Date of Update:	10/16/26
Date of Review:	
- with Staff	9/19/2026
- with Law Enforcement	August 2027
- with Fire Authority	Pending Fire Marshall Inspection for spring 2027

Approved by:

Name	Title	Signature	Date

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at Blue Oak Academy.

Safety Plan Vision

The Blue Oak Academy (BOA) Comprehensive School Safety Plan (CSSP) provides guidance and direction to administration, faculty, and staff who have emergency management responsibilities. The Emergency Response Plan along with the Comprehensive School Safety Plan shall be used during an emergency incident.

Components of the Comprehensive School Safety Plan (EC 32281)

Blue Oak Academy Safety Committee

Gina Ananian - Parent
Alexis Vance - Vice Principal
Staci Soares - Principal
Cristina Johnson - Academic Coach
Meghan Merrill- Classified Employee

Assessment of School Safety

The Academies Charter Management Organization (TACMO) along with Visalia Unified School District through the Facility Use Agreement continually assesses the safety of school facilities to support a safe and orderly environment for students. The assessment of safety includes annual facilities inventory, recommendations by parent groups, review of data regarding accidents, disciplinary incidents, and work orders, and response to emergencies. Annual safety training for staff and students provide the opportunity to assess protocols and needs. Safety assessment is ongoing and grounded in situations.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

TACMO supports EC32281 and items A-K through processes and procedures outlined in Board Policy. School sites follow Board Policy to support: (a) Child Abuse Reporting, (b) implementation of emergency procedures (c) suspension and expulsion procedures for students, (d) teacher notification regarding dangerous pupils, (e) sexual harassment identification and reporting, (f) dress code procedures and safety related to gang affiliations(which is also defined by school site level), (g) safe ingress and egress of students, (h) maintenance of a safe and orderly school environment which is also determined individually at school sites, (i) student discipline rules and consequences ,(j) implications regarding hate crimes, and (k) procedures to prepare for active shooters.

Individual schools implement processes such as Positive Behavior Intervention Supports (PBIS) and Restorative Justice to approach student behavior in a positive manner with a focus on self regulation. Schools affiliated with juvenile justice work within the safety frameworks of Probation as defined by individual sites. Safety trainings occur annually for staff and students and mandated trainings are sponsored for all staff regarding child and dependent adult abuse, mandated reporting, and harassment and discrimination. The school board approves safety plans according to California Education Code, and law enforcement and fire officials are consulted for advisement on the plans. TACMO and VUSD continually assesses the safety of staff and students and modifies processes as needed. Through use of surveys administered to staff, students, and parents; input is solicited from stakeholders to ensure perceptions of safety needs. Facilities conducts annual safety inspections and the Vice Principal ensures all devices and safety procedures are up to date. Board policies are updated as per California Education Code changes.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Mandatory Reporters Policy and Training

Every child has the right to live free of physical and emotional abuse, including neglect and sexual assault. Blue Oak Academy (BOA) recognizes that such abuse has severe consequences for the child, sometimes resulting in the child's own violent behavior or in drug addiction. Our schools are in a position to promote the prevention of child abuse and its reoccurrence, and to reduce the general vulnerability of children.

The following policy and procedures shall apply to all BOA employees. Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance pursuant to this policy.

The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166. It is the policy of BOA that all employees shall comply with the law's reporting procedures whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Definitions:
"Child Abuse" or "neglect" 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, including willfully inflicting unjustifiable physical pain or mental suffering, or failing 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.

Child abuse and/or neglect includes both acts and omissions on the part of the responsible person.

"Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." All BOA personnel are Mandated Reporters of suspected abuse and/or neglect, including but not limited to teachers, specialists, administrators, school psychologists, licensed nurses, counselors, paraeducators, or other classified employees trained in child abuse reporting. All BOA employees are required to report instances of suspected or known child abuse and/or neglect immediately when the employee has knowledge of or observes a child that the employee knows or reasonably suspects has been the victim of child abuse or neglect.
"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department, and child protective services.
"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 position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)
"Child" means any person under 18 years of age.

Reporting Procedures:
Once an employee witnesses, has been made aware of, has knowledge of, or reasonably suspects that an incident, behavior, or conduct may be an indication of suspected child abuse, the employee shall:

Step #1: Telephone Report
The telephone report must be made immediately, or as soon as practically possible, upon knowledge or suspicion.
This report will include:

- The name of the person making the report.
- The name of the child.
- The present location of the child.
- The nature and extent of any injury.
- Any other information requested by the child protective agency or law enforcement office, including the information that led the Mandated Reporter to gain knowledge of or suspect child abuse.
- When the verbal report is made, the employee shall note in writing the name of the official

contacted, the date and time contacted, and any instructions or advice received.

Appropriate agencies to report to:

- Child Protective Services: 559-623-0300
- Visalia Police Department: 559-734-8117
- Farmersville Police Department: 559-747-1243
- County Sheriff's Department: 559-733-6218

If the agency asks that the child be held until authorities arrive, the employee must remain with the child.

Step #2: Written Report

Within 36 hours of making the telephone report, the employee shall complete and mail to the local child protective agency (or law enforcement as appropriate) a written report, "Suspected Child Abuse Report," which includes a completed Department of Justice form (DOJ SS 8572).

Employees may obtain copies of the form either from the BOA main office or the local child protective agency. Instructions are included on the form, and reporters may ask the Principal/Superintendent for help in completing and mailing it; however, the employee is personally responsible for ensuring that the written report is correctly filed.

The written report is to be addressed to the person to whom the telephone report was made.

Employees reporting child abuse to a child protective agency or law enforcement agency are directed to notify the Principal/Superintendent or designee as soon as possible after the initial verbal report by telephone. Administrators so notified shall provide the employee with any assistance necessary to ensure that reporting procedures are carried out in accordance with applicable law and BOA policy and procedure. At the employee's request, the Principal/Superintendent or designee may assist in completing and filing these forms.

If the employee does not disclose his/her identity to a BOA administrator, he/she shall at least provide or mail a copy of the written report to the BOA Principal/Superintendent without his/her signature or name.

After completing the process above, the employee's primary responsibility is finished. The employee is not to conduct an investigation regarding the suspected abuse, confer with the person(s) alleged to have mistreated the child, or contact the child's home or the alleged perpetrator prior to making the report. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protection agency, the reporter shall not notify the parent as required in other instances of removal.

Legal Responsibility and Liability:

Mandated Reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. This immunity shall apply even if the Mandated Reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his or her professional capacity or outside the scope of his or her employment.

If a Mandated Reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to $1,000, or both. The Mandated Reporter may also be held personally liable for damages resulting from any injury to the child after a failure to report and could incur costs of defense and any subsequent damages to the child.

All employees are subject to disciplinary action for failure to report suspected child abuse pursuant to this policy. Moreover, BOA is not obligated to defend an employee who neglects or fails to make a required report.

When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so 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 knows or should know that the designated person failed to make the report, that person then has a duty to do so.

The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews:
Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)
A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

- The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer or Child Protective Services Agent:
When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Principal/Superintendent and/or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)
Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

When School Employees Are Accused of Child Abuse:
Regardless of the identity of the suspected child abuser, the major responsibilities of Mandated Reporters are to: (1) identify incidents of suspected child abuse, and (2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.
BOA may at any time take action in accordance with the at-will nature of BOA employment. Possible employee actions by BOA may include, but are not limited to, reassignment, leave of absence, or release from employment. The Principal/Superintendent or designee may seek legal counsel in connection with employee actions related to this policy.

Training:
BOA shall provide training to all new personnel regarding their obligations as Mandated Reporters and the steps required to report suspected abuse. Child abuse reporting procedures are reviewed yearly for all returning BOA employees.

Charter School Staff Acknowledgement:
As part of the employee hire packet, employees will sign a Child Abuse Acknowledgement form that outlines

their designation as a Mandated Reporter and confirms their receipt and understanding of this policy.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

Guidelines for Preparing a Buddy Teacher List:
During a school crisis, teachers may be injured and unable to oversee their assigned students, or it may be necessary to free teachers to fill critical Emergency Management Team positions. To prepare for these situations, the principal shall establish a "Buddy Teacher" system, as outlined below, and train staff to use it when necessary.

Establish and maintain a current "Buddy Teacher" list:
a. Ensure all teachers know who their assigned buddy will be.
b. When possible, assign teachers in adjacent or nearby rooms as buddies.
Ensure that each classroom contains a "go kit/orange bucket" that includes the teacher's class roster and the buddy teacher's class roster.
During an emergency, buddy teachers should check with each other to determine each other's status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
a. Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of many, teachers should do the greatest good for the greatest number.
During an evacuation, it is best for buddy teachers to work together. When practical, one teacher should lead both classrooms out, while the other buddy brings up the rear, checking briefly to make sure both classrooms are empty and doors are closed.
Immediately after taking roll call of both classes, one of the buddy teachers must report the result to their assigned Accountability Team Leader (or to the Accountability Group Supervisor, Operations Chief, or Incident Commander), as outlined in the Crisis Response Plan "Student Accountability Procedure."
Immediately following student accounting, one member of each buddy team must check in with their Group Leader or the Command Post.
In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher can then be available for other assignments.
When classrooms have been combined and evacuation is necessary, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door before joining the students outside.
Ensure substitute teachers are familiar with buddy system emergency procedures and know who their buddy teachers will be.

Buddy Classes (Aug 2026–27):
403 Aguilar — 404 Ramage
402 Johnson — 401 Weeaks
405 Rocha — 406 Gonzales
407 Flores — 408 Villalpando
801 McMahon — 802 Rodriguez
701 Hendershot— 702 Bakke/Esquivel
803 Jones — 804 Nunes
601 Perez — 602 Enos
603 Leonardo — 604 Anderson
502 Gravitt — 503 Martinez — 504 Godinez
Roving Brumfield — Roving Villaseñor

Adaptations for Students with Disabilities

1. Emergency Evacuation Procedures
   - Visual Aids: Use clear, large-print diagrams and signage to guide students with visual impairments.
   - Hearing Impairments: Utilize visual alarms and flashing lights to alert students who are deaf or hard of hearing.
   - Pre-Drills: Conduct practice drills that address the specific needs of students with disabilities to ensure they understand the procedures.

2. Communication Strategies
- Assistive Technology: Provide necessary assistive technology, such as communication devices or specialized software, to facilitate communication during emergencies.
- Sign Language Interpreters: Arrange for interpreters, if needed, for students who are deaf or hard of hearing.
- Simplified Instructions: Offer instructions in multiple formats (spoken, written, pictorial) for students with cognitive or learning disabilities.

3. Classroom Modifications
- Accessible Spaces: Ensure classrooms and other facilities are accessible to students with mobility impairments, including ramps, wide doorways, and accessible restrooms.
- Safe Spaces: Designate areas within the classroom or school where students with specific needs can go for a sense of security during an emergency.

4. Behavioral Supports
- Behavioral Plans: Implement individualized behavior plans to address the needs of students with behavioral challenges, ensuring they understand and follow emergency procedures.
- Calming Strategies: Provide tools or strategies for students with sensory processing disorders to manage stress or anxiety during an emergency.

5. Training and Awareness
- Staff Training: Train all staff members on how to assist students with disabilities during emergencies, including understanding individual needs and using appropriate communication methods.
- Student Awareness: Educate students about emergency procedures in a way that is accessible and understandable to them.

6. Health and Medical Needs
- Medication Access: Ensure that students who require medication have immediate access to it during emergencies and that staff are trained to assist as needed.
- Medical Alerts: Use medical alert systems or tags to communicate critical health information quickly.

7. Transportation Considerations
- Accessible Transport: Ensure that school transportation is accessible for students with disabilities and that drivers are trained to assist them appropriately.
- Special Arrangements: Make special arrangements for students who need additional support during transport.

Public Agency Use of School Buildings for Emergency Shelters

As mandated by California Education Code, schools can serve as community resources for emergency response, enabling the provision of essential services and shelter when public needs are high.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

SUSPENSION AND EXPULSION POLICY

The following is TACMO Board Policy 12-002.

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at charter schools within The Academies Charter Management Organization ("TACMO"). In creating this policy, the Charter Management Organization has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses for which a student may be suspended or expelled and procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter Management Organization is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TACMO's policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charters so long as the amendments comport with legal requirements. TACMO and its charter school staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

TACMO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed annually as part of the Family Handbook and will clearly describe discipline expectations. The notice shall also state that these Policy and Administrative Procedures are available on request at the Superintendent's office, or may be available for download from TACMO's website.

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

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

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 TACMO has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 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. TACMO will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom TACMO 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) 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/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 educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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 charter school of TACMO or at any other school or a TACMO-sponsored event 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, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses
Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the lawful use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. 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.
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For the purposes of this Policy, "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 section, "hazing" does not include athletic events or school-sanctioned events.
17. 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 their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their

immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
19. 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 provision shall apply to students in any of grades 4 to 12, inclusive.
20. 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 provision shall apply to students in any of grades 4 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

a) “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.

b) “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, or image.

ii. A post on a social network 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 policy, “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 policy, “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.
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.

22. 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, 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).
23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal or designee's concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee's concurrence.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

Discretionary Expellable Offenses: Students may be recommended for expulsion 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 any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's 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 witness in a school disciplinary proceeding for the purpose of 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 the purposes of this policy, "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 policy, "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 policy, "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 their own safety or their 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 their immediate family.
q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision 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 provision 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 provision 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 their age, or for a person of their 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 their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their 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 network 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 policy, "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 policy, "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, 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 or other dangerous object of no reasonable use to the student 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 when it is determined pursuant to the procedures below that the student:
a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm 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 destructive 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 Charter School will use the following definitions:
The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
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. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference
a) Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
b) The conference may be omitted if the Principal or designee determines that an emergency situation exists. An emergency situation; involves a clear and present danger to the lives, safety or health of students or 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.
c) At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) 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.
d) No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians
At the time of the suspension, the Principal 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 of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If 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. Upon a recommendation of Expulsion by the Principal 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, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Principal or designee upon either of the following determinations:
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 student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student 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 student either upon the student'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 student'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. A student may be expelled either by the neutral and impartial TACMO Board of Directors following a hearing before it or by the TACMO Board of Directors upon the recommendation of an neutral and impartial Administrative Panel to be assigned by the TACMO Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the TACMO Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures
Students recommended for 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 thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the TACMO Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. 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 expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of TACMO'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 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
TACMO 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 TACMO 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 their right to (a) receive five (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. TACMO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness 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 the complaining witness 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 the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, TACMO must present evidence that the witness' presence is both desired by the witness and will be helpful to TACMO. 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 their discretion to remove a person from the hearing whom they believe 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 their 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 circumstance 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, 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 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 recommendation by the Administrative

Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the TACMO Board of Directors, Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision
The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the TACMO Board of Directors who will make a final determination regarding the expulsion. The TACMO Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the TACMO Board of Directors is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program. The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

I. Written Notice to Expel
The Superintendent or designee following a decision of the TACMO Board of Directors to expel shall send written notice of the decision to expel, including the TACMO Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:
1. Notice of the specific offense committed by the student;
2. 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 TACMO.
The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:
1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records
TACMO shall maintain records of all student suspensions and expulsions at TACMO. Such records shall be made available to the District upon request.

K. No Right to Appeal
The student shall have no right of appeal from expulsion from TACMO as the TACMO Board of Directors' decision to expel shall be final.

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 Tulare County or their school district of residence. TACMO 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 TACMO shall be given a rehabilitation plan upon expulsion as developed by the TACMO Board of Directors 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 (1) year from the date of expulsion

when the student may reapply to TACMO for readmission.

N. Readmission or Admission of Previously Expelled Student
The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the TACMO Board of Directors 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 the TACMO Board of Directors following the meeting regarding the Superintendent's determination. The Board shall then make a final decision regarding readmission or admission of the student 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 TACMO's capacity at the time the student seeks readmission or admission to the Charter School.

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. Involuntary Removal for Truancy
As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Q. Special Procedures for the Consideration of Suspension, Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District
TACMO shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the Charter School or District 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 child'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. Theses 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 child with a disability because of a violation of a code of student conduct, TACMO, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child';s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child'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 TACMO, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
If TACMO, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that TACMO 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 child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c) Return the child to the placement from which the child was removed, unless the parent and TACMO agree to a change of placement as part of the modification of the behavioral intervention plan.

If TACMO, the parent, 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 Plan, then TACMO 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 child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or TACMO believes that maintaining the current placement of the child is substantially likely to result in injury to the child 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 TACMO, 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 USC 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 TACMO 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 child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child 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 child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

TACMO personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or his/her 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 USC 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 USC 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 IDEIA and who has violated TACMO's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if TACMO had knowledge that the student was disabled before the behavior occurred.

TACMO 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 TACMO supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b) The parent/guardian has requested an evaluation of the child.

c) The child's teacher, or other TACMO personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other TACMO supervisory personnel.

If TACMO 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 TACMO had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TACMO shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by TACMO pending the results of the evaluation.

TACMO shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Pursuant to Education Code 48267, the Tulare County Probation Department notifies the Principal of Blue Oak Academy regarding students who have engaged in certain criminal conduct. The Principal or designee is responsible for promptly notifying the student's teachers. This information may also be shared with all Administrators of the school, including the Superintendent of the District.

(E) Sexual Harassment Policies (EC 212.6 [b])

Board Policy #: 13-001

Harassment, Intimidation, Discrimination, And Bullying Policy
Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Academies Charter Management Organization ("TACMO") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.
As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."
To the extent possible, TACMO will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TACMO school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.
This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom TACMO does business, and all acts of TACMO's Board of Directors ("Board") in enacting policies and procedures that govern TACMO.1
TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.
1 This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "BP 13-001 Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

Definitions
Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment.
Harassment
includes, but is not limited to:
Verbal conduct such as epithets, derogatory jokes, comments or slurs.
Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
Retaliation for reporting or threatening to report harassment.
Deferential or preferential treatment based on any of the protected characteristics listed above.
Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by

means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
Placing a reasonable student 2 or students in fear of harm to that student's or those students' person or property.
Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
Causing a reasonable student to experience a substantial interference with the student's academic performance.
Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by TACMO.
Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
2 "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
A message, text, sound, video, or image.
A post on a social network Internet Web site including, but not limited to:
o Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
o Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
o Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
An act of "Cyber sexual bullying" including, but not limited to:
The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
"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.
Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
Bullying and Cyberbullying Prevention Procedures
TACMO has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures
TACMO advises students:
To never share passwords, personal data, or private photos online.
To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
To consider how it would feel receiving such comments before making comments about
others online.
TACMO informs its employees, students, and parents/guardians of TACMO's policies regarding the use of technology in and out of the classroom. TACMO encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education
TACMO employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. TACMO advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at TACMO and encourages students to practice compassion and respect each other.
TACMO educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.
TACMO's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.
TACMO informs TACMO employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.
Professional Development
TACMO annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other TACMO employees who have regular interaction with students.
THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION

TACMO informs certificated employees about the common signs that a student is a target of bullying including:
Physical cuts or injuries
Lost or broken personal items
Fear of going to school/practice/games
Loss of interest in school, activities, or friends
Trouble sleeping or eating
Anxious/sick/nervous behavior or distracted appearance
Self-destructiveness or displays of odd behavior
Decreased self-esteem
TACMO also informs certificated employees about the groups of students determined by TACMO and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:
Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
Students with physical or learning disabilities.
TACMO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for TACMO's students.
Complaint Procedures
Scope of the Complaint Procedures
TACMO will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:
Are written and signed;
Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
Submitted to the TACMO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

TACMO will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.
The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of TACMO's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of TACMO's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint
All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.
Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Superintendent (or the Chair of the Board if the complaint is against the Superintendent) as soon as possible after the incidents giving rise to the report or complaint.
Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.
While submission of a written report is not required, and TACMO will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.
Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.
TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by TACMO on a case-by-case basis.

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.
Investigation and Response
Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.
At the conclusion of the investigation, the Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Superintendent or designee will not reveal confidential information related to other students or employees.
If the complaint is against the Superintendent, a Board member who is not the Board Chair or a third-party investigator will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.
Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment.
Right of Appeal
Should a complainant find TACMO's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of TACMO's decision or resolution, submit a written appeal to the Chair of the TACMO Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

UNIFORM DRESS CODE POLICY:
At The Academies, we support a school uniform policy in order to level the playing field for all of our students. Our school uniform policy helps to ensure an academic environment, promote equity and belonging, and reduce distractions. It is the parent or guardian’s responsibility to be sure that the student is wearing the official school uniform. Shirts, dresses, sweaters, sweatshirts, coats, jackets, pants, tights/leggings, shorts, skorts, and skirts must fit appropriately (no sagging) and be free of designs, logos, or embellishments.

The following solid colors are permitted:

Blue (Blue Oak Academy Only)

- White
- Brown
- Khaki
- Black
- Gray
- Denim

-No other colors permitted

Shirts must have a collar, whereas dresses may be collarless. Students are not required to wear a collared shirt under a sweatshirt; however, if the sweatshirt is removed, a dress code–approved collared shirt must be worn underneath.
The following necklines are permitted: button-down, polo, Peter Pan, turtleneck. No t-shirts allowed (except on Spirit-wear days), and no other colors of shirt are allowed. No strapless, spaghetti strap, low-cut, or cut off tops are allowed. Bare midriffs are not allowed.
Jeans may not have holes larger than the size of a fist anywhere on them.
Dresses, shorts, and skorts must be no shorter than the length of your fingertips when arms are at your sides.
Ties, shoes and headwear may be different colors.
Shoes must be simple and generally free of designs or embellishments. Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals (with backs) are permitted. Flip-flops,, jellies, wheelies, or any type of shoes without a backing is not allowed. Shoes and boots may not have heels higher than 1".
Hats must be in approved dress code colors and are allowed at the discretion of the site.
Jewelry must not pose a danger and must be removed for PE class.

Every Friday:
Every Friday, students may wear any school spirit shirt to show their pride in The Academies (SVA or BOA). While wearing a spirit shirt is encouraged, it is not required. Students who choose not to wear one may wear a collared or collarless shirt in an approved dress code color.

PE Day Dress:
Students should wear or bring a pair of tennis shoes on their PE days. Please note that students are not permitted to change into athletic clothes at school.

Dress Up Days:
On designated dress-up days, students may choose their own clothing; however, all rules regarding skirt and short length, as well as heel height, still apply. Clothing must not display offensive, suggestive, obscene, or vulgar logos, images, or messages. Props are not permitted.

Game Days:
Students are allowed to wear their game day uniforms on the day of their scheduled game.

UNIFORM INCIDENT POLICY:
Verbal Warning
Staff will issue a verbal warning the first time a student is out of uniform. The incident will be documented by staff, but no parent signature is required.
Written Warning

Staff will send a written warning the second time a student is out of uniform. Parents must sign the warning and return it within two school days.
Parent Call
On the third offense, a parent will be called to bring the appropriate item(s) or take their student home to change.
Parent Meeting
Repeated offenses will lead to a meeting with school administration to address and resolve the issue. Parent cooperation is essential, and we are here to support you in finding a solution.

Please note: If any clothing is deemed disruptive to the learning environment, site administration reserves the right to take appropriate action including alternative consequences.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Students arrive at school via private transportation arranged by the parent/guardian. Upon arrival, students are met at the curb or gate by school staff. Staff members assist with the safe ingress and egress of students. During emergency drills, students and staff follow routes established by the school site.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

By the end of the 2026–2027 school year, increase the percentage of students reporting feeling safe at school from 73% to 80% through weekly CARE 4 Connection lessons and reinforcement of schoolwide expectations.

Component:

Safe and Orderly Environment

Element:

Student Perceptions of Safety and Belonging — Student Climate Survey (February/March 2026)

Opportunity for Improvement:

Improve students' sense of safety and belonging, as 27% of students reported not feeling safe at school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement CARE 4 Connection lessons weekly throughout the school year.	Develop and distribute weekly lessons addressing schoolwide expectations, respectful behavior, empathy, conflict resolution, and safe campus practices.	CARE 4 Connection slides, CARE 4 posters, PBIS resources	Vice Principal	Review lesson distribution and implementation each trimester.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase positive perceptions of school safety among students, parents, and staff.	Reinforce CARE 4 expectations through classroom discussions, assemblies, student recognition, and consistent staff messaging.	Survey results, CARE 4 materials, staff and student feedback	Administration, Teachers, Student Leadership	Compare annual survey results with baseline data; review by respondent group.
Identify and respond to areas of concern related to school climate and student behavior.	Review behavior incident data and survey feedback to identify recurring concerns and adjust CARE 4 Connection topics accordingly.	Student Information System (SIS), behavior reports, climate survey data	Vice Principal, COST Team	Review behavior trends each trimester and document adjustments to lessons and supports.

Goal

By the end of the 2026–2027 school year, increase students' perceptions of safety from 73% to 80% through the CARE 4 behavior system, Structured Day, and restorative practices.

Component:

CARE 4 Behavior System

Element:

School-wide Behavior Expectations and Alternatives to Suspension

Opportunity for Improvement:

Strengthen consistent behavior responses and alternatives to suspension to improve student safety and belonging.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Strengthen consistent implementation of CARE 4 expectations.	Reinforce school-wide behavior expectations and provide staff guidance on consistent responses.	CARE 4 behavior matrix, PBIS resources	Vice Principal, Teachers	Review behavior referrals each trimester.
Increase the use of alternatives to suspension.	Utilize Structured Day, restorative conversations, reflection assignments, and behavior reteaching when appropriate.	Structured Day procedures, CARE 4 reflection forms, Behavior Intervention Aides	Vice Principal, Behavior Intervention Aides	Review intervention records and suspension data each trimester.
Improve students' sense of safety and belonging.	Analyze student behavior trends and adjust interventions to address identified concerns.	Student Climate Survey, SIS behavior data, COST team	Vice Principal, COST Team	Compare annual survey results with the 73% baseline.

Goal

By the end of the 2026–2027 school year, increase students' perceptions of safety from 73% to 80% through consistent SEL instruction, morning meetings, and targeted small-group support.

Component:

Social-Emotional Learning & Prevention

Element:

Proactive Social-Emotional Learning (SEL) and Student Support

Opportunity for Improvement:

Strengthen proactive SEL instruction and student connections to improve students' sense of safety and belonging, as 27% of students reported not feeling safe at school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide consistent schoolwide SEL instruction.	Implement Open Parachute SEL curriculum and morning meetings to teach emotional regulation, empathy, conflict resolution, and positive peer relationships.	Open Parachute curriculum, morning meeting resources	Teachers, Administration	Review SEL implementation and classroom practices each trimester.
Provide targeted SEL support for students demonstrating additional needs.	Behavior Intervention Aides will plan and facilitate small-group SEL instruction focused on social skills, emotional regulation, and positive peer interactions.	Behavior Intervention Aides, SEL group materials, COST team	Behavior Intervention Aides, Vice Principal, COST Team	Review group participation, student progress, and intervention effectiveness each trimester.
Strengthen student belonging and positive school connections.	Use classroom community-building activities, student check-ins, and student feedback to identify and respond to social-emotional needs.	Student Climate Survey, classroom meeting resources, student feedback	Teachers, Behavior Intervention Aides	Compare annual Student Climate Survey results with the 73% baseline.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Blue Oak Academy Student Conduct Code

SOCIAL CONTRACT AND HONOR CODE

The purpose of discipline is to provide a safe and comfortable environment in which students can learn. It is the goal of all adults at TACMO to help children learn to behave responsibly and to demonstrate respect toward people, property, and process. Students at The Academies are expected to abide by our Honor Code, which states:

- I will do what is right because it is right.

Derived from the Honor Code, the CARE 4 provides greater specificity regarding what TACMO believes are right choices.

TACMO requires compliance with all rules and regulations as described in the Family Handbook, distributed to all students at the beginning of each school year. All rules and regulations in the Family Handbook fall within

the CARE 4 principles, which are:

- Cooperation: I will be a team player.
- Accountability: I will do what is expected of me, even when no one is watching.
- Respect: I will value myself, others, and the school environment.
- Empathy: I will be mindful of and show care for others.

The Honor Code and CARE 4 encompass all student behavior at school. Students sign the code and CARE 4 commitment annually and receive instruction in their meaning. Students are encouraged to consider the consequences of their actions and school rules before they act, in order to determine whether an action is the "right choice."

SCHOOL RULES

At The Academies, the focus is on learning; every student has the right to learn. Students who interfere with this right will be subject to the school's social contract procedures. The Superintendent, Principal, or Vice Principal has the authority to talk to all students involved in any incident and to determine the course of action to be taken.

The following school rules apply at school, going to and from school, on any school-provided transportation, and at any event where TACMO is represented (regardless of location). These rules apply to all TACMO students:

- Students will be kind to themselves and others.
- Students will not take or destroy what is not theirs.
- Students will follow the instructions of staff and abide by class respect agreements.
- Students will dress for success and be ready to present the best of themselves each day.

Conduct Code Procedures

Tier 1
All students at TACMO will take part in schoolwide prevention measures that inspire, inform, integrate, and appreciate our student body. These efforts include, but are not limited to, schoolwide instruction in social and emotional learning skills and crucial habits of a scholar, the school's social contract and CARE 4 commitment, events and presentations to teach expectations as well as reward achievement, regular assignments and homework dealing with moral dilemmas, and a culture of appreciation for ongoing learning and excellence. Further, all classes will create respect agreements defining what acceptable behavior will look like in their class, and students and teachers will sign together.

Tier 2
At the classroom level, TACMO is committed to giving focused attention to any behaviors that interfere with the right of all students to learn in a safe and comfortable environment. When the behavior of a student interferes with this right, teachers will utilize restorative practices to remind the student of their commitment to the classroom respect agreements, redirect the student to a more appropriate behavior or to a refocus form, and repair the harm done through meetings, mediation, and the application of logical responses (consequences) to the behavior. Parents may be contacted, at the teacher's discretion, to participate in supporting their student through the process, and the student will be monitored on a limited basis until they meet again with the teacher to review ongoing behavior progress. After the third time through this process for any single student, the repair will automatically include referral to the office.

Note: Some behaviors require immediate office referral and/or immediate suspension or expulsion review. In these cases, parents will always be contacted immediately.

Tier 3
At the office level, TACMO will provide more intensive, structured, and comprehensive behavior intervention which may include, but is not limited to, meeting with an Administrator, involving family in meetings and mediations, student recommitment to the Honor

Code and CARE 4 principles, functional behavior analysis, individual behavior contracts, and potentially suspension or expulsion review. The complete suspension and expulsion policy can be found in the Family Handbook. The office may also apply logical responses (consequences) for the behavior, and students are subject to progressive, ongoing monitoring of their behavior and further meetings as necessary.

(K) Hate Crime Reporting Procedures and Policies

The Academies Charter Management Organization (TACMO) believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, TACMO prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying.

This policy applies to instances that occur in any area of the school campus, at school-sponsored events and activities regardless of location, through school-owned technology, and through other electronic means.

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

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

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

(J) Procedures to Prepare for Active Shooters

In efforts to prepare for active shooter situations, TACMO will implement the following:

Training and Drills: Conduct regular, trauma-informed training sessions for all staff members, including teachers, administrators, and support staff, on recognizing signs of potential violence and responding effectively to an active shooter situation. Drills will be age-appropriate, developed in consultation with school-based mental health professionals, and will not include simulated gunfire, mock injuries, or other high-intensity tactics that may cause trauma.

Communication Protocols: Establish clear communication protocols for alerting staff, students, and law enforcement in the event of an active shooter. Use a multi-layered communication approach such as public address systems, text alerts, and email notifications. All drills will include a clear announcement that a drill is occurring.

Parent and Guardian Notifications: Provide advance notice to parents and guardians before conducting active shooter drills, allow for student opt-outs, and send a follow-up notification after the drill has occurred.

Mental Health Support: Provide access to mental health resources for students and staff, including counseling services and programs that promote emotional well-being and conflict resolution.

Active Shooter Response Plan: Develop a response plan that includes options such as “Run, Hide, Fight,” lockdown procedures, and evacuation routes. Ensure all staff and students are familiar with these procedures.

Staff Roles and Responsibilities: Define specific roles and responsibilities for staff members during an active shooter situation, including designated safety officers, communication officers, and first aid responders.

Emergency Supplies: Ensure that classrooms and offices are equipped with emergency supplies such as first aid kits, communication devices, and barricade tools.

Evacuation Plans: Designate multiple evacuation routes and reunification sites, both on-campus and off-campus, and ensure all staff and students are aware of these routes and locations.

Immediate Notification: Utilize established communication platforms, such as ParentSquare, PowerSchool, or ActVnet, to immediately notify all staff, students, parents/guardians, and law enforcement of an active shooter threat.

Lockdown Procedures: Implement lockdown procedures if evacuation is not possible. This includes locking doors, turning off lights, and instructing students to stay quiet and out of sight.

Post-Incident Reunification: Use ActVnet to implement a reunification plan for reuniting students with their families after an incident.

Debriefing and Evaluation: Conduct a debriefing session with all involved parties, including law enforcement, to evaluate the response and identify areas for improvement. Document lessons learned and update the safety plan accordingly.

This active shooter preparedness plan complies with Education Code § 32282 and incorporates requirements of AB 1858 (Safe and Prepared Schools Act, effective January 1, 2025).

Procedures for Preventing Acts of Bullying and Cyber-bullying

Cyberbullying is an electronic act as defined in Education Code § 48900(r). It includes the transmission of harassing communication, 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.

An electronic act is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social networking website, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, as described in Education Code § 48900(r)(2)(A).
A reasonable pupil is defined in Education Code § 48900(r)(2)(C) as a pupil, including, but not limited to, an exceptional needs pupil, who exercises 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.

Reporting:
All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying, consistent with Education Code § 234.1.
All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. Oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information (Education Code § 234.1(b)(1)).

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels he or she is a target of such behavior should immediately contact a teacher, counselor, principal, or staff member so that assistance can be provided in resolving the issue consistent with this policy.
Blue Oak Academy acknowledges and respects every individual's right to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible (Education Code § 234.1(c)).
BOA prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

Investigation:
Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor, or affiliate of Blue Oak Academy, the Executive Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued (Education Code § 234.1(b)(2)).
Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.
All records related to any investigation of discrimination, harassment, intimidation, or bullying will remain in a secure location in the Main Office of Blue Oak Academy.
In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures (Education Code § 234.1(b)(5)), such investigation will be undertaken concurrently.

Appeal:
Should the complainant find the resolution of the Executive Director or designee unsatisfactory, he or she may, within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated school employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the complainant's appeal and render a final disposition.

Consequences:
Students who engage in discrimination, harassment, intimidation, or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of Blue Oak Academy and Education Code § 48900.

Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____Date:_____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against: _____
List any witnesses that were present: _____
Where did the incident(s) occur? _____

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

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

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by Blue Oak Academy:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Opioid Prevention and Life-Saving Response Procedures

The school provides a comprehensive education about opioids, their dangers, and the signs of an overdose for all staff. Naloxone is accessible in strategic locations on campus. All TACMO staff are trained to administer Naloxone in case of an emergency.

Signs of an overdose:

- Loss of consciousness or unresponsiveness
- Slow, shallow, or stopped breathing
- Constricted (small) pupils
- Choking or gurgling sounds
- Limp body

Emergency response procedures for suspected opioid overdoses:

- Identify signs of an opioid overdose and check for responsiveness
- Administer Naloxone (Narcan) nasal spray
- Call 911 for emergency medical help, evaluate, and provide support
- Notify parent/guardian
- Students will receive follow-up support from the school's mental health clinician and staff, who will provide resources for ongoing education and support for students and their families.

Response Procedures for Dangerous, Violent, or Unlawful Activities

1. Immediate Response Actions:
-Immediately notify the school administration of the incident.
-Activate the emergency communication system (PA system, alarms, or emergency alerts) to inform all staff and students of the situation.
-Call 911 to report the incident to law enforcement and emergency responders.

Lockdown Procedures:
-Announce a lockdown if there is a direct threat on campus.
-Lock all classroom doors and secure students and staff in safe areas away from windows and doors.
-Silence cell phones and maintain quiet until an "all-clear" signal is given.

Evacuation:

-If necessary, follow evacuation procedures to move students and staff to a designated safe area.
-Use designated evacuation routes unless blocked by the threat.

Shelter-in-Place:
-If hazardous materials are involved, follow shelter-in-place procedures, such as sealing doors and windows and turning off HVAC systems.

2.Coordination with Law Enforcement and Emergency Services:
-Ensure that a clear line of communication is established with local law enforcement and emergency services.
-Provide emergency responders with access to the school's layout, including exits, entrances, and any potential hazards (TCSO, TCF, ActVnet).
-Cooperate fully with law enforcement officials conducting investigations or responding to incidents.

3.Communication with Parents and the Community:
-Use a designated communication system (ParentSquare) to inform parents and guardians about the situation promptly.
-Provide updates as needed, including the nature of the incident, any injuries, and instructions for student pick-up or reunification.

4.Post-Incident Actions:
Reunification Plan:
-Implement a reunification plan for safely releasing students to their parents or guardians (ActVnet).
-Designate specific areas for parents to pick up their children.

Counseling and Support:
-Provide access to mental health professionals (Mental Health Clinician/School Psychologist) for students and staff affected by the incident.

Debriefing and Review:
-Conduct a debriefing with school staff, law enforcement, and emergency responders to evaluate the response and identify areas for improvement.

Documentation:
-Document all actions taken during and after the incident, including a timeline of events, communications, and outcomes.

5.Training and Drills:
-Conduct regular training for staff on response procedures for dangerous, violent, or unlawful activities.
Hold monthly drills (e.g., lockdown, evacuation, shelter-in-place) to ensure preparedness and compliance with procedures.

6. Prevention and Intervention Strategies:
-Implement threat assessment protocols to identify and address potential threats before they escalate.
-Encourage a safe reporting culture where students and staff feel comfortable reporting suspicious activities or concerns.
-Offer violence prevention programs and promote a positive school climate.

7.Legal Compliance:
-Ensure compliance with California laws and regulations, including the California Education Code, Title 5 of the California Code of Regulations, and all local district policies.

8.Special Considerations:
-Plan for individuals with disabilities or special needs to ensure they are accounted for and safely evacuated or sheltered.
-Consider language barriers and provide multilingual communication options.

Instructional Continuity Plan

1. Emergency Preparedness:

- Identification of Potential Disruptions:
- Identify the types of emergencies that could impact instructional continuity (e.g., earthquakes, wildfires, pandemics, active shooter situations).

Emergency Communication Plan:

- Establish a clear communication protocol for notifying staff, students, and parents about school closures or shifts to remote learning.
- Use multiple channels, such as emails, text messages, phone calls, social media, ParentSquare and the school website.

2. Continuity of Instruction:

- Remote Learning Platforms:
- Identify and implement digital platforms (e.g., Google Classroom, Zoom) that support remote instruction and communication.
- Ensure all students and staff have access to these platforms and are trained to use them effectively.
- Lesson Plans and Resources:
- Develop flexible lesson plans that can be quickly adapted to a remote or hybrid format.
- Create or identify digital resources, such as online textbooks, educational apps, and recorded lessons.
- Equity and Access: - Ensure that all students, including those with disabilities or limited access to technology, receive equitable instruction.
- Provide devices (e.g., laptops, tablets) and internet access to students who need them, possibly through district loan programs or partnerships with community organizations.
- Special Education and ELL Services
- Develop specific plans for continuing special education services, such as Individualized Education Programs (IEPs) and English Language Learner (ELL) support, in a remote or hybrid environment.
- Use virtual tools to deliver therapy (ex: speech & occupational therapy), tutoring, and other specialized services.

3. Staff Roles and Responsibilities:

- Staff Training:
- Provide training to all staff on the use of remote learning tools, digital communication methods, and emergency protocols.
- Defined Roles:
- Clearly define roles and responsibilities for teachers, support staff, administrators, and IT personnel in implementing the instructional continuity plan.
- Substitute Plans:
- Prepare substitute plans for teachers and staff who may be unavailable during an emergency.

4. Student and Family Support:

- Communication with Families:
- Develop a plan for ongoing communication with students and families about instructional expectations, schedules, and available resources.
- Provide guidance to families on how to support their children's learning at home.
- Mental Health and Wellness:
- Ensure access to mental health support and counseling services, including virtual options, for students and families affected by the emergency.
- Accessibility:
- Make sure instructional materials and communications are accessible to all, considering language

barriers and disabilities.

5. Assessment and Feedback:
- Grading and Assessment Policies:
- Establish guidelines for grading and assessments during remote or hybrid learning, including flexibility for students facing challenges.
- Formative and Summative Assessments:
- Use a combination of formative (ongoing) and summative (end-of-term) assessments to monitor student progress and provide feedback.
- Attendance and Engagement Tracking:
- Develop procedures for tracking student attendance and engagement in remote learning, including follow-up actions for students who are not participating.

6. Technology and Infrastructure:
- IT Support:
- Provide technical support for students, families, and staff to troubleshoot issues related to devices, connectivity, and digital platforms.
- Cybersecurity Measures:
- Ensure that all digital learning environments are secure and that data privacy is maintained according to state and federal regulations.

