



# Oasis Charter Public School

A small school for kids with BIG ideas.

1135 Westridge Parkway, Salinas, CA 93907  
T: (831) 424-9003 F: (831) 424-9005 [www.oasischarterschool.org](http://www.oasischarterschool.org)

## Under Construction Education Network (UCEN)

### Board of Directors Meeting

# Agenda

(\*indicates materials furnished to Board Members)

**Tuesday - March 26, 2024**

**Time: 5:15 p.m.**

**Place: Oasis Charter Public School Board Room**

**1135 Westridge Parkway**

**Salinas, CA 93907**

**or**

**via Zoom/hybrid Teleconference**

**Join Zoom Meeting**

**<https://zoom.us/j/95951088531?pwd=YitJbHdiVW9TSkd3ZDNCTINzTnJJZz09>**

**Meeting ID: 959 5108 8531**

**Passcode: AVXZ71**

**+16699009128,,95951088531#,,,,\*440320# US (San Jose)**

**\*\*PERSONS WISHING TO ADDRESS THE BOARD OF DIRECTORS\*\*** INFORMATION TO THE PUBLIC: All persons are encouraged to attend and participate (where designated) in meetings of the Under Construction Educational Network ( UCEN ) Board. Please fill out the form available at the door, and submit to the Secretary of the Board of Trustees prior to the meeting and you will be called during the comment period. For virtual meetings, members of the public are welcome to make comments during the virtual meetings when the Board chair opens the item on the agenda for the public. When the President of the Board recognizes a member of the public for oral comment, such comment will be limited to (3) minutes in accordance with law. Your comments will be heard (with no action taken) under the designated section of this agenda. For the record: state your name, title, whom you represent, and the agenda item you are addressing. The Board will not respond to your comments at this time. Your questions, concerns and/or input will be referred to the appropriate person.

**Note:** The Oasis Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact Dr. Natalie Zayas at (831) 424-9003 at least 72 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132))

**\*PARA TODAS AQUELLAS PERSONAS QUE DESEAN HABLAR O DIRIGIRSE A LOS  
MIEMBROS DE LA MESA DIRECTIVA \***

**INFORMACIÓN PARA EL PÚBLICO:** El público está invitado a asistir y participar en las juntas (donde se indica en la agenda) de la Mesa Directiva de Oasis. Rellene el formulario disponible en la puerta y entréguelo al Secretario de la Mesa Directiva antes de que comience la reunión y lo llamarán durante el período de comentarios. Sus comentarios serán escuchados (sin tomar acción) durante la sección correspondiente de esta agenda. Cuando el Presidente de la Mesa Directiva reconoce a un miembro del público para comentarios orales, dicho comentario se limitará a (2) minutos de acuerdo con la ley. Para el archivo, diga su nombre, título, a quien representa y el artículo de la agenda a que se quiere referir. Los miembros de la Mesa Directiva no responderán a sus comentarios en ese momento. Sus preguntas, preocupaciones y comentarios serán referidas al departamento correspondiente.

**Nota:** La Mesa Directiva de Oasis anima a las personas con discapacidades a participar plenamente en el proceso de reuniones públicas. Toda persona con necesidades especiales que requiera alguna modificación o arreglo especial puede llamar a la Dr Natalia Zayas al (831) 424-9003 dentro de 72 horas de una junta regular, o dentro de 24 horas de una junta especial para hacer todo nuestro mejor esfuerzo razonable para satisfacer sus necesidades. (Código Governmental § 54954.2; Americanos con Discapacidades de 1990, § 202 (42 U.S.C. § 12132))

## **1.0 REGULAR AGENDA**

### **1.1 Call Meeting to Order: Jacqueline Vasquez, Board President**

## **2.0 ROLL CALL OF GOVERNING BOARD**

Jacqueline Vasquez, President: Yes \_\_\_ Absent \_\_\_

Margie Wiebusch, Vice President: Yes \_\_\_ Absent \_\_\_

Dr. Fernando Elizondo, Treasurer: Yes \_\_\_ Absent \_\_\_

Maria Alvarez, Member: Yes \_\_\_ Absent \_\_\_

Jamie Stracuzzi, Member : Yes \_\_\_ Absent \_\_\_

## **3.0 ADOPTION OF THE AGENDA**

That the Governing Board approve the agenda as presented.

## **4.0 APPROVAL OF THE MINUTES**

That the Governing Board approve the minutes of the Regular Board Meeting of February 27, 2024.

## **5.0 BOARD OF TRUSTEE COMMENTS**

Board Members wishing to address agenda items and/or other items may do so at this time.

## **6.0 PUBLIC COMMENT**

Individuals wishing to address agenda items and/or other items, may do so at this time or wait until the agenda item comes up. There will be a limit of 3 minutes per person on public comments (double that time for individuals utilizing an interpreter).

## **7.0 ACKNOWLEDGMENTS**

## **8.0 CONSENT CALENDAR:**

### **8.1: ACTION: Section V, Article XIII, Student Services, Nondiscrimination, Harassment, Intimidation, Bullying**

That the Governing Board approve revisions to the policy to meet the requirements of the State of California Education Equity Review.

## **9.0 DISCUSSION/RECOMMENDATION/ACTION: Governing Board**

### **9.1 ACTION: Oasis Community Council (OCC) Budget Request, OCC President, Romina Zavala**

That the Governing Board accept and approve the OCC budget request.

### **9.2 ACTION: Narrative survey by classroom teachers, Executive Director, Dr. Natalie Zayas**

That the governing board receive the survey and request by classroom teachers on narratives and approve the request.

### **9.3 INFORMATION: Enrollment & School Year (SY) 2024-25 Projection Report, Office Manager, Grisela Macias**

That the Governing Board receive the enrollment report.

### **9.4 ACTION: SY 2024-25 Academic Calendar, Executive Director, Dr. Natalie Zayas**

That the Governing Board accept the SY 2024-25 Academic Calendar

### **9.5 INFORMATION: SY 2023-24 Spring Intersession, Counselor, Maria Tavares**

That the Governing Board accept the Spring Intersession presentation.

### **9.6 ACTION: Resolution to seek quotes for insurance, Executive Director, Dr. Natalie Zayas**

That the Governing Board approve the resolution to CharterSafe Joint Powers Authority.

### **9.7 INFORMATION: Charter School Performance from the California Department of Education. Executive Director, Dr. Natalie Zayas**

That the Governing Board accept the Charter School Performance Data Report.

## **10.0 STAFF REPORTS**

### **10.1 Receive Oral Report from Oasis Charter School Instructional Coordinator, Stephanie Curley, M.Ed.**

An update on school-wide activities undertaken by the Instructional Coordinator.

### **10.2 Receive Oral Report from Oasis Charter School Executive Director, Dr. Natalie Zayas**

An update on school-wide activities undertaken by the Executive Director.

