



Navigator Schools

Governance Committee Meeting

Date and Time

Thursday March 28, 2024 at 3:30 PM PDT

Location

[Join Zoom Meeting](#)

ID: 97063408907

Passcode: 808705

[\(US\) +1 346-248-7799](#)

Passcode: 808705

Meeting host: ami.ortiz@navigatorschools.org

Join Zoom Meeting:

<https://navigatorschools.zoom.us/j/97063408907?pwd=Wm1OQk9lK0xvL0NhdVYrU2xubm9FQT09>

This meeting will be held in compliance with the Brown Act.

Individuals in need of a disability-related accommodation, modification, or auxiliary aid/service, should direct requests [via e-mail](#) to Ami Ortiz, Director of Business & Finance.

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:30 PM

	Purpose	Presenter	Time
Opening Items			
A.	Record Attendance and Guests	John Flaherty	1 m
B.	Call the Meeting to Order	John Flaherty	1 m
C.	Approval of Minutes from Previous Committee Meeting	Approve Minutes John Flaherty	1 m
Members will vote on the approval of minutes from the previous meeting.			
Approve minutes for Governance Committee Meeting on February 28, 2024			
D.	Approval of Minutes from Previous Committee Meeting	Approve Minutes John Flaherty	1 m
Members will vote on the approval of minutes from the previous meeting.			
Approve minutes for Governance Committee Meeting on March 22, 2024			
II.	Topical Items		3:34 PM
Governance			
A.	Approval of Contracts Valued Over \$50,000	Vote Tom Peraic	15 m
The Committee will vote to approve the following contracts:			
A. Apeira Solutions ICA			
B. Statement of Work - Audit Services			
C. Fire Alarm Agreement			
B.	Recommendation of Policy for Full Board Approval.	Vote Tom Peraic	40 m
The Committee will vote to recommend a Comprehensive School Safety Plan for Board approval.			
III.	Closing Items		4:29 PM
A.	Adjourn Meeting	Vote Board Chair	1 m
The Committee will hold a roll call vote on the adjournment of the meeting.			
Proposed Motion: Adjourn			

Coversheet

Approval of Minutes from Previous Committee Meeting

Section: I. Opening Items
Item: C. Approval of Minutes from Previous Committee Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Governance Committee Meeting on February 28, 2024

DRAFT



Navigator Schools

Minutes

Governance Committee Meeting

Date and Time

Wednesday February 28, 2024 at 3:30 PM

Location

[Join Zoom Meeting](#)

ID: 96219070344

Passcode: 720306

[\(US\) +1 646-876-9923](#)

Passcode: 720306

Meeting host: ami.ortiz@navigatorschools.org

Join Zoom Meeting:

[https://navigatorschools.zoom.us/j/96219070344?](https://navigatorschools.zoom.us/j/96219070344?pwd=R2d2MnJoemtWbHQ3SU9vOXhJU1hNUT09)

[pwd=R2d2MnJoemtWbHQ3SU9vOXhJU1hNUT09](https://navigatorschools.zoom.us/j/96219070344?pwd=R2d2MnJoemtWbHQ3SU9vOXhJU1hNUT09)

This meeting will be held in compliance with the Brown Act.

Individuals in need of a disability-related accommodation, modification, or auxiliary aid/service, should direct requests [via e-mail](#) to Ami Ortiz, Director of Business & Finance.

Committee Members Present

Ian Connell (remote), John Flaherty (remote), Shara Hegde (remote)

Committee Members Absent

None

Guests Present

Ami Ortiz (remote), Caprice Young (remote), Tom Peraic (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

John Flaherty called a meeting of the Governance Committee of Navigator Schools to order on Wednesday Feb 28, 2024 at 3:30 PM.

C. Approval of Minutes from Previous Committee Meeting

Shara Hegde made a motion to approve the minutes from Governance Committee Meeting on 01-26-24.

Ian Connell seconded the motion.

The committee **VOTED** unanimously to approve the motion.

II. Topical Items

A. Support Services Contract Development for Polytechnic Academy

CEO & Superintendent Caprice Young led an early stage discussion about a potential back office services with Polytechnic Academy. Dr. Young discussed the opportunity, the challenges, and the various options available for consideration. Dr. Young addressed Committee Member comments and answered Committee Member questions.

B. Board Skills Matrix Discussion

CEO & Superintendent Caprice Young led an early stage discussion about board member skills that would be beneficial to Navigator for the purposes of board development. Dr. Young included the geographic requirements for board quorums for multi-county charter management organizations. Dr. Young addressed Committee Member comments and answered Committee Member questions.

C. Review of Policies

John Flaherty made a motion to Recommended Approval of Policies to the sent to the Full Board for Consideration.

Ian Connell seconded the motion.

The Committee Members considered a Classroom Based Attendance Policy, a Sabbatical Leave Policy, and a School Sponsored Trips Policy. General Counsel Tom Peraic addressed Committee Member comments and answered Committee Member

questions. The Committee Members recommended approval of the policies to be sent to the full Board for consideration.

The committee **VOTED** unanimously to approve the motion.

D. Board Member Agreement

The Committee Members reviewed and discussed the Board Member Agreement and Survey. General Counsel Tom Peraic addressed Committee Member comments and answered Committee Member questions.

III. Closed Session

A. Announcement and Vote to Enter Closed Session

No Closed Session called.

B. No Closed Session Called

No Closed Session Called

C. Closed Session

No Closed Session Called

D. Announcement of Action Taken During Closed Session

No Closed Session called.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:00 PM.

Respectfully Submitted,
Tom Peraic

Coversheet

Approval of Minutes from Previous Committee Meeting

Section: I. Opening Items
Item: D. Approval of Minutes from Previous Committee Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Governance Committee Meeting on March 22, 2024

DRAFT



Navigator Schools

Minutes

Governance Committee Meeting

Date and Time

Friday March 22, 2024 at 11:15 AM

Location

[Join Zoom Meeting](#)

ID: 92635231544

Passcode: 038806

[\(US\) +1 646-931-3860](#)

Passcode: 038806

Meeting host: ami.ortiz@navigatorschools.org

Join Zoom Meeting:

[https://navigatorschools.zoom.us/j/92635231544?](https://navigatorschools.zoom.us/j/92635231544?pwd=Q21Na251RE02TEdlREIBWFNMRzIXQT09)

[pwd=Q21Na251RE02TEdlREIBWFNMRzIXQT09](https://navigatorschools.zoom.us/j/92635231544?pwd=Q21Na251RE02TEdlREIBWFNMRzIXQT09)

This meeting will be held in compliance with the Brown Act.

Individuals in need of a disability-related accommodation, modification, or auxiliary aid/service, should direct requests [via e-mail](#) to Ami Ortiz, Director of Business & Finance.

Committee Members Present

John Flaherty (remote), Shara Hegde (remote)

Committee Members Absent

Ian Connell

Guests Present

Ami Ortiz (remote), Caprice Young (remote), Crystal O'Rourke (remote), Noël Russell-Unterburger (remote), Tom Peraic (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

John Flaherty called a meeting of the Governance Committee of Navigator Schools to order on Friday Mar 22, 2024 at 11:20 AM.

II. Topical Items

A. Consideration of Array/Lit Contract

John Flaherty made a motion to Approve Array/Lit Contract and to Authorize CEO & Superintendent or CFOO to Execute on Behalf of Navigator.

Shara Hegde seconded the motion.

Director of Schools Crystal O'Rourke presented the proposed contract. She said that Navigator wants to partner with Lit because the coaching aligns with current practices.

The cost is \$98,500. CEO & Superintendent Caprice Young and Crystal O'Rourke answered questions from the Committee Members around the contract. Crystal O'Rourke thanked the Governance Committee Members for their time.

The committee **VOTED** unanimously to approve the motion.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:35 AM.

Respectfully Submitted,
Tom Peraic

Coversheet

Approval of Contracts Valued Over \$50,000

Section: II. Topical Items
Item: A. Approval of Contracts Valued Over \$50,000
Purpose: Vote
Submitted by:
Related Material: A1. Apeira Solutions ICA (03.25.24).pdf
A2. Apeira Solutions ICA - Exhibit A (03.25.24).pdf
B. CLA SOW (03.25.24).pdf
C1. Fire Alarm Agreement.pdf
C2. Amendment Agreement Security System Church area.pdf
C3. Amendment Agreement Security System Portables.pdf

INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (“Agreement”) is entered into and made effective on March 19, 2024 (“Effective Date”), by and between Navigator Schools (“NAVIGATOR”), a California nonprofit public benefit corporation, whose principal place of business is 650 San Benito Street, Ste. 230, Hollister, CA 95023, and Apeira Revenue Solutions (“Contractor”, sometimes collectively referred to with NAVIGATOR as the “Parties”), whose principal place of business is 28195 Summit Drive, Novi, MI 48377, tel: (713) 677-1377.

In consideration of the mutual promises contained herein, the Parties agree as follows:

1. **Services.** During the Term (as defined in Section 2.2 below) of this Agreement, Contractor agrees to provide services to NAVIGATOR as described in **Exhibit A** attached hereto (the “Services”). Contractor will perform the Services in a diligent, careful, thorough, and professional manner consistent with customary practice and in compliance with applicable law. Contractor may use Contractor’s employees or subcontractors to perform the services under this Agreement, subject to the conditions set forth in Section 5, 6, and 7, below.

2. **Compensation and Term.**

2.1 Contractor shall perform the Services at the rate of \$80,000.00, as set forth in Section 3, below. NAVIGATOR will reimburse Contractor for reasonable out-of-pocket expenses incurred by Contractor in connection with performance of the Services at cost (unless otherwise specified in **Exhibit A.**) Contractor must obtain NAVIGATOR prior written authorization for any expenses that equal \$100.00 (one hundred dollars and no cents) or more.

2.2 The term of this Agreement will begin on the Effective Date and will terminate on June 30, 2024 (“Term”). Either party may provide notice of termination of this Agreement at any time and for any reason with thirty (30) days prior written notice to the other party. This Agreement may be terminated by either party for cause on the occurrence of any of the following events or with five (5) days prior written notice to the other party: (a) the bankruptcy or insolvency of either party; (b) the sale of business of either party, subject to Section 8.7 herein; (c) the death or dissolution of Contractor; (d) Contractor is debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities pursuant to Title 2 of the Code of Federal Regulations Part 200; (e) breach of any term or condition in this Agreement; or (f) any other reason in NAVIGATOR’S sole and unfettered discretion that renders Contractor’s ability to perform services impractical or inconsistent with NAVIGATOR operation of California public charter schools. Upon termination, no further performance, including payment pursuant to Section 2 and its subsections above, will be required of either party, except that NAVIGATOR must pay any fees due for authorized services rendered and for authorized expenses specified in **Exhibit A.**

3. **Invoices and Payment.** NAVIGATOR shall make payment to Contractor, as follows: payable as follows: (a) \$20,000.00, on or before April 15, 2024; (b) \$20,000.00, on or before May 15, 2024; (c) \$20,000.00, on or before June 15, 2024; and (d) \$20,000.00, on or before July 15, 2024. NAVIGATOR reserves the right to dispute invoice entries pursuant to Section 8.4, below. Contractor has submitted EIN number on Exhibit A.