7. Recovery and Transition Plan:
- Return to In-Person Instruction:
- Establish criteria for determining when it is safe to return to in-person instruction.
- Develop a phased approach to transition back to regular school operations, including hybrid models if needed.
- Remediation and Enrichment:
- Plan for remediation and enrichment activities to address learning gaps that may have developed during remote learning.
- Review and Revise:
- Regularly review and update the Instructional Continuity Plan based on feedback and lessons learned from any actual incidents.

8. Compliance and Coordination:
- Alignment with State Guidelines:
- Ensure that the plan aligns with California Department of Education (CDE) guidelines and local education agency (LEA) policies.
- Coordination with Local Authorities:
- Coordinate with local health departments, emergency management agencies, and other relevant authorities to align response efforts and share information. (TCSO & TCF)

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 28, 2025 and adopted by Blue Oak Academy on June 1, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38,

Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Additionally, the plan prioritizes support for students' social-emotional, mental health, and academic needs, recognizing the critical role these factors play in student success during times of crisis or transition.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Blue Oak Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

The school will implement a clear communication protocol to ensure timely outreach through multiple channels, including phone calls, text messages, emails, and updates via the school website and communication platforms such as ParentSquare. Teachers and staff will make direct contact with families to assess student well-being, confirm access to instructional materials, and determine any immediate needs related to technology, academic support, or social-emotional resources. Documentation of all engagement efforts will be maintained to ensure accountability and follow-up, with priority given to students who are identified as at-risk or have limited access to communication tools. This protocol is designed to promote consistent, meaningful engagement that supports both student success and family partnership throughout any period of disruption.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- [x] Short messaging service (SMS)
- [x] Phone Calls
- [x] Email
- [ ] School Portal
- [ ] Social Media
- [ ] Flyers
- [ ] School Communication Platform: Parent Square

In the event of unforeseen disruptions such as power outages or damage to school infrastructure, Blue Oak Academy will implement contingency plans to maintain instructional continuity and two-way communication. When digital platforms are inaccessible due to outages, staff will utilize alternative methods such as phone calls, text messaging, and paper-based materials to ensure ongoing engagement with students and families. Communication protocols will prioritize timely updates through automated phone trees and district-wide messaging systems. Teachers will also be equipped with emergency contact lists and offline instructional packets to support learning. These measures aim to minimize learning loss and maintain consistent, responsive communication with all stakeholders during emergency situations.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of unforeseen disruptions such as power outages or damage to school infrastructure, Blue Oak Academy will implement contingency plans to maintain instructional continuity and two-way communication. When digital platforms are inaccessible due to outages, staff will utilize alternative methods such as phone calls, text messaging, and paper-based materials to ensure ongoing engagement with students and families. Communication protocols will prioritize timely updates through automated phone trees and district-wide messaging systems. Teachers will also be equipped with emergency contact lists and offline instructional packets to support learning. These measures aim to minimize learning loss and maintain consistent, responsive communication with all stakeholders during emergency situations.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Blue Oak Academy is committed to addressing the holistic needs of all students by implementing proactive plans to identify and support their social-emotional, mental health, and academic well-being during instructional disruptions. The school will utilize regular check-ins, teacher observations, and student self-assessments to monitor student well-being and identify those in need of additional support. A multidisciplinary team—including mental health clinician, support staff, and teachers—will collaborate to provide targeted interventions, such as virtual counseling sessions, small group supports, and academic intervention. Additionally, families will receive resources and guidance to help create supportive home environments and access community-based mental health services when necessary. These coordinated efforts ensure that each student's emotional and academic needs are met, fostering resilience and continued growth during periods of instructional change.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Blue Oak Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

During this timeframe, the school will assess the scope of the disruption, determine the most appropriate instructional delivery method, and communicate plans clearly to students, families, and staff. If in-person instruction is not immediately feasible, remote learning will be implemented using digital platforms already familiar to students, supplemented with printed materials as needed to ensure equitable access. Teachers will receive guidance and support to adjust lesson plans for the modified format, and students will be given orientation and support to ensure a smooth transition. This timeline ensures that instructional momentum is maintained while prioritizing student safety and preparedness.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water

- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Blue Oak Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

This includes the use of written learning agreements, daily live interaction or synchronous instruction as required by grade level, and consistent documentation of student engagement and achievement. By adhering to these statutory guidelines, Blue Oak Academy will provide high-quality, accountable remote instruction that upholds academic integrity and supports student success during periods of instructional disruption.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

As required, remote instruction offered by Blue Oak Academy will align with expectations of access and equity, including the equitable distribution of both digital and non-digital instructional materials. The school will use multiple methods to ensure all students receive the necessary resources to engage in learning, regardless of their access to technology. Digital materials, including assignments, instructional videos, and academic tools, will be made available through the school's online learning platforms. For students with limited or no internet access, non-digital materials such as printed packets, textbooks, and manipulatives will be distributed via scheduled pick-up times or delivered directly to students' homes when needed. Distribution efforts will be communicated clearly to families in their preferred language, and staff will track receipt of materials to ensure no student is left without essential learning tools. These practices reflect the school's commitment to providing all students with the resources needed to succeed in a remote learning environment.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

As required, remote instruction offered by Blue Oak Academy will align with expectations of access and equity, including the provision of clear platforms and processes for accessing and submitting schoolwork. Students will primarily access instructional content, assignments, and resources through designated online learning platforms such as Google Classroom, or other tools adopted by the school. These platforms will be structured to allow easy navigation and communication between students and teachers. For students with limited digital access, alternative submission methods including email, drop-off of completed paper assignments, or photo submissions via mobile devices will be made available to ensure all students can participate fully. Teachers will provide clear instructions and deadlines for each assignment, along with feedback and support through virtual office hours, messaging tools, or phone calls. These processes are designed to ensure all students have a consistent and equitable means to engage with and complete their academic work.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Blue Oak Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Blue Oak Academy is committed to ensuring that students continue to have access to quality education in the event that an emergency or natural disaster disrupts in-person learning. In such cases, the school will provide support to pupils and families to facilitate enrollment in or temporary reassignment to another site, school district, county office of education, or charter school as needed. This support includes assistance with gathering necessary enrollment documents, coordinating with receiving schools, and ensuring the transfer of student records in a timely and efficient manner. The school will also provide families with information about available educational options and guide them through the transition process. Outreach will be conducted in the family's home language, and additional resources such as counseling and transportation assistance will be offered when possible to help minimize disruption to the student's educational progress.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Blue Oak Academy has established clear communication protocols to ensure timely and consistent updates for families, students, staff, and faculty during an emergency or instructional disruption. Information will be disseminated through multiple channels, including email, text messages, phone calls, the school website, and ParentSquare, to ensure accessibility for all stakeholders. Initial communication will be made within 24 hours of a disruption whenever possible, with ongoing updates provided at least every 48–72 hours or as new information becomes available. Messages will be shared in English and other languages as needed to reflect the school community's linguistic diversity. Faculty and staff will receive internal updates via email and staff meetings to ensure alignment and coordination. Communication will include instructional plans, timelines for returning to in-person or remote learning, available support services, and answers to frequently asked questions. This protocol ensures that all stakeholders remain informed, connected, and supported throughout the duration of any instructional continuity event.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Blue Oak Academy is committed to ensuring technology readiness for both educators and students to support a seamless transition from in-person to remote learning through independent study, should the need arise. To facilitate this pivot, the school will provide early access to independent study program written agreements and ensure that students and families are familiar with the expectations and procedures. Online instructional platforms, such as Google Classroom or other approved learning management systems, will be utilized to deliver assignments, academic resources, and teacher feedback. Each student will be assigned a school-issued device, and families in need will be provided with hotspots or other solutions to ensure reliable internet access. Educators will receive ongoing training to effectively implement digital tools and independent study best practices, ensuring continuity of instruction and support. These efforts are designed to ensure that all students remain engaged and on track academically, regardless of the learning environment.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Blue Oak Academy will prioritize essential learning by focusing instruction on standards-aligned learning objectives that ensure students continue to make meaningful academic progress during any disruption. Teachers will identify key grade-level content and skills, streamline curriculum to emphasize high-impact standards, and deliver instruction through clear, focused lessons. Student progress will be monitored regularly through formative assessments, assignment completion, and participation metrics. To support students who may fall behind or need additional help, the school will offer a range of interventions, including small-group or one-on-one tutoring, regular teacher check-ins, virtual office hours, and targeted academic support sessions. These supports will be designed to provide timely and responsive assistance, helping to close learning gaps and maintain continuity of learning for all students, regardless of the instructional setting.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Blue Oak Academy is committed to ensuring that all students—including students with disabilities, those experiencing homelessness, foster youth, and English learners (ELs)—continue to have equal access to instructional resources during any period of instructional disruption. The school will work proactively to identify and address barriers to access by providing necessary technology, internet connectivity, and printed materials as needed. Students with disabilities will receive services in alignment with their Individualized Education Programs (IEPs), including accommodations, modifications, and access to specialized staff and support services. Foster youth and students experiencing homelessness will be prioritized for outreach and provided with tailored support, such as transportation assistance, academic counseling, and resource referrals. English learners will receive designated and integrated language development support, as well as access to translated materials and bilingual staff communication. These coordinated efforts ensure that all students remain engaged and supported, regardless of their individual circumstances.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Blue Oak Academy will ensure that all students with Individualized Education Programs (IEPs) continue to receive the services and supports outlined in their plans during any period of instructional disruption. Special education staff will work closely with families to review each student's IEP and determine how services can be delivered in a remote or alternative setting, ensuring compliance with state and federal requirements. Services may be provided through virtual instruction, teletherapy, online learning tools, or, when necessary and feasible, in-person sessions. Regular communication with families will be maintained to monitor student progress, adjust services as needed, and conduct IEP meetings through virtual platforms or phone calls. All documentation, service minutes, and progress reports will be tracked to maintain the integrity of each student's educational plan. These efforts reflect the school's commitment to upholding students' rights and providing equitable access to education for learners with disabilities.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Blue Oak Academy will continue to support English Learner (EL) students in alignment with the California English Learner Roadmap Policy to ensure equitable access to high-quality instruction during any instructional disruption. The school will provide both designated and integrated English language development (ELD) through remote or in-person instructional models, using culturally responsive and linguistically appropriate strategies that promote language acquisition and academic success. Teachers will receive ongoing professional development in best practices for supporting ELs in virtual and hybrid settings, and instructional materials will be adapted to meet varying proficiency levels. Communication with EL families will be conducted in their home language whenever possible, and bilingual staff or translation services will be available to support engagement. Progress in language development will be monitored regularly through formative assessments and teacher observations, with additional supports such as small group instruction, tutoring, and check-ins provided as needed to ensure EL students remain on track academically and linguistically.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Blue Oak Academy will provide ongoing professional learning opportunities and access to high-quality resources to ensure educators are fully prepared to pivot to remote instruction and assessment when necessary. Training will focus on effective use of digital instructional platforms, strategies for student engagement in virtual settings, implementation of formative and summative assessments online, and techniques for differentiating instruction to meet diverse student needs. Professional development will also include support for maintaining equity and accessibility, including accommodations for students with disabilities and English learners. These learning opportunities will be delivered through live workshops, on-demand modules, professional learning communities, and one-on-one coaching as needed. By investing in staff capacity and readiness, the school ensures that instruction remains rigorous, responsive, and aligned with academic standards during any shift in learning modality.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Blue Oak Academy is committed to supporting the physical and mental health of all students and families during any instructional disruption by ensuring continued access to qualified health professionals. The school will maintain partnerships with the mental health clinician, school psychologists, and community-based health providers to offer virtual or in-person services, including wellness check-ins, crisis intervention, and ongoing mental health support. These services will be accessible through scheduled appointments, drop-in virtual office hours, and referrals made by teachers or family members. To ensure equitable access for non-English-speaking families, the school will provide multilingual staff and interpreter services so that students and families can communicate comfortably and effectively. Information about available health resources and how to access them will be widely shared in multiple languages through school communication platforms. These efforts are designed to foster a supportive and inclusive environment that prioritizes the well-being of every student.

Plans to provide access back-up, water and medicines in the event of an emergency.

Blue Oak Academy has established plans to ensure continued access to essential supplies such as back-up power, water, and student medications in the event of an emergency. The school will maintain a stock of emergency water and non-perishable supplies on campus to support students and staff during temporary shelter-in-place scenarios. Additionally, emergency back-up power solutions such as generators or battery-powered lighting will be available to maintain essential operations and communication systems. Student medications stored on-site will be secured in an accessible, temperature-controlled location, and designated staff will be trained in proper administration and emergency procedures. These measures are part of the school's broader emergency preparedness plan to ensure student health and safety remains a top priority during any disruption.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Blue Oak Academy is dedicated to ensuring the continuity of essential support services including special education, counseling, after-school programs, and access to kitchens and food services during any instructional disruption. Special education services will be adapted for remote or hybrid environments in accordance with students' IEPs, with virtual delivery of specialized instruction, related services, and accommodations. Counseling services will continue through virtual check-ins, individual sessions, and small group support to address students' social-emotional and mental health needs. After-school programs will be modified to offer online enrichment, academic tutoring, and supervised activities to maintain engagement beyond the school day. For students who rely on school meals, the academy will coordinate meal distribution through designated pick-up locations or delivery when needed, ensuring access to nutritious food. These adapted services are designed to maintain student well-being, academic progress, and equity across all learning environments.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development and implementation of the Instructional Continuity Plan (ICP) at Blue Oak Academy is a collaborative effort that actively involves administrators, faculty, information technology staff, students, and parents to ensure it meets the diverse needs of the school community. Administrators will lead the coordination and oversight of the plan, ensuring alignment with state guidelines and school policies. Faculty members contribute their expertise in curriculum and instruction to develop practical strategies for remote and hybrid learning. Information technology staff (Operations Director) provide critical input on digital infrastructure, device management, and user support systems. Students and parents will be engaged through surveys, forums, and feedback sessions to help shape the plan based on real-world experiences and needs. This inclusive approach ensures that the ICP is comprehensive, equitable, and responsive, promoting a shared commitment to academic continuity and student well-being during times of disruption.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to returning from an instructional disruption and reopening school sites, Blue Oak Academy will ensure that specific health, safety, and operational conditions are met in alignment with local, state, and federal guidelines. These conditions include clearance from public health authorities that it is safe to resume in-person instruction, verification that school facilities are clean, secure, and fully operational, and confirmation that sufficient staff are available to safely support on-site learning. The school will also assess the readiness of transportation, food services, and other essential operations, and communicate reopening plans and protocols clearly to families and staff. Measures such as health screenings, availability of personal protective equipment, and protocols for physical distancing and sanitation will be reviewed and implemented as necessary. A phased or hybrid return may be considered to support a smooth transition, with priority given to students requiring additional support. This careful and informed approach ensures the safety and well-being of the entire school community as normal operations resume.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Blue Oak Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Blue Oak Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually during the review of our School Safety Plan.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

OUR COMMITMENT TO ALL STUDENTS (Notice of BP 26-002)
We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

CAMPUS ACCESS PROCEDURES (Notice of BP 26-002)
Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the school site administrator and/or superintendent before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

RESPONSE PROCEDURES (Notice of BP 26-002)

- Staff notify the school site administrator (or designee) and superintendent as soon as practicable about any immigration enforcement official request for student access, campus access, or document review.
- Staff take these steps when an immigration or any other law enforcement official arrives at a school site:

1. Initial Contact: Explain to the official that staff must first notify and receive direction from the site administrator and/or superintendent.
2. Purpose: Ask and document the official's stated reason for being at the school site.
3. Documentation: Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and to produce documentation authorizing school site access.
4. Record Keeping: Make and retain copies of documentation the official produces.
5. Exigent Circumstances: If the official declares exigent circumstances (such as a felony in progress on the school site) and demands immediate access, comply with orders and immediately contact the site administrator.
6. Levels of Response: If no exigent circumstances exist, respond according to the official's documentation:
    - ICE or other administrative warrant: For warrants not signed by a judge, do not permit entry to nonpublic areas of the school site. Refer to site administrator and/or superintendent.
    - Judicial/court-issued warrant or court order: Compliance is usually required to follow what is described in the court-issued order. When feasible, consult school site administrator and superintendent or legal counsel for next steps.
    - Subpoena: Physical access to the school site is not required. Subpoenas seek documents. Inform the school site administrator and/or superintendent and await instructions. Do not permit entry to nonpublic areas.
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 school site administrator may notify the student's parent or guardian's consent 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:

- The Superintendent or designee submits a timely report to the Board of Directors regarding immigration enforcement requests, actions, and TACMO's responses, ensuring confidentiality of potentially identifying information.
- The Superintendent or designee emails the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any immigration enforcement official's attempt to access the school site or a student.
- TACMO follows its Comprehensive School Safety Plan (CSSP) procedures for notifying parents, guardians, students, teachers, administrators, and staff when TACMO confirms immigration enforcement presence on campus.

NOTIFICATION PROCEDURES
The superintendent and/or principal (or designee) is responsible for confirming the presence of immigration enforcement on the school site. Confirmation triggers the notification requirement.

- Front office staff sends message to staff via email that immigration enforcement staff is on campus. Staff are notified via the public address (PA) system to check their email. Staff are to remain calm, refrain from discussing the situation, carry on as usual, and wait for further instructions.
- Central office staff (or designee), under direction of superintendent and/or principal (or designee), sends pre-loaded notification to parents/guardians, delivered in their language preference.
- Messages are composed sensitively and convey only permitted, non-identifying information. No student or staff information regarding immigration status is collected, discussed, or disclosed at any time.
- Office staff documents timing and method of all notifications for compliance tracking.

Identification & Documentation Review

Distinguishing Warrants

Legal Consultation

Mandatory State Reporting Protocol

DOJ Notification

Required Notification Recipients

Notification of confirmed immigration enforcement on the school site will be issued to parents/guardians, teachers, administrators, and other school personnel. All notifications, especially those related to immigration-enforcement presence, will:

- Use plain, concise language
- Avoid technical or legal jargon
- Be accessible to all families, including those with different language needs
- Be conducted in a timely manner

Notification Timing

The content and timing of a notification shall consider the safety and well-being of the pupils, employees, and community members of the school site when determining when and how to issue the notification to parents and guardians of pupils, teachers, administrators, and school personnel. Notification will be conducted within a reasonable time period. The notification provided may also include a hyperlink to additional resources for families with information about their educational rights, state laws that protects parents' and students' privacy and confidentiality, and, if available, counseling or support services, which may include services that support families impacted by immigration enforcement.

Safety and Well-being Standard

PURPOSE AND COMMITMENT (BP 26-002)

- The Academies Charter Management Organization (TACMO) ("Charter School") fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. TACMO supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.
- TACMO finds school facilities, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by TACMO as "sensitive locations" under state law, and seeks commitments from contractors and service providers (particularly school resource officers) not to facilitate immigration enforcement at these locations unless law requires it.
- TACMO provides the Attorney General's Know Your Educational Rights handout to all families upon enrollment. This handout is also posted in all administrative buildings on campus, and is available on the school website.
- TACMO also provides information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Family Handbook.

SUPPORT FOR FAMILIES (Notice of BP 26-002)

- Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.
- Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We 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. This form is available HERE.
- If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

- Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).
- Resources for Detained Family Members:
- ICE Detainee Locator: https://locator.ice.gov/odls#/search
- Legal Assistance: California organizations accredited by Board of Immigration Appeals at https://www.justice.gov/eoir/recognition-accreditation-roster-reports; Self-Help Centers at http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm
- Consulates/Embassies: Contact your country of origin's consulate for assistance

ANTI-BULLYING AND HATE CRIMES (Notice of BP 26-002)
We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the school office.

Privacy Constraint

GENERAL PRINCIPALS (BP 26-002)
BOA does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review but not retain to establish a child's birthdate. TACMO does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. TACMO 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

RIGHTS AND PROTECTIONS (Notice of BP 26-002)

- Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.
- Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.
- Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.
- Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or

reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS (Notice of BP 26-002)
We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

- Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

Notification Methods

Parent Square will be used for two-way communication as well as for mass communication efforts.

"Know Your Educational Rights" Distribution

Resource Provision (Optional but Encouraged)

Annual Evaluation

Staff will attend and participate in annual SB 98 and immigration enforcement notification training. Training will cover: roles and responsibilities, timelines, confidentiality and non-discrimination policies.

Public Availability

The Comprehensive School Safety Plan (CSSP) is available for inspection by the public. Copies may be obtained from the school office or on our website at https://www.theacademiescharters.org/compliance.

State Guidance

BOA is in compliance with all CDE requirements for the Comprehensive School Safety Plan (CSSP).

Procedures Regarding Pupil Smartphone Use During Emergencies

See Board Policy below.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

CELL PHONES, SMARTPHONES, PAGERS, & OTHER ELECTRONIC SIGNALING DEVICES POLICY

The Academies Charter Management Organization ("TACMO" or the "Charter School") Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on school grounds, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Private devices may not access the school network.

Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:
Off campus before or after school.
Before or after any Charter School sponsored activity occurring before or after the regular school day.
To access the time.
In the case of an emergency, or in response to a perceived threat of danger.
When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:
During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus. During break periods, between class periods, or during lunch in restrooms, playground, cafeteria, school offices and all other areas on campus
During events sponsored by the Charter School held before or after regular school hours. On field trips or excursions sponsored by the Charter School.

THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION
CELL PHONES, SMARTPHONES, PAGERS, & OTHER ELECTRONIC SIGNALING DEVICES POLICY
Board Policy #: 26-003 Adopted/Ratified: June 16, 2026

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may proceed with the following:
1st Offense-issue a warning
2nd Offense- confiscate the private device for the student to pick up at the end of the regular school day or at the conclusion of a Charter School sponsored activity
3rd Offense- confiscate the private device for parents/guardians to pick up at the end of the regular school day or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

4876-9380-9199, v. 1
This policy was formally adopted at a meeting of The Academies Charter Management Organization Board of Directors on June 16, 2026

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Private devices may be used:
Off campus before or after school.
Before or after any Charter School sponsored activity occurring before or after the regular school day.
To access the time.
In the case of an emergency, or in response to a perceived threat of danger.
When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
When the possession or use of a private device is required in a student's individualized education program ("IEP").

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan shall be reviewed annually by the school site. Administrative staff shall review data, goals, and policy updates to ensure the plan is valid and aligned with the current school climate. The Board of Directors will approve the Comprehensive School Safety Plan annually. All school sites will align their plans with TACMO policy, and plans shall be reviewed by local law enforcement and fire authorities.

Emergency Contact Numbers

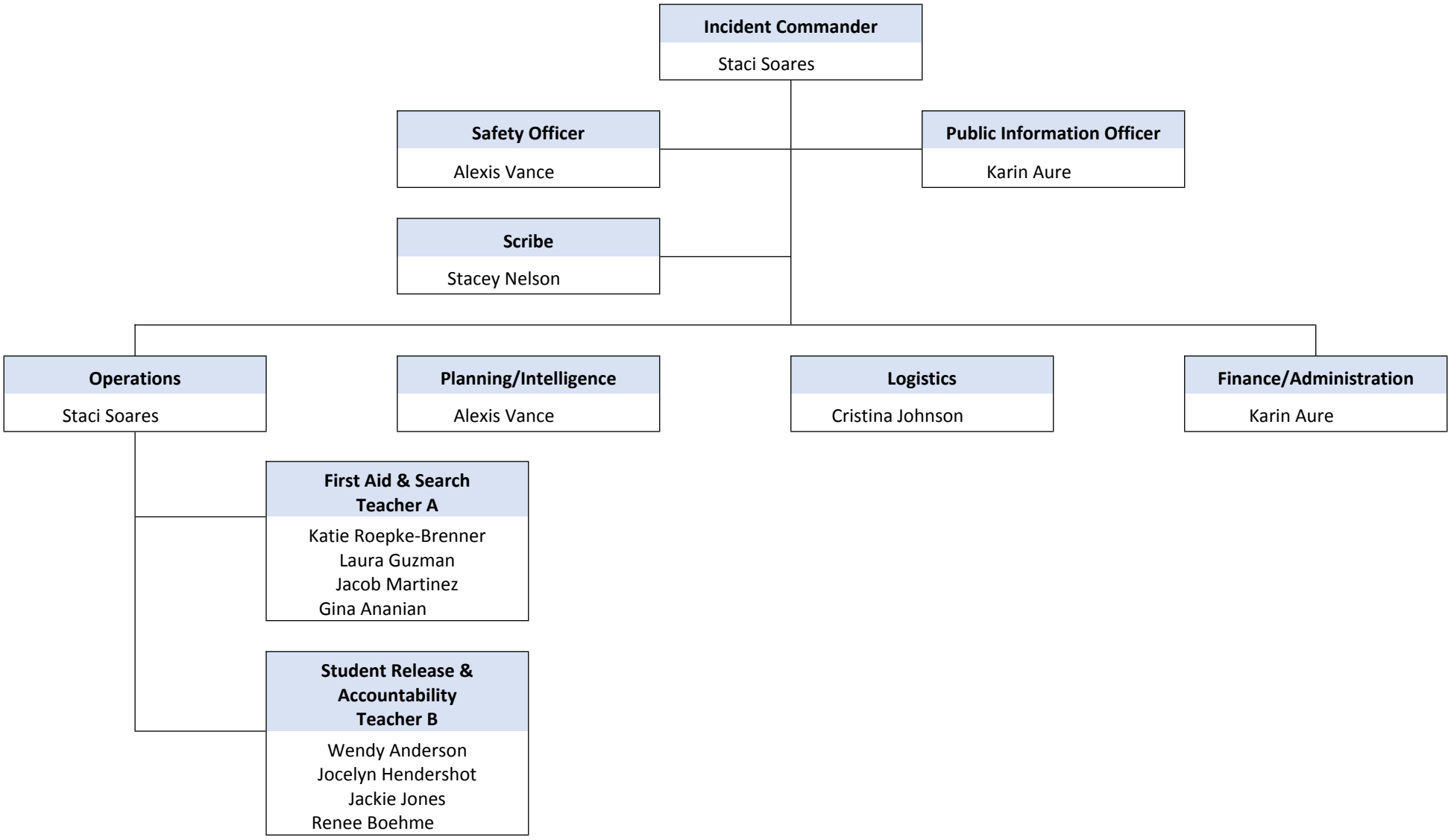
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Farmersville Fire Dept	559-747-0791	
Law Enforcement/Fire/Paramedic	Cal Fire Emergency Command Center	559-734-1948	
School District	TACMO	559-972-7130	Superintendent - Karin Aure Cell
School District	BOA Principal	559-901-8119	Principal - Staci Soares Cell
School District	BOA Vice Principal	559-804-1981	Vice Principal- Alexis Vance Cell
Law Enforcement/Fire/Paramedic	Tulare County Sheriff's Office	559-733-6218	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Committee Meetings	September 2, 2026, October 5, 2026, February 10, 2026	Agendas sent via calendar invite- held in the BOA Library.
Review by site administrators and staff	August-September 2026	Review of digital copy
Update by site administration	August 2026	Update within portal
Review by superintendent	October 2026	Review of digital copy
Approval by Board of Directors	November 2026	Review of final draft

Blue Oak Academy Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for types of emergencies are listed below.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury to the play yard. Guidelines to manage Level 1(Crisis) are described in the Crisis Response Checklist.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g.,"unknown white powder".

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are: (a) Duck and Cover, (b) Shelter-in-Place, (c) Lockdown, (d) Evacuate Building, (e) Off-Site Evacuation, or (f) All Clear.

(A) DUCK AND COVER
This action is taken to protect students and staff from flying or falling debris.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If the PA system is not available, the administrator on-site will use other means of communication (e.g., sending messengers). The administrator should remain calm, convey reassuring comments that the situation is under control, and give clear directions.
"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR UNTIL GIVEN FURTHER INSTRUCTIONS."
If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

(B) SHELTER-IN-PLACE
This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in the outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.
The difference between Shelter-in-Place and Lockdown is that Shelter-in-Place involves shutting down HVAC systems and allows free movement of students within the building. However, classes in bungalows and buildings with exterior passageways must remain in the classroom.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If the PA system is not available, other means of

communication will be used. The administrator should remain calm, convey reassuring comments, and give clear directions.
"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF WHO ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."
If inside, teachers will keep students in the classroom until further instructions are given.
If outside, students will proceed to their classrooms if it is safe. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
Teachers are responsible for securing classrooms, while the Security/Utilities Team will assist with: shutting down HVAC systems, turning off local fans, closing and locking doors and windows, sealing gaps with wet towels or duct tape, covering vents with foil or plastic, and turning off ignition sources such as pilot lights.

(C) LOCKDOWN
This action is taken when the threat of violence or gunfire is identified or directed by law enforcement, and it is necessary to prevent the perpetrator(s) from entering occupied areas.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If unavailable, other communication methods will be used. The administrator should remain calm, convey reassuring comments, and give clear directions.
"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."
If inside, teachers will instruct students to lie on the floor, lock the doors, and close any blinds or shades if safe to do so.
If outside, students will proceed to their classrooms if safe. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., library, cafeteria).
Teachers and students will remain in place until further instructions are given by the Principal or law enforcement.
The front entrance is to be locked, and only law enforcement or emergency personnel are to be allowed on campus.

(D) EVACUATE BUILDING
This action is taken when it is unsafe to remain in the building.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If unavailable, other means of communication will be used. The administrator should remain calm and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED."
The administrator will initiate a fire alarm.
Teachers will instruct students to evacuate using designated routes and assemble in their assigned Assembly Area.
Teachers will take student rosters and account for all students once assembled.
Once assembled, teachers and students will remain in place until further instructions are given.

(E) OFF-SITE EVACUATION
This action is taken when it is unsafe to remain on campus and evacuation to an off-site location is required.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If unavailable, other methods of communication will be used. The administrator should remain calm and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED."
The administrator will determine the safest evacuation method, which may include school buses or walking.
Teachers will take rosters and account for students at the designated safe location.
Once assembled, teachers and students will remain until further instructions are given.
When clearance is received from appropriate agencies, the administrator may authorize a return to campus.

(F) ALL CLEAR
This action is taken to notify staff and students that normal operations may resume.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If unavailable, other means of communication will be used.
"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."
This action signifies the emergency is over.
If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and concerns.
It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the above procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and may modify them as necessary to ensure the health and safety of all personnel.

Step Four: Communicate the Appropriate Response Action

Communicate the appropriate response action and implement the Incident Command System.

Types of Emergencies & Specific Procedures

Aircraft Crash

Purpose: To protect the safety of students and staff in the event of an aircraft crash on or near school property. If a crash results in a fuel or chemical spill, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure:
1. The School Administrator will initiate appropriate immediate response actions, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If the School Administrator issues the Evacuate Building action, staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of any missing students. The School Administrator will call 911 and the Tulare County Sheriff's Department (559-725-4194) and provide the exact location (e.g., building or area) and nature of the emergency.
4. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Biological or Chemical Release. If the crash results in a utility interruption, refer to Loss or Failure of Utilities.
5. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
6. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
7. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
8. The Psychological First Aid Team will convene on site and begin counseling and recovery as appropriate.
9. If it is unsafe to remain on campus, the School Administrator will initiate an Off-Site Evacuation, if warranted by changing conditions.

Animal Disturbance

Purpose: To ensure the safety of students and staff when the presence of a dog, coyote, mountain lion, or any other wild animal threatens the school community.

Procedure:
1. The School Administrator will initiate appropriate immediate response actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Doors or gates should be closed or locked to help isolate the animal.
3. If additional assistance is needed, the School Administrator will call Local Police, the Tulare County Sheriff's Department, or Tulare County Animal Services (559-636-4050) and provide the location of the animal and the nature of the emergency.
4. If a staff member or student is injured, the parent/guardian and the TACMO Risk Manager will be notified.
5. The School Administrator will initiate an Off-Site Evacuation if conditions at the school warrant it.

Armed Assault on Campus

Armed Assault on Campus – Active Shooter / Armed Assailant Situations

Purpose: To provide staff and students with clear procedures to follow during an active shooter or armed assailant situation. Active shooter situations are defined as those where an individual or individuals are "actively engaged in killing or attempting to kill people in a confined and populated area." Active shooters or armed assailants frequently use firearms, but attacks may also be carried out with other weapons (e.g., knives, swords). These situations are unpredictable and evolve quickly. Because of this, all staff must be prepared to act decisively to protect students and themselves until law enforcement arrives.

Procedure:
-Actions – All School Staff

-All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that indicates an active shooter or armed assailant situation is occurring or is about to occur.
Act immediately if you or your students:
1. Hear a sound that may be gunfire.
2. See someone carrying or using a weapon on or near campus.
3. Sense any other indication of an active shooter or armed assailant threat.
-Quickly evaluate which option (Run, Hide, or Fight) will best protect you and your students.
-Be decisive, communicate your plan to students, and act quickly.
-Call 911 and the School Office as soon as it is safe to do so.

Options: Run, Hide, or Fight

Run (First Option):
-If you can get yourself and your students safely away from danger, do so immediately.
-Do not evacuate unless you know with certainty the location of the assailant and can visualize a safe route off campus.
-Leave belongings behind. Police may mistake items in your hands as weapons.
-Warn others you encounter and take them with you if possible.
-Place terrain and buildings between you and the assailant. Continue until you are out of danger.
-Call 911 as soon as it is safe. Report your location and obtain instructions.

Hide (Second Option):
-If running is not safe, get students to the most secure location available and Lockdown.
-Lock doors, close and cover windows, turn off lights, and barricade doors with heavy furniture.
-Silence all devices, remain quiet, and spread out of sight from doorways.
-Prepare to take action if the assailant attempts entry.
-Use text or email to communicate your location, the number of students or staff, and any injuries.
-Remain in place until evacuated by identifiable law enforcement officers.

Fight (Last Resort):
-Never seek confrontation. If no safer option exists, take immediate action to disrupt or incapacitate the assailant.
-Commit fully to your actions. Use improvised weapons (fire extinguishers, staplers, books, etc.).
-Consider aggressive force to surprise and overwhelm the assailant.
-If barricaded in a room, prepare to defend if the assailant breaches.
-Only tend to the wounded once it is safe to do so.

Special Topics:
-Injuries: Prioritize student safety when deciding whether to aid injured persons. Report the location of injured individuals to responders.
-Law Enforcement: When encountered, raise hands with open palms. Do not run toward officers. Follow all instructions calmly.
-Weapons: If an assailant drops a weapon, do not pick it up. Cover it with an item (e.g., trash can) until law enforcement secures it.

Principal/Site Administrator Actions:
-Follow all-staff guidance above.
-Call 911 and initiate a Lockdown announcement as soon as safely possible.
-Provide as much actionable information as possible (e.g., “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now.”).
-If available, use surveillance systems to provide real-time updates on the assailant’s location.
-Notify the CMO after contacting 911 (429-4351).
-Assist police with entry, maps, keys, and requested information.

District Staff Actions:
Incident Command Center: Activate the district’s Incident Command Center and deploy a backup ICS team to relieve site staff.
Off-Site Reunification: Prepare a large off-site location (e.g., theater complex) for reunification. Place buses on standby. Conduct reunification in an orderly, accountable process once the assailant is neutralized.
Crisis Intervention: Assemble a mental health strike team to stabilize students, staff, and parents. Provide psychoeducational

materials for families. Mental health staff will assist with recovery planning and school reopening.

Biological or Chemical Release

Purpose: To ensure the safety of students and staff in the event of a release of a biological, chemical, or radioactive substance in a solid, liquid, or gaseous state. Such incidents may include laboratory accidents, overturned trucks transporting hazardous materials, or explosions at nearby industrial sites.

Indicators of a biological or chemical release include multiple victims suffering from watery eyes, twitching, choking, loss of coordination, or difficulty breathing. Other indicators may include distressed animals or the presence of dead birds.

This procedure addresses three possible scenarios:

-Scenario 1: Substance released inside a room or building.
-Scenario 2: Substance released outdoors and localized.
-Scenario 3: Substance released in the surrounding community.

Procedure:

Scenario 1 – Substance Released Inside a Room or Building
1. The School Administrator will initiate the Evacuate Building action. Staff will use designated routes or alternative safe routes to the assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call 911 and provide the exact location (e.g., building, room, area) and nature of the emergency.
3.The School Administrator will notify the Superintendent of the situation.
4.The Security/Utilities Team will isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the release area, close windows and doors, and shut down the building's air handling system.
6. Persons in direct contact with hazardous substances should wash affected areas with soap and water. Contaminated clothing must be removed and contained. Do not use bleach or disinfectants on exposed skin. Individuals contaminated topically by a liquid should be isolated from unaffected individuals (not required for airborne releases). The First Aid/Medical Team will assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all individuals in the affected room or area, specifying those who had direct contact with the substance. This list will be provided to the School Administrator and emergency responders.
8. The Psychological First Aid Team will convene on site and provide counseling and recovery support.
9. Affected areas will not be reopened until Tulare County Hazardous Materials or another appropriate agency provides clearance and the School Administrator authorizes reentry.

Scenario 2 – Substance Released Outdoors and Localized
1.The School Administrator will direct staff to remove students from affected areas to an upwind location. If necessary, the Evacuate Building action will be initiated.
2. The Security/Utilities Team will establish a safe perimeter and prevent reentry into contaminated areas.
3. The School Administrator will call 911 and provide the exact location and nature of the emergency.
4.The School Administrator will notify the Superintendent of the situation.
5. The Security/Utilities Team will close windows and doors, turn off fans, and shut down air handling systems in affected buildings.
6. Persons in direct contact with hazardous substances should wash with soap and water and remove contaminated clothing. Do not use bleach on skin. The First Aid/Medical Team will evaluate exposed individuals.
7. The Assembly Area Team will prepare a list of potentially exposed individuals and provide it to the School Administrator and emergency responders.
8. The Psychological First Aid Team will convene on site and provide counseling and recovery support.
9. Affected areas will not be reopened until Tulare County Hazardous Materials or another appropriate agency provides clearance and the School Administrator authorizes reentry.

Scenario 3 – Substance Released in Surrounding Community
1. If a potentially toxic substance is released into the atmosphere, the School Administrator will initiate Shelter-in-Place.
2. The Security/Utilities Team will:

-Turn off local fans and HVAC systems.
-Close and lock windows and doors.
-Seal gaps under doors and windows with wet towels or duct tape.
-Seal vents with foil or plastic wrap, if available.
-Turn off ignition sources (e.g., pilot lights).
3. Students and staff outdoors will be directed to the nearest safe building (e.g., library, cafeteria). Teachers will communicate their locations to the School Administrator using the PA system or other safe means.
4. The School Administrator will call 911 and provide the exact location and nature of the emergency.
5. The School Administrator will notify the Superintendent.
6.The School Administrator will monitor official updates via radio or television.
7.The school will remain in Shelter-in-Place until Tulare County Hazardous Materials or another appropriate agency provides clearance, or staff are otherwise directed by the School Administrator.

Bomb Threat/ Threat Of violence

Purpose: To ensure the safety of students, staff, and visitors in the event of a bomb threat or discovery of a suspected explosive device. While most bomb threats are hoaxes or pranks, each must be treated as a credible threat until proven otherwise. This procedure provides guidelines for assessing threats, responding appropriately, and coordinating with emergency responders.

Procedure:

Assessing the Threat
-Bomb threats may be received by phone, email, online, in writing, or verbally.
-All threats must be documented using the Telephone Bomb Threat Report form. These forms, along with Call Taker Instructions, should be kept near all primary school phones and all staff trained in their use.
-Threats may be classified as:
Low-Level: Vague, minimal details, likely prank.
Medium-Level: Some details given (e.g., size, location), but inconsistent or unclear.
High-Level: Specific, credible details about the type, power, location, or time of detonation. Caller may make demands.

The Incident Commander will consider the caller's information, school security measures, and overall credibility when determining the threat level.

Response Procedure – Administration
1. Call 911 and provide:
-School address and Incident Command Post location.
-Threat details (e.g., bomb location, detonation time).
-Best access point for emergency responders.
-Ongoing updates, if possible.
2.Conduct a Threat Assessment with law enforcement. Based on credibility:
-Evacuate Buildings: Announce any adjustments to evacuation routes and assembly areas.
-Shelter-in-Place: Keep all students indoors; clear playgrounds.
3.Establish an Incident Command Post at least 400 feet from campus buildings and away from cars, trash bins, or mailboxes.
4.Use runners instead of radios/cell phones within 300 feet of a suspected device.
5.Establish Unified Command with emergency responders.
6.Determine next steps:
-Conduct building/site search.
-Evacuate to an off-site reunification location, if necessary.
-Cancel school and notify parents of student pick-up procedures.
7. Announce All Clear only when authorized by law enforcement.

Response Procedure – Teachers/Staff
-Follow directions from the Incident Commander: Evacuate Building or Shelter-in-Place.
-If Evacuating:
-Have students take personal belongings to speed search later.

-Ensure all cell phones are turned off.
-Perform quick visual scans of classrooms, evacuation paths, and assembly areas for unusual objects.
-Keep students at least 300 feet from buildings, vehicles, or outbuildings. Relocate if necessary and report changes immediately.
-Use the Teacher Buddy system to free staff to act as runners.

If Sheltering-in-Place:
-Secure students in classrooms.
-Conduct visual scans for suspicious objects.
-Do not touch or move anything unusual.
-If suspicious items are found, evacuate and notify the Incident Commander immediately.