- **Staff evaluation update**
- **Local Control Accountability Plan (LCAP) update**

- **Western Association of Schools and Colleges (WASC) update**

## **11.0 FUTURE AGENDA ITEMS**

- **LCAP**
- **SY2024-25 Budget**

## **12.0 NEXT MEETING DATE**

12.1 Next Board Meeting: Tuesday, April 30, 2024

## **13.0 CLOSED SESSION**

**13.1 Executive Director Evaluation Tool and Timeline**

**13.2 Public Employee: Discipline/Dismissal/Release**

## **14.0 ADJOURNMENT**





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### Board of Directors Meeting

# Minutes

(\*indicates materials furnished to Board Members)

**Tuesday - February 27, 2024**

**Time: 5:15 p.m.**

**Place: Oasis Charter Public School Board Room**

**1135 Westridge Parkway**

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**via Zoom/hybrid Teleconference**

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## **1.0 REGULAR AGENDA**

**1.1 Meeting called to order at 5:16 p.m. by Jacqueline Vasquez, Board President**

## **2.0 ROLL CALL OF GOVERNING BOARD**

Jacqueline Vasquez, President: Yes ☒ Absent \_\_\_\_\_

Margie Wiebusch, Vice President: Yes ☒ Absent \_\_\_\_\_

Dr. Fernando Elizondo, Treasurer: Yes ☒ Absent \_\_\_\_\_

Maria Alvarez, Member: Yes ☒ Absent \_\_\_\_\_ (Arrived at 5:25p)

Jamie Stracuzzi, Member : Yes ☒ Absent \_\_\_\_\_ (Arrived at 5:19p)

## **3.0 ADOPTION OF THE AGENDA**

That the Governing Board approve the agenda as presented.

**Motion to approve the Agenda by Board Treasurer, Dr. Fernando Elizondo; Seconded by Board Vice President, Margie Wiebusch.**

**Vote on Motion: 3 - 0      Motion: Approved**

## **4.0 APPROVAL OF THE MINUTES**

That the Governing Board approve the minutes of the Regular Board Meeting of January 30, 2024.

**Motion to approve the Minutes by Board Treasurer, Dr. Fernando Elizondo; Seconded by Board Vice President, Margie Wiebusch.**

**Vote on Motion: 3 - 0**

**Motion: Approved**

## **5.0 BOARD OF TRUSTEE COMMENTS**

Board Members wishing to address agenda items and/or other items may do so at this time.

Board President, Jacqueline Vasquez, commented on how pleased she was to see so many folks attending this meeting and getting involved.

Board Treasurer, Dr. Fernando Elizondo, spoke to his excitement to be on the Board and that he looks forward to the work ahead.

## **6.0 PUBLIC COMMENT**

Individuals wishing to address agenda items and/or other items, may do so at this time or wait until the agenda item comes up. There will be a limit of 3 minutes per person on public comments (double that time for individuals utilizing an interpreter).

Resource Specialist Program (RSP) Case Manager, Chianelle Flores-Marti, spoke to her proposal before the Board tonight (Item 9.3) and that she felt in the past staff was more involved in the budget process. She also felt staff were told in December that jobs wouldn't be affected and requested the Board consider keeping all positions until the end of the school year.

Behavior Coordinator, Eliana Coronel, spoke to her position and everything it entails to make the case as to why she should be kept until June of this current school year.

## **7.0 ACKNOWLEDGMENTS**

**No acknowledgements at this time.**

## **8.0 CONSENT CALENDAR**

### **8.1 ACTION: Board Policy Section IV: Personnel, Article XV: Professional Boundaries: staff/Student Interaction**

That the Governing Board approve the revised policy to meet the needs of the State of California requirements.

### **8.2 ACTION: Board Policy Section V: Students, Article XXVI: Promotion and Retention.**

That the Governing Board approve the revised policy to meet the needs of the State of California requirements.

### **8.3 ACTION: Board Policy Section V: Student Services, Article XXI: Responding to On-Campus Immigration Enforcement**

That the Governing Board approve the revised policy to meet the needs of the State of California requirements.

**Motion to approve the Consent Calendar by Board President, Jacqueline Vasquez;  
Seconded by Board Member, Jamie Stracuzzi.**

**Vote on Motion: 5 - 0**

**Motion: Approved**

## **9.0 DISCUSSION/RECOMMENDATION/ACTION: Governing Board**

**9.1 DISCUSSION/ACTION: Second Interim Budget with Balanced Budget Proposal, Executive Director, Dr. Natalie Zayas**

That the Governing Board approve the Second Interim Budget after they receive the Balanced Budget Proposal.

Dr. Zayas reviewed the budget by line item and spoke to how it was created. She discussed how the increase of 1:1 Special Education (SPED) Behavior Technicians has greatly affected the budget. She addressed the importance of these behavior technicians so students can receive an equal education. She also informed the group the positions proposed for elimination or reduction would take place on March 15, 2024, but the individuals affected would retain insurance benefits until the end of the month.

The group proceeded to discuss the proposals put forth and any possible alternatives. Vice President Wiebusch spoke of collectively reducing all salaries so as to keep all positions. It was noted that whereas this strategy can be effective, it doesn't work in a non-union environment.

Dr. Elizondo, Board Treasurer, spoke to the difficulty in reducing a budget when personnel are involved but he reminded the group that this proposal is a balanced budget that the Monterey County Office of Education (MCOE) agrees to.

**Motion to approve the second interim budget by Board Treasurer, Dr. Fernando Elizondo; Seconded by Board Member, Maria Alvarez.**

**Vote on Motion: 4 - 1, with Board President Vasquez voting no. Motion: Approved**

**9.2 INFORMATION: 2022-2023 Fiscal Audit, Executive Director, Dr. Natalie Zayas**

That the Governing Board receive the Fiscal Audit for 2022-2023.

Dr. Zayas explained that MCOE dictates we must change auditors every three years. The current audit had no negative findings and the auditing team of Christy White and Associates, thanked management for the ease of working with them to finish the audit. Dr. Zayas thanked Office Manager, Grisela Macias and Chief Business Official, Casee Weber for their work on the audit.

**Informational only.**

**9.3 ACTION: Request for title change and increase in salary by RSP/Case Manager, Chianelle Flores-Marti.**

That the Governing Board take action on the request for title change and increase in salary by the RSP/Case Manager, Chianelle Flores-Marti. Executive Director, Dr. Natalie Zayas

Dr. Zayas presented the RSP/Case Manager's proposal for a title change and a higher salary. Dr. Zayas heavily emphasized the current budget issues, job duties, and that all positions at Oasis have "duties as assigned," which the Executive Director assigns from time to time. She noted that other staff have been taking on many duties to assist the overall function of the school. Member Alvarez stated she wasn't comfortable approving pay increases while eliminating and reducing hours and benefits of other staff members. Other Board members expressed similar views and concerns as Board Member Alvarez. It was suggested only changing the title but was agreed that wasn't prudent either. Dr. Zayas informed the Board that this would require a materials revision as per MCOE, which incurs legal costs; it would be a new position needing approval by MCOE; and, standard human resource procedures for hiring must be adhered to, which would also include posting on EdJoin.

**Motion to deny the title change and increase in salary for RSP/Case Manager by Board Member, Maria Alvarez; Seconded by Board Treasurer, Dr. Fernando Elizondo.**

**Vote on Motion: 4 - 1, with Board President Vasquez voting no. Motion: Denied**

**9.4 INFORMATION: Enrollment Report, Office Manager, Grisela Macias**

That the Governing Board receive the enrollment report.

Ms. Macias reviewed the current enrollment numbers with the group. She discussed the status of the student "Intent to Return" forms noting staff will finish this week reaching out to those families who have not yet submitted.

**Informational only.**

**9.5: DISCUSSION/INFORMATION: Northwest Evaluation Association (NWEA) Middle of the Year (MOY) Assessment Data and Breakdown by Subgroups**

That the Governing Board receive the data and information on assessments for the MOY.  
Executive Director, Dr. Natalie Zayas

Dr. Zayas presented the assessment data and breakdown. Dr. Zayas, Board Member Alvarez, and Instructional Coordinator Curley will meet to discuss the data further.

**For discussion and information only.**

**9.6 INFORMATION: Student Recruitment Update, Executive Director, Dr. Natalie Zayas**

That the Governing Board receive the recruitment update from the Recruitment Group.