4. **Intentionally Omitted.**

5. **Proprietary Information.**

5.1 Contractor acknowledges that, in connection with providing the Services under this Agreement, Contractor may have access to and use of NAVIGATOR’ proprietary, confidential and trade secret information. The information furnished by NAVIGATOR for use by Contractor is confidential to the fullest extent allowable by law. Proprietary and/or trade secret information of NAVIGATOR is the property of NAVIGATOR and includes, but is not limited to, information concerning NAVIGATOR’s employees, students, vendors, and independent contractors, and to any other information reasonably understood to be confidential or proprietary to NAVIGATOR (“Proprietary Information”).

5.2 Contractor will maintain in confidence, and will cause its employees and subcontractors to maintain in confidence, and it will not, directly or indirectly, disclose or use, and cause its employees and subcontractors to not, directly or indirectly, disclose or use, either during or after the term of this Agreement, any Proprietary Information, except to the extent necessary to perform the Services. Upon termination of this Agreement, or at the request of NAVIGATOR before termination, Contractor will deliver to NAVIGATOR all Proprietary Information that is in Contractor’s possession or under Contractor’s control.

6. **Protected Information.**

6.1 **Student Information.** If Contractor shall have access to student education records (“Student Records”) that may contain information in the form of personally identifiable information (“PII”), Contractor acknowledges that pursuant to the Family Educational Rights and Privacy Act 20 U.S.C. §1232g, and its implementing regulations 34 C.F.R. Part 99 (“FERPA”), it will be designated as a “school official” with “legitimate educational interests” in the Student Information and PII and agrees to abide by all associated FERPA requirements, including but not limited to, use of the Student Information or PII for the purpose of fulfilling its duties under this Agreement. Contractor will not use or disclose, and will cause its employees and subcontractors to not use or disclose, Student Information or PII, except as necessary to perform the Services or as required by law.

6.2 **Health Information.** Contractor acknowledges that, from time to time during the Term of this Agreement, Contractor may acquire or have access to Protected Health Information (as defined in the Health Insurance Portability and Accountability Act of 1996, as amended, and rules promulgated thereunder (the “HIPAA Rules”) of NAVIGATOR students (“PHI”). Contractor will not use or disclose, and will cause its employees and subcontractors to not use or disclose, PHI, except as necessary to perform the Services or as required by law.

7. **Contractor’s Representations and Warranties.** Contractor represents and warrants that (a) Contractor has the qualifications, licenses (if required by law) and ability to perform the Services in a competent and professional manner; (b) should Contractor provide services to NAVIGATOR students, Contractor shall adhere to all applicable law and NAVIGATOR policies, including, but not limited to, certifying compliance with the requirements of California Education Code Section 45125.1 et seq., and shall fill out and return the Criminal

Background Check and Tuberculosis Clearance Certification, on an annual basis, attached hereto as **Exhibit B**; (c) Contractor shall keep its staff/volunteer roster current and shall update NAVIGATOR as soon as practicable upon any changes, additions, or renewed clearances; (d) should Contractor provide services at NAVIGATOR school sites, Contractor's employees shall adhere to the school site's policy regarding signing in and out upon entry and exit, respectively; and (e) Contractor's personnel that currently serve or will serve NAVIGATOR students are trained, and accept full responsibility, to act as mandated child abuse reporters pursuant to California law, including, but not limited to, the Child Abuse and Neglect Reporting Act (Cal. Penal Code § 11164 et seq.)

8. **General Provisions**

8.1. **Relationship of Parties.** Contractor is an independent contractor retained by NAVIGATOR to provide the Services and represents that it is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services. Contractor is not an agent, partner, principal, or employee of NAVIGATOR and has no authority to bind NAVIGATOR by contract or otherwise and shall be free from the control and direction of NAVIGATOR in connection with the performance of the Services. Contractor has the sole right to control and direct the means, manner and method by which the Services required by this Agreement will be performed. Contractor shall furnish all materials, equipment, and supplies used to provide the Services required by this Agreement. Contractor shall not be entitled to any benefits accorded to NAVIGATOR's employees, including, but not limited to, vacation time, sick time, PTO time, worker's compensation, or disability.

8.2. **Contractor's Representations.** Contractor hereby represents that: (a) they are free from the control and direction of NAVIGATOR in connection with the Services hereunder, both under this Agreement for the performance of Services and in fact; (b) Contractor is performing services that are outside of the usual course of NAVIGATOR'S business which is the operation of California public charter schools; and (c) Contractor is routinely doing work in an independently established trade, occupation, or business that is of the same type as the Services being performed hereunder.

8.3. **Choice of Law and Venue.** This Agreement will be governed by and construed in accordance with the laws of the State of California, without regard to its conflicts of law principles. Any legal proceeding to interpret or enforce this Agreement will be brought in Santa Clara County, California. Each party acknowledges, consents and agrees to venue and jurisdiction in Santa Clara County, California.

8.4. **Attorneys' Fees.** In the event arbitration, suit, or action is instituted to enforce or interpret any of the terms of this Agreement, the prevailing party shall be entitled to recover from the other party all costs of suit, including reasonable attorney's fees, in addition to all other sums allowed by law.

8.5. **Resolution of Disputes.** In the event of any dispute, the Parties shall use good faith efforts to settle the dispute and shall negotiate with each other to attempt to reach a solution satisfactory to each party. If the Parties do not reach such a solution within (60) days, then Parties shall try to resolve the dispute by mediation in Santa Clara County, California with costs

to be shared equally by the Parties. If mediation is unsuccessful, the Parties agree to submit the dispute to final, binding arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules before a single arbitrator in Santa Clara County, California. The arbitrator will have the authority to assess arbitration costs and expenses against either or both parties. The decision in the arbitration will be binding on all parties, and judgment on any arbitration award may be entered in any court of competent jurisdiction.

8.6. **Indemnification.** Contractor shall hold NAVIGATOR and NAVIGATOR’s directors, officers, employees, agents, and volunteers harmless from, and indemnify each of them from and against, any and all claims, losses, damages, liabilities, penalties, fines, costs, expenses, and attorney’s fees, arising out of or related to the provision of Services hereunder, except to the extent caused by the willful conduct or sole negligence of a NAVIGATOR director, officer, employee, agent, or volunteer. This provision shall survive the termination of this Agreement.

8.7. **Insurance.** Contractor shall procure and maintain general liability insurance covering all activities of Contractor’s personnel performing Services hereunder with coverage of not less than one million dollars (\$1,000,000) for any incident and one million dollars (\$1,000,000) annual aggregate per incident. Coverage must include abuse and molestation insurance. Contractor shall name NAVIGATOR as an additional insured and shall provide NAVIGATOR with a Certificate of Insurance showing such status prior to commencing Services.

8.8. **Miscellaneous.** Neither party will assign or otherwise transfer this Agreement in whole or in part without the prior written consent of the other party; provided, however, that NAVIGATOR may, without the consent of Contractor, assign this Agreement in connection with a merger or other similar change of control. This Agreement, including any and all exhibits and amendments, constitute the entire agreement between the Parties with respect to the subject matter hereof and supersede any and all other oral and written understandings or agreements. No waiver of any provision of this Agreement will be deemed a waiver of any other provision, nor will any waiver constitute a continuing waiver. Any amendment to this Agreement must be executed, in writing, by each party. In the event that a court of competent jurisdiction holds any term or provision of this Agreement invalid, void, or unenforceable, then the remainder of this Agreement shall be valid and enforceable to the fullest extent permitted by law. Any notice or other communication given or made under this Agreement will be in writing and will be delivered personally or by a nationally recognized overnight courier (prepaid, specifying next-day delivery), addressed each Party as per their respective addresses as listed. Notice shall be deemed effective upon delivery. Either party shall be excused from performance, without penalty, for delay in, or failure of, performance if such delay or failure is caused by force majeure. “Force majeure” means an occurrence that is beyond the control of the party affected, including but not limited to, fire, earthquake, strike, civil disorder, war, pandemics, and quarantines. This Agreement may be executed in counterparts and together constitute one instrument. Counterparts may be delivered to a party by scan/email and shall be considered an original signature.

[Signatures to Follow on Next Page]

Date: 3/19/24

“CONTRACTOR”

Susanna A Crafton
By: Susanna Crafton
Its: Member

Date: _____

“NAVIGATOR”

By:
Its:

Exhibit A

Please see attached.

Exhibit B

Contractor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

In accordance with California fingerprint and criminal background clearance, TB risk assessment/clearance requirements, and credentialing requirements per Education Code sections 45125.1 et seq., 49406, and 47605(l)

TO CONTRACTOR: PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

- A. CONTRACTOR hereby certifies to NAVIGATOR that it has completed the criminal background check requirements of Education Code Section 45125.1, that it has determined that none of its employees that may come into contact with NAVIGATOR students has been convicted of a violent felony listed in Penal Code Section 667.5(c) or a serious felony listed in Penal Code Section 1192.7(c), and that the CONTRACTOR requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.
- B. CONTRACTOR hereby certifies to NAVIGATOR that it has required and verified that all employees who may have contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis as required in Education Code Section 49406. CONTRACTOR requires all new employees to provide a certificate of tuberculosis clearance dated within the 60 days prior to initial employment and CONTRACTOR maintains current TB clearances for all such employees.
- C. CONTRACTOR hereby certifies to NAVIGATOR that it has required and verified that all CONTRACTOR employees whose assignment at NAVIGATOR requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(l).


WAIVER JUSTIFICATION:

- D. CONTRACTOR and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s) permitted by Education Code Section 45125.1 et seq.
 - CONTRACTOR and its employees will have NO CONTACT with pupils. (No school-site services will be provided.)
 - CONTRACTOR, which will be providing construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the CONTRACTOR may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods: [Education Code Section 45125.2 (a)]

Check all methods to be used:

- 1) Installation of a physical barrier at the worksite to limit contact with students
- 2) Continual supervision and monitoring of all employees of CONTRACTOR by an employee of CONTRACTOR who has not been convicted of serious or violent felony ascertained by the DOJ
- 3) Surveillance of employees of the CONTRACTOR by school personnel
- The services provided by the CONTRACTOR are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable. [Education Code Section 45125.1(b)]

By signing below, under penalty of perjury, I certify that the information contained on this certification form is accurate. I understand that it is the CONTRACTOR'S sole responsibility to maintain, update, and provide the NAVIGATOR with current and complete information along with the employee list, throughout the duration of services.


Susanna Crafter
member
3/19/24

Authorized Contractor Signature Printed Name Title Date

Apeira Revenue Solutions
Proposal to Navigator Schools
EIN: 47-2942311
28195 Summit Drive, Novi, MI 48377
713-677-1377
Susie@apeirasolutions.com

SCOPE OF WORK and TIMELINE

Lead the Navigator “Growth Strategy Team” through a series of discussions that will inform a Growth Plan for Board consideration. Turn the once-approved plan into funder-facing materials.