Bomb Search Procedures
-Searches are best conducted by staff familiar with specific areas, paired with emergency responders.
Assignments may include:
-Teachers – Classrooms.
-Library Aides – Library and storage.
-Cafeteria Staff – Kitchen and cafeteria.
-Custodial/Maintenance – Equipment areas, restrooms, stairwells, perimeters, and grounds.
Bus Drivers – Buses and related facilities.
-Administrative Staff – Offices, hallways, and empty classrooms.

Room Search Steps:
1.Search floor to 3 feet (window sill height).
2. Search 3 feet to head height.
3. Search head height to ceiling.
4. Search ceiling, supports, light fixtures, and A/C units.

-Mark searched rooms with a paper marked “X” and signed by the searcher.
-Report progress to the Incident Commander.
If a suspicious item is found:
-Do not touch or move it.
-Report the exact location and description to the Incident Commander.
-Evacuate as directed by law enforcement.

Call Taker Instructions
-Use the Telephone Bomb Threat Report form while speaking with the caller.
-Stay calm, cooperate, and attempt to:
-Ask questions 1–9 in order.
-Record caller details (voice, background sounds, clues).
-Prolong the call to gather more information.

If students answer phones:
1.Remain calm and say: “I am a student. Please hold while I get an adult.”
2.Signal a staff member immediately.
3.Do not hang up or ask the caller to call back.

Bus Disaster

Purpose: To ensure the safety of students and staff in the event of a school bus emergency during a field trip. While Blue Oak Academy does not provide daily bus transportation to and from school, procedures are in place to coordinate with bus vendors and Visalia Unified School District (VUSD) during emergencies.

Procedure:
1.The bus company or driver will immediately contact their supervisor.
2. Blue Oak Academy will provide a list of students on the bus to emergency personnel and district officials.

3. School administrators will work with the administrator or designee from VUSD and bus vendors to respond to the site and implement safety procedures as directed by first responders.
4. All students and staff on the bus must be identified as involved in the crash.
5. Students released by first responders will be remanded to school district officials, who will contact families and release students directly to their parent/guardian.
6. If conditions at the crash site make immediate reunification unsafe or impractical, school administrators will implement the Off-Site Reunification Plan. Students will be transported or escorted to a designated safe site where they will be released to families in accordance with established reunification procedures.
7. The emotional needs of students and staff must be prioritized. Counseling and support personnel will be made available to address trauma and provide ongoing emotional support.

Cardiac Arrest

Purpose: This plan outlines immediate life-saving actions to minimize the risk of sudden cardiac death at [School Name] by ensuring coordinated communication, trained staff responders, and rapid access to Automated External Defibrillators (AEDs) within the critical first minutes of an emergency.

Procedure:
1. Teacher/Staff alerts the Health Office via walkie by calling a “Code Blue, bring the AED,” and giving the exact location of the emergency. Teacher/Staff start CPR.
2. Teacher/Staff CALL 911.
3. If CPR has not been initiated, then the closest CPR trained person begins CPR. When Health Office staff arrive with the AED, they will take over CPR and medical care.
4. The closest responder will grab the AED and place pads on the victim. TURN AED ON.
5. Health Office staff will bring a walkie talkie to communicate with the office and will document events of the cardiac emergency such as time of the event, when CPR started, when AED arrived and placed on victim, times of shocks if given, when EMS arrived, victims condition, and when EMS left with victim.
6. Teacher/Staff not helping with resuscitation will remove students/staff to adjacent classrooms and maintain crowd control.
7. An Administration member will meet EMS and show them to the location.
8. Office staff will call and inform parents/family and determine preferred hospital.
9. Office staff will copy the victim’s emergency information and send it with EMS.
10. An administration member will notify the district office of the emergency.

Disorderly Conduct

Purpose: To ensure that incidents of disorderly conduct on campus are addressed promptly and consistently, in alignment with TACMO’s established code of conduct and disciplinary procedures.

Procedure:
1. Staff will immediately report incidents of disorderly conduct to the School Administrator.
2. The School Administrator or designee will assess the situation and determine whether the behavior can be managed through classroom-level interventions or requires office referral.
3. Disciplinary procedures will follow TACMO’s code of conduct, as outlined in the Family Handbook and school policies.
4. If necessary, law enforcement will be contacted to assist with disorderly conduct that poses a safety threat to students, staff, or property.
5. The emotional and behavioral needs of students will be considered, and support services (e.g., counseling or restorative practices) will be provided when appropriate.

Earthquake

Purpose: To ensure the safety of students and staff during and after an earthquake. Earthquakes occur without warning and may cause minor to severe shaking, building damage, and injuries. Even mild tremors can create hazardous situations, so the following procedures must be implemented for all earthquakes, regardless of magnitude.

Procedure:
1.During the Earthquake
-Remain calm and stay where you are.
-Teachers direct students to Duck and Cover.
-Move away from windows, overhead hazards, and unsecured objects to avoid injury.
-Remind students that most earthquake-related injuries are caused by falling or flying debris.

2.After the Shaking Stops
The School Administrator will initiate Evacuate Building.
-Staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
-Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.

3. Safety and Security Actions
-The School Administrator will direct the Security/Utilities Team to post guards a safe distance from building entrances to prevent reentry.
-The Security/Utilities Team will notify personnel of fallen electrical wires and instruct them to avoid contact.
-The Security/Utilities Team will also notify utility companies (gas, power, water, sewer) of any damages.

4. Medical and Rescue Response
-The First Aid/Medical Team will assess injuries and provide appropriate first aid.
-If the area appears safe, the Search and Rescue Team will inspect school buildings to locate and assist any injured or trapped individuals.

5. Damage Assessment and Communication
-The School Administrator will contact the Logistics Coordinator to determine additional required actions, which will be communicated to the Communications Coordinator.
-The School Administrator will coordinate with the Operations Director to ensure buildings are safe for occupancy.
-The Fire Suppression and Hazardous Materials Team or appropriate VUSD team will inspect buildings and log findings by building, reporting regularly to the Incident Commander.
6. Reopening of Affected Areas
-No affected areas will be reopened until clearance is provided by the TACMO Operations Director and authorization is given by the School Administrator.

Off-Site Evacuation / Non-School Hours Response
-If an earthquake occurs during non-school hours, the School Administrator and Facilities Director will assess damages and determine corrective actions.
-The Fire Suppression and Hazardous Materials Team or appropriate VUSD team may be directed to assist in the assessment.
-The School Administrator will confer with the Operations Director, who will communicate with VUSD on identified damages and determine whether the school should be closed.

Explosion or Risk Of Explosion

Explosion / Risk of Explosion

Purpose: To ensure the safety of students and staff in the event of an explosion, a risk of explosion, or a nuclear blast involving radioactive materials. Explosions may occur without warning and result in damage, fire, or injury. Because even a suspected risk poses significant danger, these procedures must be followed in all scenarios.

This section addresses four possible scenarios:

Scenario 1: Explosion on school property.
Scenario 2: Risk of explosion on school property.
Scenario 3: Explosion or risk of explosion in a surrounding area.
Scenario 4: Nuclear blast or explosion involving radioactive materials.

Scenario 1 – Explosion on School Property
1. All persons should immediately initiate Duck and Cover.
2.The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted for some buildings, while others may be used for shelter.
4. If evacuation is ordered, staff and students will use prescribed routes or other safe routes to the Assembly Area.
5.Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
6. The School Administrator will call 911 and local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), and provide the exact location and nature of the emergency.
7. The First Aid/Medical Team will check for injuries and provide first aid as appropriate.
8. Staff may attempt to suppress fires with extinguishers, ensuring the proper extinguisher type is used:
-Class A, B, or C for ordinary combustibles.
-Class B or C for flammable liquids.
-Class C for electrical equipment.
9. The Security/Utilities Team Leader will notify utility companies of any damage to water, sewer, power, or gas lines.
10. The School Administrator will notify the Superintendent of the situation.
11. The Security/Utilities Team Leader will post guards a safe distance from building entrances to prevent unauthorized entry.
12. Once safe, the School Administrator will authorize the Search and Rescue Team to begin search and rescue operations.
13. The School Administrator will coordinate with the Operations Director to confirm building safety with VUSD and direct inspections by the Fire Suppression and Hazardous Materials Team (or appropriate VUSD team). A log of findings will be maintained and reported to the Incident Commander.
14. Affected areas will not be reopened until clearance is provided by the appropriate agency and authorization is given by the School Administrator.
15. If necessary, the School Administrator will initiate an Off-Site Evacuation.

Scenario 2 – Risk of Explosion on School Property
1. The School Administrator will initiate the appropriate immediate response action, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If evacuation is ordered, staff and students will evacuate using prescribed or alternative safe routes to the Assembly Area.
3. Teachers will bring rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
4. The School Administrator will call 911 and local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), and provide the location and nature of the emergency.
5. Staff may attempt to suppress fires with extinguishers, ensuring the correct type is used.

Scenario 3 – Explosion or Risk of Explosion in Surrounding Area
1. The School Administrator will initiate Shelter-in-Place.
2. The School Administrator will call 911 and notify local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), providing the location and nature of the emergency.
3. The School Administrator will take further action as required.
4. The school will remain in Shelter-in-Place until clearance is given by the appropriate agency and the School Administrator issues instructions.

Scenario 4 – Nuclear Blast or Explosion Involving Radioactive Materials
1. The School Administrator will initiate Shelter-in-Place.
2. Personnel should establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the blast/explosion source, and avoid sheltering near exterior windows.
3. The School Administrator will call 911 and notify local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), providing details on affected areas and personnel.
4. After the initial blast, staff should:
-Remove students from rooms with broken windows.
-Extinguish fires.
-Provide first aid.

5. Relocate students from upper floors if possible.
-The Security/Utilities Team will:
-Turn off the school's main gas supply.
-Turn off local fans and HVAC systems.
-Close and lock doors and windows.
-Seal gaps under doors and windows with wet towels or duct tape.
-Seal vents with foil or plastic wrap, if available.
-Turn off ignition sources (e.g., pilot lights).
6. The School Administrator will monitor radio or television for updates and take further actions as appropriate.
7. At the School Administrator's discretion, and only if safe, designated personnel may distribute emergency supplies, including food and water.
8. The school will remain in Shelter-in-Place until clearance is provided by the appropriate agency and the School Administrator authorizes further action.

Extreme Weather

Purpose:
To protect the health and safety of students and staff across all TACMO school sites by establishing consistent procedures for monitoring extreme weather, modifying or canceling outdoor activities, and responding to weather-related emergencies. This protocol incorporates California Education Code § 33355 and guidance from the California Department of Education (CDE) and California Department of Public Health (CDPH).
Procedures:
1. Scope and Applicability- This protocol applies to all TACMO school sites and school-supervised outdoor activities, including physical education, recess, lunch activities, school-sponsored sports, athletic practices, outdoor assemblies, field trips, and other outdoor events. CIF-administered interscholastic athletic programs must comply with applicable CIF heat illness, acclimatization, and air quality requirements.

2. Weather Monitoring and Decision-Making- Each school's principal or designee is responsible for monitoring weather conditions and determining necessary activity modifications.
Approved monitoring resources include:
National Weather Service (NWS) HeatRisk forecasts and weather alerts
California Heat Assessment Tool (CalHeatScore), as applicable
AirNow and local air quality district reports
County public health and emergency management alerts
Local fire agency notifications
Conditions will be reviewed before outdoor activities, reassessed when elevated risks are forecast, and monitored throughout the day as conditions change.School administration may modify, relocate, postpone, or cancel activities. Staff may immediately stop an activity when conditions become unsafe and must promptly notify administration.

3. Extreme Heat Procedures- TACMO schools will follow the NWS HeatRisk levels and applicable CDE/CDPH recommendations.

HeatRisk Level- Required Response
Level 0 — Green- Normal activities may proceed with routine hydration and supervision.

Level 1 — Yellow- Increase access to water, shade, and rest; monitor heat-sensitive students.
Level 2 — Orange- Reduce outdoor activity intensity and duration, increase hydration and rest breaks, and move activities to cooler times or indoor spaces when appropriate.
Level 3 — Red- Cancel outdoor physical activities during peak heat, generally 10:00 a.m.–5:00 p.m. Reschedule to a safer time or relocate to an adequately cooled indoor environment.
Level 4 — Magenta- Cancel outdoor physical activities. Relocate to an adequately cooled indoor environment or postpone until conditions improve. Staff will monitor students for heat-related distress regardless of the designated HeatRisk level.

Indoor spaces must also be evaluated for safe temperatures. Activities will not be relocated to an indoor area that lacks adequate cooling when heat conditions remain hazardous.

4. Air Quality Procedures- TACMO schools will use the Air Quality Index (AQI), CDE school activity recommendations, and applicable local air district guidance.

AQI- Required Response

0–50 — Good- Normal outdoor activities.
51–100 — Moderate- Normal activities for most students; provide accommodations for students with respiratory or cardiac conditions.
101–150 — Unhealthy for Sensitive Groups- Avoid vigorous outdoor activities and move exercise indoors when appropriate. Provide additional precautions for students with medical needs.
151–200 — Unhealthy- No outdoor recess, PE, or athletic practice. Move activities indoors. Reschedule or relocate outdoor sporting events.
201–300 — Very Unhealthy- No outdoor physical activities. Move activities indoors and evaluate whether site conditions warrant additional measures or school closure.
301–500 — Hazardous- No outdoor physical activities. Follow public health and emergency guidance and evaluate campus safety and potential closure.

Indoor activities during poor air quality must take place in spaces with cleaner air than outdoors.
Students with asthma, respiratory conditions, disabilities, or other medical needs will receive accommodations consistent with their individual health plans, IEPs, and Section 504 plans.

5. Severe Weather and Other Hazardous Conditions- During lightning, thunderstorms, heavy rain, flooding, high winds, extreme cold, or other hazardous conditions: Suspend outdoor activities when conditions create a safety risk. Move students to designated safe indoor locations. Avoid flooded areas, unsafe surfaces, falling-object hazards, and exposed outdoor locations. Follow official weather alerts and emergency instructions. Resume outdoor activities only after conditions are determined to be safe. When official sources conflict, administration will generally follow the more protective guidance unless reliable, site-specific information supports a different decision.

6. Student Health and Individual Needs- Staff will consider student age, developmental needs, duration and intensity of activity, access to water and shade, and known medical conditions. Additional precautions will be taken for younger students, students with disabilities, students with respiratory or cardiac conditions, and students who are especially vulnerable to heat or environmental conditions.

7. Activity Modifications and Indoor Alternatives- When outdoor activities must be modified or canceled, staff will implement appropriate alternatives, including: Shortening or reducing physical activity when permitted by the applicable risk level. Increasing hydration and rest opportunities. Relocating activities to classrooms, multipurpose rooms, or other designated safe spaces. Providing modified PE lessons, stretching, health instruction, classroom movement activities, or supervised indoor recess. Rescheduling or canceling activities when safe alternatives are unavailable.Indoor activities must maintain appropriate supervision, accessibility, safe occupancy, and emergency exit access.

8. Field Trips and Outdoor Events- Staff organizing outdoor field trips, assemblies, or school-sponsored events will review anticipated weather and air quality conditions before departure or participation. When elevated risk is identified, the trip leader will consult the site principal or designee regarding additional precautions, relocation, postponement, or cancellation.

9. Communication Procedures- Site administration will communicate weather-related activity changes to affected staff and students.ParentSquare or other approved communication systems will be used to notify families when weather conditions result in significant cancellations, schedule changes, early dismissal, or changes to pickup procedures. TACMO leadership will be notified of significant campus safety concerns or decisions affecting school operations.

10. Weather-Related Illness and Emergency Response- Staff will monitor students for symptoms of weather-related illness, including dizziness, nausea, unusual fatigue, confusion, rapid pulse, difficulty breathing, or loss of consciousness.

When symptoms occur:
Stop the activity immediately.
Move the student to a safe, appropriately cooled or sheltered location.

Contact the school nurse or designated health personnel.
Begin appropriate first aid and cooling measures consistent with staff training. Offer water only when the student is alert and able to swallow safely.
Call 911 immediately for suspected heat stroke, confusion, seizures, loss of consciousness, breathing difficulties, or other life-threatening symptoms. Begin rapid cooling for suspected heat stroke while awaiting emergency responders.
Notify the parent/guardian and document the incident according to school procedures.

11. Facilities and Preparedness- Each TACMO school site will identify available indoor spaces and mitigation measures, including drinking water, shade, cooling areas, and appropriate indoor air filtration when available. During wildfire smoke events, staff will follow applicable guidance for reducing indoor smoke exposure, including keeping doors and windows closed when appropriate and using available filtration systems. If adequate mitigation is unavailable, outdoor activities will be canceled, postponed, or relocated as necessary.

12. Staff Training- Staff who supervise or schedule outdoor activities will receive annual training addressing:
Weather monitoring and activity restrictions
Recognition of heat illness and weather-related distress
Student-specific health needs and accommodations
Emergency response and notification procedures
Indoor relocation and supervision expectations
Training completion will be documented.

13. Coordination and Documentation- TACMO and school site administrators will coordinate with local public health, air quality, emergency management, fire, and other relevant agencies as needed. Significant weather-related decisions, activity cancellations, health incidents, and staff training will be documented according to TACMO procedures.

14. Annual Review- TACMO will review this protocol at least annually and update it as needed to reflect current CDE/CDPH guidance, changes in applicable law, local conditions, and feedback from school sites.

15. Authority and Implementation- TACMO administration oversees organization-wide implementation. Each school's principal or designee is responsible for monitoring local conditions, implementing appropriate safety measures, and communicating site-specific decisions.

Decisions involving school closure or significant changes to school operations will be coordinated with TACMO leadership and applicable emergency procedures.

Fire in Surrounding Area

Purpose: To ensure the safety of students and staff when a fire is discovered near school property. Response actions must take into consideration the fire's location, size, proximity to the school, smoke conditions, and potential impact on school operations.

Procedure:
1. The School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Lockdown, Evacuate Building, or Off-Site Evacuation.
2. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing the location and nature of the emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and ensure routes remain open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and coordinate to determine whether the school is threatened by fire, smoke, or other hazardous conditions.
5. If evacuation is ordered, staff and students will evacuate affected buildings using prescribed or alternative safe routes to the Assembly Area.
6. Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
7. The School Administrator will monitor a battery-powered radio tuned to a local station for emergency updates.
8. The School Administrator will notify the Chief of Student Services of the emergency. A member of this group will update the Office

of Communication with accurate information about the situation.
9. If needed, the School Administrator will notify VUSD Transportation to request buses for staff and student evacuation.
10. If hazardous smoke conditions exist, the School Administrator will implement additional air quality precautions, such as restricting outdoor activity, closing windows and doors, and initiating Shelter-in-Place to minimize exposure. Masks will be provided if necessary and available.
11. The School Administrator will initiate an Off-Site Evacuation if conditions warrant.

Fire on School Grounds

Purpose: To ensure a quick and coordinated response to fires discovered on school property, in order to prevent injuries and minimize property damage.

Procedure:
1. Upon discovery of a fire, teachers or staff will:
-Direct all occupants out of the building.
-Activate the fire alarm.
-Report the fire to the School Administrator.
2. The School Administrator will immediately initiate Evacuate Building. Staff and students will evacuate using prescribed routes or other safe routes to the field.
3. Teachers will bring their student rosters, take attendance at the field, and report any missing students to the Administrative Team.
4. The School Administrator will call 911 and notify local police and/or the Tulare County Fire Department (559-802-9800). The exact location of the fire will be provided using ActVnet building labels (e.g., building letter, room number, and directional reference).
5. The Fire Suppression and Hazardous Materials Team or the appropriate VUSD team will suppress fires and begin rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will:
-Secure the area to prevent unauthorized entry.
-Keep access roads clear for emergency vehicles.
-Notify the appropriate utility company of any damages.
7. The Agency Liaison will meet the fire department, direct officials to the fire, and provide a briefing on the situation.
8. If smoke conditions pose a hazard before evacuation is complete, the School Administrator may initiate Shelter-in-Place for unaffected buildings, directing staff to close doors and windows, turn off HVAC systems, and restrict outdoor movement until safe evacuation is possible.
9. The School Administrator will notify the Chief of Student Services of the fire. A member of this group will update the Office of Communications with accurate information.
10. Affected areas will not be reopened until the Tulare County Fire Department or another appropriate agency provides clearance and the School Administrator authorizes reentry.
11. For fires during non-school hours, the School Administrator and Superintendent will determine whether the school can safely open the following day.
12. All fires, regardless of size, that are extinguished by school personnel must still be reported to the fire department to confirm the fire is fully out.

Flooding

Purpose: To ensure the safety of students and staff when stormwater or other water sources inundate or threaten to inundate school grounds or buildings. Flooding may result from prolonged rainfall, sudden damage to water distribution systems, or failure of a nearby man-made dam.

Procedure:
1. The School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing details on the nature and extent of the flooding.
3. The School Administrator will monitor a battery-powered radio tuned to a local station for emergency updates.
4. If Evacuate Building or Off-Site Evacuation is ordered, staff and students will evacuate affected buildings using prescribed routes

or alternative safe routes to the Assembly Area.
5.Teachers will bring their student rosters, take attendance at the Assembly Area, and report any missing students to the Assembly Area Team.
6. The School Administrator will notify the Chief of Student Services of the emergency. A member of this group will update the Office of Communications with accurate information.
7. The School Administrator will initiate an Off-Site Evacuation if conditions warrant.

Loss or Failure Of Utilities

Loss or Failure of Utilities
Purpose: To address situations involving a loss of water, power, natural gas, or other utilities on school grounds. This procedure also applies in the event of a gas leak, exposed electrical line, or a sewer line break.

Procedure:
1. If water or an electrical line is broken, staff should attempt to turn off the water or power to the affected area (if safe to do so) and notify the School Administrator immediately.
2. Upon notice of utility loss, the School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place or Evacuate Building.
3. The School Administrator will contact the appropriate VUSD department or utility provider and provide the location and nature of the emergency.
4. Local maintenance personnel, in coordination with school administration, will contact the affected utility company to determine whether assistance is required and the expected length of service interruption.
5. The School Administrator will continue to update the Superintendent regarding the utility service status.
6. Emergency supplies may be used to compensate for the temporary loss of utilities.
7. If the loss of utilities may generate a risk of explosion (e.g., gas leak), refer to the Explosion / Risk of Explosion procedure.

General Guidance:
- A temporary loss of water, power, or gas does not always constitute an emergency. Classes should continue with temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee.
- Report all utility losses immediately to the Superintendent/designee, who will notify the Operations Director and coordinate necessary resources.
- Only shut off utility service if there is an immediate threat to persons or property.

Plan for a Loss of Water:
- Evacuate affected areas if a water leak presents an immediate hazard.

-Contact the Site Administration for guidance and response support. Site Administration will contact VUSD as it pertains to the facility.
- The utility company should be contacted for assistance and follow-up inspection.
- Toilets: If plumbing is interrupted, temporary toilets may be created using a trash receptacle, plastic bags, and privacy barriers where possible.

Plan for a Loss of Electricity:
-Evacuate affected areas if a power hazard (e.g., exposed line, sparking equipment) is present.
-Contact the Site Administration for guidance and response support. Site Administration will contact VUSD as it pertains to the facility.
-The utility company should be contacted for outage information and assistance.

-Ventilation: Staff may prop open classroom and office doors to improve airflow.
-Emergency Lighting: Flashlights or other emergency lighting will be distributed if necessary.

Plan for a Loss of Natural Gas:
-Evacuate affected areas immediately if a gas leak is suspected.
-Contact the Site Administration for guidance and response support. Site Administration will contact VUSD as it pertains to the facility.
-The gas utility company should be contacted for assistance and follow-up inspection.

Plan for a Loss of Communication:
-In the event of a loss of school landline services, the administration will use cell phones to notify the Office of the Superintendent/designee of the communication failure.

Recovery:

- Affected areas and services must not be reopened or restored until the appropriate utility provider has inspected the site and given clearance.
- Final authorization for reentry and resumption of normal operations will be issued by the School Administrator in consultation with the Superintendent.

Motor Vehicle Crash

Purpose: To ensure the safety of students and staff in the event of a motor vehicle crash on or immediately adjacent to school property.

- If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release.
- If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure:
1. The School Administrator will initiate the appropriate immediate response action, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If the School Administrator issues Evacuate Building, staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
3. Teachers will bring their student rosters, take attendance at the Assembly Area, and report any missing students to the Assembly Area Team.
4. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing the exact location (e.g., building, area) and nature of the emergency.
5. The School Administrator will notify the Office of the Superintendent of the situation. A member of this group will update the Office of Communications.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a utility interruption, follow the Loss or Failure of Utilities procedure.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator authorizes reentry.
10. The School Administrator will initiate an Off-Site Evacuation if warranted by changing conditions.

Pandemic

Purpose: In the event of a pandemic, Blue Oak Academy (BOA) and TACMO will work closely with, and seek guidance from, local health officials as well as the Centers for Disease Control and Prevention (CDC).

Procedure:
Step One – Virus Mutates to Person-to-Person Transmission

- Communicate information with parents using ParentSquare, email, and/or BOA social media platforms.
- Intensify cleaning and disinfecting of common areas, focusing on frequently touched surfaces and objects.

Step Two – Case Appears in the San Joaquin Valley

- Communicate information with parents using ParentSquare, email, and/or BOA social media platforms.
- Isolate affected individuals from others.
- Evaluate canceling events, activities, and field trips.
- Evaluate canceling after-school programs.

Step Three – Closure Directed by Health Authorities

- Communicate closure information with all parents using ParentSquare, email, and/or BOA social media platforms.
- Implement school closure as directed.
- Evaluate offering daily lunch pick-up for students.
- Transition all students to distance learning.
- Evaluate distribution of technology devices and hotspots for students.

Step Four – Schools Re-Open

- Communicate reopening information with all parents using ParentSquare, email, and/or BOA social media platforms.
- Evaluate reopening on a minimum-day schedule.
- Administration will assess and, if needed, restructure the instructional calendar to recover lost instructional time.

Recovery/Monitoring

- Continue coordination with local health officials and the CDC to monitor public health conditions.
- Maintain enhanced cleaning and sanitizing practices as needed.
- Provide mental health and wellness resources to support students, staff, and families.
- Evaluate lessons learned and update pandemic response procedures for future readiness.

Psychological Trauma

Purpose: Crisis management requires actions during and after any emergency that may have a psychological impact on students and staff. Examples include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies such as these may produce one or more of the following conditions:
-Temporary disruption of regular school functions and routines.
-Significant interference with the ability of students and staff to focus on learning.

-Physical and/or psychological injury to students and staff.
-Concentrated attention from the community and news media.

As soon as the physical safety of those involved has been ensured, attention must turn to meeting the emotional and psychological needs of students and staff.
Procedure:
1. The School Administrator will establish a Psychological First Aid Team with primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The team will provide direct intervention services to affected students and staff.
4. If additional assistance is needed, the School Administrator will notify the Assistant Superintendent of Student Services and Support.
5. The Psychological First Aid Team will advise and assist the School Administrator in restoring regular school functions as quickly and efficiently as possible.
6. In performing their duties, team members will limit exposure to scenes of trauma, injury, and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.

Recovery:

- Provide continued mental health and counseling support for students, staff, and families as needed.
- Monitor for delayed psychological responses that may appear weeks or months later.
- Refer individuals to community mental health partners or outside resources when appropriate.

-Document services provided and update crisis response procedures based on lessons learned.

Suspected Contamination of Food or Water

Purpose: This procedure should be followed if site personnel report suspected contamination of food or water. It applies in cases where there is evidence of tampering with food packaging, observation of suspicious individuals near food or water supplies, or notification of possible contamination by district staff or local agencies. Indicators may include unusual odor, color, or taste, or multiple individuals experiencing unexplained nausea, vomiting, or other illnesses.

Procedure:
1. The School Administrator will isolate the suspected contaminated food or water to prevent consumption and will restrict access to the area.
2. The School Administrator will call 911 and notify Tulare County Environmental Health (559-624-7400).
3. The School Administrator will create a list of all potentially affected students and staff and provide it to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff, their symptoms, the suspected food/water source, the quantity and type of product consumed, and any other pertinent information.
6. Facilities staff will notify the Assistant Superintendent of Student Services and Support, who will request an onsite review to determine necessary follow-up actions, including whether other district facilities may be affected.
7. The School Administrator and the Operations Director will confer with the Tulare County Department of Health Services before resuming normal operations.

8. The School Administrator will notify parents of the incident, as appropriate.

Recovery:

- Continue health monitoring of affected students and staff until cleared by medical professionals.
- Coordinate with public health officials for follow-up testing and required documentation.
- Review food service and water supply protocols to prevent recurrence.
- Provide communication and reassurance to families regarding safety measures taken before resuming normal operations.
- Update the safety plan with lessons learned from the incident.

Tactical Responses to Criminal Incidents

Purpose: This procedure should be followed if site personnel receive a threat that may target an individual, a particular group, or the entire school community. Such threats may be received by written note, email communication, or phone call.

Procedure:

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment. BOA administration shall enlist the support of the local police agency.
3. The School Threat Assessment Team will evaluate warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of risk for a particular point in time. According to the Tulare County Sheriff's Department, there are five categories of risk:
    - Category 1: High violence potential; qualifies for arrest or hospitalization.
    - Category 2: High violence potential; does not qualify for arrest or hospitalization.
    - Category 3: Insufficient evidence for violence potential; sufficient evidence for repetitive/intentional infliction of emotional distress upon others.
    - Category 4: Insufficient evidence for violence potential; sufficient evidence for unintentional infliction of emotional distress upon others.
    - Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the School Threat Assessment Team will attempt to answer two key questions:
    - 1. Is the individual moving on a path toward violent action?
    - 2. Is there evidence to suggest movement from thought to action?
5. The School Threat Assessment Team will review oral, written, or electronic threatening communications as part of the assessment.
6. Based on the assessment, the School Threat Assessment Team will recommend appropriate action to the School Administrator.
7. Once the physical safety of those involved has been ensured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be provided as necessary and appropriate.

Recovery:

- Provide continued counseling and psychological support for students and staff as needed.
- Maintain communication with law enforcement throughout the investigation and follow-up.

- Document all steps taken during the threat assessment process and update procedures if necessary.
- Debrief with staff to reinforce reporting protocols and lessons learned.

Unlawful Demonstration or Walkout

Definition: An unlawful demonstration or walkout is an unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure:
1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify local police and/or the Tulare County Sheriff's Department (559-725-4194) and the Superintendent.
4. The Request Gate Team will proceed immediately to the main gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign their name, address, telephone number, and the time of entry or departure. Note: The main gate should not be locked, as this may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and monitor student safety while offsite.
6. Students not participating in the demonstration or walkout should remain in their classrooms until further notice from the School Administrator. Teachers will close and lock classroom doors. To protect students and staff from flying glass if windows are broken, teachers should close drapes in rooms so equipped.
7. A designated Documentation staff member will keep an accurate record of events, conversations, and actions taken.
8. All media inquiries will be referred to Dr. Aure at the CMO Office (559-429-4351).
9. The School Administrator will use good judgment, in consultation with police or other legal authorities, to take appropriate action to control and resolve the situation.
10. The School Administrator will notify parents of the incident, as appropriate.

Distinction Note:
- Peaceful but Unauthorized Demonstrations: If the demonstration or walkout is non-violent and students are not endangering themselves or others, staff should avoid confrontation. The focus should remain on student safety, supervision, and communication with families.
- Unlawful or Threatening Behavior: If the demonstration involves violence, property damage, threats, or poses a safety risk, staff must follow emergency procedures, involve law enforcement immediately, and implement protective measures such as SHELTER-IN-PLACE or LOCKDOWN.

Recovery:
- Communicate with families regarding the incident and reinforce expectations for student conduct.
- Provide counseling or support for students and staff affected by the demonstration.
- Debrief with staff and update safety procedures as needed based on lessons learned.
- Document the full incident for district and board review.

Emergency Evacuation Map

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
PO BOX 1189, VISALIA CA 93279 • 559.622.3236

ENCLOSURE #5

ENCLOSURE SUMMARY

Consideration of Approval of 2026 Comprehensive School Safety Plan Sycamore Valley Academy

FROM: Mackenzie Souza

DATE: 11/17/2026

BACKGROUND: Each year, schools are required to update their Comprehensive School Safety Plans (CSSP) for Board approval. This year, thanks to the collaborative work of our Vice Principals, the CSSPs underwent significant review and improvement. Below are some of the changes and additions made to this year's CSSPs.
Safety goals - These were updated to reflect important elements of safety, including: 1) Safety and belonging, 2) School-wide behavior expectations, and 3) Social-Emotional Learning (SEL) and support.
Extreme weather - New protocols were developed to ensure safe and consistent responses to extreme heat, poor air quality, and other extreme weather events.
Cell phone - CSSPs were updated to include the new cell phone policy and protocols.
Other - Additional content required as part of the 2026-27 CSSP included responses to power outages and cardiac arrest.

SUPERINTENDENT'S RECOMMENDATION:

- ☐ N/A. For informational purposes only
- ☑ Approve

Comprehensive School Safety Plan

2026-27
School Year

School:	Sycamore Valley Academy
CDS Code:	54722560125542
District:	The Academies Charter Management Organization
Address:	6832 Avenue 280 Visalia, CA 93277
Date of Adoption:	11/17/2026
Date of Update:	10/16/26
Date of Review:	
- with Staff	9/19/2026
- with Law Enforcement	August 2027
- with Fire Authority	Pending Fire Marshall Inspection in Spring 2027

Approved by:

Name	Title	Signature	Date

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at Sycamore Valley Academy Front Office.

Safety Plan Vision

The Sycamore Valley Academy (SVA) Comprehensive School Safety Plan (CSSP) provides guidance and direction to administration, faculty, and staff who have emergency management responsibilities. The Comprehensive School Safety Plan (CSSP) shall be followed during an emergency incident.

Components of the Comprehensive School Safety Plan (EC 32281)

Sycamore Valley Academy Safety Committee

Whitney Blackmon - Parent
Mackenzie Souza - Vice Principal
David Whitmore - Principal
Jennifer Denham - Academic Coach
Jackie Jones - Mental Health Clinician
Steve Calderon - Custodian

Assessment of School Safety

The Academies Charter Management Organization (TACMO) along with Visalia Unified School District through the Facility Use Agreement continually assesses the safety of school facilities to support a safe and orderly environment for students. The assessment of safety includes annual facilities inventory, recommendations by parent groups, review of data regarding accidents, disciplinary incidents, and work orders, and response to emergencies. Annual safety training for staff and students provides the opportunity to assess protocols and needs. Safety assessment is ongoing and grounded in situations.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

TACMO supports EC32281 and items A-K through processes and procedures outlined in Board Policy. School sites follow Board Policy to support: (a) Child Abuse Reporting, (b) implementation of emergency procedures (c) suspension and expulsion procedures for students, (d) teacher notification regarding dangerous pupils, (e) sexual harassment identification and reporting, (f) dress code procedures and safety related to gang affiliations(which is also defined by school site level), (g) safe ingress and egress of students, (h) maintenance of a safe and orderly school environment which is also determined individually at school sites, (i) student discipline rules and consequences ,(j) implications regarding hate crimes, and (k) procedures to prepare for active shooters.

Individual schools implement processes such as Positive Behavior Intervention Supports and Restorative Justice practices to approach student behavior positively with a focus on self-regulation. Schools affiliated with juvenile justice work within the safety frameworks of Probation as defined by individual sites. Safety trainings occur annually for staff and students and mandated trainings are sponsored for all staff regarding child and dependent adult abuse, mandated reporting, and harassment and discrimination. The school board approves safety plans according to the California Education Code, and law enforcement and fire officials are consulted for advisement on the plans. TACMO and VUSD continually assess the safety of staff and students and modify processes as needed. Through the use of surveys administered to staff, students, and parents; input is solicited from stakeholders to ensure perceptions of safety needs. Facilities conduct annual safety inspections and the Vice Principal ensures all devices and safety procedures are up to date. Board policies are updated as per California Education Code changes.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Mandatory Reporters Policy and Training

Every child has the right to live free of physical and emotional abuse, including neglect and sexual assault. Sycamore Valley Academy (“SVA”) recognizes that such abuse has severe consequences for the child, sometimes resulting in the child's own violent behavior or in drug addiction. Our schools are in a position to promote the prevention of child abuse and its reoccurrence, and to reduce the general vulnerability of children.

The following policy and procedures shall apply to all SVA employees. Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance pursuant to the following policy. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166. It is the policy of SVA that all employees shall comply with the law's reporting procedures whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Definitions
"Child Abuse" or "neglect" 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.

Child abuse and/or neglect includes both acts and omissions on the part of the responsible person.

"Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." All SVA personnel are Mandated Reporters of suspected abuse and/or neglect, including but not limited to: Teachers, specialists, administrators, school psychologists, licensed nurses, counselors, and para-educators, or other classified employees trained in child abuse reporting. All SVA employees are required to report instances of suspected of known child abuse and/or neglect immediately when the employee has knowledge of or observes a child that the employee knows or reasonably suspects has been the victim of child abuse or neglect.

"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 department and child protective services.

"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 position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

"Child" means any person under 18 years of age.

Reporting Procedures:
Once an employee witnesses, has been made aware of, has knowledge of, or reasonably suspects that an incident, behavior, or conduct may be an indication of suspected child abuse, the employee shall:

Step #1: Telephone Report. The telephone report must be made immediately, or as soon as practically possible, upon knowledge or suspicion.
This report will include:

- The name of the person making the report.
- The name of the child.
- The present location of the child.

- The nature and extent of any injury.
- Any other information requested by the child protective agency or law enforcement office, including the information that led the Mandated Reporter to gain knowledge of or suspect child abuse.
- When the verbal report is made, the employee shall note in writing the name of the official contacted, the date and time contacted, and any instructions or advice received.

Appropriate agency to report to:

- Child Protective Services at (559) 623-0300
- Police Department 559) 684-4290 (non-emergency line)
- County Sheriff's Department (559)-733-6812 (non-emergency line)

If the agency asks the child be held until authorities arrive, the employee must remain with the child.

Step #2: Written Report
Within 36 hours of making the telephone report, the employee shall complete and mail to the local child protective agency (or law enforcement as appropriate) a written report, "Suspected Child Abuse Report," which includes a completed Department of Justice form (DOJ SS 8572).

Employees may obtain copies of the above form either from the SVA main office or the local child protective agency. Instructions are included on the form, and reporters may ask the Principal/Superintendent for help in completing and mailing it; however, the employee is personally responsible for ensuring that the written report is correctly filed.

The written report is to be addressed to the person to whom the telephone report was made.

Employees reporting child abuse to a child protective agency or law enforcement agency are directed to notify the Principal/Superintendent or designee as soon as possible after the initial verbal report by telephone. Administrators so notified shall provide the employee with any assistance necessary to ensure that reporting procedures are carried out in accordance with applicable law and SVA policy and procedure. At the employee's request, the Principal/Superintendent or designee may assist in completing and filing these forms. If the employee does not disclose his/her identity to an SVA administrator, he/she shall at least provide or mail a copy of the written report to the SVA Principal/Superintendent without his/her signature or name.

After completing the process above, the employee's primary responsibility is finished. The employee is not to conduct an investigation regarding the suspected abuse, not to confer with the person(s) alleged to have mistreated the child, nor contact the child's home or the alleged perpetrator prior to making the report. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protection agency, the reporter shall not notify the parent as required in other instances of removal.

Legal Responsibility and Liability:
Mandated Reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. This immunity shall apply even if the Mandated Reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his or her professional capacity or outside the scope of his or her employment.

If a Mandated Reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to $1,000, or both. The Mandated Reporter may also be held personally liable for damages resulting from any injury to the child after a failure to report and could incur costs of defense and any

subsequent damages to the child.

All employees are subject to disciplinary action for failure to report suspected child abuse pursuant to this policy. Moreover, SVA is not obligated to defend an employee who neglects or fails to make a required report.

When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so 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 knows or should know that the designated person failed to make the report, that person then has a duty to do so.

The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews:
Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

- The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer or Child Protective Services Agent:
When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Principal/Superintendent and/or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)
Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

When School Employees are Accused of Child Abuse:
Regardless of the identity of the suspected child abuser, the major responsibilities of Mandated Reporters are to: 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.
SVA may at any time take action in accordance with the at will nature of SVA employment. Possible employee

actions by SVA may include, but are not limited to, reassignment, leave of absence, or release from employment. The Principal/Superintendent or designee may seek legal counsel in connection with employee actions related to this policy.

Training:
SVA shall provide training to all new personnel regarding the obligations as Mandatory Reporters and the steps required to report suspected abuse. Child abuse reporting procedures are reviewed yearly for all returning SVA employees.

Charter School Staff Acknowledgement:
As a part of the employee hire packet, employees will sign a Child Abuse Acknowledgement form that outlines their designation as a Mandated Reporter and receipt and understanding of this policy.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

During a school crisis, teachers may be injured and unable to oversee their assigned students, or it may be necessary to free teachers to fill critical Emergency Management Team positions. To prepare for these situations, the principal shall establish a "Buddy Teacher" system, as outlined below, and train staff to use it when necessary.