Dr. Zayas updated the Board on a recent Recruitment Committee meeting that was open to staff. Dr. Zayas (Executive Director), Stephanie Curley (Instructional Coordinator), Cathy Dozier (Administrative Assistant), Maria Tavares (School Counselor), Olivia Escobar (English Learners Development Instructional Assistant), and Becky O'Connor (Sixth Grade Teacher) were present to help increase enrollment and therefore the budget at Oasis. The committee concluded that through all the different means of advertising, ie, print, radio, etc., data shows it hasn't produced enough interest. The Recruitment Committee discussed other avenues to reach the public and came up with an open house event, setting up tables at local events and farmers markets and door knocking. Staff will research cost and logistics and report back to the Board.

**Informational only.**

**9.7 ACTION: 2024-2025 Academic Calendar, Executive Director, Dr. Natalie Zayas**

That the Governing Board accept the 24/25 Academic Calendar

After discussing, Member Alvarez suggested cutting one Professional Development (PD) day from 7 to 6 and to break up PD Week by spreading throughout the school year. It was also suggested that the OCC get involved. The Board asked for revisions to better match local school districts and include a 3-week winter break. This was tabled until March.

**Motion to table by Board President, Jacqueline Vasquez; Seconded by Board Member, Jamie Stracuzzi.**

**Vote on Motion: 5 - 0 Motion: Approved**

**9.8: ACTION: Organization Chart; Executive Director, Dr. Natalie Zayas**

That the Governing Board accept the Oasis Charter Public School Organizational Chart

**Motion to accept the Organizational Chart by Board President, Jacqueline Vasquez;  
Seconded by Board Member, Jamie Stracuzzi.**

**Vote on Motion: 5 - 0**

**Motion: Approved**

**10.0 STAFF REPORTS**

**10.1 Receive Oral Report from Oasis Charter School Instructional Coordinator, Stephanie Curley, M.Ed.**

An update on school-wide activities undertaken by the Instructional Coordinator.

Ms. Curley shared with the group all the activities taking place in the Spring Enrichment cycle. The students are hard at work on all aspects of the play from acting to set design and costume making to musical interludes. They also have classes for basketball, Tai Chi, Genius Hour and jewelry making, among others, that the students are enjoying very much.

**10.2 Receive Oral Report from Oasis Charter School Executive Director, Dr. Natalie Zayas**

An update on school-wide activities undertaken by the Executive Director.

Dr. Zayas spoke to the following updates: This is Parent-Teacher Conference week; Science Outdoor School went well; She reported that she is working on both the Western Association of Schools and Colleges (WASC) and the Local Control Accountability Plan (LCAP); The grant received for \$5000 is being used for literacy for low-performing students. This will begin in March; She and Ms. Curley attended a recent MCOE recruitment fair and secured a few leads. Staff are scheduling interviews as is required by law when we have intern teachers.

**11.0 FUTURE AGENDA ITEMS**

- **Student enrollment projection**
- **Staff evaluation update**
- **Summer School Plan**
- **LCAP update**
- **WASC update**
- **Student Recruitment Update**
- **Teacher survey regarding narratives**
- **Spring Intersession Plan**

**12.0 NEXT MEETING DATE**

12.1 Next Board Meeting: Tuesday, March, 26, 2024

**13.0 ADJOURNMENT 7:28p.m.**

**UCEN Board/Oasis Public Charter School  
Salinas, California**

**Board Policy Adopted: 5/31/2022**  
**Revised: 5/30/2023, 9/7/2023, Draft to**  
**Board 3/26/24**

**Section V     Student Services**

**Article XIII   Nondiscrimination, Harassment, Intimidation, Bullying**

The UCEN Board/Oasis Charter Public School (OCPS) recognizes the need to create and maintain a learning environment where students and employees are treated with dignity, decency, and respect in accordance with Safe Place to Learn Act.

The school strictly prohibits, discrimination, harassment, including sexual harassment, intimidation and bullying at all levels to create an environment free from all forms of discrimination, harassment, intimidation, and bullying. based on the following characteristics, whether actual or perceived: age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender identity, gender expression, genetic information, immigration status, marital status, medical information, nationality, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics and/or any other legally protected category is unlawful and undermines the character and purpose of the school.

Such discrimination, harassment, intimidation, or bullying violates school policy and will not be tolerated. This policy applies to anyone on school campus or anyone attending school sponsored activities or any other situation that is under the jurisdiction of the school.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

Allegations of sexual harassment by employees may be processed internally through the school's Uniform Complaint Procedure (UCP) but may eventually be referred to the Department of Fair Employment and Housing.

If the school possesses information that could indicate immigration status, citizenship status or national origin information, the school shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents/guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the school shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the school shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The school shall also train teachers, staff, and personnel to ensure that they are

aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide school personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community.
- Discuss bullying-prevention strategies with students and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
- Identify the signs of bullying or harassing behavior.
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.
- Discuss if a person believes they are being harassed, bullied, sexually harassed, intimidated or feeling retaliated against, they have the right to tell the person that their comments and/or behavior is offensive and to tell them to STOP.
- All personnel should know that they have a responsibility to intervene and take immediate steps when it is safe to do so whenever they witness any form of harassment, intimidation, retaliation and or bullying.

## **Definitions**

### **Discrimination**

Discrimination is adverse treatment of any person based on the protected class from participating or benefiting from school activities or services.

### **Harassment**

Note: Oasis Charter Public School strictly prohibits harassment, including sexual harassment. Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of their membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a school official or employee, or someone who is not an employee of the school, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading, or ridiculing another person or group;
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols;
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands;
- Physical assault or stalking;
- Displays or electronic transmission of derogatory, demeaning, or hostile materials; and



- Graphic and written statements, which may include use of cell phones or the Internet.

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the school.

### **Sexual Harassment**

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions, gender identity, gender expression, and sexual orientation. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances;
- Offering educational benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons, or posters;
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive, or obscene letters, notes or invitations; and
- Physical conduct: touching, assault, impeding or blocking movements.

### **Intimidation**

Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

### **Bullying**

Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion, or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following:

- 1) places a reasonable student in fear of harm to that student's person or property;

- 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health;
- 3) causes a reasonable student to experience substantial interference with his or her academic performance;
- 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the school.

Other types of bullying:

- **Sexual bullying** includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- **Bias or hate-motivated bullying** is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- **Hazing** is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group, or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- **Cyberbullying** involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following:
  - 1) a message, text, sound or image;
  - 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- **Cyber sexual bullying** involves 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 effects described in (1) – (4) above. A photograph or other visual recording 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.

Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

## **Retaliation**

Retaliation is any adverse action taken against a student because they filed a charge of harassment, discrimination, intimidation or bullying complaint to the school or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

## **Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation**

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying, or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The school will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The Executive Director or designee of the school

Complaints may be submitted to the Executive Director or designee by any of the following methods:

Natalie Zayas, Title IX  
Coordinator/ Equity Compliance  
Officer

1135 Westridge Drive  
Salinas, California  
Phone: 1-831-424-9003  
Email: [info@oasischarterpublicschool.org](mailto:info@oasischarterpublicschool.org)

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director or designee so that the school may attempt to resolve the claim internally. Any school personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so. If such an act committed by the Executive Director can be submitted to the Executive Director's designee or to the Board President. The discretion to investigate the allegation will be determined.

## **Investigation and Disposition of Complaints**

The school shall conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a school employee), will include an interview with the alleged student-victim and their parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information to cooperate with any investigation. The investigator may also review any relevant documents.