February – June 2024

Total Investment = \$80,000
(\$16,000 monthly, using a daily rate of
\$2,000/day, 8 days/month) ¹

Key Deliverables during Work Period 2/1/24 – 6/30/24:

Plan the agenda and facilitate bi-weekly discussions with the Growth Strategy Team (Caprice, Noël, Kirsten, James, Ami, and Neena).

Project manage the Growth Strategy Team on the production of key deliverables that either drive to decisions regarding growth or will be part of the Growth Plan.

Support each Growth Team member on the production of their deliverables. For some members of the team, this support will be serving as a thought partner but for others it will be producing actual deliverables at the direction of the team member.

Collaborate closely with the CFOO to build a multi-year financial model that aligns to current operations and contemplates the future growth. Advise on the viability of the fundraising need that results from this modeling and recommend adjustments to cost centers as applicable. Ensure alignment between the Growth Plan and the financial model.

Advise on communication about growth planning with key stakeholders like the Board and related Committees, the Directors & Chiefs Team, and the organization as a whole.

Write the Growth Plan and create related slides. Respond to/address/adjust the aforementioned documents based on one round of feedback from Navigator Schools representatives.

¹ Should Navigator request more than eight days per month, the extra time will be billed monthly at the rate of \$275 / hour. Susie will not engage in this extra work without explicit direction by the Navigator Team; she will also secure the appropriate approvals before beginning the additional work.

After the board meeting, adjust the Growth Plan and multi-year financial model based on the outcomes of the Board discussion.

Once the Growth Plan is finalized, re-package the content to be funder facing, specifically for a proposal(s) to Charter School Growth Fund and the Department of Education's Charter School Program for Replication and Expansion.

WHO IS APEIRA REVENUE SOLUTIONS?

Susie Crafton launched Apeira Revenue Solutions, a fundraising consulting firm focused on strategy, systems, and capacity building in 2015.

The driving force of her 20+ year career in education is seeking transformational improvement in student learning outcomes, in the hopes of ultimately improving quality for all while creating outsized gains for groups that have been historically underserved and/or marginalized. She's done this through direct service to students/ families/ communities through the creation of high-quality seats in great schools, to influencing education policy through advocacy and governance, to creating talent systems that support and grow educators at all levels. Each of these theories of change are valid and when strategically combined have tremendous potential yet appear to be insufficient unless the field builds the capacity of these various leaders to leverage the people charged with instruction, data analysis, and operations at the classroom, school, district, and state level to be co-creators in the innovation and the implementation.

She has decades of experience interacting with high-level education executives including superintendents, elected and appointed boards, leadership teams, and foundation leaders. For the last five years, she's also been regularly volunteering at the school, district, and state level in her home community, working directly with students and families, teachers and administrators in a variety of roles. This intentional, frequent, and personal engagement at all levels has added more dimension to the challenges facing the sector, but it also has given her tremendous hope as she's watched how the different perspectives (and the assets and resources they have access to) might lead to outsized improvements.

This work has led to numerous winning federal grants for education-related nonprofits funded by the Department of Education, the Department of Labor, and the National Science Foundation totaling over \$405 million.

Susie grew up in Michigan, lived in Texas for 16 years, before returning to Michigan in June 2018. She earned both her B. A. in English and M. A. in Student Affairs Administration from Michigan State University. She also holds a Chartered Advisory of Philanthropy (CAP) certificate from the American College of Financial Services.



Statement of Work - Audit Services

January 23, 2024

This document constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated September 12, 2022, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Navigator Schools ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2024.

Lili Huang is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the fifth consecutive year Lili Huang will be the engagement principal.

Scope of audit services

We will audit the financial statements of Navigator Schools, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements") as of and for the year ended June 30, 2024.

The consolidated statement of financial position, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

We will also evaluate and report on the presentation of the following supplementary information accompanying the financial statements in relation to the financial statements as a whole.

Schedule of Expenditures of Federal Awards

Schedule of Instructional Time

Schedule of Average Daily Attendance

Reconciliation of Annual Financial Report With Audited Financial Statements

The following supplementary information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements and our auditors' report will not provide an opinion or any assurance on that information:

Local Education Agency Organization Structure

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements and the related notes.
- Preparation of the supplementary information.
- Preparation of adjusting journal entries, as needed.
- Preparation of the Data Collection Form.
- Preparation of the informational tax returns.

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (State Audit Guide). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or

disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

The state compliance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Audit Guide.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinions on the financial statements or compliance are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, and the Uniform Guidance, and the State Audit Guide.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those

risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Override of Management Controls
- Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance, and the State Audit Guide. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance, and the State Audit Guide.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of

the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud

could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the State Audit Guide; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance

with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors'

report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit on approximately April 15, 2024.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create

the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to California Department of Education, California State Controllers Office, and authorizer(s), or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, California State Controllers Office, and authorizer(s). If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Our professional fees are outlined in the table below:

Service	Fee
Financial Statement Audit	\$37,000
Implementation of the New Risk Auditing Standards which includes an increase in information technology testing	\$2,250
Data Collection Form SF-FAC and single audit reporting package	\$1,100
Informational tax return services - Navigator Schools	\$4,000
Informational tax return services - Navigator Schools Support Corporation	\$8,500
Informational tax return services - 407 Main Street LLC	\$4,000
Technology and client support fee	\$2,850
Total	\$59,700

We will also bill for expenses including travel, internal and administrative charges, and a technology and client support fee of five (5%) of all professional fees billed. Our fee is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. There is a ten percent withholding clause per Education Code 14505.

Additional state compliance procedures related to changes to the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel will be billed as out-of-scope.

Professional fees will be billed as follows:

Progress bill to be mailed on	Amount to be billed
Upon execution of the SOW	One-third of our professional fees

Upon the commencement of substantive procedures	One-third of our professional fees
Issuance of draft report(s)	One-third of our professional fees

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Authority to Execute

The entity executing this SOW represents that it is duly authorized to do so and on behalf of itself and the entities listed on the Multiple Entities List.

Agreement

We appreciate the opportunity to provide to you the services described in this SOW under the MSA and believe this SOW accurately summarizes the significant terms of our audit engagement. This SOW and the MSA constitute the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA related to audit services. If you have any questions, please let us know. Please sign, date, and return this SOW to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP

Response:

This letter correctly sets forth the understanding of Navigator Schools.

CLA
CLA

Lili Huang

Lili Huang, Principal

SIGNED 3/7/2024, 11:41:31 PM PST

Client
Navigator Schools

SIGN:

Caprice Young, Executive Director

DATE:

Multiple Entities

CLA Client ID	Entity Name
A108077	Navigator Schools Support Corporation
A108222	407 Main Street LLC

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IN EMAIL



CORPORATE OFFICE
5130 Commercial Cir. Concord, CA 94520
Sales: 1-800-610-1000 / Service: 1-800-470-1000
A Family Business Since 1946
www.bayalarm.com

I would like to thank you for the opportunity to submit this Commercial Fire Alarm System Purchase and/or Services Agreement for your review and approval. I am proud to say that Bay Alarm Company has grown to become the largest family owned & operated electronic security company in America. We have been protecting businesses like yours for over 70 years, and we currently service more than one-hundred and forty thousand customers.

Although we have grown to become one of the largest alarm companies in America, we still recognize the importance of quick and efficient service. You will immediately recognize the difference between Bay Alarm and the other companies when you experience our commitment to total customer satisfaction. This is accomplished through providing our customers with one point of contact for all of their needs. Bay Alarm's mission is to provide our customers with the highest level of security and fire protection in the industry.

As a leader in our industry, we are proud to be affiliated with the following associations and agencies:

California Alarm Association
The Monitoring Association
California Automatic Fire Alarm Association
Electronic Security Association
NetOne
National Fire Protection Association (NFPA)

Thank you for your consideration. If I can be of any assistance by providing clarification or additional information please feel free to contact me. To learn more about Bay Alarm Company, please visit us at www.bayalarm.com.

Sincerely,

CSFM Automatic Fire Extinguishing Concern, Type 1 License, A-0471
California Contractor's License No. 880138
Alarm Operator's ACO License No. 28

Bay Alarm Company – What Have You Got To Lose?

**Bay Alarm Company
Pricing Summary/Scope of Work**

User Name: _____ Site Phone Number: _____

Site Address: _____

- New System or Takeover** **New Owner** **Addendum-Alteration Addition** **Cancels Former Agreement-Alteration Addition**
Services Provided: Full Service Time Plus Material Service Monitor Only

<p>Sale and Installation Price and Payment Summary:</p> <p>Total Installation Price: \$ _____ (Plus Applicable Taxes to be billed separately)</p> <p>Deposit Due at Signing: \$ _____</p> <p>Due Upon Completion of Prewire: \$ _____</p> <p>Balance Due Upon Completion: \$ _____</p> <p>Monthly Service Charge: \$ _____ due Quarterly in Advance</p>	<p>Fire Test Frequency:</p> <p><input type="checkbox"/> NFPA 72</p> <p><input type="checkbox"/> Sprinkler Inspection Service, Bay will inspect _____ risers in accordance with C.C.R. Title 19</p> <p><input type="checkbox"/> Other: _____</p> <p>Fire Test Devices:</p> <p><input type="checkbox"/> Panel Only</p> <p><input type="checkbox"/> Panel & Fire Devices</p> <p><input type="checkbox"/> Other _____</p>	<p>Communication Type:</p> <p><input type="checkbox"/> Single Phone Line</p> <p><input type="checkbox"/> Two-Way Radio</p> <p><input type="checkbox"/> One-Way Radio</p> <p><input type="checkbox"/> Other Means Permitted by NFPA 72 _____</p> <p>_____</p> <p>_____</p>
FOR OFFICE USE ONLY		

Scope of Work

User hereby authorizes Bay Alarm Company hereinafter "Bay", or assigns to sell, install and/or provide service for a life safety System under the following conditions and agrees to pay the installation charge upon completion and the service charge in advance to Bay's address, from the date the System is operational.

User desires no additional protection at this time, I.E. _____

Pricing: The pricing set forth in this Agreement is based on the number of devices to be installed as set forth in the Scope of Work. If the actual number of devices installed is different than the number set forth in the Scope of Work, the price will be adjusted accordingly.

Bay Alarm Company – What Have You Got To Lose?

Special Provisions:**Services Provided:**

Full Service: Bay will provide all repairs necessitated by ordinary wear and tear to the System. All other repairs shall be at User's expense on a time plus material basis at Bay's then prevailing rates, which include a minimum 30 minute visit charge.

Time Plus Material Service: At the end of Bay's limited warranty Bay will provide all repairs at User's expense on a time plus material basis. Parts and labor will be billed at Bay's then prevailing rates, which include a minimum 30 minute visit charge.