Establish and maintain a current "Buddy Teacher" list.
a. Ensure all teachers know who their assigned buddy will be.
b. When possible, assign teachers in adjacent or nearby rooms as buddies.
Ensure that each classroom contains a "go kit/orange bucket" that includes the teacher's class roster and the buddy teacher's class roster.
During an emergency, buddy teachers should check with each other to determine each other's status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
a. Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of many, teachers should do the greatest good for the greatest number.
During an evacuation, it is best for buddy teachers to work together. When practical, one teacher should lead both classrooms out, while the other buddy brings up the rear, checking briefly to make sure both classrooms are empty and doors are closed.
Immediately after taking roll call of both classes, one of the buddy teachers must report the result to their assigned Accountability Team Leader (or to the Accountability Group Supervisor, Operations Chief, or Incident Commander), as outlined in the Crisis Response Plan "Student Accountability Procedure."
Immediately following student accounting, one member of each buddy team must check in with their Group Leader or the Command Post.
In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher can then be available for other assignments.
When classrooms have been combined and evacuation is necessary, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door before joining the students outside.
Ensure substitute teachers are familiar with buddy system emergency procedures and know who their buddy teachers will be.

Room 3 Barraza with Room 2 Cazares (Paez, Smith)

Room 17 Nuno-Cruz with Rooms 18, 19- Alcantar, Mejia

Room 16 Geiger with Room 15 Valdivia (Acuna-Murillo, Alcala-Cruz) and Room 23 Alfino, Esquivel

Room 7 Carmona & Denham with Room 8 Saechao, Whiteman, Elliott (Rodriguez, Santos, Vierra, Acosta)

Room 9 Flynn with Room 10 Kappes (Alcantar, Alvarez)

Room 11 Gonzalez with Room 12 Wright (Bustos, Calaway, Combs)

Room 13 Gallegos with Room 14 Rhoads (Larco, Rivera, Viveros)

Room 20 Henderson with Rooms 21 Brenner, 22 Ridenour

Room 4 (Admin- Whitmore & Souza) with Mrs. George and Room 5 (kitchen-cafeteria)

Michael & Jessica (VUSD staff), Steve Calderon- Custodian, William Mosetick (7th-grade student), Benson Saechao (6th Grade Student), Julian Castro (4th grade), and LVN- Agatha Ruiz, Office Aide- Andrea Bustos

Adaptations for Students with Disabilities

1. Emergency Evacuation Procedures
   - Visual Aids: Use clear, large-print diagrams and signage to guide students with visual impairments.
   - Hearing Impairments: Utilize visual alarms and flashing lights to alert students who are deaf or hard of hearing.
   - Pre-Drills: Conduct practice drills that address the specific needs of students with disabilities to ensure they understand the procedures.

2. Communication Strategies
   - Assistive Technology: Provide necessary assistive technology, such as communication devices or specialized software, to facilitate communication during emergencies.
   - Sign Language Interpreters: Arrange for interpreters, if needed, for students who are deaf or hard of hearing.
   - Simplified Instructions: Offer instructions in multiple formats (spoken, written, pictorial) for students with cognitive or learning disabilities.

3. Classroom Modifications
   - Accessible Spaces: Ensure classrooms and other facilities are accessible to students with mobility impairments, including ramps, wide doorways, and accessible restrooms.
   - Safe Spaces: Designate areas within the classroom or school where students with specific needs can go for a sense of security during an emergency.

4. Behavioral Supports
   - Behavioral Plans: Implement individualized behavior plans to address the needs of students with behavioral challenges, ensuring they understand and follow emergency procedures.
   - Calming Strategies: Provide tools or strategies for students with sensory processing disorders to manage stress or anxiety during an emergency.

5. Training and Awareness
   - Staff Training: Train all staff members on how to assist students with disabilities during emergencies, including understanding individual needs and using appropriate communication methods.
   - Student Awareness: Educate students about emergency procedures in a way that is accessible and understandable to them.

6. Health and Medical Needs
   - Medication Access: Ensure that students who require medication have immediate access to it during emergencies and that staff are trained to assist as needed.
   - Medical Alerts: Use medical alert systems or tags to communicate critical health information quickly.

7. Transportation Considerations

- Accessible Transport: Ensure that school transportation is accessible for students with disabilities and that drivers are trained to assist them appropriately.
- Special Arrangements: Make special arrangements for students who need additional support during transport.

Public Agency Use of School Buildings for Emergency Shelters

As mandated by California Education Code, schools can serve as community resources for emergency response, enabling the provision of essential services and shelter when public needs are high.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

SUSPENSION AND EXPULSION POLICY

The following is TACMO Board Policy 12-002.

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at charter schools within The Academies Charter Management Organization ("TACMO"). In creating this policy, the Charter Management Organization has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses for which a student may be suspended or expelled and procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter Management Organization is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TACMO's policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charters so long as the amendments comport with legal requirements. TACMO and its charter school staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

TACMO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed annually as part of the Family Handbook and will clearly describe discipline expectations. The notice shall also state that these Policy and Administrative Procedures are available on request at the Superintendent's office, or may be available for download from TACMO's website.

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

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

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 TACMO has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 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. TACMO will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom TACMO 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) 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/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 educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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 charter school of TACMO or at any other school or a TACMO-sponsored event 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, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses
Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the lawful use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. 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.

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For the purposes of this Policy, "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 section, "hazing" does not include athletic events or school-sanctioned events.
17. 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 their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
19. 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 provision shall apply to students in any of grades 4 to 12, inclusive.
20. 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 provision shall apply to students in any of grades 4 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

a) "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.

b) "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, or image.

ii. A post on a social network 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 policy, “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 policy, “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.
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.

22. 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, 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).
23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

Discretionary Expellable Offenses: Students may be recommended for expulsion 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 any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s 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 witness in a school disciplinary proceeding for the purpose of 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 the purposes of this policy, "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 policy, "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 policy, "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 their own safety or their 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 their immediate family.
q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision 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 provision 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 provision 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 their age, or for a person of their 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 their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their 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 network 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 policy, “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 policy, “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, 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 or other dangerous object of no reasonable use to the student 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 when it is determined pursuant to the procedures below that the student:
a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm 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 destructive 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 Charter School will use the following definitions:
The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
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. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference
a) Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
b) The conference may be omitted if the Principal or designee determines that an emergency situation exists. An emergency situation; involves a clear and present danger to the lives, safety or health of students or 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.
c) At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) 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.
d) No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians
At the time of the suspension, the Principal 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 of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If 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. Upon a recommendation of Expulsion by the Principal 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, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Principal or designee upon either of the following determinations:
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 student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student 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 student either upon the student'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 student'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. A student may be expelled either by the neutral and impartial TACMO Board of Directors following a hearing before it or by the TACMO Board of Directors upon the recommendation of an neutral and impartial Administrative Panel to be assigned by the TACMO Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the TACMO Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of

any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures
Students recommended for 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 thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the TACMO Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. 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 expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of TACMO'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 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
TACMO 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 TACMO 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 their right to (a) receive five (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. TACMO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness 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 the complaining witness 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 the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, TACMO must present evidence that the witness' presence is both desired by the witness and will be helpful to TACMO. 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 their discretion to remove a person from the hearing whom they believe 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 their 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 circumstance 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, 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 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 recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the TACMO Board of Directors, Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision
The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the TACMO Board of Directors who will make a final determination regarding the expulsion. The TACMO Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the TACMO Board of Directors is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program. The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

I. Written Notice to Expel
The Superintendent or designee following a decision of the TACMO Board of Directors to expel shall send written notice of the decision to expel, including the TACMO Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:
1. Notice of the specific offense committed by the student;
2. 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 TACMO.
The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:
1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records
TACMO shall maintain records of all student suspensions and expulsions at TACMO. Such records shall be made available to the District upon request.

K. No Right to Appeal
The student shall have no right of appeal from expulsion from TACMO as the TACMO Board of Directors' decision to expel shall be final.

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 Tulare County or their school district of residence. TACMO 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 TACMO shall be given a rehabilitation plan upon expulsion as developed by the TACMO Board of Directors 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 (1) year from the date of expulsion when the student may reapply to TACMO for readmission.

N. Readmission or Admission of Previously Expelled Student
The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the TACMO Board of Directors 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 the TACMO Board of Directors following the meeting regarding the Superintendent's determination. The Board shall then make a final decision regarding readmission or admission of the student 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 TACMO's capacity at the time the student seeks readmission or admission to the Charter School.

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. Involuntary Removal for Truancy
As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Q. Special Procedures for the Consideration of Suspension, Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District
TACMO shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the Charter School or District 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 child'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. Theses 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 child with a disability because of a violation of a code of student conduct, TACMO, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child';s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child'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 TACMO, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
If TACMO, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that TACMO 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 child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c) Return the child to the placement from which the child was removed, unless the parent and TACMO agree to a change of placement as part of the modification of the behavioral intervention plan.
If TACMO, the parent, 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 Plan, then TACMO 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 child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or TACMO believes that maintaining the current placement of the child is substantially likely to result in injury to the child 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 TACMO, 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 USC 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 TACMO 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 child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child 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 child is substantially likely to result in injury to the child or to others.

5. Special Circumstances
TACMO personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Superintendent or his/her 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 USC 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 USC 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 IDEIA and who has violated TACMO's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if TACMO had knowledge that the student was disabled before the behavior occurred.

TACMO 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 TACMO supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b) The parent/guardian has requested an evaluation of the child.
c) The child's teacher, or other TACMO personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other TACMO supervisory personnel.

If TACMO 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 TACMO had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TACMO shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by TACMO pending the results of the evaluation.

TACMO shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Pursuant to Education Code 48267, the Tulare County Probation Department notifies the Principal of Sycamore Valley Academy regarding students who have engaged in certain criminal conduct. The Principal or designee is responsible for promptly notifying the student's teachers. This information may also be shared with all Administrators of the school, including the Superintendent of the District.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sycamore Valley Academy
Board Policy #: 13-001

Harassment, Intimidation, Discrimination, And Bullying Policy
Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Academies Charter Management Organization ("TACMO") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.
As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."
To the extent possible, TACMO will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TACMO school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.
This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location,

through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom TACMO does business, and all acts of TACMO's Board of Directors ("Board") in enacting policies and procedures that govern TACMO.1
TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.
1 This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "BP 13-001 Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

Definitions
Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment.
Harassment
includes, but is not limited to:
Verbal conduct such as epithets, derogatory jokes, comments or slurs.
Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
Retaliation for reporting or threatening to report harassment.
Deferential or preferential treatment based on any of the protected characteristics listed above.
Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
Placing a reasonable student 2 or students in fear of harm to that student's or those students' person or property.
Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
Causing a reasonable student to experience a substantial interference with the student's academic performance.
Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by TACMO.
Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
2 "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
A message, text, sound, video, or image.
A post on a social network Internet Web site including, but not limited to:
o Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
o Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
o Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
An act of "Cyber sexual bullying" including, but not limited to:
The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is

identifiable from the photograph, visual recording, or other electronic act.
"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.
Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
Bullying and Cyberbullying Prevention Procedures
TACMO has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures
TACMO advises students:
To never share passwords, personal data, or private photos online.
To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
To consider how it would feel receiving such comments before making comments about
others online.
TACMO informs its employees, students, and parents/guardians of TACMO's policies regarding the use of technology in and out of the classroom. TACMO encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.
Education
TACMO employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. TACMO advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at TACMO and encourages students to practice compassion and respect each
other.
TACMO educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.
TACMO's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.
TACMO informs TACMO employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.
Professional Development
TACMO annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other TACMO employees who have regular interaction with students.
THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION

TACMO informs certificated employees about the common signs that a student is a target of bullying including:
Physical cuts or injuries
Lost or broken personal items
Fear of going to school/practice/games
Loss of interest in school, activities, or friends
Trouble sleeping or eating
Anxious/sick/nervous behavior or distracted appearance
Self-destructiveness or displays of odd behavior
Decreased self-esteem
TACMO also informs certificated employees about the groups of students determined by TACMO and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:
Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
Students with physical or learning disabilities.
TACMO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for

TACMO's students.
Complaint Procedures
Scope of the Complaint Procedures
TACMO will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:
Are written and signed;
Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
Submitted to the TACMO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

TACMO will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.
The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of TACMO's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of TACMO's Title IX Policy and UCP is available in the main office.
Submitting a Report or Complaint
All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.
Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Superintendent (or the Chair of the Board if the complaint is against the Superintendent) as soon as possible after the incidents giving rise to the report or complaint.
Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.
While submission of a written report is not required, and TACMO will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.
Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.
TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by TACMO on a case-by-case basis.

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.
Investigation and Response
Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.
At the conclusion of the investigation, the Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Superintendent or designee will not reveal confidential information related to other students or employees.
If the complaint is against the Superintendent, a Board member who is not the Board Chair or a third-party investigator will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.
Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including

expulsion from TACMO or termination of employment.
Right of Appeal
Should a complainant find TACMO's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of TACMO's decision or resolution, submit a written appeal to the Chair of the TACMO Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

UNIFORM DRESS CODE POLICY:
At The Academies, we support a school uniform policy in order to level the playing field for all of our students. Our school uniform policy helps to ensure an academic environment, promote equity and belonging, and reduce distractions. It is the parent or guardian's responsibility to be sure that the student is wearing the official school uniform. Shirts, dresses, sweaters, sweatshirts, coats, jackets, pants, tights/leggings, shorts, skorts, and skirts must fit appropriately (no sagging) and be free of designs, logos, or embellishments.

The following solid colors are permitted:

- Green (Sycamore Valley Academy Only)
- White
- Brown
- Khaki
- Black
- Gray
- Denim
- No other colors permitted

Shirts must have a collar, whereas dresses may be collarless. Students are not required to wear a collared shirt under a sweatshirt; however, if the sweatshirt is removed, a dress code–approved collared shirt must be worn underneath.
The following necklines are permitted: button-down, polo, Peter Pan, turtleneck. No t-shirts allowed (except on Spirit-wear days), and no other colors of shirt are allowed. No strapless, spaghetti strap, low-cut, or cut off tops are allowed. Bare midriffs are not allowed.
Jeans may not have holes larger than the size of a fist anywhere on them.
Dresses, shorts, and skorts must be no shorter than the length of your fingertips when arms are at your sides.
Ties, shoes and headwear may be different colors.
Shoes must be simple and generally free of designs or embellishments. Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals (with backs) are permitted. Flip-flops,, jellies, wheelies, or any type of shoes without a backing is not allowed. Shoes and boots may not have heels higher than 1".
Hats must be in approved dress code colors and are allowed at the discretion of the site.
Jewelry must not pose a danger and must be removed for PE class.

Every Friday:
Every Friday, students may wear any school spirit shirt to show their pride in The Academies (SVA or BOA). While wearing a spirit shirt is encouraged, it is not required. Students who choose not to wear one may wear a collared or collarless shirt in an approved dress code color.

PE Day Dress:
Students should wear or bring a pair of tennis shoes on their PE days. Please note that students are not permitted to change into athletic clothes at school.

Dress Up Days:
On designated dress-up days, students may choose their own clothing; however, all rules regarding skirt and short length, as well as heel height, still apply. Clothing must not display offensive, suggestive, obscene, or vulgar logos, images, or messages. Props are not permitted.

Game Days:
Students are allowed to wear their game day uniforms on the day of their scheduled game.

UNIFORM INCIDENT POLICY:
Verbal Warning
Staff will issue a verbal warning the first time a student is out of uniform. The incident will be documented by staff, but no parent signature is required.
Written Warning
Staff will send a written warning the second time a student is out of uniform. Parents must sign the warning and return it within two school days.
Parent Call
On the third offense, a parent will be called to bring the appropriate item(s) or take their student home to change.
Parent Meeting
Repeated offenses will lead to a meeting with school administration to address and resolve the issue. Parent cooperation is essential, and we are here to support you in finding a solution.

Please note: If any clothing is deemed disruptive to the learning environment, site administration reserves the right to take appropriate action including alternative consequences.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Students arrive at school via private transportation arranged by the parent/guardian or school bus provided by the school. Students arrive safely and are met at the curb or gate by school staff. Staff members assist in the ingress and egress of students. During emergency drills, students and staff follow routes established by the school site.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

By the end of the 2026-27 school year, increase the percentage of students reporting feeling safe at school from 73% to 80% through weekly CARE4 Connection lessons and reinforcement of school-wide expectations.

Component:

Safe and Orderly Environment- CARE4

Element:

Student Perceptions of Safety and Belonging - Student Climate Survey (February/March 2026)

Opportunity for Improvement:

Improve students' sense of safety and belonging, as 27% of students reported not feeling safe at school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement CARE4 Connection lessons weekly throughout the school year.	Develop and distribute weekly lessons addressing school-wide expectations, respectful behavior, empathy, conflict resolution, and safe campus practices.	CARE4 Connection slides, CARE4 posters, PBIS resources	Vice Principal	Review lesson distribution and implementation each trimester.
Increase positive perceptions of school safety among students, parents, and staff.	Reinforce CARE4 expectations through classroom discussions, assemblies, student recognition, and consistent staff messaging.	Survey results, CARE4 materials, staff and student feedback.	Administration, Teachers, Student Leadership	Compare annual survey results with baseline data; review by respondent group.
Identify and respond to areas of concern related to school climate and student behavior.	Review behavior incident data and survey feedback to identify recurring concerns and adjust CARE4 Connection topics accordingly.	Student Information System (SIS), behavior reports, climate survey data.	Vice Principal, COST Team	Review behavior trends each trimester and document adjustments to lessons and supports.

Goal

By the end of the 2026-27 school year, increase students' perceptions of safety from 3% to 80% through the CARE4 behavior system, Structured Day, and restorative practices.

Component:

CARE4 Behavior System

Element:

School-wide Behavior Expectations and Alternatives to Suspension

Opportunity for Improvement:

Strengthen consistent behavior responses and alternatives to suspension to improve student safety and belonging.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Strengthen consistent implementation of CARE4 expectations.	Reinforce school-wide behavior expectations and provide staff guidance on consistent responses.	CARE4 Behavior Matrix, PBIS resoures	Vice Principal, Teachers	Review behavior referrals each trimester.
Increase the use of alternatives to suspension.	Utilizes Structured Day, restorative conversations, reflection assignments, and behavior reteaching when appropriate.	Structured Day procedures, CARE4 reflection forms, Behavior Intervention Aides	Vice Principal, Behavior Intervention Aides	Review intervention records and suspension data each trimester.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve students' sense of safety and belonging.	Analyze student behavior trends and adjust interventions to address identified concerns.	Student Climate Survey, SIS behavior data, COST team	Vice Principal, COST Team	Compare annual survey results with the 873% baseline.

Goal

By the end of the 2026-27 school year, increase students' perceptions of safety from 73% to 80% through consistent SEL instruction, morning meetings, and targeted small group support.

Component:

Social-Emotional Learning & Prevention

Element:

Proactive Social-Emotional Learning (SEL) and student support.

Opportunity for Improvement:

Strengthen proactive SEL instruction and student connections to improve students' sense of safety and belonging, as 27% of students reported not feeling safe at school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide consistent school-wide SEL instruction.	Implement Open Parachute SEL curriculum and morning meetings to teach emotional regulation, empathy, conflict resolution, and positive peer relationships.	Open Parachute curriculum, morning meeting resources.	Teachers, Administration	Review SEL implementation and classroom practices each trimester.
Provide targeted SEL support for students demonstrating additional needs.	Behavior Intervention Aides will plan and facilitate small-group SEL instruction focused on social skills, emotional regulation, and positive peer interactions.	Behavior Intervention Aides, SEL group materials, COST Team	Behavior Intervention Aides, Vice Principal, COST Team	Review group participation, student progress, and intervention effectiveness each trimester.
Strengthen student belonging and positive school connections.	Use classroom community-building activities, student check-ins, and student feedback to identify and respond to social-emotional needs.	Student Climate Survey, classroom meeting resources, student feedback.	Teachers, Behavior Intervention Aides	Compare annual Student Climate Survey results with the 73% baseline.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Sycamore Valley Academy Student Conduct Code

SOCIAL CONTRACT AND HONOR CODE

The purpose of discipline is to provide a safe and comfortable environment in which students can learn. It is

the goal of all adults at TACMO to help children learn to behave responsibly and to demonstrate respect toward people, property, and process. Students at The Academies are expected to abide by our Honor Code, which states:

- I will do what is right because it is right.

Derived from the Honor Code, the CARE 4 provides greater specificity regarding what TACMO believes are right choices.

TACMO requires compliance with all rules and regulations as described in the Family Handbook, distributed to all students at the beginning of each school year. All rules and regulations in the Family Handbook fall within the CARE 4 principles, which are:

- Cooperation: I will be a team player.
- Accountability: I will do what is expected of me, even when no one is watching.
- Respect: I will value myself, others, and the school environment.
- Empathy: I will be mindful of and show care for others.

The Honor Code and CARE 4 encompass all student behavior at school. Students sign the code and CARE 4 commitment annually and receive instruction in their meaning. Students are encouraged to consider the consequences of their actions and school rules before they act, in order to determine whether an action is the "right choice."

SCHOOL RULES

At The Academies, the focus is on learning; every student has the right to learn. Students who interfere with this right will be subject to the school's social contract procedures. The Superintendent, Principal, or Vice Principal has the authority to talk to all students involved in any incident and to determine the course of action to be taken.

The following school rules apply at school, going to and from school, on any school-provided transportation, and at any event where TACMO is represented (regardless of location). These rules apply to all TACMO students:

- Students will be kind to themselves and others.
- Students will not take or destroy what is not theirs.
- Students will follow the instructions of staff and abide by class respect agreements.
- Students will dress for success and be ready to present the best of themselves each day.

Conduct Code Procedures

Tier 1

All students at TACMO will take part in schoolwide prevention measures that inspire, inform, integrate, and appreciate our student body. These efforts include, but are not limited to, schoolwide instruction in social and emotional learning skills and crucial habits of a scholar, the school's social contract and CARE 4 commitment, events and presentations to teach expectations as well as reward achievement, regular assignments and homework dealing with moral dilemmas, and a culture of appreciation for ongoing learning and excellence. Further, all classes will create respect agreements defining what acceptable behavior will look like in their class, and students and teachers will sign together.

Tier 2

At the classroom level, TACMO is committed to giving focused attention to any behaviors that interfere with the right of all students to learn in a safe and comfortable environment. When the behavior of a student interferes with this right, teachers will utilize restorative practices to remind the student of their commitment to the classroom respect agreements, redirect the student to a more appropriate behavior or to a refocus form, and repair the harm done through meetings, mediation, and the application of logical responses (consequences) to the behavior. Parents may be contacted, at the teacher's discretion, to participate in supporting their student through the process, and the student will be monitored on a limited basis until they meet again with the teacher to

review ongoing behavior progress. After the third time through this process for any single student, the repair will automatically include referral to the office.

Note: Some behaviors require immediate office referral and/or immediate suspension or expulsion review. In these cases, parents will always be contacted immediately.

Tier 3
At the office level, TACMO will provide more intensive, structured, and comprehensive behavior intervention which may include, but is not limited to, meeting with an Administrator, involving family in meetings and mediations, student recommitment to the Honor Code and CARE 4 principles, functional behavior analysis, individual behavior contracts, and potentially suspension or expulsion review. The complete suspension and expulsion policy can be found in the Family Handbook. The office may also apply logical responses (consequences) for the behavior, and students are subject to progressive, ongoing monitoring of their behavior and further meetings as necessary.

(K) Hate Crime Reporting Procedures and Policies

The Academies Charter Management Organization ("TACMO") believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, TACMO prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying.

This policy applies to instances that occur in any area of the school campus, at school-sponsored events and activities regardless of location, through school-owned technology, and through other electronic means.

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

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

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

(J) Procedures to Prepare for Active Shooters

In efforts to prepare for active shooter situations, TACMO will implement the following:

Training and Drills: Conduct regular, trauma-informed training sessions for all staff members, including teachers, administrators, and support staff, on recognizing signs of potential violence and responding effectively to an active shooter situation. Drills will be age-

appropriate, developed in consultation with school-based mental health professionals, and will not include simulated gunfire, mock injuries, or other high-intensity tactics that may cause trauma.

Communication Protocols:
Establish clear communication protocols for alerting staff, students, and law enforcement in the event of an active shooter. Use a multi-layered communication approach such as public address systems, text alerts, and email notifications. All drills will include a clear announcement that a drill is occurring.

Parent and Guardian Notifications: Provide advance notice to parents and guardians before conducting active shooter drills, allow for student opt-outs, and send a follow-up notification after the drill has occurred.

Mental Health Support: Provide access to mental health resources for students and staff, including counseling services and programs that promote emotional well-being and conflict resolution.

Active Shooter Response Plan: Develop a response plan that includes options such as “Run, Hide, Fight,” lockdown procedures, and evacuation routes. Ensure all staff and students are familiar with these procedures.

Staff Roles and Responsibilities: Define specific roles and responsibilities for staff members during an active shooter situation, including designated safety officers, communication officers, and first aid responders.

Emergency Supplies: Ensure that classrooms and offices are equipped with emergency supplies such as first aid kits, communication devices, and barricade tools.

Evacuation Plans: Designate multiple evacuation routes and reunification sites, both on-campus and off-campus, and ensure all staff and students are aware of these routes and locations.

Immediate Notification: Utilize established communication platforms, such as ParentSquare, PowerSchool, or ActVnet, to immediately notify all staff, students, parents/guardians, and law enforcement of an active shooter threat.

Lockdown Procedures: Implement lockdown procedures if evacuation is not possible. This includes locking doors, turning off lights, and instructing students to stay quiet and out of sight.

Post-Incident Reunification: Use ActVnet to implement a reunification plan for reuniting students with their families after an incident.

Debriefing and Evaluation: Conduct a debriefing session with all involved parties, including law enforcement, to evaluate the response and identify areas for improvement. Document lessons learned and update the safety plan accordingly.

This active shooter preparedness plan complies with Education Code § 32282 and incorporates requirements of AB 1858 (Safe and Prepared Schools Act, effective January 1, 2025).

Procedures for Preventing Acts of Bullying and Cyber-bullying

Cyberbullying is an electronic act as defined in Education Code § 48900(r). It includes the transmission of harassing communication, 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.

An electronic act is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social networking website, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, as described in Education Code § 48900(r)(2)(A).
A reasonable pupil is defined in Education Code § 48900(r)(2)(C) as a pupil, including, but not limited to, an exceptional needs pupil, who exercises 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.

Reporting:
All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying, consistent with Education Code § 234.1.
All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. Oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information (Education Code § 234.1(b)(1)).

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels he or she is a target of such behavior should immediately contact a teacher, counselor, principal, or staff member so that assistance can be provided in resolving the issue consistent with this policy.
Sycamore Valley Academy acknowledges and respects every individual's right to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible (Education Code § 234.1(c)).
SVA prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

Investigation:
Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor, or affiliate of Sycamore Valley Academy, the Executive Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued (Education Code § 234.1(b)(2)).
Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.
All records related to any investigation of discrimination, harassment, intimidation, or bullying will remain in a secure location in the Main Office of Sycamore Valley Academy.
In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures (Education Code § 234.1(b)(5)), such investigation will be undertaken concurrently.

Appeal
Should the complainant find the resolution of the Executive Director or designee unsatisfactory, he or she may, within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated school employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the complainant's appeal and render a final disposition.

Consequences
Students who engage in discrimination, harassment, intimidation, or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of Sycamore Valley Academy and Education Code § 48900.

Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____Date:_____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against: _____
List any witnesses that were present: _____
Where did the incident(s) occur? _____

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

_____
_____
_____
_____

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

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by Sycamore Valley Academy:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Opioid Prevention and Life-Saving Response Procedures

The school provides a comprehensive education about opioids, their dangers, and the signs of an overdose for all staff. Naloxone is accessible in strategic locations on campus. All TACMO staff are trained to administer Naloxone in case of an emergency.

Signs of an overdose:

- Loss of consciousness or unresponsiveness
- Slow, shallow, or stopped breathing
- Constricted (small) pupils
- Choking or gurgling sounds
- Limp body

Emergency response procedures for suspected opioid overdoses:

- Identify signs of an opioid overdose and check for responsiveness
- Administer Naloxone (Narcan) nasal spray
- Call 911 for emergency medical help, evaluate, and provide support
- Notify parent/guardian
- Students will receive follow-up support from the school's mental health clinician and staff, who will provide resources for ongoing education and support for students and their families.

Response Procedures for Dangerous, Violent, or Unlawful Activities

1. Immediate Response Actions:
-Immediately notify the school administration of the incident.
-Activate the emergency communication system (PA system, alarms, or emergency alerts) to inform all staff and students of the situation.
-Call 911 to report the incident to law enforcement and emergency responders.

Lockdown Procedures:
-Announce a lockdown if there is a direct threat on campus.
-Lock all classroom doors and secure students and staff in safe areas away from windows and doors.
-Silence cell phones and maintain quiet until an “all-clear” signal is given.

Evacuation:
-If necessary, follow evacuation procedures to move students and staff to a designated safe area.
-Use designated evacuation routes unless blocked by the threat.

Shelter-in-Place:
-If hazardous materials are involved, follow shelter-in-place procedures, such as sealing doors and windows and turning off HVAC systems.

2.Coordination with Law Enforcement and Emergency Services:
-Ensure that a clear line of communication is established with local law enforcement and emergency services.
-Provide emergency responders with access to the school’s layout, including exits, entrances, and any potential hazards (TCSO, TCF, ActVnet).
-Cooperate fully with law enforcement officials conducting investigations or responding to incidents.

3.Communication with Parents and the Community:
-Use a designated communication system (ParentSquare) to inform parents and guardians about the situation promptly.
-Provide updates as needed, including the nature of the incident, any injuries, and instructions for student pick-up or reunification.

4.Post-Incident Actions:
Reunification Plan:
-Implement a reunification plan for safely releasing students to their parents or guardians (ActVnet).
-Designate specific areas for parents to pick up their children.

Counseling and Support:
-Provide access to mental health professionals (Mental Health Clinician/School Psychologist) for students and staff affected by the incident.

Debriefing and Review:
-Conduct a debriefing with school staff, law enforcement, and emergency responders to evaluate the response and identify areas for improvement.

Documentation:
-Document all actions taken during and after the incident, including a timeline of events, communications, and outcomes.

5.Training and Drills:
-Conduct regular training for staff on response procedures for dangerous, violent, or unlawful activities.
Hold monthly drills (e.g., lockdown, evacuation, shelter-in-place) to ensure preparedness and compliance with procedures.

6. Prevention and Intervention Strategies:
-Implement threat assessment protocols to identify and address potential threats before they escalate.
-Encourage a safe reporting culture where students and staff feel comfortable reporting suspicious activities or concerns.
-Offer violence prevention programs and promote a positive school climate.

7.Legal Compliance:

-Ensure compliance with California laws and regulations, including the California Education Code, Title 5 of the California Code of Regulations, and all local district policies.

8.Special Considerations:
-Plan for individuals with disabilities or special needs to ensure they are accounted for and safely evacuated or sheltered.
-Consider language barriers and provide multilingual communication options.

Instructional Continuity Plan

1. Emergency Preparedness:
   - Identification of Potential Disruptions:
   - Identify the types of emergencies that could impact instructional continuity (e.g., earthquakes, wildfires, pandemics, active shooter situations).

Emergency Communication Plan:
   - Establish a clear communication protocol for notifying staff, students, and parents about school closures or shifts to remote learning.
   - Use multiple channels, such as emails, text messages, phone calls, social media, ParentSquare and the school website.

2. Continuity of Instruction:
   - Remote Learning Platforms:
   - Identify and implement digital platforms (e.g., Google Classroom, Zoom) that support remote instruction and communication.
   - Ensure all students and staff have access to these platforms and are trained to use them effectively.
   - Lesson Plans and Resources:
   - Develop flexible lesson plans that can be quickly adapted to a remote or hybrid format.
   - Create or identify digital resources, such as online textbooks, educational apps, and recorded lessons.
   - Equity and Access: - Ensure that all students, including those with disabilities or limited access to technology, receive equitable instruction.
   - Provide devices (e.g., laptops, tablets) and internet access to students who need them, possibly through district loan programs or partnerships with community organizations.
   - Special Education and ELL Services
   - Develop specific plans for continuing special education services, such as Individualized Education Programs (IEPs) and English Language Learner (ELL) support, in a remote or hybrid environment.
   - Use virtual tools to deliver therapy (ex: speech & occupational therapy), tutoring, and other specialized services.

3. Staff Roles and Responsibilities:
   - Staff Training:
   - Provide training to all staff on the use of remote learning tools, digital communication methods, and emergency protocols.
   - Defined Roles:
   - Clearly define roles and responsibilities for teachers, support staff, administrators, and IT personnel in implementing the instructional continuity plan.
   - Substitute Plans:
   - Prepare substitute plans for teachers and staff who may be unavailable during an emergency.

4. Student and Family Support:
- Communication with Families:
- Develop a plan for ongoing communication with students and families about instructional expectations, schedules, and available resources.
- Provide guidance to families on how to support their children's learning at home.
- Mental Health and Wellness:
- Ensure access to mental health support and counseling services, including virtual options, for students and families affected by the emergency.
- Accessibility:
- Make sure instructional materials and communications are accessible to all, considering language barriers and disabilities.

5. Assessment and Feedback:
- Grading and Assessment Policies:
- Establish guidelines for grading and assessments during remote or hybrid learning, including flexibility for students facing challenges.
- Formative and Summative Assessments:
- Use a combination of formative (ongoing) and summative (end-of-term) assessments to monitor student progress and provide feedback.
- Attendance and Engagement Tracking:
- Develop procedures for tracking student attendance and engagement in remote learning, including follow-up actions for students who are not participating.

6. Technology and Infrastructure:
- IT Support:
- Provide technical support for students, families, and staff to troubleshoot issues related to devices, connectivity, and digital platforms.
- Cybersecurity Measures:
- Ensure that all digital learning environments are secure and that data privacy is maintained according to state and federal regulations.

7. Recovery and Transition Plan:
- Return to In-Person Instruction:
- Establish criteria for determining when it is safe to return to in-person instruction.
- Develop a phased approach to transition back to regular school operations, including hybrid models if needed.
- Remediation and Enrichment:
- Plan for remediation and enrichment activities to address learning gaps that may have developed during remote learning.
- Review and Revise:
- Regularly review and update the Instructional Continuity Plan based on feedback and lessons learned from any actual incidents.

8. Compliance and Coordination:
- Alignment with State Guidelines:
- Ensure that the plan aligns with California Department of Education (CDE) guidelines and local education agency (LEA) policies.

- Coordination with Local Authorities:
- Coordinate with local health departments, emergency management agencies, and other relevant authorities to align response efforts and share information. (TCSO & TCF)

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 28, 2025 and adopted by Sycamore Valley Academy on June 1, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Additionally, the plan prioritizes support for students' social-emotional, mental health, and academic needs, recognizing the critical role these factors play in student success during times of crisis or transition.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Sycamore Valley Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

The school will implement a clear communication protocol to ensure timely outreach through multiple channels, including phone calls, text messages, emails, and updates via the school website and communication platforms such as ParentSquare. Teachers and staff will make direct contact with families to assess student well-being, confirm access to instructional materials, and determine any immediate needs related to technology, academic support, or social-emotional resources. Documentation of all engagement efforts will be maintained to ensure accountability and follow-up, with priority given to students who are identified as at-risk or have limited access to communication tools. This protocol is designed to promote consistent, meaningful engagement that supports both student success and family partnership throughout any period of disruption.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal

Social Media
Flyers
School Communication Platform: Parent Square

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of unforeseen disruptions such as power outages or damage to school infrastructure, Sycamore Valley Academy will implement contingency plans to maintain instructional continuity and two-way communication. When digital platforms are inaccessible due to outages, staff will utilize alternative methods such as phone calls, text messaging, and paper-based materials to ensure ongoing engagement with students and families. Communication protocols will prioritize timely updates through automated phone trees and district-wide messaging systems. Teachers will also be equipped with emergency contact lists and offline instructional packets to support learning. These measures aim to minimize learning loss and maintain consistent, responsive communication with all stakeholders during emergency situations.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Sycamore Valley Academy is committed to addressing the holistic needs of all students by implementing proactive plans to identify and support their social-emotional, mental health, and academic well-being during instructional disruptions. The school will utilize regular check-ins, teacher observations, and student self-assessments to monitor student well-being and identify those in need of additional support. A multidisciplinary team—including the mental health clinician, support staff, and teachers—will collaborate to provide targeted interventions, such as virtual counseling sessions, small group supports, and academic interventions. Additionally, families will receive resources and guidance to help create supportive home environments and access community-based mental health services when necessary. These coordinated efforts ensure that each student's emotional and academic needs are met, fostering resilience and continued growth during periods of instructional change.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Sycamore Valley Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

During this timeframe, the school will assess the scope of the disruption, determine the most appropriate instructional delivery method, and communicate plans clearly to students, families, and staff. If in-person instruction is not immediately feasible, remote learning will be implemented using digital platforms already familiar to students, supplemented with printed materials as needed to ensure equitable access. Teachers will receive guidance and support to adjust lesson plans for the modified format, and students will be given orientation and support to ensure a smooth transition. This timeline ensures that instructional momentum is maintained while prioritizing student safety and preparedness.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Sycamore Valley Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

This includes the use of written learning agreements, daily live interaction or synchronous instruction as required by grade level, and consistent documentation of student engagement and achievement. By adhering to these statutory guidelines, Sycamore Valley Academy will provide high-quality, accountable remote instruction that upholds academic integrity and supports student success during periods of instructional disruption.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

As required, remote instruction offered by Sycamore Valley Academy will align with expectations of access and equity, including the equitable distribution of both digital and non-digital instructional materials. The school will use multiple methods to ensure all students receive the necessary resources to engage in learning, regardless of their access to technology. Digital materials, including assignments, instructional videos, and academic tools, will be made available through the school’s online learning platforms. For students with limited or no internet access, non-digital materials such as printed packets, textbooks, and manipulatives will be distributed via scheduled pick-up times or delivered directly to students' homes when needed. Distribution efforts will be communicated clearly to families in their preferred language, and staff will track receipt of materials to ensure no student is left without essential learning tools. These practices reflect the school’s commitment to providing all students with the resources needed to succeed in a remote learning environment.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

As required, remote instruction offered by Sycamore Valley Academy will align with expectations of access and equity, including the provision of clear platforms and processes for accessing and submitting schoolwork. Students will primarily access instructional content, assignments, and resources through designated online learning platforms such as Google Classroom or other tools adopted by the school. These platforms will be structured to allow easy navigation and communication between students and teachers. For students with limited digital access, alternative submission methods—including email, drop-off of completed paper assignments, or photo submissions via mobile devices—will be made available to ensure all students can participate fully. Teachers will provide clear instructions and deadlines for each assignment, along with feedback and support through virtual office hours, messaging tools, or phone calls. These processes are designed to ensure all students have a consistent and equitable means to engage with and complete their academic work.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Sycamore Valley Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Sycamore Valley Academy is committed to ensuring that students continue to have access to quality education in the event that an emergency or natural disaster disrupts in-person learning. In such cases, the school will provide support to pupils and families to facilitate enrollment in or temporary reassignment to another site, school district, county office of education, or charter school as needed. This support includes assistance with gathering necessary enrollment documents, coordinating with receiving schools, and ensuring the transfer of student records in a timely and efficient manner. The school will also provide families with information about available educational options and guide them through the transition process. Outreach will be conducted in the family's home language, and additional resources such as counseling and transportation assistance will be offered when possible to help minimize disruption to the student's educational progress.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Sycamore Valley Academy has established clear communication protocols to ensure timely and consistent updates for families, students, staff, and faculty during an emergency or instructional disruption. Information will be disseminated through multiple channels, including email, text messages, phone calls, the school website, and ParentSquare, to ensure accessibility for all stakeholders. Initial communication will be made within 24 hours of a disruption whenever possible, with ongoing updates provided at least every 48–72 hours or as new information becomes available. Messages will be shared in English and other languages as needed to reflect the school community's linguistic diversity. Faculty and staff will receive internal updates via email and staff meetings to ensure alignment and coordination. Communication will include instructional plans, timelines for returning to in-person or remote learning, available support services, and answers to frequently asked questions. This protocol ensures that all stakeholders remain informed, connected, and supported throughout the duration of any instructional continuity event.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Sycamore Valley Academy is committed to ensuring technology readiness for both educators and students to support a seamless transition from in-person to remote learning through independent study, should the need arise. To facilitate this pivot, the school will provide early access to independent study program written agreements and ensure that students and families are familiar with the expectations and procedures. Online instructional platforms, such as Google Classroom or other approved learning management systems, will be utilized to deliver assignments, academic resources, and teacher feedback. Each student will be assigned a school-issued device, and families in need will be provided with hotspots or other solutions to ensure reliable internet access. Educators will receive ongoing training to effectively implement digital tools and independent study best practices, ensuring continuity of instruction and support. These efforts are designed to ensure that all students remain engaged and on track academically, regardless of the learning environment.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Sycamore Valley Academy will prioritize essential learning by focusing instruction on standards-aligned learning objectives that ensure students continue to make meaningful academic progress during any disruption. Teachers will identify key grade-level content and skills, streamline curriculum to emphasize high-impact standards, and deliver instruction through clear, focused lessons. Student progress will be monitored regularly through formative assessments, assignment completion, and participation metrics. To support students who may fall behind or need additional help, the school will offer a range of interventions, including small-group or one-on-one tutoring, regular teacher check-ins, virtual office hours, and targeted academic support sessions. These supports will be designed to provide timely and responsive assistance, helping to close learning gaps and maintain continuity of learning for all students, regardless of the instructional setting.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Sycamore Valley Academy is committed to ensuring that all students—including students with disabilities, those experiencing homelessness, foster youth, and English learners (ELs)—continue to have equal access to instructional resources during any period of instructional disruption. The school will work proactively to identify and address barriers to access by providing necessary technology, internet connectivity, and printed materials as needed. Students with disabilities will receive services in alignment with their Individualized Education Programs (IEPs), including accommodations, modifications, and access to specialized staff and support services. Foster youth and students experiencing homelessness will be prioritized for outreach and provided with tailored support, such as transportation assistance, academic counseling, and resource referrals. English learners will receive designated and integrated language development support, as well as access to translated materials and bilingual staff communication. These coordinated efforts ensure that all students remain engaged and supported, regardless of their individual circumstances.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Sycamore Valley Academy will ensure that all students with Individualized Education Programs (IEPs) continue to receive the services and supports outlined in their plans during any period of instructional disruption. Special education staff will work closely with families to review each student's IEP and determine how services can be delivered in a remote or alternative setting, ensuring compliance with state and federal requirements. Services may be provided through virtual instruction, teletherapy, online learning tools, or, when necessary and feasible, in-person sessions. Regular communication with families will be maintained to monitor student progress, adjust services as needed, and conduct IEP meetings through virtual platforms or phone calls. All documentation, service minutes, and progress reports will be tracked to maintain the integrity of each student's educational plan. These efforts reflect the school's commitment to upholding students' rights and providing equitable access to education for learners with disabilities.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Sycamore Valley Academy will continue to support English Learner (EL) students in alignment with the California English Learner Roadmap Policy to ensure equitable access to high-quality instruction during any instructional disruption. The school will provide both designated and integrated English language development (ELD) through remote or in-person instructional models, using culturally responsive and linguistically appropriate strategies that promote language acquisition and academic success. Teachers will receive ongoing professional development in best practices for supporting ELs in virtual and hybrid settings, and instructional materials will be adapted to meet varying proficiency levels. Communication with EL families will be conducted in their home language whenever possible, and bilingual staff or translation services will be available to support engagement. Progress in language development will be monitored regularly through formative assessments and teacher observations, with additional supports such as small group instruction, tutoring, and check-ins provided as needed to ensure EL students remain on track academically and linguistically.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Sycamore Valley Academy will provide ongoing professional learning opportunities and access to high-quality resources to ensure educators are fully prepared to pivot to remote instruction and assessment when necessary. Training will focus on effective use of digital instructional platforms, strategies for student engagement in virtual settings, implementation of formative and summative assessments online, and techniques for differentiating instruction to meet diverse student needs. Professional development will also include support for maintaining equity and accessibility, including accommodations for students with disabilities and English learners. These learning opportunities will be delivered through live workshops, on-demand modules, professional learning communities, and one-on-one coaching as needed. By investing in staff capacity and readiness, the school ensures that instruction remains rigorous, responsive, and aligned with academic standards during any shift in learning modality.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Sycamore Valley Academy is committed to supporting the physical and mental health of all students and families during any instructional disruption by ensuring continued access to qualified health professionals. The school will maintain partnerships with the mental health clinician, school psychologists, and community-based health providers to offer virtual or in-person services, including wellness check-ins, crisis intervention, and ongoing mental health support. These services will be accessible through

scheduled appointments, drop-in virtual office hours, and referrals made by teachers or family members. To ensure equitable access for non-English-speaking families, the school will provide multilingual staff and interpreter services so that students and families can communicate comfortably and effectively. Information about available health resources and how to access them will be widely shared in multiple languages through school communication platforms. These efforts are designed to foster a supportive and inclusive environment that prioritizes the well-being of every student.