The school will work promptly to complete its investigation within thirty (30) days. The school shall ensure that all complainants are protected from retaliation and that the identity of a complainant remains confidential as appropriate or otherwise required by law. The school shall ensure confidentiality with respect to a student's or family's immigration status unless otherwise required by law.

The investigator (if a third party) will report their findings to the Executive Director or designee and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Executive Director or designee and/or Board of Directors will take prompt and appropriate corrective action(s), including disciplinary action whenever necessary and appropriate. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will constitute the creation of an investigation file. The investigation file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used, or reviewed during the investigation and shall be maintained for a minimum of 12 months.

At the conclusion of the investigation, the Executive Director or designee shall notify the complainant of the way it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the school by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the school's resolution of the complaint. The Board of Directors will provide the student with a final decision of the school's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

## **Parental Notification**

Each year, the school shall notify parents/guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement

established by the California Attorney General. The school shall also inform students who are the victims of hate crimes of their right to report such crimes.

### **Sexual Harassment Poster**

The school shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

The poster shall be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to staff lounges, school offices, classrooms, classroom hallways, and cafeteria. This policy Nondiscrimination, Harassment, Intimidation and Bullying shall be posted on the school's internet website in a manner that is easily accessible to parents/guardians/students.

**Oasis Charter School**  
**Board Agenda Supplemental Information**  
To be submitted to the Executive Director

**TITLE OF AGENDA ITEM:** 9.1 Oasis Community Council (OCC) Budget Request

**BOARD MEETING DATE:** March 26, 2024

**BOARD AGENDA ITEM INFORMATION**

- Oasis Community Council (OCC) requests \$1,150 for the Gala event and for the All Parent Meeting in April for food related expenses.
- The OCC has their own separate budget for these expenses.

**Administration Recommendation:** Approve \_\_\_X\_\_\_ Information\_\_\_\_\_

**Person submitting item:** Romina Zavala, OCC President

**Oasis Charter School**  
**Board Agenda Supplemental Information**  
To be submitted to the Executive Director

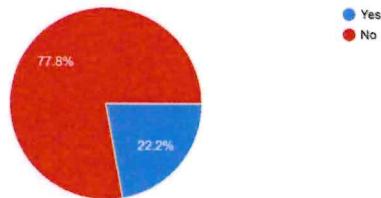
**TITLE OF AGENDA ITEM: 9.2 ACTION: Narrative survey by classroom teachers**

**BOARD MEETING DATE:** March 26, 2024

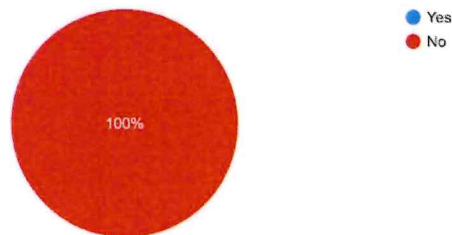
**BOARD AGENDA ITEM INFORMATION**

- On Board direction, the Executive Director surveyed classroom teachers regarding narratives.
- Teaching has changed since 2020. Behaviors have become more prevalent. Teachers work hard and if we can remove a few items from their duties, we allow them the time to focus more on the students in their classrooms.
- Survey results are below:

Do you feel narratives are valuable to families?  
9 responses



Do you want to continue writing narratives? This will be schoolwide if this receives the majority of votes.  
9 responses



**Recommendation: That the Board moves to remove narratives from the teacher's duties.**

**Administration Recommendation: Approve**   X   **Information**           

**Person submitting item: Executive Director, Dr. Natalie Zayas**

# **Oasis Charter School**

## **Board Agenda Supplemental Information**

To be submitted to the Executive Director

**TITLE OF AGENDA ITEM: 9.3 INFORMATION: Enrollment & 2024/2025 Projection Report, Office Manager, Grisela Macias**

**BOARD MEETING DATE:** March 26, 2024

### **BOARD AGENDA ITEM INFORMATION**

- **Current enrollment 176**
- **Breakdown for 24/25:**
  - **Kinder -22**
  - **First-30**
  - **Second-26**
  - **Third-24**
  - **Fourth-30 (1 on waiting list)**
    - The Board can discuss keeping this class split into 2, giving us room to add more. This class currently has 6 students with a total of 5 Registered Behavior Techs. In addition to the total enrollment we need to consider there are 5 additional adults in the room if combined into one class. The budget will be on the April agenda for the Board's consideration of this.
  - **Fifth-16**
  - **Sixth-22**
  - Total= 170**
- **The Board set enrollment for the 23/24 school year as follows:**
  - K-2: 24 per class
  - 3-6: 29 per class

**Administration Recommendation: Approve\_\_\_\_\_ Information\_ X\_\_\_\_\_**

**Person submitting item:** Grisela Macias, Office Manager



# Oasis Charter School

## Board Agenda Supplemental Information

To be submitted to the Executive Director

**TITLE OF AGENDA ITEM:** 9.4 Academic Calendar 2024-2025

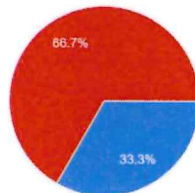
**BOARD MEETING DATE:** March 26, 2024

### BOARD AGENDA ITEM INFORMATION

- The academic calendar was revised for a 3-week winter break and for spring break to match local (Salinas) schools.
- The spring break in March matches, Alisal, Santa Rita and Salinas City
- **Version A:** Starts August 6 and ends May 28, giving teachers 2 days to wrap up paperwork for student cumulative files and report cards. It has 0 breaks in October.
- **Version B:** Starts August 6 and ends May 29, leaving teachers 1 day to wrap up and we will make sure they have Wednesdays to work on paperwork/end of year duties. This version has 1 3-day weekend in October for Indigenous People's Day.
- Voting data from staff and parents are below:

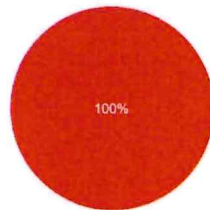
### Parent Votes

Which Version of the Academic Calendar?  
12 responses



● Version A (2 days at the end of the year with no Oct. break)  
● Version B (1 day at the end of the year, one day Oct. break)

Which Version of the Academic Calendar?  
10 responses



● Version A (2 days at the end of the year with no Oct. break)  
● Version B (1 day at the end of the year, one day Oct. break)

**Staff Recommendation:** Approve Version B

**Administration Recommendation:** Approve   X   Information           

**Person submitting item:** Dr. Natalie Zayas, Executive Director

# Oasis Charter Public School. 180 School Days/187 Teacher Workdays

DRAFT NEW UPDATED Version A

2024 - 2025

August 2024							September 2024							October 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
19 Instructional Days							20 Instructional Days							23 Instructional Days						
November 2024							December 2024							January 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	
15 Instructional Days							10 Instructional Days							18 Instructional Days						
February 2025							March 2025							April 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1			1	2	3	4	5
2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
19 Instructional Days							16 Instructional Days							21 Instructional Days						
May 2025							June 2025							July 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
19 Instructional Days																				

## Important dates

- August 6<sup>th</sup>: First day of school
- October 28-Nov. 1: Fall Conferences- Minimum Day Week
- December 13<sup>th</sup> Winter Around the World 10:30am -12:15pm
- March 3rd-7<sup>th</sup>: Spring Conferences – Minimum Day Week
- May 27<sup>th</sup>: 9:00 am Promotion Kindergarten
- May 27<sup>th</sup>: 6:00 pm Promotion 6<sup>th</sup> Grade
- May 27<sup>th</sup>: Boxland 1:00pm-3:00pm
- May 28<sup>th</sup>: Last Day of School and Field Day