Monitor Only: Bay will not provide repair service, testing or inspections to the Systems. User is responsible to provide this service.

Fire System:

Smoke/Heat detectors—for area or spot detection only.

Bay to plan check and apply for required permits. User agrees to pay all permit, plan check, or drawing charges as required.

User understands and agrees that any additional devices required by the AHJ before final acceptance of System will be at User's expense at Bay's then prevailing rates.

User to provide a RED 20 amp Circuit Disconnecting Means for all required Dedicated Branch Circuits—User shall provide listed locks for the Circuit Disconnecting Means.

User to also provide dedicated 120VAC to the Fire Alarm Control Unit and associated power supplies, and install breaker locks for required power. .

If smoke detectors are installed and then become dirty due to construction that takes place, the User understands they are responsible for repair and/or replacement.

If Bay is unable to gain access to the System for testing and inspections, User understands there may be a return trip fee. Bay will not issue a credit for failed or no access inspections.

User understands and agrees that the automatic fire alarm devices and appliances that will be installed or are located on this property are pursuant to the approved shop drawings that will be or were previously submitted by Bay to the AHJ for this property.

Additional state, other government agency, insurance inspections or testing which requires Bay personnel to be on site will be charged on a time plus material basis, at Bay's then prevailing rates.

Once System has been powered up and System is programmed at Bay's monitoring center the Monthly Service Fees is payable.

HVAC System power/shut off is to be provided by mechanical and/or electrical contractors. Duct detectors shall be provided with a grade level reset switch. Bay will monitor only.

If during the installation process the AHJ deems a fire watch is necessary while the System is being installed or temporarily inoperable, User to provide and pay for this service.

Any painting and/or patching is not included unless expressly stated otherwise.

Additional fees that are not included in the contract are as follows: permit fees, additional off hour inspections or re-inspection due to other contracted parties failure to show and have equipment ready for inspection.

Bay shall install a fire alarm System based on the Codes and Standards that were in effect at the time the System was designed, based on the prescriptive requirements for the occupancy. Bay is not providing an engineering assessment. If an engineering assessment of risk hazards is required, the User should contact a Registered Fire Protection Engineer.

If System Inspections are to be Performed:

Bay will perform system inspections during normal business hours, Monday-Friday 9-5. Inspections performed after normal business hours are available at a premium rate.

Depending on the type of inspection being performed, User understands it may cause a disruption in business. This includes the annual testing of Notification Appliances.

If Sprinkler Inspections Service is Provided:

Bay will conduct the inspections in accordance with Title 19, California Code of Regulations, Chapter 5, and Article 4. Bay is not providing or will not provide design analysis of the premises sprinkler system through the inspection. If a design analysis is desired the User should contact a Registered Fire Protection Engineer. Subscriber is responsible for having a design analysis performed if there is a change of use to the occupancy and/or products that are stored or produced within the occupancy.

If a New Owner Labor Agreement:

Bay tests and inspects up to one (1) hour only. Any additional work that has not been contracted will be done on a time plus materials basis at Bay's then prevailing rate.

If a Takeover / Connect to User Owned Devices:

Bay to connect to and monitor or control User's owned equipment. Any work to be done on User owned equipment that exceeds one (1) hour will be on a time plus material basis at Bay's then prevailing rate including any repairs or modifications required to make System operational.

Network & VoIP:

User shall provide and maintain operational an Ethernet Network connected CAT-5 or higher cable with a RJ-45 plug termination at location specified by Bay. If required, User will provide I.P. address, gateway address and submask. If the Internet or Wireless Transmission is used as a primary or secondary transmission path, User will provide, at your expense, the necessary telecommunications connections facilities and required standby power. The Internet, radio and cellular networks are maintained and serviced by the applicable service provider and are totally beyond Bay's control. Signal transmission connectivity and speed may vary due to traffic volumes, adverse weather, System outages and other circumstances beyond our control. Internet Connectivity can only be supported through a PC with Internet Explorer. Mac's or other Browsers are not compatible at this time.

VoIP TELEPHONE SERVICE: The use of VoIP telephone service may interfere with the ability of the System to transmit alarm signals to our monitoring facility. The User must notify Bay in advance if considering the use of a managed VoIP service in order to assure its ability to function. User understands that DSL, unmanaged VoIP, or other internet-based services not approved in advance by Bay may not be used.

If a UL Certificate is Issued:

User understands and agrees that UL charges Bay an annual fee for their services. User will reimburse Bay for the fee. Bay will automatically renew agreement and certificate for same initial agreement term, unless notified thirty days in advance by User.

Progress Billing:

User understands and agrees that if there is a User caused interruption (i.e. User construction delay, remodeling, prewire, no power available, etc.) in Bay's ability to start and finish the installation and Bay must return at a later date to complete the installation, Bay will progress bill for a portion of work completed. A return trip charge may be incurred.

If an Addendum-Alteration Addition:

User understands and agrees that Bay will leave balance of System as listed per previous agreements.

If Cancels Former Agreement-Alteration Addition:

Contract terms begin upon date System and/or Service is online.

SIGNS, DECALS AND SYSTEM COMMUNICATOR REMAIN THE PROPERTY OF BAY

Bay Alarm Company – What Have You Got To Lose?

Service Agreement

The agreement is made by and between _____ “User” and Bay Alarm Company hereinafter “Bay” and is effective for an initial period of **five years**, from date the System is operational. This agreement shall automatically, without action by either party, extend and renew itself under the same terms and conditions for successive periods of two (2) years each, after the initial period unless either party gives to the other at least thirty (30) days written notice, prior to expiration date, or its intention to terminate this agreement upon its original or any renewed expiration date.

Bay will sell to you and install the system (“System”) described on the Scope of work section (s) and/or any additional continuation page (s), and if subscribed to by User, monitor and provide other services pursuant to the terms and conditions of this agreement.

Fire Alarm Shop Drawings will be completed for submittal to the governing Authority Having Jurisdiction (AHJ). Submittal times may be delayed if User cannot provide useable CAD (Computer Aided Design) files or architectural drawings to Bay. This may require Bay to create a set of floor plans in CAD at an additional expense to User. Floor plans are required for the production of fire alarm shop drawings.

Governmental Review: The AHJ may require approval of the System installation. Depending on the processing time for your current AHJ, Bay will not be responsible from delays arising for this portion of the installation process.

Installation: Local and state building and fire codes may prohibit the installation of a fire alarm System until approved by the governing AHJ and a permit for the installation is issued. Once Bay receives the approved permit the installation will begin approximately _____ weeks and will be completed within approximately _____ weeks.

SCOPE OF WORK:

Services to be provided at the following location:

Total Installation Charge: \$ _____ (plus applicable sales tax)

Total Monthly Service Charge Due Quarterly in Advance: \$ _____

User Acceptance:

In accepting this agreement, User agrees to the terms and conditions herein and any attachments or riders attached hereto that contain additional terms and conditions. It is understood that these terms and conditions shall prevail over any variation in terms and conditions on any purchase order or other document that the User may issue. Any changes in the System requested by the User after the execution of this agreement shall be paid for by the User and such charges shall be authorized in writing.

Bay Alarm Company:

User:

Sales Representative

Agent #

User’s Signature

User’s Printed Name and Title

Approved

Date

Date Signed

This agreement will not be effective until either approved by one of Bay’s managers, or Bay begins the installation of the equipment or initiates service. In the event of disapproval, Bay’s only obligation shall be to refund any monies paid by User to Bay. User acknowledges and agrees that User will not receive a copy of this agreement signed by Bay’s manager, and such lack of receipt shall not, in any way, invalidate or otherwise affect this agreement.

CSFM Automatic Fire Extinguishing Concern, Type 1 License, A-0471
 California Contractor’s License No. 880138
 Alarm Operator’s ACO License No. 28

Bay Alarm Company – What Have You Got To Lose?

Terms & Conditions

- 1. LIMITED WARRANTY:** (a) **WHAT IS COVERED:** For one year parts and ninety (90) days labor; after we complete the installation, we will repair or replace any defective part of the System without charge to you. We can use new or used parts of the same quality. (b) **HOW TO GET SERVICE:** Call 1-800-470-1000. (c) **WHAT IS NOT COVERED:** Repair of the System is our only duty. This warranty does not include batteries or labor associated with the replacement of batteries. We make no other express warranty including any warranty of merchantability of the System or its fitness for any special purpose. All the implied warranties of merchantability or fitness for any special purpose are limited to the duration of this expressed limited warranty. We do not warrant that the System will always detect, or help prevent any fire, smoke, waterflow or other such event. We do not warrant that the System cannot be defeated or compromised or that it will always operate. This warranty does not cover repairs that are needed because of an accident, acts of God, your failure to properly use the System, or if someone other than us attempts to repair or change the System, or any other reason except a defect in the equipment. We are not liable for consequential or incidental damages. You agree that this is our only warranty and we have given you no other warranty for the System. (d) **STATE LAW:** Some states do not allow the exclusion or the limitation of consequential or incidental damages or a limitation on the duration of implied warranties, so the above limitations or exclusions may not apply to you. The warranty gives you specific legal rights and you may also have other rights which may vary from state to state.
- 2. ADDITIONAL COSTS:** User agrees to pay Bay's standard rate for past due or carrying charges and collection costs if payments are not made on time or if installation charge is paid on a periodic payment plan or progress billing. A reconnect charge is to be paid by User if the System is disconnected because of a past due balance and User desires it reconnected. User will receive no credit if System is temporarily disconnected or out of service for any reason. Bay assumes no liability for failure to perform because of labor disputes, riots, floods, fires, acts of God or any catastrophe or condition beyond our control and is not required to perform work while any such condition exists. If it becomes necessary for Bay to institute legal proceedings to collect any charges as set forth herein, the unsuccessful party shall pay to the successful party reasonable attorney's fees and actual court cost wherein permitted by law. If User fails to pay any obligations under this agreement when due, upon ten (10) days' written notice, Bay may disconnect the System. A reconnection fee in addition to all past due amounts, will be required prior to reactivating System.
- 3. BAY IS NOT AN INSURER, LIQUIDATED DAMAGES, LIMITATION OF LIABILITY:** For all Systems and services provided, User acknowledges that it is impractical and extremely difficult to fix the actual damages if any, which may proximately result from Bay's negligence, a failure by Bay to perform any of the obligations herein, including but not limited to, installation, monitoring, warranty repair, repair service or other services, or the failure of the System to properly operate with resulting loss to User because of, among other things a) The uncertain amount or value of User's property or the property of others kept on the premises which may be lost, destroyed, damaged or otherwise affected by occurrences which the System or service is designed to detect or avert; b) The uncertainty of the response time of any fire department, should they be notified as a result of a signal from or at premises; c) The inability to ascertain in advance what portion, if any, of any personal injury, death, or property loss would be proximately caused by Bay's failure to perform or by its equipment to operate; or d) The nature of the service to be performed by Bay. User understands and agrees that if Bay should be found liable for loss or damage due to failure of Bay to perform any of the obligations herein, including but not limited to installation, repair services, monitoring, fire inspections, or the failure of the System equipment in any respect whatsoever, or Bay's negligence then, Bay's liability shall be limited to a sum equal to the total of one half the annual payment or Fifteen Hundred Dollars (\$1,500.00), whichever is the lesser, as liquidated damages and not as a penalty and this liability shall be exclusive; and that the provisions of this paragraph shall apply if loss or damage, irrespective of cause or origin, results directly or indirectly to persons or property, from performance or nonperformance of the obligations imposed by this agreement, or from negligence of Bay, its agents, assigns or employees. User may obtain a limitation of liability from Bay for a higher limitation of liability in lieu of the liquidated damages set forth above by paying an additional fee to Bay. If User elects this option, a rider will be added to this agreement which will set forth the amount of the limitation of liability and the amount of the fee. Agreeing to the limitation of liability does not mean that Bay is an insurer.
- 4. THIRD PARTY INDEMNIFICATION:** When User, in the ordinary course of business, has the property of others in its/his custody, or the System extends to protect property of others, User agrees to and shall indemnify, defend and hold harmless Bay, its employees and agents for and against all claims brought by parties, other than the parties to this agreement. This provision shall apply to all claims regardless of cause including Bay's performance or failure to perform and including defects in products, design, installation, monitoring, repair, service, operation or non-operation of the System whether based upon negligence, warranty, contribution, indemnification, strict or product liability on the part of Bay, its employees or agents, but this provision shall not apply to claims for loss or damage which occur while an employee or agent of Bay is on User's premises and are solely and directly caused by such employee or agent.
- 5. SUBROGATION:** So far as it is permitted by User's property insurance coverage, User hereby releases, discharges and agrees to hold Bay harmless from any and all claims, liabilities, damages, losses or expenses, arising from or caused by any hazard covered by insurance in or on the User's premises whether said claims are made by User, his agents, or insurance company or other parties claiming under or through User. User agrees to indemnify Bay against, defend and hold Bay harmless from, any action for subrogation which may be brought against Bay by any insurer or insurance company or its agents or assigns including the payment of all damages, expenses, costs and attorney's fees. User shall notify his insurance carrier of the terms of this provision.
- 6. USER DUTIES:** You will instruct all other persons who may use the System on its proper use. If a problem in the System occurs you will notify us. Authorities may not respond to an alarm, and/or you may be subject to a fine or penalty unless you have all necessary permits and licenses for the use of the System. You agree that we may disclose the information of the instructions to any governmental agency having jurisdiction over the use and operation of the System. You will notify us in writing of any change in your fire rating bureau or agency. User will give Bay access to all portions the premises necessary to conduct inspections and tests of the System.

