
COMMUNITY PROVIDER CODE OF CONDUCT

Sage Oak Charter Schools (“SOCS” or the “Charter School”) adopt this Community Provider Code of Conduct Policy to apply to interactions between the Community Provider (“CP”) and the Charter School’s students. The term CP means the community provider and any individuals employed or otherwise supervised by the CP. This language shall not be interpreted to mean that those employed or otherwise supervised by a CP have an employment relationship with the Charter School. This language shall not be interpreted to mean that the CP is not free from the control and direction of the Charter School in connection with the performance of the services described in any Charter School-issued purchase order. For the purpose of this policy, CP is an individual or company that provides educational services for the Charter School’s students.

The expectation of the Charter School is for anyone working for or supervised by a CP to conduct themselves in a way that reflects the high standards of behavior and professionalism, and to adhere to appropriate boundaries between those working for or supervised by a CP and students. SOCS recognizes its responsibility to make and enforce all rules and regulations governing the CPs behavior to ensure a safe, learning-conducive environment.

For the purpose of this policy, the term “boundaries” is defined as acceptable professional behavior by the CP while interacting with a student. Trespassing the boundaries of a CP/student relationship is deemed an abuse of power and a betrayal of public trust. Although sincere, competent interaction with students certainly fosters learning, staff/student interactions must have boundaries surrounding activities, locations, and intentions. It is each CP’s employee’s obligation to avoid situations that could prompt suspicion and concern by parents, students, colleagues, or Charter School leaders. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes including but not limited to being revoked as an approved CP for the Charter School.

Examples of Specific Behaviors*Unacceptable CP/Student Behaviors*

The following are examples of unacceptable behavior and are not intended to be an exhaustive list.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary or excessive physical contact.
4. Being alone with a student.
5. Making or participating in sexually inappropriate comments or jokes.
6. Listening to or telling stories that are sexually oriented.
7. Discussing personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
8. Allowing students in the CP’s home for reasons other than the educational service being provided and/or without the student’s parent/guardian present.

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9. Having a student in a CP's vehicle or transporting a student.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
11. Raising voice or using any type of corporal punishment with students.
12. Virtual interactions where lax software platform security settings leave the meeting susceptible to the intrusion of uninvited individuals.

Acceptable and Recommended CP/Student Behaviors

The following are examples of acceptable behavior and are not intended to be an exhaustive list.

1. Exhibiting professionalism in all communications with students, (e.g. emails, text, and phone calls to students) keeping discussions related to Charter School content. All forms of communication must be professional and brief. The parent/guardian should be included/copied in written/verbal communication.
2. Keeping reasonable personal distance from students.
3. Stopping and correcting students if they cross personal boundaries.
4. Keeping parents and School informed when a boundaries issue develops with a student.
5. Recognizing the responsibility to intervene to stop the unacceptable behavior of students or coworkers.
6. Giving students praise and recognition without touching them, or limiting physical contact to pats on the student's upper back or shoulder, high fives or handshakes.
7. Keeping professional conduct a high priority. Use constructive feedback with students at all times.
8. Virtual interactions where increased security settings on software platforms ensure the session will be safe from the intrusion of uninvited individuals.

Duty to Report Suspected Misconduct

When a CP reasonably suspects or believes that another CP may have crossed the boundaries specified in this policy, he or she must immediately report the matter to the Charter School. All reports shall be as confidential as possible under the circumstances. It is the duty of the Charter School to investigate and thoroughly report the situation. CPs must also report to the Charter School any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for abuse.