Plans to provide access back-up, water and medicines in the event of an emergency.

Sycamore Valley Academy has established plans to ensure continued access to essential supplies such as back-up power, water, and student medications in the event of an emergency. The school will maintain a stock of emergency water and non-perishable supplies on campus to support students and staff during temporary shelter-in-place scenarios. Additionally, emergency back-up power solutions—such as generators or battery-powered lighting—will be available to maintain essential operations and communication systems. Student medications stored on-site will be secured in an accessible, temperature-controlled location, and designated staff will be trained in proper administration and emergency procedures. These measures are part of the school's broader emergency preparedness plan to ensure student health and safety remains a top priority during any disruption.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Sycamore Valley Academy is dedicated to ensuring the continuity of essential support services—including special education, counseling, after-school programs, and access to kitchens and food services—during any instructional disruption. Special education services will be adapted for remote or hybrid environments in accordance with students' IEPs, with virtual delivery of specialized instruction, related services, and accommodations. Counseling services will continue through virtual check-ins, individual sessions, and small group support to address students' social-emotional and mental health needs. After-school programs will be modified to offer online enrichment, academic tutoring, and supervised activities to maintain engagement beyond the school day. For students who rely on school meals, the academy will coordinate meal distribution through designated pick-up locations or delivery when needed, ensuring access to nutritious food. These adapted services are designed to maintain student well-being, academic progress, and equity across all learning environments.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development and implementation of the Instructional Continuity Plan (ICP) at Sycamore Valley Academy is a collaborative effort that actively involves administrators, faculty, information technology staff (operations director), students, and parents to ensure it meets the diverse needs of the school community. Administrators will lead the coordination and oversight of the plan, ensuring alignment with state guidelines and school policies. Faculty members contribute their expertise in curriculum and instruction to develop practical strategies for remote and hybrid learning. Information technology staff provide critical input on digital infrastructure, device management, and user support systems. Students and parents will be engaged through surveys, forums, and feedback sessions to help shape the plan based on real-world experiences and needs. This inclusive approach ensures that the ICP is comprehensive, equitable, and responsive, promoting a shared commitment to academic continuity and student well-being during times of disruption.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to returning from an instructional disruption and reopening school sites, Sycamore Valley Academy will ensure that specific health, safety, and operational conditions are met in alignment with local, state, and federal guidelines. These conditions include clearance from public health authorities that it is safe to resume in-person instruction, verification that school facilities are clean, secure, and fully operational, and confirmation that sufficient staff are available to safely support on-site learning. The school will also assess the readiness of transportation, food services, and other essential operations, and communicate reopening plans and

protocols clearly to families and staff. Measures such as health screenings, availability of personal protective equipment, and protocols for physical distancing and sanitation will be reviewed and implemented as necessary. A phased or hybrid return may be considered to support a smooth transition, with priority given to students requiring additional support. This careful and informed approach ensures the safety and well-being of the entire school community as normal operations resume.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Sycamore Valley Academy’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Sycamore Valley Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually, during the review of our School Safety Plan.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

OUR COMMITMENT TO ALL STUDENTS (Notice of BP 26-002)
We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

CAMPUS ACCESS PROCEDURES (Notice of BP 26-002)
Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the school site administrator and/or superintendent before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

RESPONSE PROCEDURES (Notice of BP 26-002)

- Staff notify the school site administrator (or designee) and superintendent as soon as practicable about any immigration enforcement official request for student access, campus access, or document review.
- Staff take these steps when an immigration or any other law enforcement official arrives at a school site:

1. Initial Contact: Explain to the official that staff must first notify and receive direction from the site administrator and/or superintendent.
2. Purpose: Ask and document the official's stated reason for being at the school site.
3. Documentation: Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and to produce documentation authorizing school site access.
4. Record Keeping: Make and retain copies of documentation the official produces.
5. Exigent Circumstances: If the official declares exigent circumstances (such as a felony in progress on the school site) and demands immediate access, comply with orders and immediately contact the site administrator.
6. Levels of Response: If no exigent circumstances exist, respond according to the official's documentation:
    - ICE or other administrative warrant: For warrants not signed by a judge, do not permit entry to nonpublic areas of the school site. Refer to site administrator and/or superintendent.
    - Judicial/court-issued warrant or court order: Compliance is usually required to follow what is described in the court-issued order. When feasible, consult school site administrator and superintendent or legal counsel for next steps.
    - Subpoena: Physical access to the school site is not required. Subpoenas seek documents. Inform the school site administrator and/or superintendent and await instructions. Do not permit entry to nonpublic areas.
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 school site administrator may notify the student's parent or guardian's consent 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:

- The Superintendent or designee submits a timely report to the Board of Directors regarding immigration enforcement requests, actions, and TACMO's responses, ensuring confidentiality of potentially identifying information.
- The Superintendent or designee emails the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any immigration enforcement official's attempt to access the school site or a student.
- TACMO follows its Comprehensive School Safety Plan (CSSP) procedures for notifying parents, guardians, students, teachers, administrators, and staff when TACMO confirms immigration enforcement presence on campus.

NOTIFICATION PROCEDURES
The superintendent and/or principal (or designee) is responsible for confirming the presence of immigration enforcement on the school site. Confirmation triggers the notification requirement.

- Front office staff sends message to staff via email that immigration enforcement staff is on campus. Staff are notified via the public address (PA) system to check their email. Staff are to remain calm, refrain from discussing the situation, carry on as usual, and wait for further instructions.
- Central office staff (or designee), under direction of superintendent and/or principal (or designee), sends pre-loaded notification to parents/guardians, delivered in their language preference.
- Messages are composed sensitively and convey only permitted, non-identifying information. No student or staff information regarding immigration status is collected, discussed, or disclosed at any time.
- Office staff documents timing and method of all notifications for compliance tracking.

Identification & Documentation Review

Distinguishing Warrants

Legal Consultation

Mandatory State Reporting Protocol

DOJ Notification

Required Notification Recipients

Notification of confirmed immigration enforcement on the school site will be issued to parents/guardians, teachers, administrators, and other school personnel. All notifications, especially those related to immigration-enforcement presence, will:

- Use plain, concise language
- Avoid technical or legal jargon
- Be accessible to all families, including those with different language needs
- Be conducted in a timely manner

Notification Timing

The content and timing of a notification shall consider the safety and well-being of the pupils, employees, and community members of the school site when determining when and how to issue the notification to parents and guardians of pupils, teachers, administrators, and school personnel. Notification will be conducted within a reasonable time period. The notification provided may also include a hyperlink to additional resources for families with information about their educational rights, state laws that protects parents' and students' privacy and confidentiality, and, if available, counseling or support services, which may include services that support families impacted by immigration enforcement.

Safety and Well-being Standard

PURPOSE AND COMMITMENT (BP 26-002)

- The Academies Charter Management Organization (TACMO) ("Charter School") fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. TACMO supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.
- TACMO finds school facilities, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by TACMO as "sensitive locations" under state law, and seeks commitments from contractors and service providers (particularly school resource officers) not to facilitate immigration enforcement at these locations unless law requires it.
- TACMO provides the Attorney General's Know Your Educational Rights handout to all families upon enrollment. This handout is also posted in all administrative buildings on campus, and is available on the school website.
- TACMO also provides information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Family Handbook.

SUPPORT FOR FAMILIES (Notice of BP 26-002)

- Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.
- Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We 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. This form is available HERE.
- If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through

provided contacts.

- Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).
- Resources for Detained Family Members:
- ICE Detainee Locator: https://locator.ice.gov/odls#/search
- Legal Assistance: California organizations accredited by Board of Immigration Appeals at https://www.justice.gov/eoir/recognition-accreditation-roster-reports; Self-Help Centers at http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm
- Consulates/Embassies: Contact your country of origin's consulate for assistance

ANTI-BULLYING AND HATE CRIMES (Notice of BP 26-002)
We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the school office.

Privacy Constraint

GENERAL PRINCIPALS (BP 26-002)
SVA does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review but not retain to establish a child's birthdate. TACMO does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. TACMO 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

RIGHTS AND PROTECTIONS (Notice of BP 26-002)

- Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.
- Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.
- Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.
- Social Security Numbers: We do not require Social Security numbers for enrollment. We may request

the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS (Notice of BP 26-002)
We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

- Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

Notification Methods

Parent Square will be used for two-way communication as well as for mass communication efforts.

"Know Your Educational Rights" Distribution

Resource Provision (Optional but Encouraged)

Annual Evaluation

Staff will attend and participate in annual SB 98 and immigration enforcement notification training. Training will cover: roles and responsibilities, timelines, confidentiality and non-discrimination policies.

Public Availability

The Comprehensive School Safety Plan (CSSP) is available for inspection by the public. Copies may be obtained from the school office or on our website at https://www.theacademiescharters.org/compliance.

State Guidance

SVA is in compliance with all CDE requirements for the Comprehensive School Safety Plan (CSSP).

Procedures Regarding Pupil Smartphone Use During Emergencies

See Board Policy below.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

CELL PHONES, SMARTPHONES, PAGERS, & OTHER ELECTRONIC SIGNALING DEVICES POLICY
The Academies Charter Management Organization ("TACMO" or the "Charter School") Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on school grounds, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Private devices may not access the school network.
Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:
Off campus before or after school.
Before or after any Charter School-sponsored activity occurring before or after the regular school day.
To access the time.
In the case of an emergency, or in response to a perceived threat of danger.
When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:
During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus. During break periods, between class periods, or during lunch in restrooms, playground, cafeteria, school offices and all other areas on campus

During events sponsored by the Charter School held before or after regular school hours. On field trips or excursions sponsored by the Charter School.

THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION
CELL PHONES, SMARTPHONES, PAGERS, & OTHER ELECTRONIC SIGNALING DEVICES POLICY
Board Policy #: 26-003 Adopted/Ratified: June 16, 2026

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may proceed with the following:
1st Offense-issue a warning
2nd Offense- confiscate the private device for the student to pick up at the end of the regular school day or at the conclusion of a Charter School sponsored activity
3rd Offense: confiscate the private device for parents/guardians to pick up at the end of the regular school day or at the conclusion of a Charter School-sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.
Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private

device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss, or damage to any private devices brought onto campus or at Charter School-sponsored activities.

4876-9380-9199, v. 1
This policy was formally adopted at a meeting of The Academies Charter Management Organization Board of Directors on June 16, 2026.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Private devices may be used:
Off campus before or after school.
Before or after any Charter School-sponsored activity occurring before or after the regular school day.
To access the time.
In the case of an emergency, or in response to a perceived threat of danger.
When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
When the possession or use of a private device is required in a student's individualized education program ("IEP").

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan shall be reviewed annually by the school site. Administrative staff shall review data, goals, and policy updates to ensure the plan is valid and aligned with the current school climate. The Board of Directors will approve the Comprehensive School Safety Plan annually. All school sites will align their plans with TACMO policy, and plans shall be reviewed by local law enforcement and fire authorities.

Emergency Contact Numbers

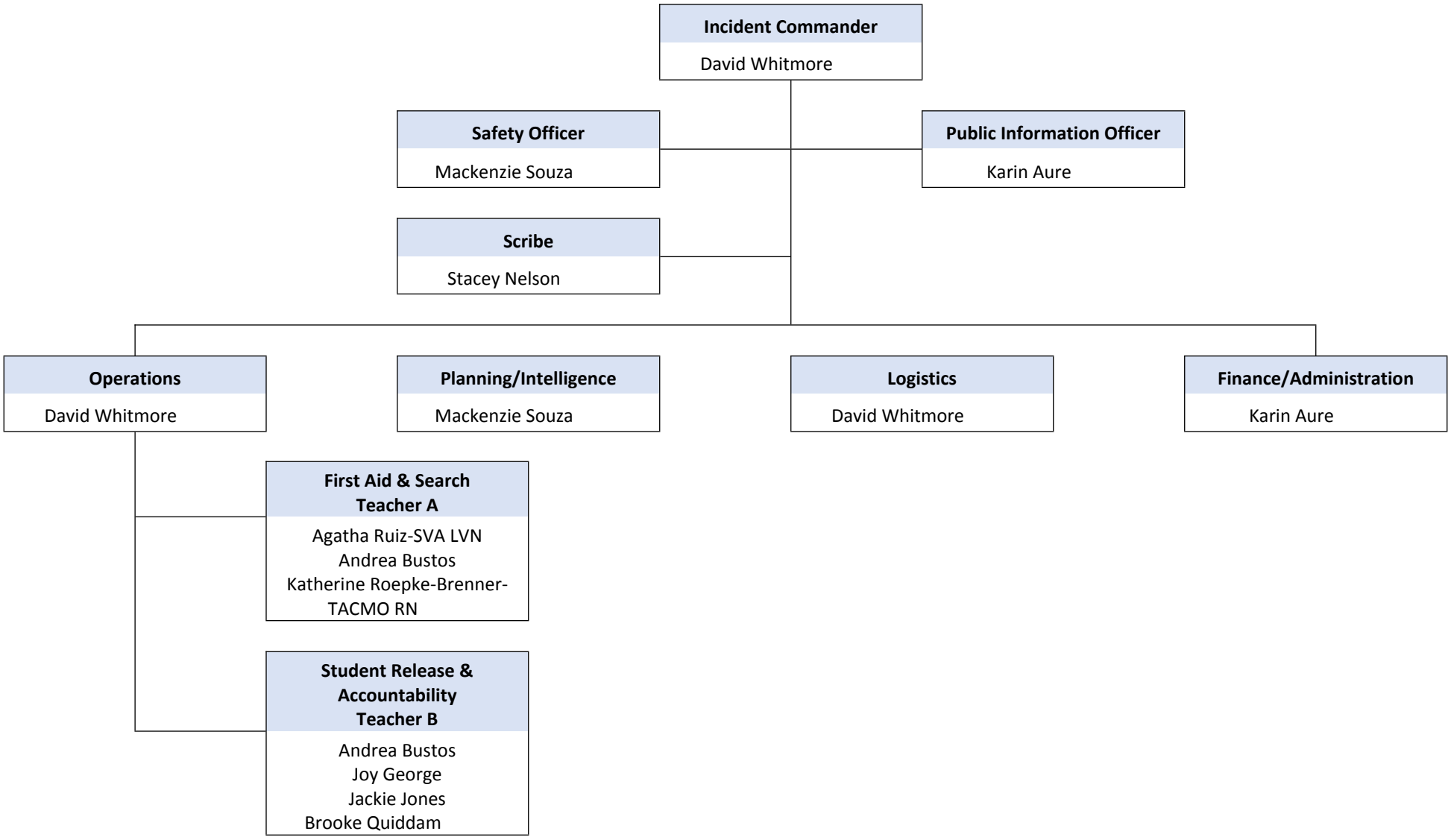
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Tulare County Sheriff Department	559-733-6218	
Law Enforcement/Fire/Paramedic	Tulare County Fire	559-733-6544	
School District	TACMO Office	559-429-4351	
School District	Superintendent	559-972-7130	Karin Aure Cell
School District	Operations Director	559-623- 8396	Claudia VanGronigan Cell
School District	SVA Principal	559-936-5411	Dave Whitmore Cell
School District	SVA Vice Principal	559-679-3659	Mackenzie Souza Cell

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Committee Meetings	3 meetings scheduled for 2026-27	
Review by site administrators and staff	August-September 2026	Review of digital copy
Update by site administration	August 2026	Update within portal
Review by superintendent	October 2026	Review of digital copy
Approval by Board of Directors	November 2026	Review of final draft

Sycamore Valley Academy Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for types of emergencies are listed below.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury to the play yard. Guidelines to manage Level 1(Crisis) are described in the Crisis Response Checklist.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g.,"unknown white powder".

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are: (a) Duck and Cover, (b) Shelter-in-Place, (c) Lockdown, (d) Evacuate Building, (e) Off-Site Evacuation, or (f) All Clear.

(A) DUCK AND COVER
This action is taken to protect students and staff from flying or falling debris.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If the PA system is not available, the administrator on-site will use other means of communication (e.g., sending messengers). The administrator should remain calm, convey reassuring comments that the situation is under control, and give clear directions.
"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR UNTIL GIVEN FURTHER INSTRUCTIONS."
If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

(B) SHELTER-IN-PLACE
This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in the outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.
The difference between Shelter-in-Place and Lockdown is that Shelter-in-Place involves shutting down HVAC systems and allows free movement of students within the building. However, classes in bungalows and buildings with exterior passageways must remain in the classroom.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If the PA system is not available, other means of

communication will be used. The administrator should remain calm, convey reassuring comments, and give clear directions.
"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF WHO ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."
If inside, teachers will keep students in the classroom until further instructions are given.
If outside, students will proceed to their classrooms if it is safe. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
Teachers are responsible for securing classrooms, while the Security/Utilities Team will assist with: shutting down HVAC systems, turning off local fans, closing and locking doors and windows, sealing gaps with wet towels or duct tape, covering vents with foil or plastic, and turning off ignition sources such as pilot lights.

(C) LOCKDOWN
This action is taken when the threat of violence or gunfire is identified or directed by law enforcement, and it is necessary to prevent the perpetrator(s) from entering occupied areas.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If unavailable, other communication methods will be used. The administrator should remain calm, convey reassuring comments, and give clear directions.
"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."
If inside, teachers will instruct students to lie on the floor, lock the doors, and close any blinds or shades if safe to do so.
If outside, students will proceed to their classrooms if safe. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., library, cafeteria).
Teachers and students will remain in place until further instructions are given by the Principal or law enforcement.
The front entrance is to be locked, and only law enforcement or emergency personnel are to be allowed on campus.

(D) EVACUATE BUILDING
This action is taken when it is unsafe to remain in the building.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If unavailable, other means of communication will be used. The administrator should remain calm and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED."
The administrator will initiate a fire alarm.
Teachers will instruct students to evacuate using designated routes and assemble in their assigned Assembly Area.
Teachers will take student rosters and account for all students once assembled.
Once assembled, teachers and students will remain in place until further instructions are given.

(E) OFF-SITE EVACUATION
This action is taken when it is unsafe to remain on campus and evacuation to an off-site location is required.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If unavailable, other methods of communication will be used. The administrator should remain calm and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED."
The administrator will determine the safest evacuation method, which may include school buses or walking.
Teachers will take rosters and account for students at the designated safe location.
Once assembled, teachers and students will remain until further instructions are given.
When clearance is received from appropriate agencies, the administrator may authorize a return to campus.

(F) ALL CLEAR
This action is taken to notify staff and students that normal operations may resume.
Description of Action:
The administrator on-site will make the following announcement on the PA system. If unavailable, other means of communication will be used.
"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."
This action signifies the emergency is over.
If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and concerns.
It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the above procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and may modify them as necessary to ensure the health and safety of all personnel.

Step Four: Communicate the Appropriate Response Action

Communicate the appropriate response action and implement the Incident Command System.

Types of Emergencies & Specific Procedures

Aircraft Crash

Purpose: To protect the safety of students and staff in the event of an aircraft crash on or near school property. If a crash results in a fuel or chemical spill, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure:
1. The School Administrator will initiate appropriate immediate response actions, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If the School Administrator issues the Evacuate Building action, staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of any missing students. The School Administrator will call 911 and the Tulare County Sheriff's Department (559-725-4194) and provide the exact location (e.g., building or area) and nature of the emergency.
4. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Biological or Chemical Release. If the crash results in a utility interruption, refer to Loss or Failure of Utilities.
5. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
6. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
7. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
8. The Psychological First Aid Team will convene on site and begin counseling and recovery as appropriate.
9. If it is unsafe to remain on campus, the School Administrator will initiate an Off-Site Evacuation, if warranted by changing conditions.

Animal Disturbance

Purpose: To ensure the safety of students and staff when the presence of a dog, coyote, mountain lion, or any other wild animal threatens the school community.

Procedure:
1. The School Administrator will initiate appropriate immediate response actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Doors or gates should be closed or locked to help isolate the animal.
3. If additional assistance is needed, the School Administrator will call Local Police, the Tulare County Sheriff's Department, or Tulare County Animal Services (559-636-4050) and provide the location of the animal and the nature of the emergency.
4. If a staff member or student is injured, the parent/guardian and the TACMO Risk Manager will be notified.
5. The School Administrator will initiate an Off-Site Evacuation if conditions at the school warrant it.

Armed Assault on Campus

Armed Assault on Campus – Active Shooter / Armed Assailant Situations

Purpose: To provide staff and students with clear procedures to follow during an active shooter or armed assailant situation. Active shooter situations are defined as those where an individual or individuals are "actively engaged in killing or attempting to kill people in a confined and populated area." Active shooters or armed assailants frequently use firearms, but attacks may also be carried out with other weapons (e.g., knives, swords). These situations are unpredictable and evolve quickly. Because of this, all staff must be prepared to act decisively to protect students and themselves until law enforcement arrives.

Procedure:
-Actions – All School Staff

-All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that indicates an active shooter or armed assailant situation is occurring or is about to occur.
Act immediately if you or your students:
1. Hear a sound that may be gunfire.
2. See someone carrying or using a weapon on or near campus.
3. Sense any other indication of an active shooter or armed assailant threat.
-Quickly evaluate which option (Run, Hide, or Fight) will best protect you and your students.
-Be decisive, communicate your plan to students, and act quickly.
-Call 911 and the School Office as soon as it is safe to do so.

Options: Run, Hide, or Fight

Run (First Option):
-If you can get yourself and your students safely away from danger, do so immediately.
-Do not evacuate unless you know with certainty the location of the assailant and can visualize a safe route off campus.
-Leave belongings behind. Police may mistake items in your hands as weapons.
-Warn others you encounter and take them with you if possible.
-Place terrain and buildings between you and the assailant. Continue until you are out of danger.
-Call 911 as soon as it is safe. Report your location and obtain instructions.

Hide (Second Option):
-If running is not safe, get students to the most secure location available and Lockdown.
-Lock doors, close and cover windows, turn off lights, and barricade doors with heavy furniture.
-Silence all devices, remain quiet, and spread out of sight from doorways.
-Prepare to take action if the assailant attempts entry.
-Use text or email to communicate your location, the number of students or staff, and any injuries.
-Remain in place until evacuated by identifiable law enforcement officers.

Fight (Last Resort):
-Never seek confrontation. If no safer option exists, take immediate action to disrupt or incapacitate the assailant.
-Commit fully to your actions. Use improvised weapons (fire extinguishers, staplers, books, etc.).
-Consider aggressive force to surprise and overwhelm the assailant.
-If barricaded in a room, prepare to defend if the assailant breaches.
-Only tend to the wounded once it is safe to do so.

Special Topics:
-Injuries: Prioritize student safety when deciding whether to aid injured persons. Report the location of injured individuals to responders.
-Law Enforcement: When encountered, raise hands with open palms. Do not run toward officers. Follow all instructions calmly.
-Weapons: If an assailant drops a weapon, do not pick it up. Cover it with an item (e.g., trash can) until law enforcement secures it.

Principal/Site Administrator Actions:
-Follow all-staff guidance above.
-Call 911 and initiate a Lockdown announcement as soon as safely possible.
-Provide as much actionable information as possible (e.g., “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now.”).
-If available, use surveillance systems to provide real-time updates on the assailant’s location.
-Notify the CMO after contacting 911 (429-4351).
-Assist police with entry, maps, keys, and requested information.

District Staff Actions:
Incident Command Center: Activate the district’s Incident Command Center and deploy a backup ICS team to relieve site staff.
Off-Site Reunification: Prepare a large off-site location (e.g., theater complex) for reunification. Place buses on standby. Conduct reunification in an orderly, accountable process once the assailant is neutralized.
Crisis Intervention: Assemble a mental health strike team to stabilize students, staff, and parents. Provide psychoeducational

materials for families. Mental health staff will assist with recovery planning and school reopening.

Biological or Chemical Release

Purpose: To ensure the safety of students and staff in the event of a release of a biological, chemical, or radioactive substance in a solid, liquid, or gaseous state. Such incidents may include laboratory accidents, overturned trucks transporting hazardous materials, or explosions at nearby industrial sites.

Indicators of a biological or chemical release include multiple victims suffering from watery eyes, twitching, choking, loss of coordination, or difficulty breathing. Other indicators may include distressed animals or the presence of dead birds.

This procedure addresses three possible scenarios:

-Scenario 1: Substance released inside a room or building.
-Scenario 2: Substance released outdoors and localized.
-Scenario 3: Substance released in the surrounding community.

Procedure:

Scenario 1 – Substance Released Inside a Room or Building
1. The School Administrator will initiate the Evacuate Building action. Staff will use designated routes or alternative safe routes to the assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call 911 and provide the exact location (e.g., building, room, area) and nature of the emergency.
3.The School Administrator will notify the Superintendent of the situation.
4.The Security/Utilities Team will isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the release area, close windows and doors, and shut down the building's air handling system.
6. Persons in direct contact with hazardous substances should wash affected areas with soap and water. Contaminated clothing must be removed and contained. Do not use bleach or disinfectants on exposed skin. Individuals contaminated topically by a liquid should be isolated from unaffected individuals (not required for airborne releases). The First Aid/Medical Team will assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all individuals in the affected room or area, specifying those who had direct contact with the substance. This list will be provided to the School Administrator and emergency responders.
8. The Psychological First Aid Team will convene on site and provide counseling and recovery support.
9. Affected areas will not be reopened until Tulare County Hazardous Materials or another appropriate agency provides clearance and the School Administrator authorizes reentry.

Scenario 2 – Substance Released Outdoors and Localized
1.The School Administrator will direct staff to remove students from affected areas to an upwind location. If necessary, the Evacuate Building action will be initiated.
2. The Security/Utilities Team will establish a safe perimeter and prevent reentry into contaminated areas.
3. The School Administrator will call 911 and provide the exact location and nature of the emergency.
4.The School Administrator will notify the Superintendent of the situation.
5. The Security/Utilities Team will close windows and doors, turn off fans, and shut down air handling systems in affected buildings.
6. Persons in direct contact with hazardous substances should wash with soap and water and remove contaminated clothing. Do not use bleach on skin. The First Aid/Medical Team will evaluate exposed individuals.
7. The Assembly Area Team will prepare a list of potentially exposed individuals and provide it to the School Administrator and emergency responders.
8. The Psychological First Aid Team will convene on site and provide counseling and recovery support.
9. Affected areas will not be reopened until Tulare County Hazardous Materials or another appropriate agency provides clearance and the School Administrator authorizes reentry.

Scenario 3 – Substance Released in Surrounding Community
1. If a potentially toxic substance is released into the atmosphere, the School Administrator will initiate Shelter-in-Place.
2. The Security/Utilities Team will:

-Turn off local fans and HVAC systems.
-Close and lock windows and doors.
-Seal gaps under doors and windows with wet towels or duct tape.
-Seal vents with foil or plastic wrap, if available.
-Turn off ignition sources (e.g., pilot lights).
3. Students and staff outdoors will be directed to the nearest safe building (e.g., library, cafeteria). Teachers will communicate their locations to the School Administrator using the PA system or other safe means.
4. The School Administrator will call 911 and provide the exact location and nature of the emergency.
5. The School Administrator will notify the Superintendent.
6.The School Administrator will monitor official updates via radio or television.
7.The school will remain in Shelter-in-Place until Tulare County Hazardous Materials or another appropriate agency provides clearance, or staff are otherwise directed by the School Administrator.

Bomb Threat/ Threat Of violence

Purpose: To ensure the safety of students, staff, and visitors in the event of a bomb threat or discovery of a suspected explosive device. While most bomb threats are hoaxes or pranks, each must be treated as a credible threat until proven otherwise. This procedure provides guidelines for assessing threats, responding appropriately, and coordinating with emergency responders.

Procedure:

Assessing the Threat
-Bomb threats may be received by phone, email, online, in writing, or verbally.
-All threats must be documented using the Telephone Bomb Threat Report form. These forms, along with Call Taker Instructions, should be kept near all primary school phones and all staff trained in their use.
-Threats may be classified as:
Low-Level: Vague, minimal details, likely prank.
Medium-Level: Some details given (e.g., size, location), but inconsistent or unclear.
High-Level: Specific, credible details about the type, power, location, or time of detonation. Caller may make demands.

The Incident Commander will consider the caller's information, school security measures, and overall credibility when determining the threat level.

Response Procedure – Administration
1. Call 911 and provide:
-School address and Incident Command Post location.
-Threat details (e.g., bomb location, detonation time).
-Best access point for emergency responders.
-Ongoing updates, if possible.

2.Conduct a Threat Assessment with law enforcement. Based on credibility:
-Evacuate Buildings: Announce any adjustments to evacuation routes and assembly areas.
-Shelter-in-Place: Keep all students indoors; clear playgrounds.

3.Establish an Incident Command Post at least 400 feet from campus buildings and away from cars, trash bins, or mailboxes.
4.Use runners instead of radios/cell phones within 300 feet of a suspected device.
5.Establish Unified Command with emergency responders.
6.Determine next steps:
-Conduct building/site search.
-Evacuate to an off-site reunification location, if necessary.
-Cancel school and notify parents of student pick-up procedures.
7. Announce All Clear only when authorized by law enforcement.

Response Procedure – Teachers/Staff
-Follow directions from the Incident Commander: Evacuate Building or Shelter-in-Place.

-If Evacuating:
-Have students take personal belongings to speed search later.
-Ensure all cell phones are turned off.
-Perform quick visual scans of classrooms, evacuation paths, and assembly areas for unusual objects.
-Keep students at least 300 feet from buildings, vehicles, or outbuildings. Relocate if necessary and report changes immediately.
-Use the Teacher Buddy system to free staff to act as runners.

If Sheltering-in-Place:
-Secure students in classrooms.
-Conduct visual scans for suspicious objects.
-Do not touch or move anything unusual.
-If suspicious items are found, evacuate and notify the Incident Commander immediately.

Bomb Search Procedures
-Searches are best conducted by staff familiar with specific areas, paired with emergency responders.
Assignments may include:
-Teachers – Classrooms.
-Library Aides – Library and storage.
-Cafeteria Staff – Kitchen and cafeteria.
-Custodial/Maintenance – Equipment areas, restrooms, stairwells, perimeters, and grounds.
Bus Drivers – Buses and related facilities.
-Administrative Staff – Offices, hallways, and empty classrooms.

Room Search Steps:
1.Search floor to 3 feet (window sill height).
2. Search 3 feet to head height.
3. Search head height to ceiling.
4. Search ceiling, supports, light fixtures, and A/C units.

-Mark searched rooms with a paper marked “X” and signed by the searcher.
-Report progress to the Incident Commander.
If a suspicious item is found:
-Do not touch or move it.
-Report the exact location and description to the Incident Commander.
-Evacuate as directed by law enforcement.

Call Taker Instructions
-Use the Telephone Bomb Threat Report form while speaking with the caller.
-Stay calm, cooperate, and attempt to:
-Ask questions 1–9 in order.
-Record caller details (voice, background sounds, clues).
-Prolong the call to gather more information.

If students answer phones:
1.Remain calm and say: “I am a student. Please hold while I get an adult.”
2.Signal a staff member immediately.
3.Do not hang up or ask the caller to call back.

Bus Disaster

Purpose: To ensure the safety of students and staff in the event of a school bus emergency during a field trip. While Blue Oak Academy does not provide daily bus transportation to and from school, procedures are in place to coordinate with bus vendors and Visalia Unified School District (VUSD) during emergencies.

Procedure:

1.The bus company or driver will immediately contact their supervisor.
2. Blue Oak Academy will provide a list of students on the bus to emergency personnel and district officials.
3. School administrators will work with the administrator or designee from VUSD and bus vendors to respond to the site and implement safety procedures as directed by first responders.
4. All students and staff on the bus must be identified as involved in the crash.
5. Students released by first responders will be remanded to school district officials, who will contact families and release students directly to their parent/guardian.
6. If conditions at the crash site make immediate reunification unsafe or impractical, school administrators will implement the Off-Site Reunification Plan. Students will be transported or escorted to a designated safe site where they will be released to families in accordance with established reunification procedures.
7. The emotional needs of students and staff must be prioritized. Counseling and support personnel will be made available to address trauma and provide ongoing emotional support.

Cardiac Arrest

Cardiac Arrest School Response Plan

Purpose: This plan outlines immediate life-saving actions to minimize the risk of sudden cardiac death at Sycamore Valley Academy by ensuring coordinated communication, trained staff responders, and rapid access to Automated External Defibrillators (AEDs) within the critical first minutes of an emergency.

Procedure:
Teacher/Staff alerts the Health Office via walkie by calling a “Code Blue, bring the AED,” and giving the exact location of the emergency. Teacher/Staff start CPR.
Teacher/Staff CALL 911.
If CPR has not been initiated, then the closest CPR trained person begins CPR. When Health Office staff arrive with the AED, they will take over CPR and medical care.
The closest responder will grab the AED and place pads on the victim. TURN AED ON.
Health Office staff will bring a walkie talkie to communicate with the office and will document events of the cardiac emergency such as time of the event, when CPR started, when AED arrived and placed on victim, times of shocks if given, when EMS arrived, victims condition, and when EMS left with victim.
Teacher/Staff not helping with resuscitation will remove students/staff to adjacent classrooms and maintain crowd control.
An Administration member will meet EMS and show them to the location.
Office staff will call and inform parents/family and determine preferred hospital.
Office staff will copy the victim’s emergency information and send it with EMS.
An administration member will notify the district office of the emergency.

Disorderly Conduct

Purpose: To ensure that incidents of disorderly conduct on campus are addressed promptly and consistently, in alignment with TACMO’s established code of conduct and disciplinary procedures.

Procedure:
1. Staff will immediately report incidents of disorderly conduct to the School Administrator.
2. The School Administrator or designee will assess the situation and determine whether the behavior can be managed through classroom-level interventions or requires office referral.
3. Disciplinary procedures will follow TACMO’s code of conduct, as outlined in the Family Handbook and school policies.
4. If necessary, law enforcement will be contacted to assist with disorderly conduct that poses a safety threat to students, staff, or property.
5. The emotional and behavioral needs of students will be considered, and support services (e.g., counseling or restorative practices) will be provided when appropriate.

Earthquake

Purpose: To ensure the safety of students and staff during and after an earthquake. Earthquakes occur without warning and may cause minor to severe shaking, building damage, and injuries. Even mild tremors can create hazardous situations, so the following procedures must be implemented for all earthquakes, regardless of magnitude.

Procedure:
1.During the Earthquake
-Remain calm and stay where you are.
-Teachers direct students to Duck and Cover.
-Move away from windows, overhead hazards, and unsecured objects to avoid injury.
-Remind students that most earthquake-related injuries are caused by falling or flying debris.

2.After the Shaking Stops
The School Administrator will initiate Evacuate Building.
-Staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
-Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.

3. Safety and Security Actions
-The School Administrator will direct the Security/Utilities Team to post guards a safe distance from building entrances to prevent reentry.
-The Security/Utilities Team will notify personnel of fallen electrical wires and instruct them to avoid contact.
-The Security/Utilities Team will also notify utility companies (gas, power, water, sewer) of any damages.

4. Medical and Rescue Response
-The First Aid/Medical Team will assess injuries and provide appropriate first aid.
-If the area appears safe, the Search and Rescue Team will inspect school buildings to locate and assist any injured or trapped individuals.

5. Damage Assessment and Communication
-The School Administrator will contact the Logistics Coordinator to determine additional required actions, which will be communicated to the Communications Coordinator.
-The School Administrator will coordinate with the Operations Director to ensure buildings are safe for occupancy.
-The Fire Suppression and Hazardous Materials Team or appropriate VUSD team will inspect buildings and log findings by building, reporting regularly to the Incident Commander.
6. Reopening of Affected Areas
-No affected areas will be reopened until clearance is provided by the TACMO Operations Director and authorization is given by the School Administrator.

Off-Site Evacuation / Non-School Hours Response
-If an earthquake occurs during non-school hours, the School Administrator and Facilities Director will assess damages and determine corrective actions.
-The Fire Suppression and Hazardous Materials Team or appropriate VUSD team may be directed to assist in the assessment.
-The School Administrator will confer with the Operations Director, who will communicate with VUSD on identified damages and determine whether the school should be closed.

Explosion or Risk Of Explosion

Purpose: To ensure the safety of students and staff in the event of an explosion, a risk of explosion, or a nuclear blast involving radioactive materials. Explosions may occur without warning and result in damage, fire, or injury. Because even a suspected risk poses significant danger, these procedures must be followed in all scenarios.

This section addresses four possible scenarios:

Scenario 1: Explosion on school property.

Scenario 2: Risk of explosion on school property.
Scenario 3: Explosion or risk of explosion in a surrounding area.
Scenario 4: Nuclear blast or explosion involving radioactive materials.