7. INSTALLATION: User will permit Bay to install the System during Bay's normal business hours and will give Bay uninterrupted access to User's premises. User agrees to compensate Bay for any additional installation/service visits required as a result of cancellation, readiness or unavailability to Bay's current prevailing rate. User has approved the locations of where the control panel, audible devices and all protective devices will be installed. User has the affirmative duty to inform Bay, prior to beginning of installation, of every location at the premises where we should not (because of concealed obstructions or hazards such as pipes, wires or asbestos) enter or drill holes. Upon request, User will repair the premises (including fixing broken sprinkler system components) reasonably necessary to facilitate the installation and operation of the System. If asbestos or other health hazardous material is encountered during installation, Bay will cease work until User has, at User's sole expense, obtained clearance from a licensed asbestos removal or hazardous material contractor that continuation of work will not pose any danger to Bay's personnel. In no case shall Bay be liable for discovery or exposure of hidden asbestos or other hazardous material, and User shall indemnify and hold Bay and its employees harmless from any claims brought against Bay and/or its employees by third parties for damages, personal injury, death, emotional injury, whether actual or prospective allegedly caused by the presence, spread, ingestion or inhalation of any substance/vapor on or originating from User's premises. Bay is not responsible if the installation is delayed because of bad weather, labor disputes, unavailability of electrical power or telephone service, Acts of God or other reasons beyond Bay's control. After completion of the System, User and a Bay representative will inspect it. If something is missing or not properly installed you the User will notify Bay within ten (10) days, otherwise the System will have been accepted by User.

8. CHARGES, TAXES, and RATE INCREASES: All charges set forth herein are based upon existing federal, state and local taxes and utility charges, including telephone company charges, if any. Bay shall have the right at any time to increase the monthly charges provided herein, to reflect any additional taxes, fees or charges provided herein, or charges which hereafter may be imposed on Bay by any utility or governmental agency relating to the service(s) provided under the terms of this agreement and User agrees to pay the same. So that Bay may properly adjust its rates to meet changing service costs and notwithstanding the terms and conditions set forth herein after the expiration of one (1) year from the date of completion of installation and not more often than once each twelve (12) months, Bay may increase the monthly service charge by up to 1.5 times the current Bureau of Labor Statistics Consumer Price Index for all urban consumers (related areas) or if this index is discontinued a comparable index as measured from the date of this agreement to the effective date of the increase upon giving User notice in writing. The billing invoice setting forth the new charge shall be sufficient notice of the increase. Notwithstanding any other terms and conditions set forth in this agreement, so that Bay may properly adjust periodic charges to recover increases in its services costs which are not recovered by increase pursuant to paragraph above, at any time after the expiration of one (1) year from date of installation, Bay may increase the monthly service charge to an amount exceeding the charge provided in paragraph above upon giving the User notice in writing. The billing invoice setting forth the new charge shall be sufficient notice of the increase. If User is unwilling to pay such additional monthly charges imposed pursuant to this paragraph and Bay is unwilling to rescind the additional amount, User may terminate this agreement upon giving written notice to Bay within ten (10) days from the effective date of the increase. User's failure to notify Bay within said ten (10) days shall constitute User's consent to the increase pursuant to this paragraph.

9. ASSIGNEES/SUBCONTRACTORS OF BAY: Bay may transfer or assign this agreement to any other person or entity including any financial institution or alarm company. User may not transfer this agreement to someone else (including someone who purchases or rents User's premises) unless Bay approves the transfer in writing. Bay may use subcontractors to provide installation, repairs, inspections, tests or monitoring services. This Agreement, and particularly paragraphs 3, 4 and 5, shall apply to the work or services Bay's assignees or subcontractors provide, and shall apply to them and protect Bay's assignees and subcontractors in the same manner as it applies to and protects Bay.

10. MONITORING SERVICE: When a signal from the System is received in Bay's Central Station, Bay will try to telephone the proper fire department or other emergency personnel and the first available person on the Emergency Notification List User gives us. You will notify us in writing of any changes in the instructions. . To avoid Unwanted Alarms, Bay may, where permitted or required by the Authority Having Jurisdiction, call User's premises first to determine if an actual emergency exists before Bay calls any authorities. If Bay has reason to believe that no actual emergency exists, Bay may choose not to place such notification calls. Bay may discontinue any part of this service if required to do so by governmental or insurance authorities. User acknowledges and agrees that both User and Bay are required to comply with all laws, rules and regulations regarding monitoring and alarm response enacted or adopted by the governmental authorities having jurisdiction over the System. User consents to the tape recording of all telephonic communications between Bay's Central Station and User's premises. Bay may charge User for non-emergency signals, use of premises keys or alarm response by Bay personnel. If Bay holds premises keys, it is hereby authorized to enter and make a visual inspection of the interior of the premises or protected area. User acknowledges that if Bay utilizes a digital communicator for the purpose of sending alarm signals from User's premises to Bay's Central Station, that the signals from User's System may be sent over a single phone line to Bay's Central Station and other telephone calls cannot be made when the System is activated including 911 emergency operator calls; and in the event User's telephone service is out of order, disconnected, placed on vacation or otherwise interrupted, signals from User's System will not be received in Bay's Central Station during any such interruption and the interruption will not be known to Bay. User further acknowledges and agrees that signals are sent over telephone company lines which are wholly beyond the control and jurisdiction of Bay and are maintained and serviced by the applicable telephone company. User agrees to pay all charges for all telephone services connecting User's protected premises and Bay. User acknowledges that if Wireless Transmission becomes inoperative for any reason, signals will not be received in Bay's Central Station. User acknowledges that Wireless Transmission may be impaired or interrupted by atmospheric conditions, including electrical storms, power failures or other conditions beyond the control of Bay.

11. EXCESSIVE ALARMS: In the event an excessive number of false alarms or service calls are caused by User or in the event User in any manner misuses or abuses the System, Bay may, in its sole discretion, deem same to be a material breach of contract on the part of User and, at its option, be excused from further performance upon the giving of ten (10) days written notice to User. Bay's excuse from performance shall not affect its right to recover damages from User. **User represents he fully understands that the equipment, because of its sensitivity and nature, is subject to the influence of external events which are not within the control of Bay and which may cause the alarm to activate.** In the event a fine, penalty or fee is assessed against Bay or User by any governmental or municipal agency as a result of any alarm originating from User's premises, User agrees to be responsible for payment of all assessments and/or reimburse Bay for Bay assessments. Any or all such alarms shall not excuse any of the obligations of User as set forth in the agreement.

12. DISCONNECT POLICY: User hereby authorizes Bay to manually or automatically disconnect System if so ordered by a public official or regulation or for nuisance or electrical reasons or if Bay is unable to notify User at emergency numbers listed or if User declines or fails to arrive at premises within thirty (30) minutes after notification. User agrees to hold Bay harmless and to indemnify Bay for any damage, loss, or liability which may result from the turning off of the System.

13. CONTROL COMMUNICATOR: The control communicator is owned by Bay. User acknowledges and agrees that Bay reserves the right to access the digital control communicator by way of remote programming in order to perform diagnostics, change and/or update information, or disconnect service upon the termination or expiration of this agreement.

14. RENEWAL; ENTIRE AGREEMENT: It is understood and agreed by and between the parties hereto, that if there is any conflict between this agreement and User's purchase order or any other document or Bay literature, this agreement will govern, whether such purchase order or other document is prior or subsequent to this agreement unless expressly superseded or replaced by a subsequent agreement. In the event any provisions or parts of this agreement shall be unenforceable, the parties understand and agree that the remaining provisions and parts shall continue in full force and effect. There are no verbal understandings changing or modifying this agreement. If User cancels agreement before installation begins, User agrees to pay an administrative charge of 50% of the installation charge. We retain ownership in the System until the sales price is paid in full. If you fail to make any payment for the purchase of the System you empower us and will permit us to disconnect and remove the System or any part of it from your premises. In addition we may pursue any rights and remedies we may have as a secured creditor under the Uniform Commercial Code or pursue any other rights we may have under the law. Removal or disconnection of the System shall not be deemed a waiver of our rights to collect damages, and we shall be under no obligation to restore your premises to its original condition if we terminate the installation or remove the System or any part of it.