Minimum Days Yellow = Minimum Days. Dismissal All Grades 12:30 pm

Red = NO SCHOOL Holidays 9/2 Labor Day; 10/14; 11/11 Veteran's Day; 11/25-29 Fall Break; Dec. 16-Jan. 6 Winter Break; January 20 MLK; February 17 Presidents Day; March 24-28 Spring Break; May 26 Memorial Day

NO SCHOOL in ORANGE Teacher Workdays and Professional Development Days - August 1, 2, 5; Oct. 14; Jan. 6; April 21; May 30

Summer Session 1: June 9-30 with the 19<sup>th</sup> off as a holiday & Session 2: July 7-25

First day of school August 16, 2024. Last day of school May 28, 2025



# Oasis Charter Public School. 180 School Days/187 Teacher Workdays

DRAFT NEW UPDATED Version B

2024 - 2025

August 2024							September 2024							October 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
19 Instructional Days							20 Instructional Days							23 Instructional Days						
November 2024							December 2024							January 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	
15 Instructional Days							10 Instructional Days							18 Instructional Days						
February 2025							March 2025							April 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1			1	2	3	4	5
2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
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May 2025							June 2025							July 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
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25	26	27	28	29	30	31	29	30						27	28	29	30	31		
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Summer Session 1: June 9-30 with the 19<sup>th</sup> off as a holiday & Session 2: July 7-25

Start of school August 16, 2024. Last day of school May 28, 2025

**Oasis Charter School**  
**Board Agenda Supplemental Information**  
To be submitted to the Executive Director

**TITLE OF AGENDA ITEM:** 9.5 Spring Intersession

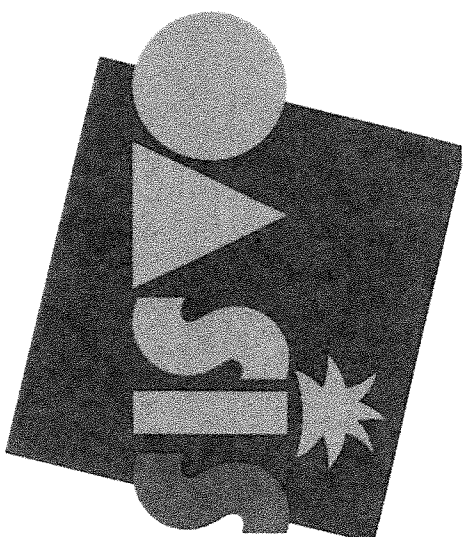
**BOARD MEETING DATE:** March 26, 2024

**BOARD AGENDA ITEM INFORMATION**

- Mrs. Tavares, School Counselor, will present on her plan for Spring Intersession as she will be the staff member in charge.
- We have two credentialed teachers and 2 aides plus 1 part time kitchen staff member.
- Spring Intersession will run from April 1-5.
- This was posted for families for months and updated numerous times.
- Enrollment is low (next year we will do 2 summer sessions in lieu of intersession where enrollment is low).

**Administration Recommendation:** Approve\_\_\_\_\_ Information   X  

**Person submitting item:** Mrs. Maria Tavares, School Counselor



# Spring Intersession

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Spring intersession

April 1-5, 2024

7:45am - 4:00 pm

Two Teachers:

- Alyssa Clark K-2 with Berenice
- Manssa 2-5 with Nayeil

Classes:

- 8:30 - 9:15 Math
- 9:15-9:45 Recess 1 and snack
- 9:45-10:30 Math Project
- 10:30-11:15 ELA
- 11:15-12:00 Recess and lunch
- 12:00-1:15 ELA Project
- 1:15-1:45 Recess and snack
- 1:45-2:30 Science or Social Studies
- 2:30-3:15 Science or Social Studies Project
- 3:15-4:00 Exploration Time/Project time/Outside Play/Indoor games

# Schedule

# Creating a theme park!

For Math we will practice:

- Addition and Subtraction with money
- Budgeting
- Arrays and Multiplication
- Measurement
- Data and Graphing

For ELA we will:

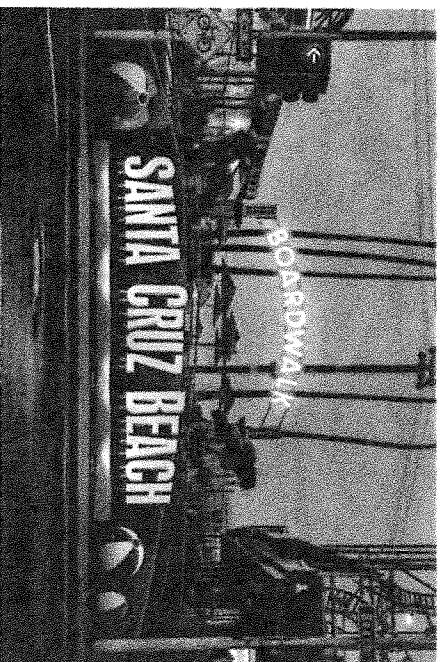
- Read articles about theme parks, roller coasters, and more
- Write about the rides that our theme park will have

For Science we will talk about:

- Force and motion
- Physics behind roller coasters and other rides



# Field Trip

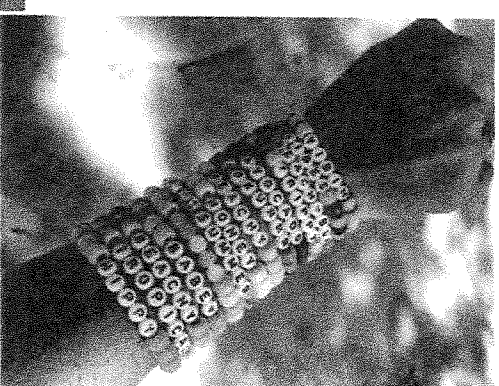
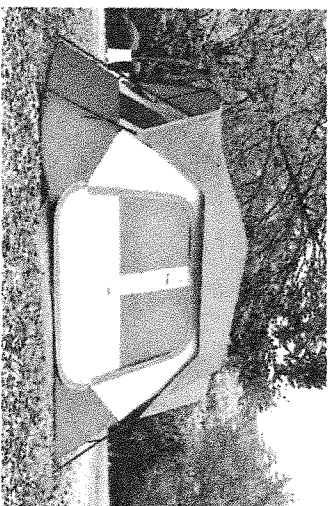


- Depart Oasis at 9:30am
- Arrive at Santa Cruz Beach Boardwalk at 10:30
  - Beach exploration for one hour and a half(ecosystems)
- Theme Park at 12pm
  - Physics observations(force and motion)
  - Hands on
  - Lunch provided
- Depart Santa Cruz at 3
  - Arrive at Oasis by 4pm.



# Exploration Time

1. Day Camping
2. Nursing Home Bracelets
3. Pizza Making Activity



# Important Information

- Deadline has passed for spring intersession sign ups.
- Counseling/Behavior services will be provided.
- In need of camping materials: (lending) tent, chairs, kiddy pool, kids fishing rods.

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**Oasis Charter School**  
**Board Agenda Supplemental Information**  
To be submitted to the Executive Director

**TITLE OF AGENDA ITEM:** 9.6 Resolution to seek quotes for insurance

**BOARD MEETING DATE:** March 26, 2024

**BOARD AGENDA ITEM INFORMATION**

- In order to receive quotes on insurance, we need a resolution from the Board that will be presented to our current insurer.
- This allows us to discuss with other companies so we can research the best rates for the school and staff members.

**Staff Recommendation:** Approval of the resolution.

**Administration Recommendation:** Approve   X   Information           

**Person submitting item:** Dr. Natalie Zayas, Executive Director



## Oasis Charter Public School

A small school for kids with BIG ideas.