Scenario 1 – Explosion on School Property
1. All persons should immediately initiate Duck and Cover.
2.The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted for some buildings, while others may be used for shelter.
4. If evacuation is ordered, staff and students will use prescribed routes or other safe routes to the Assembly Area.
5.Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
6. The School Administrator will call 911 and local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), and provide the exact location and nature of the emergency.
7. The First Aid/Medical Team will check for injuries and provide first aid as appropriate.
8. Staff may attempt to suppress fires with extinguishers, ensuring the proper extinguisher type is used:
-Class A, B, or C for ordinary combustibles.
-Class B or C for flammable liquids.
-Class C for electrical equipment.
9. The Security/Utilities Team Leader will notify utility companies of any damage to water, sewer, power, or gas lines.
10. The School Administrator will notify the Superintendent of the situation.
11. The Security/Utilities Team Leader will post guards a safe distance from building entrances to prevent unauthorized entry.
12. Once safe, the School Administrator will authorize the Search and Rescue Team to begin search and rescue operations.
13. The School Administrator will coordinate with the Operations Director to confirm building safety with VUSD and direct inspections by the Fire Suppression and Hazardous Materials Team (or appropriate VUSD team). A log of findings will be maintained and reported to the Incident Commander.
14. Affected areas will not be reopened until clearance is provided by the appropriate agency and authorization is given by the School Administrator.
15. If necessary, the School Administrator will initiate an Off-Site Evacuation.

Scenario 2 – Risk of Explosion on School Property
1. The School Administrator will initiate the appropriate immediate response action, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If evacuation is ordered, staff and students will evacuate using prescribed or alternative safe routes to the Assembly Area.
3. Teachers will bring rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
4. The School Administrator will call 911 and local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), and provide the location and nature of the emergency.
5. Staff may attempt to suppress fires with extinguishers, ensuring the correct type is used.

Scenario 3 – Explosion or Risk of Explosion in Surrounding Area
1. The School Administrator will initiate Shelter-in-Place.
2. The School Administrator will call 911 and notify local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), providing the location and nature of the emergency.
3. The School Administrator will take further action as required.
4. The school will remain in Shelter-in-Place until clearance is given by the appropriate agency and the School Administrator issues instructions.

Scenario 4 – Nuclear Blast or Explosion Involving Radioactive Materials

1. The School Administrator will initiate Shelter-in-Place.
2. Personnel should establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the blast/explosion source, and avoid sheltering near exterior windows.
3. The School Administrator will call 911 and notify local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), providing details on affected areas and personnel.

4. After the initial blast, staff should:
-Remove students from rooms with broken windows.
-Extinguish fires.
-Provide first aid.
5. Relocate students from upper floors if possible.
-The Security/Utilities Team will:
-Turn off the school's main gas supply.
-Turn off local fans and HVAC systems.
-Close and lock doors and windows.
-Seal gaps under doors and windows with wet towels or duct tape.
-Seal vents with foil or plastic wrap, if available.
-Turn off ignition sources (e.g., pilot lights).
6. The School Administrator will monitor radio or television for updates and take further actions as appropriate.
7. At the School Administrator's discretion, and only if safe, designated personnel may distribute emergency supplies, including food and water.
8. The school will remain in Shelter-in-Place until clearance is provided by the appropriate agency and the School Administrator authorizes further action.

Extreme Weather

Purpose:
To protect the health and safety of students and staff across all TACMO school sites by establishing consistent procedures for monitoring extreme weather, modifying or canceling outdoor activities, and responding to weather-related emergencies. This protocol incorporates California Education Code § 33355 and guidance from the California Department of Education (CDE) and California Department of Public Health (CDPH).
Procedures:
1. Scope and Applicability- This protocol applies to all TACMO school sites and school-supervised outdoor activities, including physical education, recess, lunch activities, school-sponsored sports, athletic practices, outdoor assemblies, field trips, and other outdoor events.
CIF-administered interscholastic athletic programs must comply with applicable CIF heat illness, acclimatization, and air quality requirements.

2. Weather Monitoring and Decision-Making- Each school's principal or designee is responsible for monitoring weather conditions and determining necessary activity modifications.
Approved monitoring resources include:
National Weather Service (NWS) HeatRisk forecasts and weather alerts
California Heat Assessment Tool (CalHeatScore), as applicable
AirNow and local air quality district reports
County public health and emergency management alerts
Local fire agency notifications
Conditions will be reviewed before outdoor activities, reassessed when elevated risks are forecast, and monitored throughout the day as conditions change. School administration may modify, relocate, postpone, or cancel activities. Staff may immediately stop an activity when conditions become unsafe and must promptly notify administration.

3. Extreme Heat Procedures- TACMO schools will follow the NWS HeatRisk levels and applicable CDE/CDPH recommendations.
HeatRisk Level Required Response
Level 0 — Green Normal activities may proceed with routine hydration and supervision.
Level 1 — Yellow Increase access to water, shade, and rest; monitor heat-sensitive students.
Level 2 — Orange Reduce outdoor activity intensity and duration, increase hydration and rest breaks, and move activities to cooler times or indoor spaces when appropriate.
Level 3 — Red Cancel outdoor physical activities during peak heat, generally 10:00 a.m.–5:00 p.m. Reschedule to a safer time or relocate to an adequately cooled indoor environment.
Level 4 — Magenta Cancel outdoor physical activities. Relocate to an adequately cooled indoor environment or postpone until conditions improve.
Staff will monitor students for heat-related distress regardless of the designated HeatRisk level.

Indoor spaces must also be evaluated for safe temperatures. Activities will not be relocated to an indoor area that lacks adequate cooling when heat conditions remain hazardous.

4. Air Quality Procedures- TACMO schools will use the Air Quality Index (AQI), CDE school activity recommendations, and applicable local air district guidance.

AQI Required Response
0–50 — Good Normal outdoor activities.
51–100 — Moderate Normal activities for most students; provide accommodations for students with respiratory or cardiac conditions.
101–150 — Unhealthy for Sensitive Groups Avoid vigorous outdoor activities and move exercise indoors when appropriate. Provide additional precautions for students with medical needs.
151–200 — Unhealthy No outdoor recess, PE, or athletic practice. Move activities indoors. Reschedule or relocate outdoor sporting events.
201–300 — Very Unhealthy No outdoor physical activities. Move activities indoors and evaluate whether site conditions warrant additional measures or school closure.
301–500 — Hazardous No outdoor physical activities. Follow public health and emergency guidance and evaluate campus safety and potential closure.
Indoor activities during poor air quality must take place in spaces with cleaner air than outdoors.

Students with asthma, respiratory conditions, disabilities, or other medical needs will receive accommodations consistent with their individual health plans, IEPs, and Section 504 plans.

5. Severe Weather and Other Hazardous Conditions
During lightning, thunderstorms, heavy rain, flooding, high winds, extreme cold, or other hazardous conditions:
Suspend outdoor activities when conditions create a safety risk.
Move students to designated safe indoor locations.
Avoid flooded areas, unsafe surfaces, falling-object hazards, and exposed outdoor locations.
Follow official weather alerts and emergency instructions.
Resume outdoor activities only after conditions are determined to be safe.
When official sources conflict, administration will generally follow the more protective guidance unless reliable, site-specific information supports a different decision.

6. Student Health and Individual Needs
Staff will consider student age, developmental needs, duration and intensity of activity, access to water and shade, and known medical conditions. Additional precautions will be taken for younger students, students with disabilities, students with respiratory or cardiac conditions, and students who are especially vulnerable to heat or environmental conditions.

7. Activity Modifications and Indoor Alternatives
When outdoor activities must be modified or canceled, staff will implement appropriate alternatives, including:
Shortening or reducing physical activity when permitted by the applicable risk level.
Increasing hydration and rest opportunities.
Relocating activities to classrooms, multipurpose rooms, or other designated safe spaces.
Providing modified PE lessons, stretching, health instruction, classroom movement activities, or supervised indoor recess.
Rescheduling or canceling activities when safe alternatives are unavailable.
Indoor activities must maintain appropriate supervision, accessibility, safe occupancy, and emergency exit access.

8. Field Trips and Outdoor Events
Staff organizing outdoor field trips, assemblies, or school-sponsored events will review anticipated weather and air quality conditions before departure or participation.
When elevated risk is identified, the trip leader will consult the site principal or designee regarding additional precautions, relocation, postponement, or cancellation.

9. Communication Procedures

Site administration will communicate weather-related activity changes to affected staff and students.
ParentSquare or other approved communication systems will be used to notify families when weather conditions result in significant cancellations, schedule changes, early dismissal, or changes to pickup procedures.
TACMO leadership will be notified of significant campus safety concerns or decisions affecting school operations.

10. Weather-Related Illness and Emergency Response
Staff will monitor students for symptoms of weather-related illness, including dizziness, nausea, unusual fatigue, confusion, rapid pulse, difficulty breathing, or loss of consciousness.
When symptoms occur:
Stop the activity immediately.
Move the student to a safe, appropriately cooled or sheltered location.
Contact the school nurse or designated health personnel.
Begin appropriate first aid and cooling measures consistent with staff training. Offer water only when the student is alert and able to swallow safely.
Call 911 immediately for suspected heat stroke, confusion, seizures, loss of consciousness, breathing difficulties, or other life-threatening symptoms. Begin rapid cooling for suspected heat stroke while awaiting emergency responders.
Notify the parent/guardian and document the incident according to school procedures.

11. Facilities and Preparedness
Each TACMO school site will identify available indoor spaces and mitigation measures, including drinking water, shade, cooling areas, and appropriate indoor air filtration when available.
During wildfire smoke events, staff will follow applicable guidance for reducing indoor smoke exposure, including keeping doors and windows closed when appropriate and using available filtration systems.
If adequate mitigation is unavailable, outdoor activities will be canceled, postponed, or relocated as necessary.

12. Staff Training
Staff who supervise or schedule outdoor activities will receive annual training addressing:
Weather monitoring and activity restrictions
Recognition of heat illness and weather-related distress
Student-specific health needs and accommodations
Emergency response and notification procedures
Indoor relocation and supervision expectations
Training completion will be documented.

13. Coordination and Documentation
TACMO and school site administrators will coordinate with local public health, air quality, emergency management, fire, and other relevant agencies as needed.
Significant weather-related decisions, activity cancellations, health incidents, and staff training will be documented according to TACMO procedures.

14. Annual Review
TACMO will review this protocol at least annually and update it as needed to reflect current CDE/CDPH guidance, changes in applicable law, local conditions, and feedback from school sites.

15. Authority and Implementation
TACMO administration oversees organization-wide implementation. Each school's principal or designee is responsible for monitoring local conditions, implementing appropriate safety measures, and communicating site-specific decisions.
Decisions involving school closure or significant changes to school operations will be coordinated with TACMO leadership and applicable emergency procedures.

Fire in Surrounding Area

Purpose: To ensure the safety of students and staff when a fire is discovered near school property. Response actions must take into consideration the fire's location, size, proximity to the school, smoke conditions, and potential impact on school operations.

Procedure:
1. The School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Lockdown, Evacuate Building, or Off-Site Evacuation.
2. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing the location and nature of the emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and ensure routes remain open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and coordinate to determine whether the school is threatened by fire, smoke, or other hazardous conditions.
5. If evacuation is ordered, staff and students will evacuate affected buildings using prescribed or alternative safe routes to the Assembly Area.
6. Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
7. The School Administrator will monitor a battery-powered radio tuned to a local station for emergency updates.
8. The School Administrator will notify the Chief of Student Services of the emergency. A member of this group will update the Office of Communication with accurate information about the situation.
9. If needed, the School Administrator will notify VUSD Transportation to request buses for staff and student evacuation.
10. If hazardous smoke conditions exist, the School Administrator will implement additional air quality precautions, such as restricting outdoor activity, closing windows and doors, and initiating Shelter-in-Place to minimize exposure. Masks will be provided if necessary and available.
11. The School Administrator will initiate an Off-Site Evacuation if conditions warrant.

Fire on School Grounds

Purpose: To ensure a quick and coordinated response to fires discovered on school property, in order to prevent injuries and minimize property damage.

Procedure:
1. Upon discovery of a fire, teachers or staff will:
-Direct all occupants out of the building.
-Activate the fire alarm.
-Report the fire to the School Administrator.
2. The School Administrator will immediately initiate Evacuate Building. Staff and students will evacuate using prescribed routes or other safe routes to the field.
3. Teachers will bring their student rosters, take attendance at the field, and report any missing students to the Administrative Team.
4. The School Administrator will call 911 and notify local police and/or the Tulare County Fire Department (559-802-9800). The exact location of the fire will be provided using ActVnet building labels (e.g., building letter, room number, and directional reference).
5. The Fire Suppression and Hazardous Materials Team or the appropriate VUSD team will suppress fires and begin rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will:
-Secure the area to prevent unauthorized entry.
-Keep access roads clear for emergency vehicles.
-Notify the appropriate utility company of any damages.
7. The Agency Liaison will meet the fire department, direct officials to the fire, and provide a briefing on the situation.
8. If smoke conditions pose a hazard before evacuation is complete, the School Administrator may initiate Shelter-in-Place for unaffected buildings, directing staff to close doors and windows, turn off HVAC systems, and restrict outdoor movement until safe evacuation is possible.
9. The School Administrator will notify the Chief of Student Services of the fire. A member of this group will update the Office of Communications with accurate information.
10. Affected areas will not be reopened until the Tulare County Fire Department or another appropriate agency provides clearance and the School Administrator authorizes reentry.
11. For fires during non-school hours, the School Administrator and Superintendent will determine whether the school can safely open the following day.
12. All fires, regardless of size, that are extinguished by school personnel must still be reported to the fire department to confirm the

fire is fully out.

Flooding

Purpose: To ensure the safety of students and staff when stormwater or other water sources inundate or threaten to inundate school grounds or buildings. Flooding may result from prolonged rainfall, sudden damage to water distribution systems, or failure of a nearby man-made dam.

Procedure:
1. The School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing details on the nature and extent of the flooding.
3. The School Administrator will monitor a battery-powered radio tuned to a local station for emergency updates.
4. If Evacuate Building or Off-Site Evacuation is ordered, staff and students will evacuate affected buildings using prescribed routes or alternative safe routes to the Assembly Area.
5.Teachers will bring their student rosters, take attendance at the Assembly Area, and report any missing students to the Assembly Area Team.
6. The School Administrator will notify the Chief of Student Services of the emergency. A member of this group will update the Office of Communications with accurate information.
7. The School Administrator will initiate an Off-Site Evacuation if conditions warrant.

Loss or Failure Of Utilities

Loss or Failure of Utilities
Purpose: To address situations involving a loss of water, power, natural gas, or other utilities on school grounds. This procedure also applies in the event of a gas leak, exposed electrical line, or a sewer line break.

Procedure:
1. If water or an electrical line is broken, staff should attempt to turn off the water or power to the affected area (if safe to do so) and notify the School Administrator immediately.
2. Upon notice of utility loss, the School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place or Evacuate Building.
3. The School Administrator will contact the appropriate VUSD department or utility provider and provide the location and nature of the emergency.
4. Local maintenance personnel, in coordination with school administration, will contact the affected utility company to determine whether assistance is required and the expected length of service interruption.
5. The School Administrator will continue to update the Superintendent regarding the utility service status.
6. Emergency supplies may be used to compensate for the temporary loss of utilities.
7. If the loss of utilities may generate a risk of explosion (e.g., gas leak), refer to the Explosion / Risk of Explosion procedure.

General Guidance:

- A temporary loss of water, power, or gas does not always constitute an emergency. Classes should continue with temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee.
- Report all utility losses immediately to the Superintendent/designee, who will notify the Operations Director and coordinate necessary resources.
- Only shut off utility service if there is an immediate threat to persons or property.

Plan for a Loss of Water:

- Evacuate affected areas if a water leak presents an immediate hazard.

-Contact the Site Administration for guidance and response support. Site Administration will contact VUSD as it pertains to the facility.

- The utility company should be contacted for assistance and follow-up inspection.
- Toilets: If plumbing is interrupted, temporary toilets may be created using a trash receptacle, plastic bags, and privacy barriers where possible.

Plan for a Loss of Electricity:
-Evacuate affected areas if a power hazard (e.g., exposed line, sparking equipment) is present.
-Contact the Site Administration for guidance and response support. Site Administration will contact VUSD as it pertains to the facility.
-The utility company should be contacted for outage information and assistance.
-Ventilation: Staff may prop open classroom and office doors to improve airflow.
-Emergency Lighting: Flashlights or other emergency lighting will be distributed if necessary.

Plan for a Loss of Natural Gas:
-Evacuate affected areas immediately if a gas leak is suspected.
-Contact the Site Administration for guidance and response support. Site Administration will contact VUSD as it pertains to the facility.
-The gas utility company should be contacted for assistance and follow-up inspection.

Plan for a Loss of Communication:
-In the event of a loss of school landline services, the administration will use cell phones to notify the Office of the Superintendent/designee of the communication failure.

Recovery:

- Affected areas and services must not be reopened or restored until the appropriate utility provider has inspected the site and given clearance.
- Final authorization for reentry and resumption of normal operations will be issued by the School Administrator in consultation with the Superintendent.

Motor Vehicle Crash

Purpose: To ensure the safety of students and staff in the event of a motor vehicle crash on or immediately adjacent to school property.

- If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release.
- If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure:
1. The School Administrator will initiate the appropriate immediate response action, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If the School Administrator issues Evacuate Building, staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
3. Teachers will bring their student rosters, take attendance at the Assembly Area, and report any missing students to the Assembly Area Team.
4. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department

(559-725-4194), providing the exact location (e.g., building, area) and nature of the emergency.
5. The School Administrator will notify the Office of the Superintendent of the situation. A member of this group will update the Office of Communications.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a utility interruption, follow the Loss or Failure of Utilities procedure.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator authorizes reentry.
10. The School Administrator will initiate an Off-Site Evacuation if warranted by changing conditions.

Pandemic

Purpose: In the event of a pandemic, Sycamore Valley Academy (SVA) and TACMO will work closely with, and seek guidance from, local health officials as well as the Centers for Disease Control and Prevention (CDC).

Procedure:
Step One – Virus Mutates to Person-to-Person Transmission

- Communicate information with parents using ParentSquare, email, and/or SVA social media platforms.
- Intensify cleaning and disinfecting of common areas, focusing on frequently touched surfaces and objects.

Step Two – Case Appears in the San Joaquin Valley

- Communicate information with parents using ParentSquare, email, and/or SVA social media platforms.
- Isolate affected individuals from others.
- Evaluate canceling events, activities, and field trips.
- Evaluate canceling after-school programs.

Step Three – Closure Directed by Health Authorities

- Communicate closure information with all parents using ParentSquare, email, and/or SVA social media platforms.
- Implement school closure as directed.
- Evaluate offering daily lunch pick-up for students.
- Transition all students to distance learning.
- Evaluate distribution of technology devices and hotspots for students.

Step Four – Schools Re-Open

- Communicate reopening information with all parents using ParentSquare, email, and/or SVA social media platforms.
- Evaluate reopening on a minimum-day schedule.
- Administration will assess and, if needed, restructure the instructional calendar to recover lost instructional time.

Recovery/Monitoring

- Continue coordination with local health officials and the CDC to monitor public health conditions.
- Maintain enhanced cleaning and sanitizing practices as needed.
- Provide mental health and wellness resources to support students, staff, and families.
- Evaluate lessons learned and update pandemic response procedures for future readiness.

Psychological Trauma

Purpose: Crisis management requires actions during and after any emergency that may have a psychological impact on students and staff. Examples include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies such as these may produce one or more of the following conditions:
-Temporary disruption of regular school functions and routines.
-Significant interference with the ability of students and staff to focus on learning.
-Physical and/or psychological injury to students and staff.
-Concentrated attention from the community and news media.

As soon as the physical safety of those involved has been ensured, attention must turn to meeting the emotional and psychological needs of students and staff.
Procedure:
1. The School Administrator will establish a Psychological First Aid Team with primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The team will provide direct intervention services to affected students and staff.
4. If additional assistance is needed, the School Administrator will notify the Assistant Superintendent of Student Services and Support.
5. The Psychological First Aid Team will advise and assist the School Administrator in restoring regular school functions as quickly and efficiently as possible.
6. In performing their duties, team members will limit exposure to scenes of trauma, injury, and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.

Recovery:
- Provide continued mental health and counseling support for students, staff, and families as needed.
- Monitor for delayed psychological responses that may appear weeks or months later.
- Refer individuals to community mental health partners or outside resources when appropriate.

-Document services provided and update crisis response procedures based on lessons learned.

Suspected Contamination of Food or Water

Purpose: This procedure should be followed if site personnel report suspected contamination of food or water. It applies in cases where there is evidence of tampering with food packaging, observation of suspicious individuals near food or water supplies, or notification of possible contamination by district staff or local agencies. Indicators may include unusual odor, color, or taste, or multiple individuals experiencing unexplained nausea, vomiting, or other illnesses.

Procedure:
1. The School Administrator will isolate the suspected contaminated food or water to prevent consumption and will restrict access to the area.
2. The School Administrator will call 911 and notify Tulare County Environmental Health (559-624-7400).
3. The School Administrator will create a list of all potentially affected students and staff and provide it to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff, their symptoms, the suspected food/water source, the quantity and type of product consumed, and any other pertinent information.
6. Facilities staff will notify the Assistant Superintendent of Student Services and Support, who will request an onsite review to determine necessary follow-up actions, including whether other district facilities may be affected.
7. The School Administrator and the Operations Director will confer with the Tulare County Department of Health Services before resuming normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Recovery:

- Continue health monitoring of affected students and staff until cleared by medical professionals.
- Coordinate with public health officials for follow-up testing and required documentation.
- Review food service and water supply protocols to prevent recurrence.
- Provide communication and reassurance to families regarding safety measures taken before resuming normal operations.
- Update the safety plan with lessons learned from the incident.

Tactical Responses to Criminal Incidents

Purpose: This procedure should be followed if site personnel receive a threat that may target an individual, a particular group, or the entire school community. Such threats may be received by written note, email communication, or phone call.

Procedure:
1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment. SVA administration shall enlist the support of the local police agency.
3. The School Threat Assessment Team will evaluate warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of risk for a particular point in time. According to the Tulare County Sheriff's Department, there are five categories of risk:

- Category 1: High violence potential; qualifies for arrest or hospitalization.
- Category 2: High violence potential; does not qualify for arrest or hospitalization.
- Category 3: Insufficient evidence for violence potential; sufficient evidence for repetitive/intentional infliction of emotional distress upon others.
- Category 4: Insufficient evidence for violence potential; sufficient evidence for unintentional infliction of emotional distress upon others.
- Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

4. In categorizing the risk, the School Threat Assessment Team will attempt to answer two key questions:
- 1. Is the individual moving on a path toward violent action?
- 2. Is there evidence to suggest movement from thought to action?

5. The School Threat Assessment Team will review oral, written, or electronic threatening communications as part of the assessment.
6. Based on the assessment, the School Threat Assessment Team will recommend appropriate action to the School Administrator.
7. Once the physical safety of those involved has been ensured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be provided as necessary and appropriate.

Recovery:
- Provide continued counseling and psychological support for students and staff as needed.
- Maintain communication with law enforcement throughout the investigation and follow-up.
- Document all steps taken during the threat assessment process and update procedures if necessary.
- Debrief with staff to reinforce reporting protocols and lessons learned.

Unlawful Demonstration or Walkout

Definition: An unlawful demonstration or walkout is an unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure:
1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify local police and/or the Tulare County Sheriff's Department (559-725-4194) and the Superintendent.
4. The Request Gate Team will proceed immediately to the main gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign their name, address, telephone number, and the time of entry or departure. Note: The main gate should not be locked, as this may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and monitor student safety while offsite.
6. Students not participating in the demonstration or walkout should remain in their classrooms until further notice from the School Administrator. Teachers will close and lock classroom doors. To protect students and staff from flying glass if windows are broken, teachers should close drapes in rooms so equipped.
7. A designated Documentation staff member will keep an accurate record of events, conversations, and actions taken.
8. All media inquiries will be referred to Dr. Aure at the CMO Office (559-429-4351).
9. The School Administrator will use good judgment, in consultation with police or other legal authorities, to take appropriate action to control and resolve the situation.
10. The School Administrator will notify parents of the incident, as appropriate.

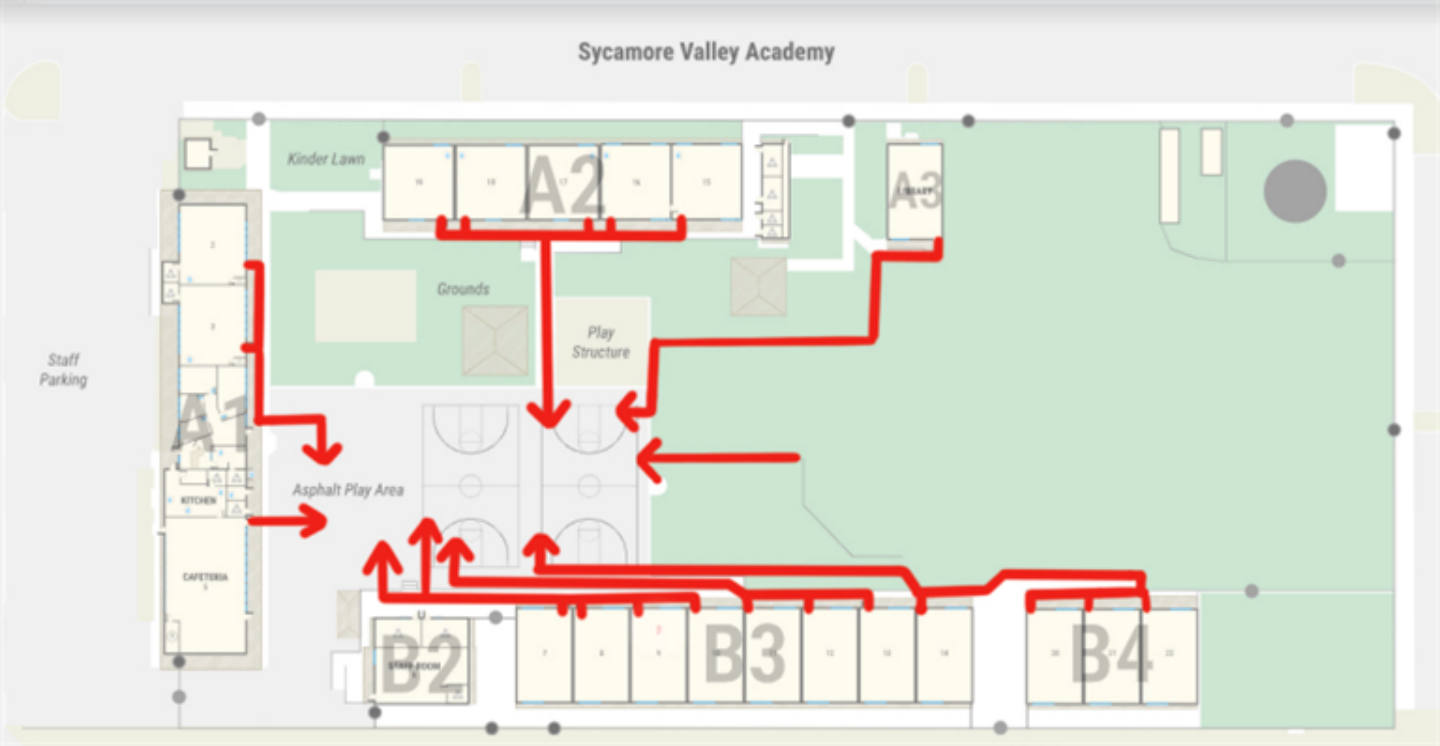
Distinction Note:

- Peaceful but Unauthorized Demonstrations: If the demonstration or walkout is non-violent and students are not endangering themselves or others, staff should avoid confrontation. The focus should remain on student safety, supervision, and communication with families.
- Unlawful or Threatening Behavior: If the demonstration involves violence, property damage, threats, or poses a safety risk, staff must follow emergency procedures, involve law enforcement immediately, and implement protective measures such as SHELTER-IN-PLACE or LOCKDOWN.

Recovery:

- Communicate with families regarding the incident and reinforce expectations for student conduct.
- Provide counseling or support for students and staff affected by the demonstration.
- Debrief with staff and update safety procedures as needed based on lessons learned.
- Document the full incident for district and SVArd review.

Emergency Evacuation Map



THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
PO BOX 1189, VISALIA CA 93279 • 559.622.3236

ENCLOSURE #6

ENCLOSURE SUMMARY

Principal Report for Blue Oak Academy

FROM: Staci Soares

DATE: 11/17/2026

BACKGROUND: Monthly Principal Report for Blue Oak Academy including Student Data, Academic and Instructional updates, Extracurricular updates, Operational updates, Community Engagements & Partnerships, and Upcoming Events.

SUPERINTENDENT'S RECOMMENDATION:

- ☑ N/A. For informational purposes only
- ☐ Approve

TACMO Board Meeting - Principal Report

FROM: Staci Soares, Principal
DATE: 11/17/26
RE: Monthly Report

Student Data

As of 11/6:

- Enrolled - 445
- Pending - 2
- Waitlist - 163

Academic and Instructional Updates

Teachers are currently working on closing out trimester 1 and preparing for trimester 2. This includes preparing report cards, scheduling conferences, and finalizing student portfolios. Student led conferences are scheduled for 11/19-11/20.

Recent academic events:

- 4/5th PBL culminating event
- 2nd grade PBL culminating event
- Ms. Anderson's class play "Character Matters"
- Mrs. Leonardo's class readers' theater, "Peter Pan"
- i-Ready trimester 2 diagnostic assessments & Scholastic 3-minute assessments complete

Operational Updates

- In an effort to improve staff experience with technology repair and support, CMO and site administration have adjusted how service tickets for technology that is permanently installed within classrooms and buildings (e.g., wireless access points, networks and internet, classroom TVs, projectors) are managed, ensuring direct communication between the site

and VUSD. A Technology Support Routing Guide has been developed and provided to teachers.

Community Engagement & Partnerships

- 1st grade field trip to Ag Ventures - 11/5
- TK field trip to Vossler Farms pumpkin patch - 10/21
- Red Ribbon Week - Week of 10/26
- 8th grade trip to El Diamante & Mt. Whitney - 10/29 and 11/4
- Kindergarten field trip to ImagineU - 11/5
- 3rd grade onsite field trip, Cranium Company - 11/10
- Veterans Day Rally - 11/6
- Boys & Girls soccer currently playing
- Advanced Band played at El Diamante for Future Miner Night - 10/23

Upcoming Events

- 11/12 - 3rd grade culminating event, field trip to watch Peter Pan @ Rotary Theater
- 11/12 - 7/8th PBL culminating event, Myth reading rooms
- 11/13 - Farmersville High School Guitar Presentation
- 11/13 - Middle School Fall dance
- 11/17 - Volunteer training @ BOA
- 11/18 - 1st grade culminating event
- 11/18 - Turkey Trot
- 11/18 - Lunch on the Lawn
- 11/30 - Band & color guard @ Candy Cane Lane Parade
- 11/30 - Mobile Dairy Classroom presentation
- 12/7 - Middle School Winter music show @ VLCS
- 12/11 - Elementary Winter music show 10:00

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
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ENCLOSURE #7

ENCLOSURE SUMMARY

Principal Report for Sycamore Valley Academy

FROM: Dave Whitmore

DATE: 11/17/2026

BACKGROUND: Monthly Principal Report for Sycamore Valley Academy including Student Data, Academic and Instructional updates, Extracurricular updates, Operational updates, Community Engagements & Partnerships, and Upcoming Events.

SUPERINTENDENT'S RECOMMENDATION:

- ☑ N/A. For informational purposes only
- ☐ Approve

TACMO Board Meeting - Principal Report

FROM: Dave Whitmore, Principal
DATE: 11/12/26
RE: Monthly Report

Student Data

- 402 Students
- Down 9 students from September

Academic and Instructional Updates

- **i-Ready Assessment**: Completing the second round of i-Ready diagnostic testing to monitor student progress, measure growth, and identify instructional needs before the parent conferences. This will allow parents to see growth.
- **Parent-Teacher Conferences and Report Cards**: Reviewed protocols and expectations with teachers regarding report cards, conference planning, portfolios, and student-led conferences.

Extracurricular Updates

- **Fall Festival**: Continued SVA's longstanding Fall Festival tradition, established in 2012, bringing students, families, and community members together for an evening of games, activities, and school spirit.

Operational Updates

- **Staff Support and Communication**: Continued principal rounding conversations with teachers to recognize successes, identify areas of need, and strengthen communication between staff and administration.
- **Lending Library**: Working on establishing our own lending library on campus around our “Reading Rock”.

Community Engagement & Partnerships

- **TCOE Collaboration**: As part of Curriculum-Based Professional Learning (CBPL) grant, TCOE consultant completed teacher and leader interviews to inform ongoing planning and support.
- **Field Trips**:
    - 10/6 - Field Trip to Vossler Farms (Kindergarten)
    - 10/29 - CTE Pathways and Linked Learning Field Trip to El Diamante HS (8th Grade)
    - 11/4 - Media Arts Field Trip to Mt. Whitney HS (8th Grade)

Upcoming Events

- 11/18 - Turkey Trot
- 11/19-11/20 - Student Led Parent Conferences
- 11/23-11/27 - Thanksgiving Break
- 12/1 - SVA Colonial Days

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ENCLOSURE #8

ENCLOSURE SUMMARY

Williams Verification Letters for Blue Oak Academy and Sycamore Valley Academy

FROM: Karin Aure

DATE: 11/17/2026

BACKGROUND: Williams site visits are conducted by county offices of education to verify compliance with the Williams settlement legislation of 2004. Through inspections and data verification, these visits ensure students have access to sufficient textbooks and instructional materials, qualified teachers, and safe, well-maintained facilities. Both BOA and SVA were eligible for monitoring this year and visits were completed by September. These verification letters confirm the successful completion of this process.

SUPERINTENDENT'S RECOMMENDATION:

- ☑ N/A. For informational purposes only
- ☐ Approve

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
County Superintendent of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

Administration Building & Conference Center
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

Liberty Center/ Planetarium & Science Center
11535 Ave. 264
Visalia

November 9, 2026

Karin Aure
Tulare County Office of Education
6200 S. Mooney Blvd
Visalia, CA 93277

Dear Superintendent Aure:

This letter serves as the Williams Case verification for **Blue Oak Academy**. In accordance with California Education Code Section 1240, county superintendents are required to verify specific conditions related to instructional materials and facilities for all schools that meet the following criteria (excluding DASS schools):

- Identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) pursuant to the federal *Every Student Succeeds Act (ESSA)*.
- Schools in which 15 percent or more of teachers hold an authorization that is a lesser certification than a preliminary or clear California teaching credential.

The verification process, as outlined in Education Code Section 1240, is designed to ensure the following:

- Students have access to sufficient instructional materials in the four core subject areas: English Language Arts, Mathematics, History/Social Science, and Science.
- Facilities are properly maintained and free from any conditions that pose an emergency or urgent threat to the health or safety of students or staff.
- Schools have accurately reported data related to instructional materials and facilities maintenance on their annual School Accountability Report Card (SARC).

After review and examination of the materials received, the **Tulare County Office of Education** found:

- No instructional deficiencies
- No facility conditions posing an emergency or urgent threat to pupil or staff safety
- Accurate reporting of instructional materials and facilities data on the SARC

Tulare County Office of Education appreciates the opportunity to work collaboratively with you and your team. We look forward to continuing our partnership to ensure equitable access to essential resources for all students.

Sincerely,



Tim A. Hire
County Superintendent of Schools

Cc: **Staci Soares**, Principal, President and Members of the Board of Trustees, **Tulare County Office of Education**

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
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November 9, 2026

Karin Aure
Tulare County Office of Education
6200 S. Mooney Blvd
Visalia, CA 93277

Dear Superintendent Aure:

This letter serves as the Williams Case verification for **Sycamore Valley Academy**. In accordance with California Education Code Section 1240, county superintendents are required to verify specific conditions related to instructional materials and facilities for all schools that meet the following criteria (excluding DASS schools):

- Identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) pursuant to the federal *Every Student Succeeds Act (ESSA)*.
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Sincerely,



Tim A. Hire
County Superintendent of Schools

Cc: **Dave Whitmore**, Principal, President and Members of the Board of Trustees, **Tulare County Office of Education**

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ENCLOSURE #9

ENCLOSURE SUMMARY

Update on Strategic Plan Actions - Staff Development and Retention (B2) and Community and Belonging for Students and Families (B3)

FROM: Karin Aure

DATE: 11/17/2026

BACKGROUND: We are in the third year of our 2024-2029 Strategic Plan. This presentation provides an update on two of our Pillar B: Invest in People strategic actions. For Staff Retention and Development the strategic action is the development of a TACMO Advisory Council. For Community and Belonging for Students and Families the strategic action is planning and implementing a family and community event.

SUPERINTENDENT'S RECOMMENDATION:

- ☑ N/A. For informational purposes only.
- ☐ Approve

Year 3 Strategic Plan Actions: B2 & B3

TACMO Board Meeting - November 17, 2026

Vision

We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.



Mission



The mission of our school is to engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

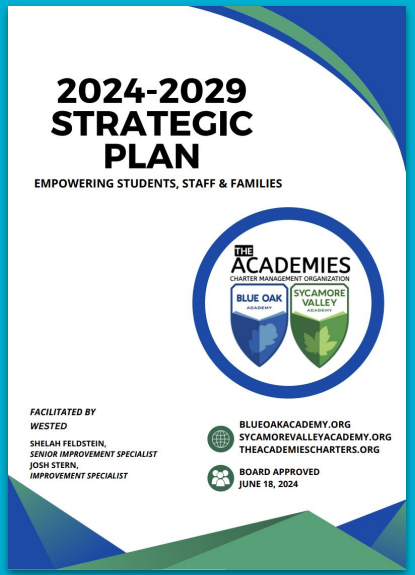
Strategic Plan 2024-29

Pillar A: Provide Quality Education for All

- Gifted education
- Aligned literacy instruction
- Common behavior system
- Coordination of Services

Pillar B: Invest in People

- Coordinated hiring process
- Staff retention and development
- Student recruitment
- Community and belonging for students and families



Pillar A: Action Goals

Pillar A. Provide Quality Education for All			
Organizational Goals	• *64% of students will meet or exceed grade-level proficiency in math.* • *67.5% of students will meet or exceed grade-level proficiency in literacy.* • *80% of students with exceptional needs will meet annual academic goals.*		
Strategic Actions	**Year 1 Action (2024-25)**	**Year 2 Action (2025-26)**	**Year 3 Action (2026-27)**
A1. Gifted education / differentiated instruction	Student discourse generalizations (Universal Themes)	Student discourse Socratic seminar	Portfolio development and implementation
A2. Literacy / Math instruction	Common writing rubrics	Scheduled on-demand writing with feedback conversations	Using data to inform instruction (Literacy & Math)
A3. Behavior system	Understanding behavior expectations and supporting staff for quality implementation	Interventions for students with the highest behavior needs	Decreasing tardies to increase access to Tier 1 instruction
A4. COST / Multi-Tiered Systems of Support (MTSS)	COST (Coordination of Services Team) development	Assigning students to interventions appropriate with exit criteria	Development of a tiered multi-year professional learning framework

Pillar B: Action Goals

Pillar B. Invest in People			
Organizational Goals	• *80.5% teachers will be fully credentialed for their grade and subject area assignment.* • *95.7% will be the annual staff retention rate.* • *212 students will be on the waitlist, equivalent to 25% of total budgeted enrollment.* • *845 students will attend TACMO to meet or exceed total budgeted enrollment.*		
Strategic Actions	**Year 1 Action (2024-25)**	**Year 2 Action (2025-26)**	**Year 3 Action (2026-27)**
B1. Hiring structure	Hire qualified new staff	Complete hiring process within 10 business days	TBD
B2. Staff development and retention	Retain effective staff	Build relationships and experiences with staff	Development of a TACMO Guiding Coalition
B3. Community and belonging for students and families	Student retention and positive parent feedback	Attend family events to meet families	Family and community event planning
B4. Student recruitment	Effective marketing plan	Consistent message and increased interest	Storytelling focused on charter-specific themes

B2 Staff Development & Retention

Development of a TACMO Staff Advisory Council

- 8-member council (Principals, 6 Certificated, 2 Classified, Superintendent)
- 6 meetings + 2 budget development meetings scheduled
- Purpose
  - Assist in setting direction
  - Provide feedback and guidance on major initiatives
  - Provide input on budget priorities

B2 Staff Development & Retention

Staff Advisory Council Meeting 1

- Agenda
  - Understanding the work of the Staff Advisory Council
  - 2027-28 Academic Calendar initial input
  - Determining high-leverage topics for advisory council review
  - Intro to CA school funding
- Feedback
  - Organized, efficient, clear, respectful
- Communication
  - Brief overview provided to all staff

B3 Community & Belonging for Students & Families

Family and Community Event Planning

- 2 STEAM Nights
  - SVA - September 24
  - BOA - October 1
- Planning Committees
  - 4-5 members for each site
- Volunteers & Community Partners
  - 32-37 volunteers at each site
  - 2 community partners



B3 Community & Belonging for Students & Families

Family and Community Event Planning

- Feedback
  - Communication - 4.7 out of 5
  - Station Instructions and Materials - 4.9 out of 5
  - Timing and Physical Set-up - 4.9 out of 5
- Strengths
  - Student products, passport book, family-owned food trucks, slime, blobs in a bottle, reflection relay, Minion bananas, Bee Bots, the vibe!
- Opportunities
  - STEM kits for those who complete the passport, demonstrations by Science teachers, pop-up tents





Questions



THE ACADEMIES
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ENCLOSURE #10

ENCLOSURE SUMMARY

Update on Strategic Plan Actions - Behavior Systems (A3)

FROM: Karin Aure

DATE: 11/17/2026

BACKGROUND: This continues our update on Year 3 actions for our 2024-2029 Strategic Plan. This presentation provides an update on one of our Pillar A: Provide Quality Education for All strategic actions. For a Common Behavior System the strategic action is ensuring on-time arrival of more students. By decreasing tardies, we expect to improve behavior and increase access to Tier 1 instruction. Additionally, this presentation provides updates on safety measures across both schools.