15. GOVERNING LAW: This writing is intended by the parties as a final expression of their agreement and as a complete and exclusive statement of the terms thereof. This agreement supersedes all prior representations, understandings or agreements of the parties; and the parties rely only upon the contents of this agreement in executing it. This agreement can only be modified in writing signed by the parties or their duly authorized agent. No waiver or breach of any term or condition of this agreement shall be construed to be a waiver of any succeeding breach. User agrees that this agreement is performed in the state of California and shall be governed by the laws of California. User agrees that any and all legal proceedings will have Contra Costa County California as the exclusive place of venue.

16. LEGAL WAIVERS; JUDICIAL REFERENCE: Both parties hereby agree that no suit or action that relates in any way to this agreement (whether based upon contract, negligence or otherwise) shall be brought against the other more than one (1) year after the accrual of the cause of action therefore. Both parties agree that no lawsuit or any other legal proceeding connected with this Agreement shall be brought or filed more than one (1) year after the incident giving rise to the claim occurred. Any controversy, dispute, or claim between the parties arising out of or relating to this Agreement, (other than actions brought by Bay in small claims court to collect amounts due under this Agreement) will be settled by a reference proceeding in Contra Costa County California, in accordance with the provisions of Sections 638, et seq and 641 through 645.1, and of the California Code of Civil Procedure, or their successor sections, which shall constitute the exclusive remedy for the resolution of any controversy, dispute, or claim concerning this Agreement, including whether such controversy, dispute, or claim is subject to the reference proceeding. The referee shall be appointed to sit as a temporary Judge with all of the powers of a temporary Judge authorized by law. In the event that the enabling legislation, which provides for the appointment of a referee is repealed and no successor statute is enacted, any dispute between the parties that would otherwise be determined by a reference procedure herein, will be resolved and determined by binding arbitration. That arbitration will be conducted by a retired Judge of the Superior Court in accordance with Section 1280 to 1294.2 of the California Code of Civil Procedure, as amended from time to time.

17. IMAGING: User agrees that Bay may save and store all agreements and other documents executed by User in an electronic media and all such agreements and other documents shall be deemed to be, and may be used by Bay as, originals and shall be given the same force and effect as the paper-form original.

18. DEFAULT BY USER; EXPIRATION; TERMINATION: If any proceeding in bankruptcy, receivership, or insolvency shall be commenced by or against User or his property, or if User makes an assignment for the benefit of creditors, User and Trustee or Assignee appointed to take charge of User's assets shall elect within thirty (30) days to assume or reject this agreement. If assumed, the party assuming this agreement shall within sixty (60) days thereafter: (1) cure all defaults including payment of all amounts due, and (2) provide to Bay adequate assurances of the future performances. Bay shall have the right to terminate this agreement. If User defaults or cancels this agreement, or this agreement is terminated in whole or in part for any reason other than Bay's default, Bay shall be entitled to collect and User shall pay to Bay: (i) all amounts due to Bay for services performed and equipment provided through the termination date of the agreement, and (ii) all amounts to which Bay is entitled by law for the unexpired term of the agreement, including loss of profits. Thirty day written cancellation required. At the expiration or termination of this agreement for any reason, Bay is authorized to enter onto the premises of User and remove Bay's identification signs, decals, equipment and reprogram or otherwise modify the control communicator so that it will no longer communicate signals to Bay's Central Station.

19. BAY'S LICENSES: CONTRACTORS ARE REQUIRED BY LAW TO BE LICENSED AND REGULATED BY THE CONTRACTOR'S STATE LICENSE BOARD WHICH HAS JURISDICTION TO INVESTIGATE COMPLAINTS AGAINST CONTRACTORS IF A COMPLAINT REGARDING A PATENT ACT OR OMISSION IS FILED WITHIN FOUR (4) YEARS OF THE DATE OF THE ALLEGED VIOLATION. A COMPLAINT REGARDING A LATENT ACT OR OMISSION PERTAINING TO STRUCTURAL DEFECTS MUST BE FILED WITHIN TEN (10) YEARS OF THE DATE OF THE ALLEGED VIOLATION. ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTORS' STATE LICENSE BOARD, P.O. BOX 2600, SACRAMENTO, CA 95826.

PLEASE READ ENTIRE AGREEMENT

Bay Alarm Company – What Have You Got To Lose?

Alarm Agreement Amendment



Bay Alarm Company
1-800-610-1000
www.bayalarm.com

Alarm Operator's ACO License #28 California Contractor's License #880138
Arizona License #ROC 326152 CR-67 #ROC 326153 CR-16 Arizona Alarm Business Certificate #20243
WA Energy Electrical Contractor License BAYALAC876KF
WA Construction Contractor License BAYALAC878KH WA UBI Number 603273521

This Amendment is made as of the date set forth below by and between Bay Alarm Company, a California Corporation (herein "Bay") and the customer identified below ("User"). This Amendment modifies the terms of the

Dated [ORIGINAL AGREEMENT DATE] _____.(the "Agreement").

Account #: _____

User Name: _____

Address: _____ City: _____ Zip: _____

Email Address: _____

Bay agrees to provide the changes indicated herein for the system(s) described in the Agreement:

<p>Service Activation/Installation Fee and Payments</p> <p>Total Activation and/or Installation Charge Fee: \$ _____ <small>(Plus applicable sales taxes, to be billed separately)</small></p> <p>Deposit Due at Signing: \$ _____</p> <p>Due upon Completion: \$ _____</p> <p>Additional Monthly Service Fee: \$ _____ <small>(Additional is in addition to what you are currently paying)</small></p>	<p>Type of Service:</p> <ul style="list-style-type: none"> Add CS Supervised (MS-CSSUP) Add TC2 (MS-TC2BURG) Add Keypad Supervised (MS-SUPBASE) Add DMP APP (MS-DMPAPP) Add Duress (MS-DURESS) Add Catchview (MS-CATCHVIEW) Add Allview (MS-ALLVIEW) Add SIS – Quarterly Sprinkler Inspections (MS-SIS4) <p>Other: _____</p>
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Scope of Work:

This Amendment will not be binding upon Bay until either (I) signed by a Manager of Bay or (II) Bay provides the equipment or service described above.

*******ONLY COMPLETE THIS SECTION IF ADDING ALLVIEW OR CATCHVIEW SERVICE*******

If adding BayGuard CATCH VIEW: User will receive an email with a video clip only in the event that an actual human intruder is observed by Bay via User’s system(s). This service includes up to two (2) email addresses to which Bay will email the video clips. Bay will only transmit the video clips via email if Bay observes an actual person.

Email Address #1: _____

Email Address #2: _____

If adding BayGuard ALL VIEW: User will receive an email video clip of all alarm activations from User’s system(s) that trigger a video clip. This service includes up to four (4) email addresses to which Bay will email the video clips to.

Email Address #1: _____

Email Address #2: _____

Email Address #3: _____

Email Address #4: _____

If Duress Bay to program for Duress. User understands some jurisdictions will not accept or respond to a request notification.

If Adding SIS Inspections: Bay agrees to provide the changes indicated herein for the fire system(s) described on the previous agreements of Bay Alarm Company, for User:

- **Bay Alarm will inspect _____ risers per quarter.**
- Bay Alarm to provide quarterly sprinkler system inspections.
- Bay will conduct the inspections in accordance with Title 19, California Code of Regulations, Chapter 5, and Article 4.
- Bay is not providing or will not provide design analysis of the premise sprinkler system through the Sprinkler Inspection Service inspection. If a design analysis is desired the User should contact a Registered Fire Protection Engineer.

If a Cancels Former:

[] If box is checked, this Amendment affects the termination date of the Agreement. The revised term of the Agreement shall expire [] months after the installation of equipment and/or commencement of services covered by this Amendment.

All of the terms, covenants and conditions of the Agreement by and between Bay and User shall remain in full force and effect, except as expressly modified by this Amendment. User acknowledges and agrees that this Amendment and the equipment provided and/or services performed hereunder are subject to and provided pursuant to the terms and conditions of the Agreement, and particularly those sections which set forth Bay’s maximum liability and right to indemnification in the event of any loss or damage to User or anyone else.

BAY ALARM COMPANY: _____ **USER:** _____ **Date:** _____

Bay Representative:

Authorized User Print Name:

Bay Alarm Manager’s Signature:

Authorized User’s Signature:

This Amendment will not be binding upon Bay until either (I) signed by a Manager of Bay or (II) Bay provides the equipment or service described above.

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- Bay Alarm to provide quarterly sprinkler system inspections.
- Bay will conduct the inspections in accordance with Title 19, California Code of Regulations, Chapter 5, and Article 4.
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All of the terms, covenants and conditions of the Agreement by and between Bay and User shall remain in full force and effect, except as expressly modified by this Amendment. User acknowledges and agrees that this Amendment and the equipment provided and/or services performed hereunder are subject to and provided pursuant to the terms and conditions of the Agreement, and particularly those sections which set forth Bay’s maximum liability and right to indemnification in the event of any loss or damage to User or anyone else.

BAY ALARM COMPANY: _____ **USER:** _____ **Date:** _____

Bay Representative:

Authorized User Print Name:

Bay Alarm Manager’s Signature:

Authorized User’s Signature:

This Amendment will not be binding upon Bay until either (I) signed by a Manager of Bay or (II) Bay provides the equipment or service described above.

Coversheet

Recommendation of Policy for Full Board Approval.

Section: II. Topical Items
Item: B. Recommendation of Policy for Full Board Approval.
Purpose: Vote
Submitted by:
Related Material: Comprehensive School Safety Plan - 2024 (03.25.24).pdf

COMPREHENSIVE SCHOOL SAFETY PLAN – 2024

Navigator Schools 650
San Benito St. Hollister,
CA



Report Compiled by



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PREFACE

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under CA AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

California law requires the Comprehensive Safe School Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 32286). The superintendent should ensure that all staff have been trained and are familiar with the contents of this plan.

The template is also designed as a living document to be updated as necessary to meet site, district, and community needs, forms, or requirements.

It is *NOT* intended to be a “grab and go” guide in an actual emergency.

NOTICE OF PUBLIC MEETING

As directed by CA Education Code 32288(b)(1), this safety plan, including the safety plan goals identified in Section 2, shall be presented to designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan.

Prior to adoption, this safety plan was made available to designated invitees for review on the dates listed below:

School	Date of Meeting
Gilroy Prep	
Hayward Collegiate	
Hollister Prep	
Watsonville Prep	

1. CA AB 1747: COMPREHENSIVE SCHOOL SAFETY PLAN

INTRODUCTION

Beginning in September 2018, CA AB 1747 mandates that individual schools in districts with over 2,500 students must adopt a comprehensive school safety plan by March 1 and must review and update the plan by March 1 of every year thereafter. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. (Amended Ed. Codes 35294.1 & 35294.6)

The school district or COE must annually notify the CDE by October 15 of any school(s) that have not complied with requirements. (Amended Ed. Code 35294.6)

The following guidelines may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of CA AB 1747, School Safety Plans.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council, or equivalent of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the Comprehensive School Safety Plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of CA AB 1747:
 - a. Child Abuse reporting procedures
 - b. Policies pursuant to Ed. Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
 - c. Procedures to notify teachers and counselors of dangerous students
 - d. Sexual Harassment Policy
 - e. Safe ingress and egress to and from school
 - f. Rules and procedures on school discipline to create a safe and orderly environment conducive to learning
 - g. Dress code
 - h. Routine and emergency disaster procedures including natural disasters, human-created disasters, or power outages

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff. A redacted plan will be made available to students, parents, and the community to review in the school site administration or reception office. The redacted plan may be posted on the school website.