1135 Westridge Parkway Salinas, CA 93907

Office: (831) 424-9003 Fax: (831) 424-9005

[www.oasischarterschool.org](http://www.oasischarterschool.org)

To: CharterSafe  
Joint Powers Authority

From: Cathy Dozier  
Board Secretary  
Oasis Charter Public School

Re: Reservation of right to leave the JPA as of July 1, 2024.

The Board of Directors of Oasis Charter Public School, Under Construction Education Network (UCEN) resolves to reserve our right to potentially withdraw the schools membership in the Charter Safe Joint Powers Authority effective July 1<sup>st</sup> 2024. Per Article XIII, Section 1, of the CCSJPA Agreement, this resolution gives 90 days advanced written notice. The Board of Directors reserves the right to amend, change, or terminate this resolution at any point in the future.

Cathy Dozier  
Board Secretary  
Oasis Charter Public School

**Oasis Charter School**  
**Board Agenda Supplemental Information**  
To be submitted to the Executive Director

**TITLE OF AGENDA ITEM: 9.7 Charter School Performance Data**

**BOARD MEETING DATE:** March 26, 2024

**BOARD AGENDA ITEM INFORMATION**

- The Charter School Performance Data has been released from the California Department of Education.
- Oasis Charter Public School has moved from being a low performing school to the middle category.
- This makes rechartering much smoother!

*Category Data File - Charter Schools (CA Dept of Education) Charter School Performance Category Data File - Charter Schools (CA Dept of Education)*

Monterey Bay Charter	High Performing
Bay View Academy	Middle Performing
Monterey County Home Charter	Middle Performing
Oasis Charter Public	Middle Performing
International School of Monterey	Middle Performing

**Administration Recommendation: Approve**   X   **Information**           

**Person submitting item:** Dr. Natalie Zayas, Executive Director

# **EVALUATION OF LEAD ADMINISTRATOR/EXECUTIVE DIRECTOR BY INDIVIDUAL BOARD MEMBERS**

*This evaluation is based on an appraisal of the school year from August 2021 to July 2022.*

## **The Evaluation Areas:**

- A. Relationship with the Governing Board
- B. Community Relations
- C. Staff Relationships
- D. Business and Finance
- E. Instructional Leadership
- F. Overall Results/Meeting of Goals

## **Board Member Commitments:**

- Participate in the agreed upon process with honesty and integrity.
- Each board member will rate all performance indicators and goals based on evidence.
- Align evidence to performance standards, the individual indicators, and the goals.
- Identify the Lead Administrator/Executive Director's strengths and area for improvement and make recommendations for improving performance.
- Participate in the evaluation discussions and agree to goals for next year.

## **Lead Administrator/Executive Director Commitments:**

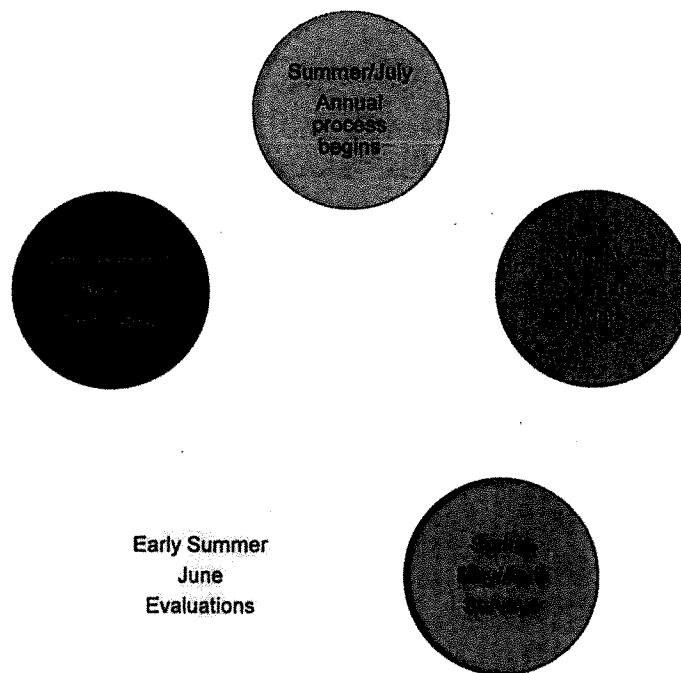
- Understand, agree to, and participate in the articulated process.
- Gather data, documents, and evidence to support performance in relation to the standards and progress toward achieving goals.
- Finalize goals and end-of-year evaluation with the Board.

**Spring (April/May)** – A survey is issued to all staff, and another to all parents/families. The questions in this survey should be agreed upon by the Board and reviewed by the Lead Administrator/School Director. Only questions agreed on by the Lead Administrator/School Director and the Board should go out.

**Early Summer (June)** – Rubric goes out to Board members soliciting their input on the Lead Administrator/School Director's performance. Additionally, the Lead Administrator/School Director writes a self-evaluation.

**Late Summer (August)** – After collecting the rubric/comments from all board members, the Board President (and an additional board member if needed) drafts a formal letter including the information from the other board members, the two surveys and the self-evaluation. This is presented to the Lead Administrator/School Director in August.

Because it is ongoing, a new Lead Administrator/School Director Evaluation cycle will start even before the old cycle ends. The evaluation cycle looks like this:



**NOTE:** This timeline should be reflected in the "Evaluation" section of the Lead Administrator/School Director's contract.

## RATING SCALE

Highly Effective (3.1-4.0), Effective (2.1-3.0), Developing (1.1-2.0), and Ineffective (0.0-1.0)

Prepared by: \_\_\_\_\_

Board Relationships	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
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Information	Lead Administrator/ Executive Director does not provide the information the board needs to meet its responsibilities.	Lead Administrator/ Executive Director keeps only some board members informed, making it difficult for the board to meet its responsibilities.	Lead Administrator/ Executive Director keeps the board informed with appropriate information as needed so the board can meet its responsibilities.	Lead Administrator/ Executive Director communicates openly with trust and integrity, including providing all members of the board with equal access to information, while recognizing the importance of both responsive and anticipatory communications enabling the board to fully meet its responsibilities.
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Rating: \_\_\_\_\_

Materials and background	Meeting materials aren't available. Board members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and/or late, and/or don't include supporting information.	Most materials are provided, complete, and timely, with supporting information. Some is incomplete, late, and/or supporting information is included.	Meeting materials are provided timely and there is enough supporting information to make informed decisions.
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Rating: \_\_\_\_\_

Board questions	Board member questions are rarely answered.	Board member questions are answered, but not all members are apprised of relevant questions/ answers.	Board member questions are addressed with occasional follow-up including additional information.	Board member questions are answered thoroughly with communication to all members to ensure understanding.
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Rating: \_\_\_\_\_

Policy Development and Maintenance	Lead Administrator/ Executive Director is not involved in the development and maintenance of charter school governing board policies.	The Lead Administrator/ Executive Director is minimally involved in the development and maintenance of charter school governing board policies.	The Lead Administrator/ Executive Director is actively involved in the development and maintenance of charter school governing board policies.	The Lead Administrator/ Executive Director proactively supports the board in the development and maintenance of a coherent, up-to-date set of governing board policies.
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Rating: \_\_\_\_\_



**Interprets and executes the intent of board policy**

Rating: \_\_\_\_\_

Lead Administrator/Executive Director does not take into consideration the policies or direction of the board in day-to-day job duties and in school operations.

Occasionally takes into consideration the policies and direction of the board but does not always act upon the policies in day-to-day job duties and in school operations.

Takes into consideration the policies and direction of the board and some of the board policies are acted upon in day-to-day job duties and in school operations.