SUPERINTENDENT'S RECOMMENDATION:

- ☑ N/A. For informational purposes only.
- ☐ Approve.

TACMO

Behavior Systems and Support: Strategic Actions Update

Mission

The mission of our school is to engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

Vision

We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

Motto

Accelerating Academics in an Enriching Environment

Strategic Plan Progress

Year 1
24-25



Students & families understand behavior expectations. Staff are supported to implement the behavior system

Year 2
25-26



Implement behavior support system with focus on higher-level tiered needs.

Year 3
26-27



Focus on chronic tardies to decrease behaviors and missed academic instruction. Support full implementation of PowerSchool incident entries.

Year 3 SMART Goal

By the end of the 26-27 school year, attendance for students in a highly impacted cohort will improve as measured by a reduction in the number of tardies, in turn improving academics and behavior.

- Monitoring excessive tardies and absences.
- Collaborating with families to identify barriers.
  - Develop supports as needed.
- Implementing Attendance Incentives

Each site has connected with families with excessive tardies (50% or more days tardy in T1).
BOA- 4 families
SVA - 5 families

Ongoing Behavior Systems and Support

Structured Day

- Alternative to suspension.
- Support restorative practices while keeping students in school as behavioral needs arise
  - Re-teach expectations
  - Accountability projects

Registered Behavior Technician Training

- All behavior techs have completed RBT training through COS.

Comprehensive School Safety Plan Updates

- Safety goals - These were updated to reflect important elements of safety, including: 1) Safety and belonging, 2) School-wide behavior expectations, and 3) Social-Emotional Learning (SEL) and support.

- Extreme weather - New protocols were developed to ensure safe and consistent responses to extreme heat, poor air quality, and other extreme weather events.

- Cell phone - CSSPs were updated to include the new cell phone policy and protocols.

- Other - Additional content required as part of the 2026-27 CSSP included responses to power outages and cardiac arrest.



Any questions?



Thank you!

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ENCLOSURE #11

ENCLOSURE SUMMARY

Consideration of approval for the Monthly Financials

FROM: Meagan Miller of Vertex Education

DATE: 11/17/2026

BACKGROUND: Monthly financial presentation from Vertex Education.

SUPERINTENDENT'S RECOMMENDATION:

- ☐ N/A. For informational purposes only.
- ☑ Approve.

vertex EDUCATION

The Academies CMO Financial Update

Meagan Miller

November 17, 2026

Contents

1. FY27 Financial Update

2. Exhibits
   - FY27 September

Forecast

2026-27

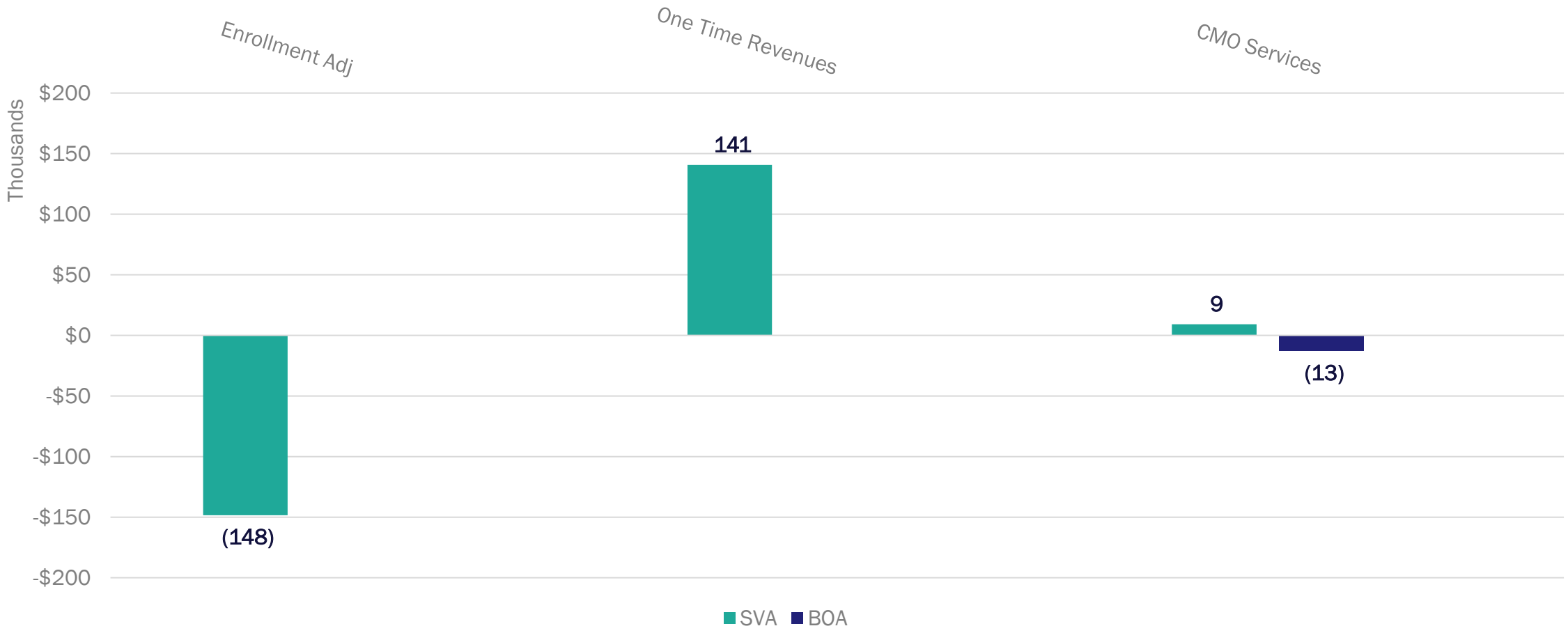
2026-27 Forecast Summary

$18k decrease to Total Operating Income vs Budget

		SVA	BOA	Total	CMO
Total Revenue	Approved Budget	6,194,974	6,723,793	12,918,767	1,479,656
	Current Forecast	6,222,284	6,647,409	12,869,694	1,560,955
	Increase (decrease)	27,310	(76,383)	(49,074)	81,299
Expenses	Approved Budget	6,184,292	6,708,890	12,893,183	1,479,656
	Current Forecast	6,218,550	6,643,893	12,862,443	1,560,955
	Decrease (Increase)	(34,257)	64,997	30,740	(81,299)
Operating Income	Approved Budget	10,682	14,902	25,584	(0)
	Current Forecast	3,735	3,516	7,250	(0)
	Increase (decrease)	(6,948)	(11,386)	(18,334)	0
Fund Balance	Beg. Balance (Audited)	2,395,975	1,887,090	4,283,065	0
	Operating Income (Loss)	3,735	3,516	7,250	0
Ending Fund Balance (Current Forecast)		2,399,710	1,890,606	4,290,316	0
Ending Fund Balance as % of Expenses		39%	28%	33%	

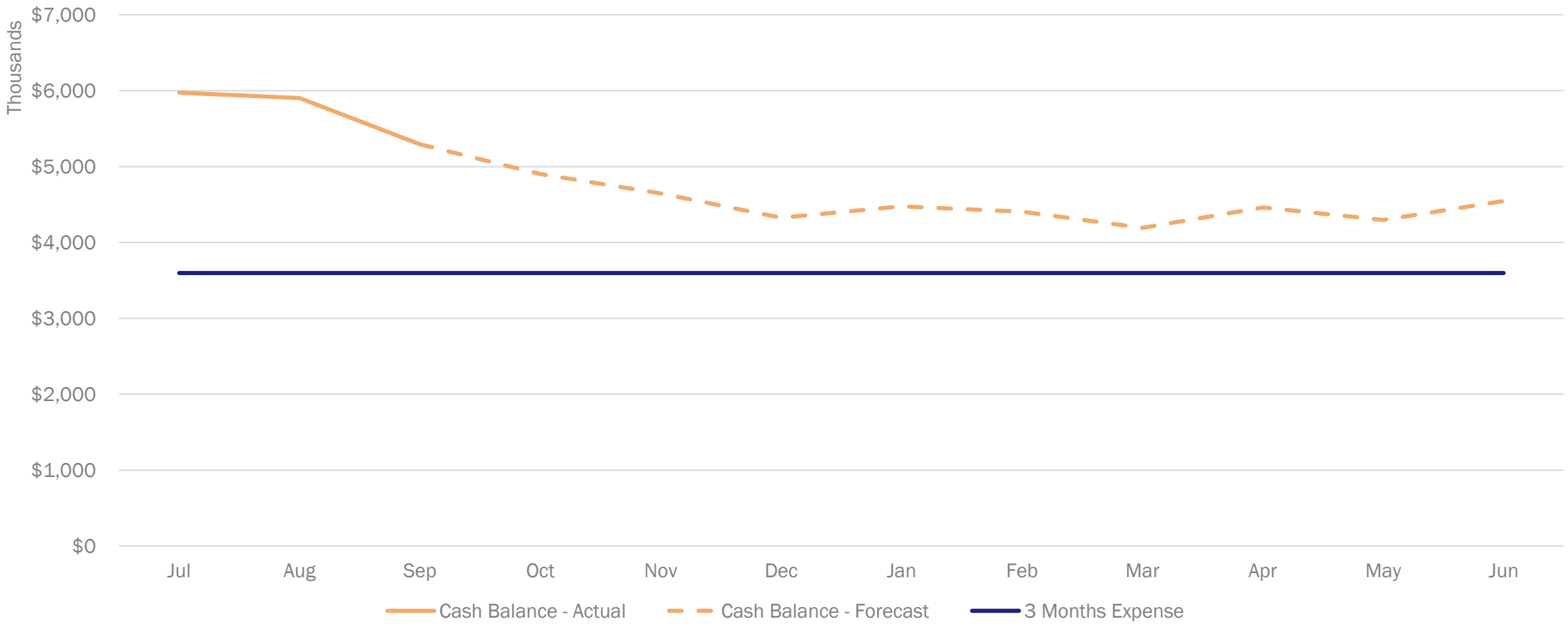
2026-27 Current Forecast vs Previous Forecast

All adjustments driven by enrollment update at SVA



Monthly Cash Balance

As of September, 134 days cash on hand



Accounts Payable Aging

As of 9/30/26, TACMO had $0k invoices on Aging AP



Aging AP represents invoices submitted to Vertex but not paid as of the date of the report

Exhibits

2026-27

SVA
Income Statement
As of Sep FY2027

	Actual			YTD	Budget & Forecast						
	Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	-	138,974	190,799	329,773	4,909,342	4,909,342	4,764,046	(145,296)	(145,296)	4,434,274	7%
Federal Revenue	-	-	-	-	209,282	209,282	209,282	-	-	209,282	0%
Other State Revenues	-	16,950	16,950	33,900	992,226	1,028,684	1,164,832	136,149	172,606	1,130,932	3%
Local Revenues	81	181	88,646	88,909	76,624	76,624	76,624	-	-	(12,285)	116%
Fundraising and Grants	-	-	1,947	1,947	7,500	7,500	7,500	-	-	5,553	26%
Total Revenue	**81**	**156,105**	**298,342**	**454,529**	**6,194,974**	**6,231,432**	**6,222,284**	**(9,147)**	**27,310**	**5,767,755**	**7%**
Expenses											
Compensation and Benefits	126,565	394,166	432,383	953,113	4,582,188	4,602,923	4,602,923	-	(20,735)	3,649,810	21%
Books and Supplies	18,140	11,324	38,481	67,945	125,087	126,087	129,269	(3,182)	(4,182)	61,324	53%
Services and Other Operating Expenditures	21,209	33,975	237,997	293,182	1,465,120	1,484,017	1,474,460	9,557	(9,340)	1,181,278	20%
Depreciation	-	-	-	-	11,897	11,897	11,897	-	-	11,897	0%
Other Outflows & Amortization	-	-	-	-	-	-	-	-	-	-	
Total Expenses	**165,914**	**439,464**	**708,861**	**1,314,240**	**6,184,292**	**6,224,924**	**6,218,550**	**6,375**	**(34,257)**	**4,904,310**	**21%**
Net Income	**(165,833)**	**(283,359)**	**(410,519)**	**(859,711)**	**10,682**	**6,507**	**3,735**	**(2,773)**	**(6,948)**	**863,445**	
Fund Balance											
Beginning Balance (Unaudited)					2,364,399	2,364,399	2,395,975	31,576	31,576		
Net Income					10,682	6,507	3,735	(2,773)	(6,948)		
Ending Fund Balance					**2,375,081**	**2,370,907**	**2,399,710**	**28,803**	**24,628**		
Fund Balance as a % of Expenses					38%	38%	39%	1%	0%		
KEY ASSUMPTIONS											
Enrollment Summary											
K-3					196	196	196	-	-		
4-6					141	141	131	(10)	(10)		
7-8					78	78	75	(3)	(3)		
Total Enrolled					**415**	**415**	**402**	**(13)**	(13)		
ADA %											
K-3					93.0%	93.0%	93.0%	0.0%	0.0%		
4-6					93.0%	93.0%	93.0%	0.0%	0.0%		
7-8					93.0%	93.0%	93.0%	0.0%	0.0%		
Average ADA %					**93.0%**	**93.0%**	**93.0%**	**0.0%**	**0.0%**		
ADA											
K-3					182.28	182.28	182.28	-	-		
4-6					131.13	131.13	121.83	(9.30)	(9.30)		
7-8					72.54	72.54	69.75	(2.79)	(2.79)		
Total ADA					**385.95**	**385.95**	**373.86**	**(12.09)**	**(12.09)**		
REVENUE											
LCFF Entitlement											
8011 Charter Schools General Purpose Entitlement - State Aid	-	138,974	138,974	277,948	3,023,664	2,809,889	2,730,359	(79,530)	(293,305)	2,452,411	10%

SVA
Income Statement
As of Sep FY2027

		Actual			YTD	Budget & Forecast						
		Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
8012	Education Protection Account Entitlement	-	-	-	-	1,023,234	1,237,009	1,198,260	(38,750)	175,025	1,198,260	0%
8096	Charter Schools in Lieu of Property Taxes	-	-	51,825	51,825	862,444	862,444	835,428	(27,016)	(27,016)	783,603	6%
	SUBTOTAL - LCFF Entitlement	**-**	**138,974**	**190,799**	**329,773**	**4,909,342**	**4,909,342**	**4,764,046**	**(145,296)**	**(145,296)**	**4,434,274**	**7%**
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	87,479	87,479	87,479	-	-	87,479	0%
8291	Title I	-	-	-	-	55,325	55,325	55,325	-	-	55,325	0%
8292	Title II	-	-	-	-	9,547	9,547	9,547	-	-	9,547	0%
8294	Title IV	-	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
8296	SRSA Grant	-	-	-	-	46,931	46,931	46,931	-	-	46,931	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**209,282**	**209,282**	**209,282**	**-**	**-**	**209,282**	**0%**
Other State Revenue												
8381	Special Education - Entitlement (State	-	-	-	-	174,020	174,020	174,020	-	-	174,020	0%
8382	Special Education Reimbursement (State	-	1,658	1,658	3,315	33,647	33,888	32,826	(1,062)	(821)	29,511	10%
8550	Mandated Cost Reimbursements	-	-	-	-	8,164	8,241	8,241	-	77	8,241	0%
8560	State Lottery Revenue	-	-	-	-	109,646	110,452	106,992	(3,460)	(2,654)	106,992	0%
8590	All Other State Revenue	-	-	-	-	356,627	389,627	530,297	140,670	173,670	530,297	0%
8591	Prop 28 Arts & Music in Schools	-	3,529	3,529	7,058	68,479	70,671	70,671	-	2,192	63,613	10%
8593	ELO-Program	-	11,763	11,763	23,527	241,644	241,786	241,786	-	142	218,259	10%
	SUBTOTAL - Other State Revenue	**-**	**16,950**	**16,950**	**33,900**	**992,226**	**1,028,684**	**1,164,832**	**136,149**	**172,606**	**1,130,932**	**3%**
Local Revenue												
8660	Interest	81	81	78	241	5,000	5,000	5,000	-	-	4,759	5%
8689	FUA Reimbursement	-	-	82,068	82,068	71,624	71,624	71,624	-	-	(10,444)	115%
8699	All Other Local Revenue	-	100	6,500	6,600	-	-	-	-	-	(6,600)	
	SUBTOTAL - Local Revenue	**81**	**181**	**88,646**	**88,909**	**76,624**	**76,624**	**76,624**	**-**	**-**	**(12,285)**	**116%**
Fundraising and Grants												
8802	Donations - Private	-	-	1,185	1,185	-	-	-	-	-	(1,185)	
8803	Fundraising	-	-	762	762	7,500	7,500	7,500	-	-	6,738	10%
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**1,947**	**1,947**	**7,500**	**7,500**	**7,500**	**-**	**-**	**5,553**	**26%**
TOTAL REVENUE		**81**	**156,105**	**298,342**	**454,529**	**6,194,974**	**6,231,432**	**6,222,284**	**(9,147)**	**27,310**	**5,767,755**	**7%**
EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	3,947	112,861	112,861	229,669	1,205,669	1,201,551	1,201,551	-	4,117	971,882	19%
1101	Teacher - Stipends	38,308	14,867	4,600	57,775	75,319	75,319	75,319	-	-	17,544	77%
1103	Teacher - Substitute Pay	270	1,458	7,956	9,684	78,750	78,750	78,750	-	-	69,066	12%
1111	Teacher - Specialist	-	25,816	25,816	51,631	341,955	347,319	347,319	-	(5,364)	295,688	15%
1148	Teacher - Special Ed	4,880	41,909	41,909	88,699	323,948	321,336	321,336	-	2,612	232,637	28%
1150	Teacher - Intervention	-	33,059	33,059	66,119	313,582	308,328	308,328	-	5,254	242,209	21%
1300	Certificated Supervisor & Administrator Salaries	24,413	24,413	24,413	73,239	298,571	298,903	298,903	-	(332)	225,664	25%
	SUBTOTAL - Certificated Salaries	**71,819**	**254,383**	**250,614**	**576,816**	**2,637,794**	**2,631,507**	**2,631,507**	**-**	**6,288**	**2,054,690**	**22%**
Classified Salaries												

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		Actual			YTD	Budget & Forecast						
		Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
2100	Classified Instructional Aide Salaries	-	13,773	37,747	51,520	312,908	312,901	312,901	-	7	261,382	16%
2103	Classified - Special Education	-	10,478	32,953	43,432	225,832	225,832	225,832	-	-	182,401	19%
2400	Classified Clerical & Office Salaries	4,443	15,369	11,475	31,286	157,346	183,471	183,471	-	(26,125)	152,185	17%
2905	Other Classified - After School	-	-	1,483	1,483	-	-	-	-	-	(1,483)	
2930	Other Classified - Maintenance/grounds	4,332	4,336	4,456	13,124	53,377	53,377	53,377	-	-	40,253	25%
2935	Other Classified - Substitute	-	342	823	1,164	21,000	21,000	21,000	-	-	19,836	6%
2999	Payroll Temporary Holding Account	-	-	265	265	-	-	-	-	-	(265)	
	SUBTOTAL - Classified Salaries	**8,775**	**44,297**	**89,201**	**142,273**	**770,464**	**796,582**	**796,582**	**-**	**(26,118)**	**654,309**	**18%**
	Employee Benefits											
3100	STRS	8,469	47,337	46,605	102,411	503,819	502,618	502,618	-	1,201	400,207	20%
3300	OASDI-Medicare-Alternative	1,699	6,733	10,402	18,834	97,188	99,095	99,095	-	(1,907)	80,261	19%
3400	Health & Welfare Benefits	35,616	32,982	31,204	99,801	517,750	517,750	517,750	-	-	417,949	19%
3500	Unemployment Insurance	54	524	330	908	17,828	17,828	17,828	-	-	16,920	5%
3600	Workers Comp Insurance	-	7,768	3,886	11,654	34,083	34,281	34,281	-	(198)	22,627	34%
3900	403b contribution	133	140	141	414	3,262	3,262	3,262	-	-	2,848	13%
	SUBTOTAL - Employee Benefits	**45,971**	**95,485**	**92,567**	**234,024**	**1,173,930**	**1,174,834**	**1,174,834**	**-**	**(904)**	**940,811**	**20%**
	Books & Supplies											
4100	Approved Textbooks & Core Curricula Materials	131	289	16,176	16,596	26,835	26,835	26,835	-	-	10,239	62%
4200	Books & Other Reference Materials	344	365	76	785	6,406	6,406	1,000	5,406	5,406	215	79%
4300	Materials & Supplies	77	953	413	1,443	2,344	2,344	2,344	-	-	901	62%
4320	Educational Software	1,750	-	-	1,750	31,148	31,148	31,148	-	-	29,398	6%
4325	Instructional Materials & Supplies	-	476	4,295	4,770	-	-	5,000	(5,000)	(5,000)	230	95%
4326	Art	-	38	-	38	6,000	6,000	6,000	-	-	5,962	1%
4330	Office Supplies	-	3,299	2,251	5,551	9,929	9,929	9,929	-	-	4,378	56%
4335	PE Supplies	-	288	-	288	1,900	1,900	1,900	-	-	1,612	15%
4346	Teacher Supplies	68	3,175	2,236	5,478	10,560	10,560	10,560	-	-	5,082	52%
4355	Science	166	181	2,207	2,554	1,032	1,032	2,600	(1,568)	(1,568)	46	98%
4356	Recess Supplies	-	215	101	315	-	-	-	-	-	(315)	
4410	Classroom Furniture, Equipment & Supplies	59	120	-	179	6,180	6,180	1,000	5,180	5,180	821	18%
4420	Computers: individual items less than $5k	14,296	1,656	9,129	25,081	15,000	16,000	25,200	(9,200)	(10,200)	119	100%
4430	Non Classroom Related Furniture, Equipment & Supplies	1,250	269	1,597	3,116	6,000	6,000	4,000	2,000	2,000	884	78%
4710	Student Food Services	-	-	-	-	400	400	400	-	-	400	0%
4720	Other Food	-	-	-	-	1,353	1,353	1,353	-	-	1,353	0%
	SUBTOTAL - Books and Supplies	**18,140**	**11,324**	**38,481**	**67,945**	**125,087**	**126,087**	**129,269**	**(3,182)**	**(4,182)**	**61,324**	**53%**
	Services & Other Operating Expenses											
5210	Conference Fees	-	299	765	1,064	-	-	1,110	(1,110)	(1,110)	46	96%
5215	Travel - Mileage, Parking, Tolls	315	15	-	329	1,368	1,368	1,368	-	-	1,039	24%
5220	Travel and Lodging	405	-	-	405	3,000	3,000	3,000	-	-	2,595	13%
5225	Travel - Meals & Entertainment	28	-	-	28	659	659	659	-	-	631	4%
5305	Dues & Membership - Professional	2,105	-	-	2,105	1,500	2,200	2,200	-	(700)	95	96%
5400	Insurance	-	-	-	-	5,089	5,089	5,089	-	-	5,089	0%
5515	Janitorial, Gardening Services & Supplies	-	-	-	-	6,000	6,000	6,000	-	-	6,000	0%
5525	Utilities - Waste	-	758	-	758	11,903	11,903	11,903	-	-	11,145	6%
5610	Rent	-	-	192,216	192,216	274,636	274,636	274,636	-	-	82,420	70%
5615	Repairs and Maintenance - Building	-	-	3,890	3,890	-	-	-	-	-	(3,890)	
5619	Non-Cash Lease Adjustment	-	-	-	-	(6,410)	(6,410)	(6,410)	-	-	(6,410)	0%
5809	Banking Fees	-	-	-	-	1,485	1,485	1,485	-	-	1,485	0%

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		Actual			YTD	Budget & Forecast						
		Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5812	Business Services	7,219	7,219	7,219	21,656	86,625	86,625	86,625	-	-	64,969	25%
5820	Non-Instructional Consultants	-	2,400	-	2,400	7,400	7,400	7,400	-	-	5,000	32%
5824	District Oversight Fees	-	-	-	-	49,093	49,093	47,640	1,453	1,453	47,640	0%
5830	Field Trips Expenses	-	336	1,410	1,746	30,000	30,000	30,000	-	-	28,254	6%
5833	Fines and Penalties	3	-	-	3	732	732	732	-	-	729	0%
5836	Fingerprinting	-	-	-	-	600	600	600	-	-	600	0%
5839	Fundraising Expenses	2,917	1,425	-	4,342	4,635	4,635	4,635	-	-	293	94%
5845	Legal Fees	-	2,396	418	2,814	10,836	10,836	10,836	-	-	8,022	26%
5848	Licenses and Other Fees	-	-	973	973	-	-	-	-	-	(973)	
5851	Marketing and Student Recruiting	320	-	-	320	2,122	2,122	2,122	-	-	1,802	15%
5854	Consultants - CALPADS	-	-	-	-	10,710	10,710	10,710	-	-	10,710	0%
5857	Payroll Fees	1,393	1,348	614	3,356	6,600	6,600	6,600	-	-	3,244	51%
5858	CMO Services	-	-	-	-	643,825	662,022	652,808	9,214	(8,983)	652,808	0%
5860	Printing and Reproduction	388	1,246	786	2,420	26,275	26,275	26,275	-	-	23,855	9%
5861	Prior Yr Exp (not accrued	20	6,665	131	6,817	-	-	-	-	-	(6,817)	
5863	Professional Development	-	1,777	-	1,777	50,470	50,470	50,470	-	-	48,693	4%
5869	Special Education Contract Instructors	-	198	15,502	15,700	58,000	58,000	58,000	-	-	42,300	27%
5875	Staff Recruiting	-	-	-	-	955	955	955	-	-	955	0%
5877	Student Activities	4,705	224	27	4,956	6,180	6,180	6,180	-	-	1,224	80%
5878	Student Assessment	916	493	-	1,409	3,090	3,090	3,090	-	-	1,681	46%
5880	Student Health Services	-	193	-	193	1,100	1,100	1,100	-	-	907	18%
5881	Student Information System	446	6,396	1,509	8,351	23,000	23,000	23,000	-	-	14,649	36%
5887	Technology Services	-	-	-	-	5,150	5,150	5,150	-	-	5,150	0%
5893	Transportation - Student	-	-	12,209	12,209	117,420	117,420	117,420	-	-	105,211	10%
5910	Communications - Internet / Website Fees	30	30	-	61	19,269	19,269	19,269	-	-	19,208	0%
5915	Postage and Delivery	-	557	328	885	1,273	1,273	1,273	-	-	388	70%
5920	Communications - Telephone & Fax	-	-	-	-	530	530	530	-	-	530	0%
	SUBTOTAL - Services & Other Operating Exp.	**21,209**	**33,975**	**237,997**	**293,182**	**1,465,120**	**1,484,017**	**1,474,460**	**9,557**	**(9,340)**	**1,181,278**	**20%**
Capital Outlay & Depreciation												
6900	Depreciation	-	-	-	-	11,897	11,897	11,897	-	-	11,897	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**-**	**11,897**	**11,897**	**11,897**	**-**	**-**	**11,897**	**0%**
Other Outflows & Amortization												
	SUBTOTAL - Other Outflows & Amortization	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**165,914**	**439,464**	**708,861**	**1,314,240**	**6,184,292**	**6,224,924**	**6,218,550**	**6,375**	**(34,257)**	**4,904,310**	**21%**

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	Actual			YTD	Budget & Forecast						
	Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	-	221,055	277,777	498,831	5,447,204	5,447,204	5,447,204	-	-	4,948,373	9%
Federal Revenue	-	-	-	-	210,061	210,061	210,061	-	-	210,061	0%
Other State Revenues	-	18,864	18,864	37,729	985,527	909,144	909,144	-	(76,383)	871,415	4%
Local Revenues	500	500	62,886	63,886	66,000	66,000	66,000	-	-	2,114	97%
Fundraising and Grants	1,537	845	979	3,361	15,000	15,000	15,000	-	-	11,639	22%
Total Revenue	**2,037**	**241,264**	**360,506**	**603,807**	**6,723,793**	**6,647,409**	**6,647,409**	**-**	**(76,383)**	**6,043,602**	**9%**
Expenses											
Compensation and Benefits	99,285	407,192	444,502	950,980	5,081,152	4,981,014	4,981,014	-	100,138	4,030,034	19%
Books and Supplies	32,806	29,447	21,889	84,142	166,531	166,531	167,746	(1,215)	(1,215)	83,604	50%
Services and Other Operating Expenditures	19,461	30,606	285,824	335,891	1,452,769	1,473,714	1,486,694	(12,981)	(33,926)	1,150,804	23%
Depreciation	-	-	-	-	8,439	8,439	8,439	-	-	8,439	0%
Other Outflows & Amortization	-	-	-	-	-	-	-	-	-	-	
Total Expenses	**151,552**	**467,245**	**752,215**	**1,371,013**	**6,708,890**	**6,629,698**	**6,643,893**	**(14,196)**	**64,997**	**5,272,881**	**21%**
Net Income	**(149,515)**	**(225,981)**	**(391,709)**	**(767,205)**	**14,902**	**17,712**	**3,516**	**(14,196)**	**(11,386)**	**770,721**	
Fund Balance											
Beginning Balance (Unaudited)					1,983,823	1,983,823	2,288,743	304,920	304,920		
Net Income					14,902	17,712	3,516	(14,196)	(11,386)		
Ending Fund Balance					**1,998,725**	**2,001,535**	**2,292,259**	**290,724**	**293,533**		
Fund Balance as a % of Expenses					30%	30%	35%	4%	5%		
KEY ASSUMPTIONS											
Enrollment Summary											
K-3					244	244	244	-	-		
4-6					122	122	122	-	-		
7-8					82	82	82	-	-		
Total Enrolled					**448**	**448**	**448**	**-**	-		
ADA %											
K-3					94.0%	94.0%	94.0%	0.0%	0.0%		
4-6					94.0%	94.0%	94.0%	0.0%	0.0%		
7-8					94.0%	94.0%	94.0%	0.0%	0.0%		
Average ADA %					**94.0%**	**94.0%**	**94.0%**	**0.0%**	**0.0%**		
ADA											
K-3					229.36	229.36	229.36	-	-		
4-6					114.68	114.68	114.68	-	-		
7-8					77.08	77.08	77.08	-	-		
Total ADA					**421.12**	**421.12**	**421.12**	**-**	**-**		
REVENUE											
LCFF Entitlement											
8011 Charter Schools General Purpose Entitlement - State Aid	-	221,055	221,055	442,109	4,421,946	4,421,946	4,421,946	-	-	3,979,837	10%

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		Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
8012	Education Protection Account Entitlement	-	-	-	-	84,224	84,224	84,224	-	-	84,224	0%
8096	Charter Schools in Lieu of Property Taxes	-	-	56,722	56,722	941,035	941,035	941,035	-	-	884,312	6%
	SUBTOTAL - LCFF Entitlement	**-**	**221,055**	**277,777**	**498,831**	**5,447,204**	**5,447,204**	**5,447,204**	**-**	**-**	**4,948,373**	**9%**
	Federal Revenue											
8181	Special Education - Entitlement	-	-	-	-	94,625	94,625	94,625	-	-	94,625	0%
8291	Title I	-	-	-	-	50,531	50,531	50,531	-	-	50,531	0%
8292	Title II	-	-	-	-	8,670	8,670	8,670	-	-	8,670	0%
8294	Title IV	-	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
8296	SRSA Grant	-	-	-	-	46,235	46,235	46,235	-	-	46,235	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**210,061**	**210,061**	**210,061**	**-**	**-**	**210,061**	**0%**
	Other State Revenue											
8381	Special Education - Entitlement (State	-	-	-	-	186,900	186,900	186,900	-	-	186,900	0%
8382	Special Education Reimbursement (State	-	1,814	1,814	3,629	36,714	36,976	36,976	-	262	33,347	10%
8550	Mandated Cost Reimbursements	-	-	-	-	8,827	8,910	8,910	-	83	8,910	0%
8560	State Lottery Revenue	-	-	-	-	119,637	120,517	120,517	-	880	120,517	0%
8590	All Other State Revenue	-	-	-	-	296,617	216,617	216,617	-	(80,000)	216,617	0%
8591	Prop 28 Arts & Music in Schools	-	3,618	3,618	7,237	70,308	72,543	72,543	-	2,235	65,306	10%
8593	ELO-Program	-	13,432	13,432	26,863	266,524	266,681	266,681	-	156	239,818	10%
	SUBTOTAL - Other State Revenue	**-**	**18,864**	**18,864**	**37,729**	**985,527**	**909,144**	**909,144**	**-**	**(76,383)**	**871,415**	**4%**
	Local Revenue											
8660	Interest	-	-	-	-	6,000	6,000	6,000	-	-	6,000	0%
8689	FUA Reimbursement	-	-	62,886	62,886	60,000	60,000	60,000	-	-	(2,886)	105%
8699	All Other Local Revenue	500	500	-	1,000	-	-	-	-	-	(1,000)	
	SUBTOTAL - Local Revenue	**500**	**500**	**62,886**	**63,886**	**66,000**	**66,000**	**66,000**	**-**	**-**	**2,114**	**97%**
	Fundraising and Grants											
8801	Donations - Parents	-	-	-	-	10,500	10,500	10,500	-	-	10,500	0%
8803	Fundraising	1,537	845	979	3,361	4,500	4,500	4,500	-	-	1,139	75%
	SUBTOTAL - Fundraising and Grants	**1,537**	**845**	**979**	**3,361**	**15,000**	**15,000**	**15,000**	**-**	**-**	**11,639**	**22%**
	TOTAL REVENUE	**2,037**	**241,264**	**360,506**	**603,807**	**6,723,793**	**6,647,409**	**6,647,409**	**-**	**(76,383)**	**6,043,602**	**9%**
	EXPENSES											
	Compensation & Benefits											
	Certificated Salaries											
1100	Teachers Salaries	-	138,309	138,778	277,086	1,452,650	1,382,139	1,382,139	-	70,511	1,105,053	20%
1101	Teacher - Stipends	17,160	30,146	13,600	60,906	65,761	65,761	65,761	-	-	4,855	93%
1103	Teacher - Substitute Pay	180	1,824	7,644	9,648	147,000	197,000	197,000	-	(50,000)	187,352	5%
1111	Teacher - Specialist	-	24,674	24,674	49,347	369,531	355,393	355,393	-	14,138	306,046	14%
1148	Teacher - Special Ed	4,880	27,343	27,343	59,566	309,554	305,653	305,653	-	3,901	246,086	19%
1150	Teacher - Intervention	-	19,302	19,302	38,604	221,599	226,066	226,066	-	(4,468)	187,463	17%
1300	Certificated Supervisor & Administrator Salaries	24,413	24,413	24,413	73,239	297,283	292,955	292,955	-	4,328	219,716	25%
	SUBTOTAL - Certificated Salaries	**46,633**	**266,010**	**255,753**	**568,396**	**2,863,377**	**2,824,967**	**2,824,967**	**-**	**38,410**	**2,256,571**	**20%**
	Classified Salaries											

BOA
Income Statement
As of Sep FY2027

		Actual			YTD	Budget & Forecast						
		Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
2100	Classified Instructional Aide Salaries	-	14,078	40,478	54,556	569,350	456,120	456,120	-	113,230	401,564	12%
2103	Classified - Special Education	-	10,787	36,383	47,170	236,972	276,908	276,908	-	(39,936)	229,738	17%
2400	Classified Clerical & Office Salaries	4,314	14,063	15,357	33,734	142,244	168,369	168,369	-	(26,125)	134,635	20%
2930	Other Classified - Maintenance/grounds	4,144	4,204	4,170	12,518	50,839	50,839	50,839	-	-	38,321	25%
2935	Other Classified - Substitute	959	1,591	1,169	3,719	57,750	57,750	57,750	-	-	54,031	6%
	SUBTOTAL - Classified Salaries	**9,417**	**44,722**	**97,557**	**151,697**	**1,057,155**	**1,009,986**	**1,009,986**	**-**	**47,169**	**858,290**	**15%**
	Employee Benefits											
3100	STRS	6,900	47,232	48,619	102,751	532,673	523,742	523,742	-	8,931	420,991	20%
3300	OASDI-Medicare-Alternative	1,384	6,934	10,678	18,997	127,011	123,363	123,363	-	3,648	104,367	15%
3400	Health & Welfare Benefits	34,902	33,444	27,397	95,742	438,180	438,180	438,180	-	-	342,438	22%
3500	Unemployment Insurance	48	531	337	916	19,783	18,659	18,659	-	1,124	17,743	5%
3600	Workers Comp Insurance	-	8,310	4,157	12,467	39,205	38,350	38,350	-	856	25,883	33%
3900	403b contribution	-	10	5	15	3,767	3,767	3,767	-	-	3,752	0%
	SUBTOTAL - Employee Benefits	**43,235**	**96,460**	**91,192**	**230,887**	**1,160,620**	**1,146,061**	**1,146,061**	**-**	**14,559**	**915,174**	**20%**
	Books & Supplies											
4100	Approved Textbooks & Core Curricula Materials	26,678	8,168	256	35,102	35,030	35,030	36,245	(1,215)	(1,215)	1,144	97%
4200	Books & Other Reference Materials	527	2,169	-	2,696	7,240	7,240	7,240	-	-	4,544	37%
4300	Materials & Supplies	396	1,760	291	2,446	4,032	4,032	4,032	-	-	1,586	61%
4320	Educational Software	1,750	-	-	1,750	28,500	28,500	28,500	-	-	26,750	6%
4325	Instructional Materials & Supplies	96	1,281	1,269	2,646	6,309	6,309	6,309	-	-	3,663	42%
4326	Art	129	5,873	869	6,870	20,000	20,000	20,000	-	-	13,130	34%
4330	Office Supplies	-	2,278	1,340	3,618	13,000	13,000	13,000	-	-	9,382	28%
4335	PE Supplies	-	687	-	687	2,000	2,000	2,000	-	-	1,313	34%
4346	Teacher Supplies	231	1,309	1,575	3,115	15,000	15,000	15,000	-	-	11,885	21%
4355	Science	-	-	1,932	1,932	5,543	5,543	5,543	-	-	3,611	35%
4356	Recess Supplies	-	-	73	73	400	400	400	-	-	327	18%
4410	Classroom Furniture, Equipment & Supplies	555	1,835	3,037	5,426	-	-	-	-	-	(5,426)	
4420	Computers: individual items less than $5k	998	2,207	9,147	12,352	17,500	17,500	17,500	-	-	5,148	71%
4430	Non Classroom Related Furniture, Equipment & Supplies	1,448	1,883	2,099	5,429	8,487	8,487	8,487	-	-	3,058	64%
4710	Student Food Services	-	-	-	-	400	400	400	-	-	400	0%
4720	Other Food	-	-	-	-	3,090	3,090	3,090	-	-	3,090	0%
	SUBTOTAL - Books and Supplies	**32,806**	**29,447**	**21,889**	**84,142**	**166,531**	**166,531**	**167,746**	**(1,215)**	**(1,215)**	**83,604**	**50%**
	Services & Other Operating Expenses											
5210	Conference Fees	-	-	635	635	2,000	2,000	2,000	-	-	1,365	32%
5215	Travel - Mileage, Parking, Tolls	-	9	69	78	2,500	2,500	2,500	-	-	2,422	3%
5220	Travel and Lodging	369	-	802	1,170	5,000	5,000	5,000	-	-	3,830	23%
5225	Travel - Meals & Entertainment	-	-	-	-	1,236	1,236	1,236	-	-	1,236	0%
5305	Dues & Membership - Professional	2,190	-	-	2,190	1,500	2,190	2,190	-	(690)	(0)	100%
5400	Insurance	-	-	-	-	5,089	5,089	5,089	-	-	5,089	0%
5515	Janitorial, Gardening Services & Supplies	-	-	-	-	1,030	1,030	1,030	-	-	1,030	0%
5610	Rent	-	-	254,885	254,885	317,770	317,770	317,770	-	-	62,885	80%
5619	Non-Cash Lease Adjustment	-	-	-	-	(23,876)	(23,876)	(23,876)	-	-	(23,876)	0%
5812	Business Services	7,219	7,219	7,219	21,656	86,625	86,625	86,625	-	-	64,969	25%
5820	Non-Instructional Consultants	-	-	-	-	7,400	7,400	7,400	-	-	7,400	0%
5824	District Oversight Fees	-	-	-	-	54,472	54,472	54,472	-	-	54,472	0%
5830	Field Trips Expenses	-	635	1,830	2,465	52,988	52,988	52,988	-	-	50,523	5%
5836	Fingerprinting	-	-	-	-	558	558	558	-	-	558	0%