Navigator Schools should ensure that this comprehensive school safety plan and all school safety materials and emergency communications for parents and guardians be made available in languages other than English for limited English proficient families.

NOTICE OF NON-COMPLIANCE

Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with requirements. (Ed. Code 32288.)

If the State Superintendent of Public Instruction (SSPI) determines there has been a willful failure to make a required report, the SSPI shall notify the school district or COE in which the willful failure has occurred and make an assessment of not more than \$2,000 against that school district or COE. (Ed. Code 32287.)

Notify the SSPI in writing and submit by email to SHSO@cde.ca.gov or by regular mail to:

California Department of Education
School Health and Safety Office
1430 N Street, Suite 4309
Sacramento, CA 95814

Note: Do not FAX this notification.

2. SCHOOL SAFETY PLANNING COMMITTEE

The School Site Council (SSC) is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The school safety planning committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent or guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Knowledge Saves Lives, Inc., an emergency preparedness training and consulting firm, has created the template used in the creation of this document. Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- a representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representation

SIGNATURE PAGE NAVIGATOR SCHOOLS SAFETY PLAN 2023 – 2024

The undersigned members of the Navigator Schools Safety Planning Committees certify that the requirements for the CA AB 1747, Comprehensive School Safety Plan, have been met.

Navigator Schools	
Superintendent	Date
Principal, Gilroy Prep	Date
Principal, Hayward Collegiate	Date
Principal, Hollister Prep	Date
Principal, Watsonville Prep	Date
President, School Site Council	Date
Teachers Association Representative	Date
Classified Association Representative	Date
Parent Representative	Date
Law Enforcement Representative	Date
Fire Department Representative (Optional)	Date
Knowledge Saves Lives, Inc. Rep	Date

CONTINUITY OF OPERATIONS PLAN (COOP)

Continuity planning is the ability of schools to carry out their normal activities and function after unplanned events have occurred, through their essential tasks, resources, and personnel. Although not required under the CA Ed. Code, it is recommended the school and district develop a COOP in case of emergency or unusual working conditions. The COOP can be a standalone document or incorporated into this CSSP. Follow this link to find a working sample located in the [Functional Annex](#).

There are six key elements addressed in a COOP:

Essential Functions

Identify essential functions and services that are needed to sustain division mission and operations. Determine what functions will ultimately need to be prioritized in the worst-case scenario. Establish how the division may be re-organized to accommodate prioritization of functions for the division and for the district.

Critical Resources

Identify critical resources (staffing and equipment) necessary for Division to carry out essential functions and where such resources may be acquired, internally and externally, if necessary.

Essential Staff

List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. Establish orders of succession, building out three deep for each leadership role. Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of crisis.

Communications

Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information. Establish the methods used for notification and dissemination of critical information.

Ensure that:

- Contact rosters are complete and up to date
- General messages are pre-staged when possible
- Test the system and users by sending occasional test messages
- Establish a back-up method for messaging

Essential Record Management

Identify, protect, and ensure the ready availability of electronic and/or hard-copy documents, references, records, and information necessary to complete essential functions.

Reconstitution

Outline the process for returning to normal function.

ANALYSIS OF CRIME ON CAMPUS

Each school is required to assess the current status of school crime committed on the school campus and at school-related functions. This is accomplished by reviewing the following types of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; California Healthy Kids Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

Gilroy Prep

Data Source	2020-2021	2021-2022	2022-2023
Suspensions (Number of Incidents)	0	0	0
- Violence	0	0	0
- Tobacco / Vaping	0	0	0
- Drugs or Alcohol	0	0	0
- Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Aeendance , General Ed. (%)	N/A	N/A	N/A
Aeendance , Special Ed. (%)	N/A	N/A	N/A

Hayward Collegiate

Data Source	2020-2021	2021-2022	2022-2023
Suspensions (Number of Incidents)	0	0	0
- Violence	0	0	0
- Tobacco / Vaping	0	0	0
- Drugs or Alcohol	0	0	0
- Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Aeendance , General Ed. (%)	N/A	N/A	N/A
Aeendance , Special Ed. (%)	N/A	N/A	N/A

Hollister Prep

Data Source	2020-2021	2021-2022	2022-2023
Suspensions (Number of Incidents)	0	0	0
Violence	0	0	0
Tobacco / Vaping	0	0	0
Drugs or Alcohol	0	0	0
Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Aeendance , General Ed. (%)	N/A	N/A	N/A
Aeendance , Special Ed. (%)	N/A	N/A	N/A

Watsonville Prep

Data Source	2020-2021	2021-2022	2022-2023
Suspensions (Number of Incidents)	0	0	0
Violence	0	0	0
Tobacco / Vaping	0	0	0
Drugs or Alcohol	0	0	0
Weapons	0	0	0
Expulsions	0	0	0
Vandalism (Number of Incidents)	0	0	0
Aeendance , General Ed. (%)	N/A	N/A	N/A
Aeendance , Special Ed. (%)	N/A	N/A	N/A

ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CRIME

Gilroy Prep

The safety and security of our campus community remain a top priority at GPS. Thanks to the active involvement of families, crime on campus continues to remain very low. We strongly emphasize family engagement, recognizing it as vital to both academic success and fostering a safe environment. Families serve as invaluable partners, acting as our eyes and ears in the vicinity of the campus. Their vigilance and communication enable us to promptly address any concerning activities. We extend a warm invitation to all families to participate in school site council meetings and join us for various events throughout the academic year, including back-to-school nights, family game nights, awards ceremonies, and special campus events. Additionally, we have a dedicated Campus Safety Lead who works tirelessly to implement and oversee safety protocols, ensuring the well-being of all students and staff.

Hayward Collegiate

Crime at Hayward Collegiate is very low thanks to our community involvement. We work diligently to create an inclusive and welcoming campus culture so that families, students, staff, and other community members feel safe both physically and emotionally. We include families in many levels of engagement including the Family Teacher Association, School Site Council, and Community Schools Council as well as coffees with the principal, and 7+ yearly community events. Our student services team ensures the mental and emotional wellness of students through the MTSS process, student surveys, and teacher reporting as well as school-wide SEL and wellness learning. We also have a school safety officer dedicated to ensuring the daily safety of the campus.

Hollister Prep

Crime at HPS is very low because as a community we prioritize the well-being and security of all our students. We have a strong sense of community where everyone looks out for each other. Whether it's students, faculty, or staff, we understand the importance of being attentive and supportive of one another. Our campus is a place where we come together in support of our students and families with events like our PBIS Get Ins, holiday program, sports, family picnic and awards ceremonies. We also have a dedicated security officer and Site Operations Manager who are equipped to respond promptly and effectively to ensure the security of everyone on campus.

Watsonville Prep

Crime at WPS is very low because, as a community, we prioritize the well-being and security of all our students. We have a strong sense of community where everyone looks out for each other. Whether it's students, faculty, or staff, we understand the importance of being attentive and supportive of one another. We also have a dedicated security officer and Site Operations Manager who are equipped to respond promptly and effectively to ensure the security of everyone on campus.

ANNUAL SAFETY GOALS 2023-2024

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district, and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District, or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

To keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups, and the Board of Trustees.

The year-end assessment should be completed in May and reported upon.

Navigator Schools Safety Goals 2023-2024		
Goal 1: Create a "strong" safety and health climate in our schools.		
	Strategies to be Used	Person Responsible
Objective 1:	Educate all staff members on their responsibility and accountability for safety training, supervision, and enforcement	Administration and staff
Objective 2:	Help provide a safe and secure learning environment by ensuring there is effective and appropriate communication between staff/parents/students	Staff
Goal 2:		
	Strategies to be Used	Person Responsible
Objective 1:		
Objective 2:		

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3. MANDATED POLICIES AND PROCEDURES

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting is consistent with Penal Code 11164.
- Policies are pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians, and employees to and from the school.
- The rules and procedures on school discipline are adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing “gang-related apparel,” the provisions of that dress code.
 - Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students, and/or parents notified that this policy exists?
- How are staff, students, and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional training is needed?

CHILD ABUSE REPORTING

Refer to Section 8 of this document for Navigator Schools policy on Child Abuse Reporting or use [THIS LINK](#) to jump to that section.

The following information is provided for clarification, but not part of Navigator policy.

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment, or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
 - a. Injury inflicted by another person
 - b. Sexual Abuse
 - c. Neglect of child's physical health and emotional needs
 - d. Unusual and willful cruelty; unjustifiable
 - e. Unlawful corporal punishment

2. Not Considered Child Abuse
 - a. Mutual affray between minors
 - b. Injury caused by reasonable and necessary force used by a peace officer:
 - i. To quell a disturbance threatening physical injury to a person or damage to property
 - ii. To prevent physical injury to another person or damage to property
 - iii. For the purposes of self-defense
 - iv. To obtain possession of weapons or other dangerous objects within the control of a child
 - v. To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practically possible by telephone,
AND
a written report must be sent within 36 hours of the telephone call to the child protective agency.
3. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
4. When two or more persons who are required to report are present and jointly knowledgeable of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
5. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
6. This entire section on Child Abuse has been taken from California Laws Relating to Minors manual.



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

DEPARTMENT OF JUSTICE
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SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

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

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

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS <small>Street City Zip</small>			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY		
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)				
	ADDRESS <small>Street City Zip</small>			DATE/TIME OF PHONE CALL	
	OFFICIAL CONTACTED - NAME AND TITLE			TELEPHONE	
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	

Link to fillable form: [State of CA - Suspected Child Abuse Report Form](#)

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by the Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

1. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery, or other indications of an exploitative relationship.
2. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

1. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship or there is unlawful sexual intercourse with a partner older than 21 years
2. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
3. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

1. The partner is less than 14 years of age
2. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
3. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

1. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

1. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Mandated reports of sexual activity must be reported to either Child Protective Services or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

Child Abuse Reporting Numbers:

County of Santa Clara Child Abuse & Neglect Center (CANC)	(833) 722-5437
Alameda County Social Services Agency	(510) 259-1800
San Benito County Child Proteceve Services	(831) 636-4190
Santa Cruz County Child Welfare Services	(877) 505-3299 or (831) 454-2273

Police Departments:

Gilroy Police Department	(408) 846-0350
Hayward Police Department	(510) 293-7000
Hollister Police Department	(831) 636-4330
Watsonville Police Department	(831) 768-3300

E. Staff Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

SEXUAL HARASSMENT POLICY

Refer to Section 8 of this document for Navigator Schools policy on Sexual Harassment policy or use [THIS LINK](#) to jump to that section.