Is proactive in ensuring that all board policies and board direction are taken into careful consideration and are reflected in day-to-day duties and school operations.

**Keeps board informed of concerns expressed by stakeholders or the public about the charter school and of any responses by the school and/or resulting outcomes.**

Rating: \_\_\_\_\_

Does not inform the board about concerns expressed by stakeholders or the public.

Occasionally informs the board about concerns expressed by stakeholders or the public.

Informs the board about concerns expressed by the public but does not always follow through with responding to /addressing these issues.

Informs the board about concerns expressed by the public and follows through with actions and regular board updates when addressing these issues.

**Board development**

Rating: \_\_\_\_\_

Does not promote or facilitate ongoing board development on the myriad topics a charter school board must understand in order to provide effective oversight.

When asked, provides members with potential opportunities for ongoing board development on the myriad topics a charter school board must understand in order to provide effective oversight.

Regularly provides members with information regarding board development opportunities on the myriad topics a charter school board must understand to provide effective oversight.

Actively and continuously encourages board development by seeking and communicating opportunities, and by assisting in scheduling or facilitating these opportunities as appropriate.

**Additional Comments:**

Community Relations	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
<b>Charter school/organization image</b>  Rating: _____	Lead Administrator/ Executive Director is openly negative about the charter school/charter organization.	Speaks positively about the charter school when asked but doesn't actively promote the charter school/organization.	Projects a positive image of the charter school and occasionally networks with the community to promote the school.	Regularly projects and promotes a positive image of the charter school, including networking with critical charter sector organizations, and other community-based and parent groups.
<b>Communication with community</b>  Rating: _____	Isn't readily available and is generally unresponsive to requests for communication from the community.	Provides appropriate information when asked by the community.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide opportunities such as social media, newsletters, speeches at community events and other forms of contact with the community. Follows through with commitments made.
<b>Media relations</b>  Rating: _____	Isn't proactive but is cooperative with the media.	Promotes the charter school in the media when given the opportunity.	Initiates contact and promotes events and actively engages the media.	Develops and effectively executes a coherent set of public relations strategies that ensure the school maintains a positive reputation and image in the community.
<b>Approachability</b>  Rating: _____	Is often not visible within the community and when visible, is not engaged or approachable.	Is often visible within the community but not engaged or approachable.	Is visible within the community, is engaged and makes themselves available and approachable.	Is visible within the community, is engaged and makes themselves available. Attends a variety of events and is

seen as a leader within the community.

**Provides community with information on charter school goals, priorities, and the educational program**

Does not provide any information.

Provides information only when asked.

Provides information and informs the community of most charter school goals and priorities.

Actively seeks opportunities to communicate to the community and regularly promotes charter school goals, priorities, and the educational program.

Rating: \_\_\_\_\_

**Solicits input from stakeholders and provides appropriate, timely responses when necessary.**

Does not solicit input from stakeholders or provide necessary responsive attention when necessary.

Solicits input from stakeholders and provides appropriate, timely responses when convenient.

Solicits input from stakeholders and provides appropriate, timely responses but does not always effectively or appropriately prioritize stakeholders.

Solicits input from stakeholders and provides appropriate, timely responses and effectively/ appropriately prioritizes stakeholders.

Rating: \_\_\_\_\_

**Additional Comments:**

Staff Relations	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
<b>Internal communications</b>	Consistently fails to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Updates staff on most important matters in a timely manner.	Develops and implements systems to keep staff continually informed of important matters.
Rating: _____				
<b>Personnel matters</b>	There are no policies in place to address personnel matters in a consistent manner. Some situations may be handled with bias.	Personnel policies have been adopted by the governing board but are not applied consistently.	Adopted personnel policies are in place and used to address matters with consistency, fairness, discretion and impartiality.	Adopted personnel policies establish a system that is proactive with regard to personnel matters. Personnel policies are routinely discussed and promoted, a culture of fairness and consistency is present.
Rating: _____				
<b>Delegation of duties</b>	Doesn't delegate duties. Maintains personal control over all charter school operations.	Delegates some duties to staff but retains final decision-making authority on nearly every aspect of charter school operation.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff and then works to foster their professional growth, leadership and decision-making skills.
Rating: _____				
<b>Recruitment of Staff</b>	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place but is not used consistently.	Follows a formal recruitment process at every hiring opportunity.	Follows a formal recruitment process at each hiring opportunity. Actively recruits the best staff available and encourages their application to the charter school.
Rating: _____				
<b>Visibility</b>	Seldom visits school sites.	Is present at school site and special activities only when requested.	Visits school sites/classrooms as time permits but doesn't make it a priority.	Makes regular visits to school sites and classrooms a priority in practice and in scheduling.
Rating: _____				
<b>Encourages committee participation by</b>	Does not encourage or engage staff in planning and policy interpretation.	Occasionally engages staff on matters that are convenient to engage in	Does engage staff when possible but could pursue this more actively.	Actively encourages and engages staff at all levels for their participation in

**appropriate staff members for planning, policy, interpretations, etc.**

but does not actively seek and use their input.

planning and policy work. Takes into consideration their ideas and implements them for greater success.

Rating: \_\_\_\_\_

**Develops positive staff morale and loyalty to the charter school**

Does not work with staff to build morale and loyalty. Charter school has persistent staff turnover.

Works with staff occasionally to build morale and loyalty. Charter school staff turnover is occasional.

Seeks out staff and listens to their input to encourage morale and loyalty. Rarely has unnecessary charter school staff turnover.

Actively engages staff and works with them to develop positive staff morale and loyalty. Demonstrates an attitude of cooperation and working with whole team. Unnecessary staff turnover is very infrequent.

Rating: \_\_\_\_\_

**Implements an effective and documented staff performance evaluation system**

Does not have a performance evaluation system in place.

Inconsistently evaluates some staff members but does not evenly apply the requirement across all charter school staff.

Performs regular staff evaluations for direct reports and encourages other school leaders to evaluate their own direct reports.

Actively promotes and educates staff on the importance of annual evaluations. Ensures high-quality, effective and documented evaluations of all staff.

Rating: \_\_\_\_\_

**Retains and develops staff to avoid unnecessary turnover**

Lead Administrator/Executive Director makes no effort to retain or develop staff.

Lead Administrator/Executive Director makes some effort to retain or develop staff.

Lead Administrator/Executive Director has pieces of a retention and development program in place for staff. The program has resulted in reduced turnover of high quality staff.

Lead Administrator/Executive Director has an effective, comprehensive retention and development program in place for staff. The program is aligned with the charter school's goals and has resulted in minimal turnover of high quality staff.

**Additional Comments:**

<b>Business and Finance</b>	<b>Ineffective (0.0-1.0)</b>	<b>Developing (1.1-2.0)</b>	<b>Effective (2.1-3.0)</b>	<b>Highly Effective (3.1-4.0)</b>
<b>Budget development and maintenance</b>  <b>Rating: _____</b>	Lead Administrator/ Executive Director's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the charter school.	Lead Administrator/ Executive Director works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the charter school.	Budget actions are proactive, transparent and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive, transparent and consider both current and long-range information and data. A balance is developed to meet the current and future needs of students and remain fiscally responsible to the community.
<b>Charter school's budget aligns with the school's mission</b>  <b>Rating: _____</b>	Charter school budget has no alignment with the mission and vision of the school.	Charter school budget is somewhat aligned with the mission and vision of the school.	The charter school's budget is aligned with the mission and vision of the school but the process lacks participation from stakeholders.	Through a comprehensive and transparent budget process, the budget has been aligned with the charter school's mission and vision and has been vetted by stakeholders and approved by the board.
<b>Budget reports</b>  <b>Rating: _____</b>	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/financial information provided with discussion of the ramifications of any changes.	Works with CBO/back-office support provider to ensure that the board is regularly and coherently updated regarding the school's budget and financial sustainability.