BOA
Income Statement
As of Sep FY2027

		Actual			YTD	Budget & Forecast						
		Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5839	Fundraising Expenses	2,911	1,479	288	4,678	7,426	7,426	7,426	-	-	2,748	63%
5845	Legal Fees	-	-	-	-	17,975	17,975	17,975	-	-	17,975	0%
5851	Marketing and Student Recruiting	-	232	-	232	2,000	2,000	2,000	-	-	1,768	12%
5854	Consultants - CALPADS	-	-	-	-	10,710	10,710	10,710	-	-	10,710	0%
5857	Payroll Fees	-	-	632	632	7,629	7,629	7,629	-	-	6,997	8%
5858	CMO Services	-	-	-	-	702,494	722,349	735,330	(12,981)	(32,836)	735,330	0%
5860	Printing and Reproduction	803	2,415	1,123	4,340	22,774	22,774	22,774	-	-	18,434	19%
5861	Prior Yr Exp (not accrued	-	7,871	-	7,871	7,500	7,900	7,900	-	(400)	29	100%
5863	Professional Development	-	1,901	-	1,901	51,587	51,587	51,587	-	-	49,687	4%
5869	Special Education Contract Instructors	-	-	16,135	16,135	60,940	60,940	60,940	-	-	44,806	26%
5875	Staff Recruiting	-	-	-	-	637	637	637	-	-	637	0%
5877	Student Activities	4,295	653	233	5,182	15,450	15,450	15,450	-	-	10,268	34%
5878	Student Assessment	953	493	-	1,446	4,613	4,613	4,613	-	-	3,167	31%
5880	Student Health Services	186	593	126	906	2,122	2,122	2,122	-	-	1,216	43%
5881	Student Information System	446	6,396	1,509	8,351	21,884	21,884	21,884	-	-	13,533	38%
5910	Communications - Internet / Website Fees	32	32	-	63	1,377	1,377	1,377	-	-	1,313	5%
5915	Postage and Delivery	57	678	339	1,074	1,249	1,249	1,249	-	-	175	86%
5920	Communications - Telephone & Fax	-	-	-	-	110	110	110	-	-	110	0%
	SUBTOTAL - Services & Other Operating Exp.	**19,461**	**30,606**	**285,824**	**335,891**	**1,452,769**	**1,473,714**	**1,486,694**	**(12,981)**	**(33,926)**	**1,150,804**	**23%**
Capital Outlay & Depreciation												
6900	Depreciation	-	-	-	-	8,439	8,439	8,439	-	-	8,439	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**-**	**8,439**	**8,439**	**8,439**	**-**	**-**	**8,439**	**0%**
Other Outflows & Amortization												
	SUBTOTAL - Other Outflows & Amortization	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**151,552**	**467,245**	**752,215**	**1,371,013**	**6,708,890**	**6,629,698**	**6,643,893**	**(14,196)**	**64,997**	**5,272,881**	**21%**

CMO
Income Statement
As of Sep FY2027

	Actual			YTD	Budget & Forecast						
	Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	
Federal Revenue	-	-	-	-	-	-	-	-	-	-	
Other State Revenues	-	-	-	-	-	-	-	-	-	-	
Local Revenues	13,723	19,782	11,607	45,111	1,476,318	1,514,370	1,518,137	3,767	41,819	1,473,026	3%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	
Total Revenue	**13,723**	**19,782**	**11,607**	**45,111**	**1,476,318**	**1,514,370**	**1,518,137**	**3,767**	**41,819**	**1,473,026**	**3%**
Expenses											
Compensation and Benefits	123,668	94,591	91,205	309,464	1,223,137	1,253,174	1,253,174	-	(30,037)	943,710	25%
Books and Supplies	5,098	10,461	903	16,461	46,806	51,536	51,536	-	(4,730)	35,075	32%
Services and Other Operating Expenditures	13,806	18,796	74,270	106,872	206,375	209,660	213,427	(3,767)	(7,052)	106,555	50%
Depreciation	-	-	-	-	-	-	-	-	-	-	
Other Outflows & Amortization	-	-	-	-	-	-	-	-	-	-	
Total Expenses	**142,572**	**123,848**	**166,377**	**432,797**	**1,476,318**	**1,514,370**	**1,518,137**	**(3,767)**	**(41,819)**	**1,085,340**	**29%**
Net Income	**(128,849)**	**(104,066)**	**(154,771)**	**(387,686)**	**(0)**	**-**	**-**	**-**	**0**	**387,686**	
Fund Balance											
Beginning Balance (Unaudited)					115	115	115	-	-		
Net Income					(0)	-	-	-	0		
Ending Fund Balance					**115**	**115**	**115**	**-**	**0**		
Fund Balance as a % of Expenses					0%	0%	0%	0%	0%		
KEY ASSUMPTIONS											
Enrollment Summary											
Total Enrolled					**-**	**-**	**-**	-	-		
ADA %											
Average ADA %											
ADA											
Total ADA					**-**	**-**	**-**	-	-		
REVENUE											
LCFF Entitlement											
SUBTOTAL - LCFF Entitlement	**-**	**-**	**-**	**-**	**-**	**-**	**-**	-	-	-	
Federal Revenue											
SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**-**	**-**	**-**	-	-	-	
Other State Revenue											
SUBTOTAL - Other State Revenue	**-**	**-**	**-**	**-**	**-**	**-**	**-**	-	-	-	
Local Revenue											
8676 After School Program Revenue	13,363	19,587	11,588	44,538	130,000	130,000	130,000	-	-	85,462	34%

CMO
Income Statement
As of Sep FY2027

		Actual			YTD	Budget & Forecast						
		Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
8699	All Other Local Revenue	360	195	18	573	-	-	-	-	-	(573)	
8721	CMO Fees Revenue	-	-	-	-	1,346,318	1,384,370	1,388,137	3,767	41,819	1,388,137	0%
	SUBTOTAL - Local Revenue	**13,723**	**19,782**	**11,607**	**45,111**	**1,476,318**	**1,514,370**	**1,518,137**	**3,767**	**41,819**	**1,473,026**	**3%**
	Fundraising and Grants											
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
	TOTAL REVENUE	**13,723**	**19,782**	**11,607**	**45,111**	**1,476,318**	**1,514,370**	**1,518,137**	**3,767**	**41,819**	**1,473,026**	**3%**
	EXPENSES											
	Compensation & Benefits											
	Certificated Salaries											
1101	Teacher - Stipends	31,188	4,463	850	36,500	26,250	37,000	37,000	-	(10,750)	500	99%
1150	Teacher - Intervention	-	868	868	1,736	12,286	12,286	12,286	-	-	10,550	14%
1300	Certificated Supervisor & Administrator Salaries	19,071	17,821	17,821	54,712	201,341	215,347	215,347	-	(14,005)	160,634	25%
	SUBTOTAL - Certificated Salaries	**50,258**	**23,151**	**19,539**	**92,948**	**239,878**	**264,633**	**264,633**	**-**	**(24,755)**	**171,685**	**35%**
	Classified Salaries											
2400	Classified Clerical & Office Salaries	27,529	24,262	21,980	73,771	324,619	325,443	325,443	-	(824)	251,672	23%
2905	Other Classified - After School	26,211	27,320	31,996	85,527	425,082	424,064	424,064	-	1,018	338,537	20%
	SUBTOTAL - Classified Salaries	**53,740**	**51,582**	**53,976**	**159,298**	**749,701**	**749,508**	**749,508**	**-**	**194**	**590,210**	**21%**
	Employee Benefits											
3100	STRS	4,206	3,570	3,570	11,345	45,817	50,545	50,545	-	(4,728)	39,200	22%
3300	OASDI-Medicare-Alternative	4,777	4,251	4,302	13,329	60,830	61,175	61,175	-	(344)	47,845	22%
3400	Health & Welfare Benefits	7,224	7,367	6,980	21,570	70,139	70,139	70,139	-	-	48,569	31%
3500	Unemployment Insurance	95	107	70	272	7,389	7,389	7,389	-	-	7,118	4%
3600	Workers Comp Insurance	-	1,987	994	2,981	9,896	10,141	10,141	-	(246)	7,160	29%
3900	403b contribution	3,368	2,577	1,775	7,720	39,487	39,644	39,644	-	(157)	31,925	19%
	SUBTOTAL - Employee Benefits	**19,670**	**19,858**	**17,690**	**57,218**	**233,558**	**239,034**	**239,034**	**-**	**(5,475)**	**181,816**	**24%**
	Books & Supplies											
4330	Office Supplies	20	392	263	675	2,584	2,584	2,584	-	-	1,909	26%
4352	After School Program	5,078	2,756	394	8,227	34,333	34,333	34,333	-	-	26,106	24%
4420	Computers: individual items less than $5k	-	-	-	-	2,809	2,809	2,809	-	-	2,809	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	170	67	237	-	-	-	-	-	(237)	
4710	Student Food Services	-	5,180	-	5,180	450	5,180	5,180	-	(4,730)	-	100%
4720	Other Food	-	1,963	178	2,142	6,630	6,630	6,630	-	-	4,489	32%
	SUBTOTAL - Books and Supplies	**5,098**	**10,461**	**903**	**16,461**	**46,806**	**51,536**	**51,536**	**-**	**(4,730)**	**35,075**	**32%**
	Services & Other Operating Expenses											
5210	Conference Fees	-	-	11,661	11,661	13,106	13,106	13,106	-	-	1,445	89%
5215	Travel - Mileage, Parking, Tolls	510	548	368	1,426	5,261	5,261	5,261	-	-	3,835	27%
5220	Travel and Lodging	-	-	586	586	10,200	10,200	10,200	-	-	9,614	6%
5225	Travel - Meals & Entertainment	-	-	-	-	1,561	1,561	1,561	-	-	1,561	0%
5305	Dues & Membership - Professional	-	1,310	523	1,833	10,958	10,958	10,958	-	-	9,126	17%
5400	Insurance	-	-	57,527	57,527	54,233	54,233	58,000	(3,767)	(3,767)	473	99%
5515	Janitorial, Gardening Services & Supplies	100	212	200	512	3,780	3,780	3,780	-	-	3,268	14%

CMO
Income Statement
As of Sep FY2027

		Actual			YTD	Budget & Forecast						
		Jul	Aug	Sep	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5535	Utilities - All Utilities	444	476	611	1,531	3,780	3,780	3,780	-	-	2,249	41%
5610	Rent	1,000	1,000	1,000	3,000	12,855	12,855	12,855	-	-	9,855	23%
5615	Repairs and Maintenance - Building	-	-	-	-	718	718	718	-	-	718	0%
5619	Non-Cash Lease Adjustment	-	-	-	-	(373)	(373)	(373)	-	-	(373)	0%
5803	Accounting Fees	-	7,906	-	7,906	26,945	26,945	26,945	-	-	19,039	29%
5809	Banking Fees	368	489	636	1,493	6,000	6,000	6,000	-	-	4,507	25%
5812	Business Services	-	78	-	78	-	-	-	-	-	(78)	
5820	Non-Instructional Consultants	641	-	297	938	2,132	2,132	2,132	-	-	1,194	44%
5830	Field Trips Expenses	495	-	-	495	-	-	-	-	-	(495)	
5836	Fingerprinting	-	-	-	-	113	113	113	-	-	113	0%
5845	Legal Fees	-	984	-	984	5,100	5,100	5,100	-	-	4,116	19%
5848	Licenses and Other Fees	-	-	-	-	27	27	27	-	-	27	0%
5851	Marketing and Student Recruiting	-	-	74	74	780	780	780	-	-	706	9%
5857	Payroll Fees	10,197	-	205	10,402	17,588	17,588	17,588	-	-	7,186	59%
5860	Printing and Reproduction	7	318	235	559	3,473	3,473	3,473	-	-	2,913	16%
5861	Prior Yr Exp (not accrued	-	4,045	4	4,049	765	4,050	4,050	-	(3,285)	1	100%
5863	Professional Development	-	455	47	502	8,907	8,907	8,907	-	-	8,405	6%
5875	Staff Recruiting	-	-	-	-	2,282	2,282	2,282	-	-	2,282	0%
5877	Student Activities	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5910	Communications - Internet / Website Fees	-	603	255	857	11,493	11,493	11,493	-	-	10,635	7%
5915	Postage and Delivery	4	335	2	341	1,530	1,530	1,530	-	-	1,189	22%
5920	Communications - Telephone & Fax	39	39	39	116	612	612	612	-	-	496	19%
	SUBTOTAL - Services & Other Operating Exp.	**13,806**	**18,796**	**74,270**	**106,872**	**206,375**	**209,660**	**213,427**	**(3,767)**	**(7,052)**	**106,555**	**50%**
Capital Outlay & Depreciation												
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
Other Outflows & Amortization												
	SUBTOTAL - Other Outflows & Amortization	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**142,572**	**123,848**	**166,377**	**432,797**	**1,476,318**	**1,514,370**	**1,518,137**	**(3,767)**	**(41,819)**	**1,085,340**	**29%**

The Academies CMO
Monthly Cash Forecast
As of Sep FY2027

	2026-27 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**4,985,593**	**5,974,842**	**5,903,388**	**5,293,721**	**4,901,374**	**4,646,322**	**4,326,626**	**4,476,799**	**4,405,335**	**4,192,872**	**4,460,216**	**4,297,758**		
REVENUE														
LCFF Entitlement	-	360,029	468,575	1,194,586	792,781	792,781	1,122,221	792,781	783,128	1,183,772	759,594	759,594	10,211,251	1,201,411
Federal Revenue	-	-	-	46,235	36,018	-	-	36,018	-	-	36,018	182,104	419,343	82,949
Other State Revenue	-	35,815	35,815	114,880	82,102	158,702	67,413	198,265	105,259	130,294	157,806	357,327	2,073,976	630,299
Other Local Revenue	14,304	20,463	163,139	(135,171)	9,783	9,783	9,783	9,783	9,783	9,783	9,783	1,529,544	1,660,761	-
Fundraising & Grants	1,537	845	2,926	11,244	744	744	744	744	744	744	744	744	22,500	-
TOTAL REVENUE	**15,841**	**417,152**	**670,455**	**1,231,774**	**921,427**	**962,009**	**1,200,160**	**1,037,590**	**898,913**	**1,324,592**	**963,944**	**2,829,313**	**14,387,831**	**1,914,659**
EXPENSES														
Certificated Salaries	168,710	543,544	525,906	429,208	538,201	530,095	494,578	501,201	501,201	497,890	501,201	489,371	5,721,106	-
Classified Salaries	71,932	140,602	240,734	244,757	247,981	217,414	186,848	247,981	247,981	217,414	275,018	217,414	2,556,076	-
Employee Benefits	108,876	211,803	254,196	216,105	224,195	219,728	227,288	218,786	218,786	212,214	219,140	228,813	2,559,929	-
Books & Supplies	56,044	51,232	45,572	19,242	21,885	22,103	21,769	21,583	23,905	18,752	20,065	21,220	348,551	5,180
Services & Other Operating Expenses	54,476	83,378	561,046	226,293	91,310	91,310	89,480	89,480	89,480	80,954	80,954	1,540,157	3,174,582	96,263
Capital Outlay & Depreciation	-	-	-	3,804	1,695	1,695	1,695	1,695	1,695	1,695	1,695	4,669	20,336	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**460,037**	**1,030,558**	**1,627,454**	**1,139,409**	**1,125,266**	**1,082,345**	**1,021,659**	**1,080,725**	**1,083,047**	**1,028,919**	**1,098,073**	**2,501,645**	**14,380,580**	**101,443**
Operating Cash Inflow (Outflow)	**(444,197)**	**(613,406)**	**(956,999)**	**92,365**	**(203,839)**	**(120,336)**	**178,502**	**(43,134)**	**(184,134)**	**295,673**	**(134,128)**	**327,668**	**7,250**	**1,813,216**
Accounts Receivable	1,919,648	436,096	55,462	261,269	-	-	22,885	22,885	22,885	22,885	22,885	31,917	-	
Other Current Assets	13,427	-	-	830	-	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	3,804	1,695	1,695	1,695	1,695	1,695	1,695	1,695	4,669	-	
Accounts Payable	159,763	94,550	267,085	(481,951)	(73,865)	(73,865)	(73,865)	(73,865)	(73,865)	(73,865)	(73,865)	(73,865)	-	
Other Current Liabilities	(376,458)	(14,671)	339	(289,622)	-	(148,145)	-	-	-	-	-	(62,551)	-	
Summer Holdback	(282,935)	25,978	24,446	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	20,957	-	
Ending Cash	**5,974,842**	**5,903,388**	**5,293,721**	**4,901,374**	**4,646,322**	**4,326,626**	**4,476,799**	**4,405,335**	**4,192,872**	**4,460,216**	**4,297,758**	**4,546,553**		

The Academies CMO
Balance Sheet
As of Sep FY2027

	Jun FY26				Sep FY27				Projected Jun FY27			
	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total
ASSETS												
Cash Balance	2,323,800	2,594,237	67,557	4,985,593	2,915,550	2,722,082	(343,911)	5,293,721	1,767,814	2,773,842	4,896	4,546,553
Accounts Receivable	1,482,756	1,385,431	61	2,868,248	133,956	323,025	61	457,043	1,250,295	713,799	(0)	1,964,094
Other Current Assets	646	12,990	1,471	15,107	646	204	830	1,680	646	204	-	850
Fixed Assets	136,161	33,852	-	170,013	136,161	33,852	-	170,013	124,264	25,413	-	149,677
Other Assets	-	-	1,000	1,000	-	-	1,000	1,000	-	-	1,000	1,000
ROU Assets	4,589,994	4,890,020	19,823	9,499,837	4,589,994	4,890,020	19,823	9,499,837	4,589,994	4,890,020	19,823	9,499,837
TOTAL ASSETS	**8,533,356**	**8,916,530**	**89,912**	**17,539,799**	**7,776,307**	**7,969,183**	**(322,196)**	**15,423,294**	**7,733,012**	**8,403,279**	**25,719**	**16,162,010**
LIABILITIES & EQUITY												
Accounts Payable	383,785	141,818	25,873	551,476	774,145	283,362	15,368	1,072,874	42,691	53,573	5,180	101,443
Other Current Liabilities	449,621	403,679	37,807	891,107	269,149	201,000	30,169	500,318	-	-	-	-
Summer Holdback	138,553	138,029	6,354	282,935	31,327	19,022	75	50,424	125,190	113,186	661	239,037
Loans Payable (Current)	116,718	135,223	11,567	263,508	116,718	135,223	11,567	263,508	-	-	-	-
ROU Current Liabilities	-	-	-	-	-	-	-	-	116,718	135,223	11,567	263,508
Deferred Revenue	408,767	433,467	-	842,234	408,767	433,467	-	842,234	408,767	433,467	-	842,234
ROU Long-Term Liabilities	4,639,937	5,375,572	8,311	10,023,820	4,639,937	5,375,572	8,311	10,023,820	4,639,937	5,375,572	8,311	10,023,820
Beginning Net Assets	2,278,357	1,887,090	115	4,165,562	2,395,975	2,288,743	0	4,684,718	2,395,975	2,288,743	0	4,684,718
Net Income (Loss) to Date	117,618	401,653	(115)	519,156	(859,711)	(767,205)	(387,686)	(2,014,602)	3,735	3,516	(0)	7,250
TOTAL LIABILITIES & EQUITY	**8,533,356**	**8,916,530**	**89,912**	**17,539,799**	**7,776,307**	**7,969,183**	**(322,196)**	**15,423,294**	**7,733,012**	**8,403,279**	**25,719**	**16,162,010**

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
PO BOX 1189, VISALIA CA 93279 • 559.622.3236

ENCLOSURE # 12

ENCLOSURE SUMMARY

Consideration of Approval of SP 12-008 Field Trips Excursions and School Sponsored Travel REVISED

FROM: Stacey Nelson & Karin Aure

DATE: 11/17/2026

BACKGROUND: Presented to the board in the September meeting as a first read, SP 12-008 is now fully revised and presented for approval. This policy was last updated in 2012 and required substantial revisions to reflect current practices and incorporate Blue Oak Academy. The proposed revisions also incorporate the new season-long athletics permission and travel process developed over the summer in consultation with legal advisors.

SUPERINTENDENT'S RECOMMENDATION:

- ☐ N/A. For informational purposes only
- ☑ Approve

Student Policy#: 12-008
Adopted/Ratified: June 21, 2012
Revised: November 17, 2026

The Academies Charter Management Organization
Student Policy 12-008
Field Trips, Excursions, and School-Sponsored Travel

I. INTRODUCTION

The TACMO Board of Directors recognizes that field trips and excursions are important components of a student's development. Field trips and excursions are educationally sound and an important ingredient to the instructional programs of TACMO. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources, and help students relate their educational experience to the outside world. Properly planned and executed, field trips and excursions enrich TACMO's educational program and the social development of our students.

All school-sponsored field trips and excursions are to be planned and carried out with safety as a priority and in a manner that minimizes TACMO's legal liability and financial cost.

II. MONITORING SCHOOL-SPONSORED FIELD TRIPS AND EXCURSIONS

The Superintendent or designee of TACMO shall ensure that the effectiveness of field trips, excursions, and school-sponsored travel is periodically reviewed to ensure that such activities continue to support the goals of TACMO and each school it operates.

Ill. FIELD TRIPS, EXCURSIONS, AND SCHOOL-SPONSORED TRAVEL PLANNING AND APPROVAL

School-sponsored travel includes educational field trips, athletic contests, extracurricular competitions, performances, and other approved off-campus activities.

All school-sponsored field trips and excursions must receive prior written approval by the Principal, Superintendent, or designee. The Principal, Superintendent, or designee shall ensure that the sponsoring teacher has set out in writing the educational objective of the activity and how the proposed field trip or excursion relates to TACMO's educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity, and the means of transportation to and from the activity.

Field trips and excursions lasting longer than the school day require the above procedure and TACMO Board of Directors approval.

If the Principal, Superintendent, or designee or the TACMO Board of Directors does not approve the field trip or excursion, the reasons for not approving the activity must be stated in writing.

Except as otherwise required by law, the Principal, Superintendent, or designee may exclude from the field trip or excursion any student whose presence on the field trip or excursion would pose a safety or disciplinary risk.

The Principal, Superintendent, or designee shall not approve activities that he/she considers to be inherently dangerous to students.

IV. PERMISSION SLIPS

No student will be permitted to go on a school-sponsored field trip or excursion without providing the sponsoring teacher with a permission slip signed by the student's parent or guardian. The permission slip shall include a waiver of all claims against TACMO, its schools, employees, volunteers, and agents, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student; any medications the student is required to take, along with the time and dosage required; and any medications the student is allergic to or other medical information necessary to ensure the student's safety.

Permission forms may be maintained electronically or in paper form. Copies shall be readily accessible to supervising staff during the activity.

A. Season-Long Athletic Travel Authorization

For students participating in interscholastic or school-sponsored athletic programs, TACMO may utilize a season-long Athletic Permission and Liability Waiver in lieu of individual permission slips for each athletic contest.

The season-long authorization shall:

- be signed by the student's parent or guardian prior to participation;
- include the official athletic schedule for the season, identifying scheduled contests, locations, and dates known at the time of issuance;
- include emergency medical authorization;
- include transportation information; and
- include acknowledgment of the risks associated with athletic participation and travel.

If contests are cancelled, rescheduled, relocated, or otherwise modified,

parents/guardians shall receive written notification of the revised contest information. A new permission form shall not be required provided:

- the contest occurs during the same athletic season:
- the nature of the activity remains substantially unchanged:
- transportation arrangements remain substantially unchanged: and
- parents/guardians receive advance written notice of the revised schedule.

Should a contest involve overnight travel, travel outside the scope of the original authorization, or a material change in the activity, TACMO may require a separate permission form.

V. ACCIDENT AND MEDICAL INSURANCE

TACMO does not provide student accident or medical insurance. However, information and applications for student injury and medical insurance are available from the Principal, Superintendent, or designee. Applications and payments must be sent directly to the insurance company.

VI. SUPERVISION OF FIELD TRIPS AND EXCURSIONS

Whenever possible, the sponsoring teacher must be present to supervise the field trip or excursion. The Principal or his/her designee shall be designated as the emergency contact for the group on the field trip or excursion. At least one supervising employee shall possess current First Aid and CPR certification appropriate for the activity, when required by applicable law, TACMO policy, or the nature of the activity.

A first aid kit shall be in the possession of the sponsoring teacher or accompanying TACMO employee at all times during the field trip or excursion. If the field trip or excursion is conducted in areas known to be infested with poisonous snakes, the first aid kit must contain medically accepted snakebite remedies. The sponsoring teacher or TACMO employee must also be certified in a first aid course emphasizing treatment of snakebites to the extent required by applicable law.

Volunteers and TACMO employees shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a school-sponsored field trip or excursion.

Any injuries or unusual incidents occurring during the field trip or excursion shall be documented in writing by the sponsoring teacher or other TACMO employee accompanying the field trip or excursion. The incident report shall be provided to the Principal or designee as soon as practicable following the incident.

VII. STUDENT CONDUCT AND SUPERVISION

All students, volunteers, and TACMO employees participating in school-sponsored travel

remain subject to all TACMO Board Policies, Administrative Regulations, school rules and handbooks while participating in the activity and while traveling to and from the activity.

Adult/student supervision ratio must be observed at all times during school-sponsored field trips and excursions. Students are under the jurisdiction of the TACMO Board of Directors at all times during school-sponsored field trips and excursions and school rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material and use of alcohol or controlled substances during the field trip or excursion are strictly prohibited.

VIII. PARENT/GUARDIAN PARTICIPATION IN FIELD TRIPS AND EXCURSIONS

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians accompanying the group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Principal, Superintendent, or designee may hold a meeting for parents/guardians accompanying the group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together, and what to do if an emergency occurs.

Prior to supervising students, parent/guardian volunteers must satisfy all TACMO volunteer clearance requirements, including fingerprinting, mandated reporter training, and any additional requirements established by TACMO. Parent/guardian volunteers for a school-sponsored field trip or excursion shall also sign a release in advance of the trip waiving all claims against TACMO, its schools, employees, volunteers, and agents, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Parent/guardian volunteers will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times during the field trip or excursion. Parents/guardians shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying or supervising students on a field trip or excursion.

IX. TRANSPORTATION

All volunteer and TACMO employee drivers shall use the safest mode of transportation and the safest routes of travel and adhere to all applicable laws and regulations at all times during school-sponsored travel. The maximum speed limit and legal occupancy limit of any vehicle used for school-sponsored travel must not be exceeded, and seat belts shall be used by all participants at all times while traveling as required by law.

All volunteers and TACMO employees providing transportation for any school-sponsored field trip or excursion must provide a copy of the following documents to the Principal or

designee in advance of the trip:

- Driver's license
- Vehicle registration
- Proof of liability insurance and written statement that their insurance carrier is the primary agent responsible for insurance for the field trip or excursion.
- A criminal background check conducted by the California Department of Justice. Employees and volunteers with a conviction for driving under the influence are not be permitted to provide transportation or operate any vehicle for any school-sponsored travel for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony are not permitted to transport any TACMO students during any school-sponsored field trip or excursion.
- Driving record from the California Department of Motor Vehicles. Employees and volunteers who have two (2) or more points are not permitted to provide transportation or operate any vehicle for school-sponsored field trips or excursions.

Under no circumstances shall students transport other students except their own siblings with signed parental permission.

TACMO shall take reasonable precautions to ensure that individuals volunteering to transport students are responsible and capable operators of the vehicles to be used.

Parents/guardians and TACMO employees providing transportation for a school-sponsored field trip or excursion will be reimbursed the mileage costs for use of their private vehicles when used for field trips or excursions at the mileage reimbursement rate set by the Internal Revenue Service. To receive reimbursement, the parent/guardian or employee must submit a report indicating the destination and purpose of the trip and miles traveled. The report must be co-signed by the sponsoring teacher.

Students shall be released following a school-sponsored field trip or excursion only in accordance with school procedures established for the activity.

X. DEFRAYING EXPENSES OF FIELD TRIPS AND EXCURSIONS

Families may help defray field trip and excursion costs through voluntary donations. Other approved funding may also offset expenses of field trips and excursions. A student may not be denied participation in a field trip or excursion due to lack of funds. The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip or excursion due to choosing not to attend or whose parent/guardian does not give permission for the student to participate in the field trip or excursion.

XI. ATHLETIC CONTEST NOTIFICATION

For schools utilizing a season-long athletic travel authorization, parents/guardians shall receive notification prior to each away athletic contest. Notification may be provided electronically or in writing and will include, as applicable:

- contest date;
- opponent;
- contest location;
- departure time;
- anticipated return time;
- transportation arrangements; and
- coach or school contact information.

Notification of cancelled or rescheduled contests shall be provided as soon as practicable.

This policy was originally adopted by the TACMO Board of Directors on June 21, 2012, and subsequently revised and approved by the Board of Directors on November 17, 2026.

_____

Alex Tietjen, Board Secretary

Student Policy#: 12-008
Adopted/Ratified: June 21, 2012
Revision Date: July 8, 2026, [INSERT DATE]

The Academies Charter Management Organization
Student Policy 12-008
Field Trips, Excursions, and School-Sponsored Travel

I. INTRODUCTION

The TACMO Board of Directors recognizes that field trips and excursions are important components of a student's development. Field trips and excursions are educationally sound and an important ingredient to the instructional programs of TACMO. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources, and help students relate their educational experience to the outside world. Properly planned and executed, field trips and excursions enrich TACMO's educational program and the social development of our students.

All school-sponsored f~~F~~ield trips and ~~and~~ excursions ~~,~~ are to be planned and carried out with safety as a priority and in a manner that minimizes TACMO's legal liability and financial cost.

II. MONITORING SCHOOL-SPONSORED FIELD TRIPS AND EXCURSIONS

The Superintendent or designee of TACMO shall ensure that the effectiveness of field trips, excursions, and school-sponsored travel ~~are~~ is periodically reviewed to ensure that such activities continue to support the goals of TACMO and each school it operates.

III. FIELD TRIPS, EXCURSIONS, AND SCHOOL-SPONSORED TRAVEL

PLANNING AND APPROVAL

School-sponsored travel includes educational field trips, athletic contests, extracurricular competitions, performances, and other approved off-campus activities.

All school-sponsored field trips and excursions ~~that take place during school hours~~ must receive prior written approval by the Principal, Superintendent, or designee. The Principal, Superintendent, or designee shall ensure that the sponsoring teacher has set out in writing the educational objective of the activity and how the proposed field trip or excursion relates to TACMO's educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity, and the means of transportation to and from the activity.

Field trips and excursions lasting longer than the school day require the above procedure and TACMO Board of Directors approval.

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Except as otherwise required by law, ~~T~~the Principal, Superintendent, or designee may exclude from the field trip or excursion any student whose presence on the field trip or excursion would pose a safety or disciplinary risk.

The Principal, Superintendent, or designee shall not approve activities that he/she considers to be inherently dangerous to students.

IV. PERMISSION SLIPS

No student will be permitted to go on a school-sponsored field trip or excursion without providing the sponsoring teacher with a permission slip signed by the student's parent or guardian. The permission slip shall include a waiver of all claims against TACMO, its schools, employees, volunteers, and agents, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student; any medications the student is required to take, along with the time and dosage required; and any medications the student is allergic to or other medical information necessary to ensure the student's safety.

Permission forms may be maintained electronically or in paper form. Copies shall be readily accessible to supervising staff during the activity.

A. ~~IV.A~~ Season-Long Athletic Travel Authorization

For students participating in interscholastic or school-sponsored athletic programs, TACMO may utilize a season-long Athletic Permission and Liability Waiver in lieu of individual permission slips for each athletic contest.

The season-long authorization shall:

- be signed by the student's parent or guardian prior to participation;
- include the official athletic schedule for the season, identifying scheduled contests, locations, and dates known at the time of issuance;
- include emergency medical authorization;
- include transportation information; and~~:~~
- include acknowledgment of the risks associated with athletic participation and travel.

If contests are cancelled, rescheduled, relocated, or otherwise modified, parents/guardians shall receive written notification of the revised contest information. A new permission form shall not be required provided:

- the contest occurs during the same athletic season:
- the nature of the activity remains substantially unchanged:
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- parents/guardians receive advance written notice of the revised schedule.

Should a contest involve overnight travel, ~~.~~ travel outside the scope of the original authorization, or a material change in the activity, TACMO may require a separate permission form.

V. ACCIDENT AND MEDICAL INSURANCE

TACMO does not provide student accident or medical insurance. However, information and applications for student injury and medical insurance are available from the Principal, Superintendent, or designee. Applications and payments must be sent directly to the insurance company.

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Whenever possible, the sponsoring teacher must be present to supervise the field trip or excursion. The Principal or his/her designee shall be designated as the emergency contact for the group on the field trip or excursion. At least one supervising employee shall possess current First Aid and CPR certification appropriate for the activity, when required by applicable law, ~~district~~ TACMO policy, or the nature of the activity.

A first aid kit shall be in the possession of the sponsoring teacher or accompanying TACMO employee at all times during the field trip or excursion. If the field trip or excursion is conducted in areas known to be infested with poisonous snakes, the first aid kit must contain medically accepted snakebite remedies. The sponsoring teacher or TACMO employee must also be certified in a first aid course emphasizing treatment of snakebites to the extent required by applicable law.

Volunteers and TACMO employees shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a school-sponsored field trip or excursion.

Any injuries or unusual incidents occurring during the field trip or excursion shall be documented in writing by the sponsoring teacher or other TACMO employee accompanying the field trip or excursion. The incident report shall be provided to the Principal or designee as soon as practicable following the incident.

VII. STUDENT CONDUCT AND SUPERVISION

All ~~S~~students, volunteers, and TACMO employees participating in school-sponsored travel remain subject to all TACMO Board Policies, Administrative Regulations, school rules and handbooks ~~, and the Student Handbook~~ while participating in the activity and while traveling to and from the activity.

Adult/student supervision ratio must be observed at all times during ~~the~~ school-sponsored field trips ~~or~~ and excursions. Students are under the jurisdiction of the TACMO Board of Directors at all times during ~~the~~ school-sponsored field trips ~~or~~ and excursions and school rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material and use of alcohol or controlled substances during the field trip or excursion are strictly prohibited.

VIII. PARENT/GUARDIAN PARTICIPATION IN FIELD TRIPS AND EXCURSIONS

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians accompanying the group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Principal, Superintendent, or designee may hold a meeting for parents/guardians accompanying the group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together, and what to do if an emergency occurs.

Prior to supervising students, ~~P~~parent/guardian volunteers must satisfy all ~~district~~ TACMO volunteer clearance requirements, including fingerprinting, mandated reporter training, and any additional requirements established by TACMO ~~prior to supervising students~~. Parent/guardian volunteers for a school-sponsored field trip or excursion shall also sign a release in advance of the trip waiving all claims against TACMO, its schools, employees, volunteers, and agents, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Parent~~s~~/guardian volunteers~~s~~ will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times during the field trip or excursion. Parents/guardians shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying ~~and~~or supervising students on a field trip or excursion.

IX. TRANSPORTATION

~~Consideration will be given to~~All volunteer and TACMO employee drivers shall use the safest mode of transportation and the safest routes of travel and adhere to all applicable laws and regulations at all times during school-sponsored travel. ~~If travel is by van, t~~The maximum speed limit and legal occupancy limit of any vehicle used for school-sponsored travel must not be exceeded, and s~~. S~~eat belts ~~are to~~shall be used by all participants at all times while traveling as required by law.

~~If transportation for the field trip or excursion is provided by parents/guardians, such parents/guardians shall provide~~ All volunteers and TACMO employees providing transportation for any school-sponsored field trip or excursion must provide a copy of the following documents to the Principal or designee in advance of the trip:

- Driver's license
- Vehicle registration
- ~~p~~Proof of liability insurance ~~. A copy of the insurance policy shall be given to the Principal or his/her designee. The parents/guardians shall acknowledge in writing~~ and written statement that their insurance carrier is the primary agent responsible for insurance for the field trip or excursion.
- A criminal background check conducted by the California Department of Justice. Employees and volunteers with a conviction for driving under the influence are not be permitted to provide transportation or operate any vehicle for any school-sponsored travel for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony are not permitted to transport any TACMO students during any school-sponsored field trip or excursion.
- Driving record from the California Department of Motor Vehicles. Employees and volunteers who have two (2) or more points are not permitted to provide transportation or operate any vehicle for school-sponsored field trips or excursions.

Under no circumstances shall students transport other students except their own siblings with signed parental permission.

TACMO shall take reasonable precautions to ensure that individuals volunteering to transport students are responsible and capable operators of the vehicles to be used.

Parents/guardians and TACMO employees providing transportation for a school-sponsored field trip or excursion will be reimbursed the mileage costs for use of their private vehicles when used for field trips or excursions at the mileage reimbursement rate ~~allowed~~ set by the Internal Revenue Service ~~for vehicle expense~~. To receive reimbursement, the parent/guardian or employee must submit a report indicating the destination and purpose of the trip and miles traveled. The report must be co-signed by the sponsoring teacher.

Students shall be released following a school-sponsored field trip or excursion only in accordance with school procedures established for the activity.

X. DEFRAYING EXPENSES OF FIELD TRIPS AND EXCURSIONS

~~Students~~ Families may help defray field trip and excursion costs through voluntary

donations. ~~A student may not be denied the privilege of participating in a field trip or excursion due to lack of funds.~~ Other approved funding may also offset expenses of field trips and excursions. A student may not be denied participation in a field trip or excursion due to lack of funds. The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip or excursion due to choosing not to attend or whose parent~~s~~/guardian~~s~~ does not give permission for the student to participate in the field trip or excursion.

XI. ATHLETIC CONTEST NOTIFICATION

For schools utilizing a season-long athletic travel authorization, parents/guardians shall receive notification prior to each away athletic contest. Notification may be provided electronically or in writing and ~~should~~ will include, as applicable:

- contest date;
- opponent;
- contest location;
- departure time;
- anticipated return time;
- transportation arrangements; and
- coach or school contact information.

Notification of cancelled or rescheduled contests shall be provided as soon as practicable.

This policy was formally adopted at a meeting of the TACMO Board of Directors on _____.

_____
Alex Tietjen, Board Secretary

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
PO BOX 1189, VISALIA CA 93279 • 559.622.3236

ENCLOSURE #13

ENCLOSURE SUMMARY

Consideration of approval of BP 24-003 Title IX Coordinator REVISED

FROM: Karin Aure

DATE: 11/17/2026

BACKGROUND: Updated secondary contact information to current Human Resources Director.

SUPERINTENDENT'S RECOMMENDATION:

- ☐ N/A. For informational purposes only.
- ☑ Approve.

Board Policy #: 24-003
Adopted/Ratified: September 17, 2024
Previously Revised: March 18, 2025; August 15, 2025
Proposed Revision: November 17, 2026

The Academies Charter Management Organization

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of The Academies Charter Management Organization ("TACMO") to address sex discrimination, including but not limited to sexual harassment, occurring within TACMO's education program or activity.

TACMO does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1]

This Policy applies to conduct occurring in TACMO's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom TACMO does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the TACMO Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by TACMO.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of TACMO conditioning the provision of an aid, benefit, or service of TACMO on an individual's participation in unwelcome sexual conduct;

[1] TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to TACMO's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through TACMO.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

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

Party means a complainant or respondent.

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

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to TACMO's education program

or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or TACMO's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of TACMO ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Karin Aure
Superintendent
PO Box 1189, Visalia, CA 93279
kaure@theacademiescharters.org
(559) 429-4351

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

~~Shauna Dolin~~ Suzy Plummer
Human Resources Director
PO Box 1189, Visalia, CA 93279
~~sdolin~~splummer@theacademiescharters.org
(559) 429-4351

The Coordinator is responsible for coordinating TACMO's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to TACMO, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within TACMO's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher,

counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

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

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

Privacy
TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation
TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment
TACMO will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

TACMO's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in TACMO's education program or activity against a person in the United States, the Coordinator will

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

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.
Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. TACMO will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair TACMO's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

TACMO has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with TACMO's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

TACMO requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by TACMO to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

TACMO will treat complainants and respondents equitably. TACMO presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

TACMO may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

TACMO allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by TACMO, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

TACMO will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal
TACMO must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in TACMO's education program or activity; or
- Did not occur against a person in the United States.

TACMO may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by TACMO;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent TACMO from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable TACMO policy.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- TACMO's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that TACMO prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

TACMO may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with TACMO's policies.

TACMO may remove a respondent from TACMO's education program or activity on an emergency basis, in accordance with TACMO's policies, provided that TACMO undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under TACMO's Title IX grievance procedures, TACMO may offer an informal resolution process to the parties. TACMO will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, TACMO will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. TACMO has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless TACMO obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, TACMO will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after TACMO sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of TACMO's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that TACMO provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of TACMO's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or TACMO's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

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

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

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

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

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

This policy was originally adopted by The Academies Charter Management Organization Board of Directors on September 17, 2024, and subsequently revised and approved by the Board on November 17, 2026.

_____
Alex Tietjen, Board Secretary

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present:

_____

Where did the incident(s) occur? _____

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

_____

_____

_____

_____

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

_____ Date: _____
Signature of Complainant

_____
Print Name

<u>To be completed by TACMO</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____