## Facility management

A facilities management plan is not in place. Maintenance is only performed when absolutely needed or sometimes not at all.

Facilities needs are discussed internally, but a plan is not in place. Issues are addressed on an as-needed basis.

A facilities management plan is in place that includes the status of the buildings and the need to improve any facilities in the future.

A board-approved facilities management plan is in place, which includes the current status of buildings, future facility improvement needs, fiscal projections and a timeline for executing the plan.

Rating: \_\_\_\_\_

Additional Comments:

Instructional Leadership	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
<b>Professional knowledge of the school's instructional program including the design/implementation of curriculum that raises/increases student achievement.</b>	<p>Is unaware of the school's current instructional programs.</p>	<p>Is somewhat knowledgeable of the school's instructional programs but relies on others to provide assessment of the data.</p>	<p>Demonstrates knowledge of the school's current instructional programs and practices and uses the data to improve student achievement.</p>	<p>Demonstrates a full understanding of and is comfortable discussing the school's current instructional practices and programs. Uses this information to improve student achievement and staff performance and bolster the case for charter renewal.</p>

## Professional self-improvement

Passively participates in some professional development opportunities.

Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.

Regularly attends professional conferences, lacks development of comprehensive plan for personal development.

Has a comprehensive personal development plan that aligns personal needs with school needs, actively seeks out and implements and effective personal development plan.

Rating: \_\_\_\_\_

## Focus on students

Student achievement is important and guides decisions made within the charter school.

Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget

Demonstrates the importance of student achievement by identifying and addressing shortcomings at the school and working with stakeholders to improve outcomes and to provide effective responses.

Student achievement is a top priority and the Lead Administrator/Executive Director demonstrates that by consistently monitoring student performance in alignment with the CA Dashboard, charter renewal laws, goals in the school's charter and authorizer expectations. This is reflected in goal revision, staff development, instructional design and an effective working relationship with the school staff and governing board.

Rating: \_\_\_\_\_

## Goal Development and charter renewal

Goals are not developed.

Goals are defined by implementing state curriculum and seeking to maximize student scores.

Facilitates the development of short-term goals and aligns them with upcoming charter renewal. Provides the necessary financial resources to meet those goals.

Rating: \_\_\_\_\_

Believes in and facilitates the development of short/long term goals for the charter school. Aligns the available resources within the budget to accomplish these goals. All goals are targeted toward a successful charter renewal.



## Staff development

Staff development isn't provided. Staff members are responsible for their own improvement.

Staff development programs are offered based upon available opportunities and/or not consistently.

Rating: \_\_\_\_\_

Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.

Staff development programs are targeted toward charter school-specific goals and are sustained to increase student achievement. Leader is willing/able to pivot as necessary based on data.

## Communicates to the staff, Board, and community the instructional goals and standards of expectations

Goals are not communicated to the staff, board, or the community.

Some informal goals are communicated but there is not a specific list of instructional goals and standards of expectation.

Rating: \_\_\_\_\_

Goals are made to meet state standards and are communicated to the Board and the community.

Goals are made to meet state standards and the additional needs of the charter school's standards. The goals are communicated out and reviewed often. There is a clear and available list of instructional goals and standards.

## Encourages parent and community participation in educational programs and activities

Does not engage parents or community participation in educational programs and activities.

Occasionally engages some participation in educational programs and activities.

Rating: \_\_\_\_\_

Maintains a list of educational programs and activities for parents and the community to get involved with. Attempts to engage parents and community but further engagement would be appropriate.

Maintains a list of programs and activities for parents and the community to be involved in and regularly communicates out to the public. Is always seeking new activities to engage parents and community. Has a systematic means of communicating and engaging stake holders. Solicits the help of local clubs, leaders, and stake holders.

**Encourages staff members to seek out ways for improving the charter school's educational programs and LCAP development**

Does not engage all levels of staff in the improvement of educational programs.

Engages upper-level employees but does not engage all levels of employees to seek additional suggestions in improving educational programs.

Seeks out and encourages all staff participation in improving the charter school's educational programs.

Has a systematic way to receive constant feedback for staff members. Embraces the ideas from all staff and tries to implement these ideas where possible. Is a leader in improvement and involvement of all staff.

Rating: \_\_\_\_\_

Additional Comments:

## Overall Charter School Results/Meeting of Goals

The following specific goals have been developed and agreed upon indicators of the charter school. (Note: these goals may be changed by the governing board to align with the school's mission and vision.)

The results:

Goal - 1	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
IMPROVE STUDENT ACHIEVEMENT AND COLLEGE AND CAREER READINESS FOR ALL STUDENTS IN ALIGNMENT WITH THE SCHOOL'S CHARTER	Shows no progress toward meeting the goal.	Shows progress but did not meet the goal.	Meets the established goal.	Exceeds the established goal.

Rating: \_\_\_\_\_

Comments:

Goal - 2	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
CREATE SAFE AND POSITIVE SCHOOL ENVIRONMENT WITH MEANINGFUL ENGAGEMENT FOR ALL STAKEHOLDERS	Shows no progress toward meeting the goal.	Shows progress but did not meet the goal.	Meets the established goal.	Exceeds the established goal.

Rating: \_\_\_\_\_

Comments:

Goal - 3	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
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**RECRUIT, TRAIN, AND  
RETAIN HIGH-QUALITY  
STAFF TO FULLY  
IMPLEMENT THE  
CHARTER SCHOOL'S  
GOALS, AND TO KEEP  
THE SCHOOL  
PREPARED FOR  
CHARTER RENEWAL**

Shows no progress toward  
meeting the goal.

Shows progress but did  
not meet the goal.

Meets the established  
goal.

Exceeds the established  
goal.

Rating: \_\_\_\_\_

Comments:

Goal - 4	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
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**DEVELOP  
PARTNERSHIPS WITH  
PARENTS, BUSINESSES,  
AND COMMUNITY**

Shows no progress toward  
meeting the goal.

Shows progress but did  
not meet the goal.

Meets the established  
goal.

Exceeds the established  
goal.

Rating: \_\_\_\_\_

Comments:

Goal - 5	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
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<b>PROVIDES STUDENTS WITH EQUITABLE ACCESS TO TECHNOLOGY FOR THEIR LEARNING, THUS INSURING POSITIVE OUTCOMES IN THE STUDENT'S ACADEMIC PERFORMANCE</b>	Shows no progress toward meeting the goal.	Shows progress but did not meet the goal.	Meets the established goal.	Exceeds the established goal.
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Rating: \_\_\_\_\_

Comments:

### Determining the Overall Evaluation Rating

Lead Administrator/Executive

Director's Name:

School Year:

2021-2022 School Year

### Ratings on Individual Domains:

A. Relationship with Board	Ineffective	Developing	Effective	Highly Effective
B. Community Relations	Ineffective	Developing	Effective	Highly Effective
C. Staff Relationships	Ineffective	Developing	Effective	Highly Effective
D. Business and Finance	Ineffective	Developing	Effective	Highly Effective
E. Instructional Leadership	Ineffective	Developing	Effective	Highly Effective
F. Overall Charter School Results/Meeting of Goals	Ineffective	Developing	Effective	Highly Effective
<b>Overall Rating</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>

**Lead Administrator/Executive Director's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Board President's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

**Board Vice President's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Board Clerk Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Board Member Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Board Member Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_