The following information is provided for clarification, but not part of Navigator policy.

A. Definition

Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature, when **any of four conditions** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education.
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education.
3. The conduct or communication has either the purpose or effect of 'substantially interfering with a person's education.
4. The conduct or communication creates an 'intimidating, hostile, or offensive educational environment."

B. Policy Pertaining to Sexual Harassment

1. Student vs. Student
2. Student vs. Staff Member
3. Staff Member vs. Student
4. Staff Member vs. Staff member
5. Knowledge of Student-to-Student or Staff-to-Student Sexual Harassment

C. Staff Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

DANGEROUS STUDENT, NOTIFICATION TO TEACHERS

It is the duty of Navigator Schools to notify a teacher of any student who has caused or attempted to cause "serious bodily injury" or physical injury which requires medical treatment. For purposes of reporting, "serious bodily injury" is defined as a "serious impairment of physical condition, including but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement." (Penal Code 243, subd. (e)(5).) "Injury" is defined as "any physical injury which requires professional medical treatment." (Penal Code 243, subd. (e)(60).)

For 1992-93 and each year thereafter, the information must cover the previous three years. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Ed. Code 49079) The above information shall be given to teachers in writing and a copy shall be kept in the student's file.

The superintendent or designee shall be responsible for the development of procedures to ensure that a board policy is implemented. (Education Code 48201, 49079; Welfare and Institutions Code 827).

PROCEDURES FOR SAFE INGRESS AND EGRESS

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired, and/or cognitively/emotionally impaired must be assisted.

A. School Must Plan For:

1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Locations

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- Identify at least two off-campus evacuation site(s) on opposite side of the campus.
- Establish a memorandum of agreement with the evacuation site(s).

Gilroy Prep Off-Site Evacuation/Assembly Location

Name of Site:	Gilroy Presbyterian Church
Address of Site:	6000 Miller Ave, Gilroy, CA 95020
Site Contact Person:	Pastor Trevor Van laar
Site Phone Number:	(831) 334-7682
Date of Agreement:	2/27/24

Transportation provided by:

Gilroy USD
(669) 205-7900

Hayward Collegiate Off-Site Evacuation/Assembly Location

Name of Site:	Grace Lutheran Church
Address of Site:	1836 B Street, Hayward, CA 94541
Site Contact Person:	Pastor Josh Woodrow
Site Phone Number:	(423) 321-4364
Date of Agreement:	February 24th, 2024

Secondary Off-Site Evacuation/Assembly Location

Name of Site:	Calvary Lutheran Church
Address of Site:	17200 Via Magdalena, San Lorenzo, CA 94580
Site Contact Person:	Pastor Josh Woodrow
Site Phone Number:	(423) 321-4364
Date of Agreement:	February 24th, 2024

Transportation provided by:

Busloop Charter Buses
 Owner Avi Jay
 Company number: (833) 287-5667
 After-hours number: Cell (510) 209-6691

Hollister Prep Off-Site Evacuation/Assembly Location

Name of Site:	K Mart Parking Lot
Address of Site:	491 Tres Pinos Rd, Hollister, CA 95023
Site Contact Person:	HSD Transportation, Kip Ward
Site Phone Number:	(831) 630- 6300
Date of Agreement:	February 8th, 2024

Transportation provided by:
 Hollister School District
 Contact: Kip Ward (831) 630-6300

Watsonville Prep Off-Site Evacuation/Assembly Location

Name of Site:	Radcliff Elementary School
Address of Site:	550 Rodriguez Street Watsonville, CA
Site Contact Person:	Heather Bailey - Principal
Site Phone Number:	(831) 728-6469
Date of Agreement:	February 15th, 2024

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. **Follow the “Shelter in Place” procedures.**

C. Staff Training

Staff have received training through on-site drills and regular review of this safety plan for off-site locations.

SCHOOL DISCIPLINE

A. Statement of Rules and Procedures Concerning School Discipline

CA Ed. Code 44807: "Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

Refer to Section 8 of this document for Navigator Schools policy on School Discipline policy or use [THIS LINK](#) to jump to that section.

B. Notification to Students and Parents

CA Ed. Code 35291:

- a. Parents and students shall be notified of the district and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

Make staff aware of the requirement to review the information of a dangerous student if provided to them with a reminder there are legal ramifications for sharing the information with any other person.

BULLYING AND CYBERBULLYING

Navigator Schools recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

Refer to Section 8 of this document for Navigator Schools policy on Sexual Harassment policy or use [THIS LINK](#) to jump to that section.

A. Staff Training

Schools must annually make available the CDE's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. EC Section 32283.5(c). The CDE Bullying Prevention Training & Resources page can be found by following this link:

<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

DRESS CODE

Refer to Section 8 of this document for Navigator Schools policy on Sexual Harassment policy or use [THIS LINK](#) to jump to that section.

Navigator Schools promotes and encourages a positive learning environment for all students. Acceptable and appropriate behavior and clothing play a primary role in this desired educational atmosphere. If student clothing works against a positive learning atmosphere, it is not acceptable.

In order to provide ALL students a safe, appropriate academic environment, look-alike gang behavior is prohibited at school. For the safety of our students, it is very important that parents do not purchase or allow students to wear any item that might be perceived as the showing of "colors". This is clearly a campus safety issue, especially important as students move to and from school and in and out of the neighborhoods.

4. ICS / SEMS

RESPONSIBILITIES FOR A SCHOOL DISASTER

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the **Standard Emergency Management System (SEMS)** and the **Incident Command System (ICS)** can be adapted to your school. For ICS rosters for each school, use the links below to jump to the Functional Annex.

[ICS Roster – Gilroy Prep](#)

[ICS Roster – Hayward Collegiate](#)

[ICS Roster - Hollister Prep](#)

[ICS Roster – Watsonville Prep](#)

Major Concepts & Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics, and Finance/Administration*.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander*.

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

ICS Terminology

All teachers and staff in the school should use ICS terminology. The terminology should be known **before** a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar terminology.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

DRAFT

PRIMARY ICS FUNCTIONS

Incident/School Commander (The “leader”)

The Management Section is responsible for the overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Navigator Schools. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward the reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The 'thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

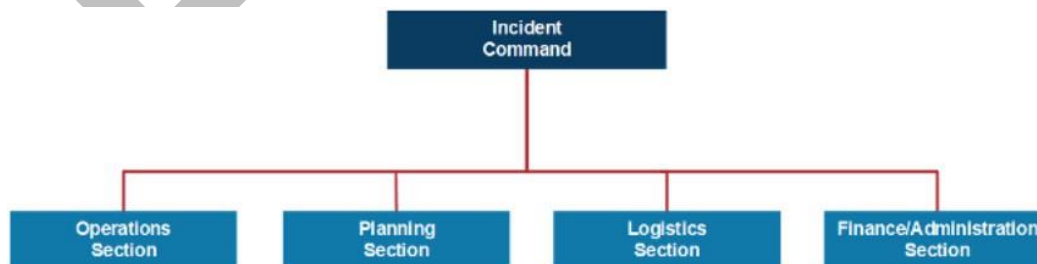
Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergency operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.



UNIFIED COMMAND STRUCTURE

Unified Command is a procedure used at incidents that allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

5. EMERGENCY AND ROUTINE DISASTER PROCEDURES

THE BASIC PLAN

The Basic Plan addresses the responsibilities of Navigator Schools in emergencies associated with natural disasters, human-caused emergencies, and technological incidents. It provides a framework for the coordination of response and recovery efforts within the district in coordination and with local, State, and Federal agencies. The plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Navigator Schools with clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

This plan meets the requirements of the policies of Santa Clara County, Alameda County, San Benito County, and Santa Cruz County on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response and defines the primary and support roles of the district and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees, and staff.
- Provide a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

CA LEGAL AUTHORITIES AND REFERENCES

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

- states that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed
- When a state of emergency is proclaimed
- When a federal disaster declaration is made

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employee Workers Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

California Government Code, Section 3100 also states that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency.

No person who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

RECOVERY

It is critical to provide a mental health response for students, staff, and parents after a crisis that has impacted a school. Often, this can be provided by the district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, County Mental Health and the agencies working under its umbrella are available to support schools.

Numerous agencies under the County Mental Health Department umbrella currently provide ongoing mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers, or supervised interns. The services typically involve one-on-one or family-oriented approaches requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS

To best prepare for and manage the mental health recovery phase with the various counties through Memorandums of Understanding (MOU) with agencies who would provide crisis responses, the MOU would include the following:

1. Schools and/or school districts require, as part of their MOU with agencies and/or universities, all interns, therapists and mental health workers complete crisis response training with the various mental health agencies of each county before reporting to their assigned campuses.
2. In the event of a major crisis at a school site, or multiple school sites, the school district

will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify a licensed mental health representative at the county mental health agency. They will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school, the district, and mental health agency and its partnering agencies as to the requirements for a responding mental health team(s) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

3. The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.
4. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the county mental health agency or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.
5. In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

DEFINITIONS: INCIDENTS, EMERGENCIES, DISASTERS

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually single events that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually, a local emergency is not declared and the jurisdictional Emergency Operations Center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

An *emergency* is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support is needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. The effects of a disaster last over a substantial period of time (days to weeks) and the local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments, and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

LEVELS OF RESPONSE

Response Levels are used to describe the type of event, the area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Proclamations of Emergency issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the school district to daily emergencies or incidents. Stand-by and alert procedures are issued in advance of an anticipated or planned event.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and counties will proclaim a local emergency. Then, the State of California will declare the State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. **When local jurisdictions declare a State of Emergency, the district board can declare the same.**

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with the Campbell Union High School District to respond. The affected cities and counties will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Operations Plan (EOP) and interact with public agencies.

EMERGENCY PHASES

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the Emergency Operations Plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost-effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both elements require the education of parents, students, teachers and administrators.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those persons identified in this plan as having either a primary or support mission relative to response and recovery should review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel should be acquainted with these SOPs and checklists and should periodically be trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach to a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated, and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Staff Preparedness

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs:

To prepare their family and home for earthquakes and other emergencies:

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross and each local Office of Emergency Services, www.redcross.org, www.prepare.org, or www.ready.gov.

If the disaster occurs during school time, emergency management protocols recommend the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

Disaster Service Worker Status: *California Government Code Section 3100* declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, a state agency, or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed
2. When a state of emergency has been proclaimed
3. When a federal disaster declaration has been made

DISTRICT AND PARENT RESPONSIBILITIES FOR STUDENTS

DISTRICT RESPONSIBILITIES

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT VIA A PROMULGATION STATEMENT (LOCATED IN DISTRICT EOP) DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a) If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b) students are on their way home from school are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or another authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and notifications made to parents in the regular communication channels shall be posted.

PARENT RESPONSIBILITIES

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is always current.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergencies. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

DRILLS

Navigator Schools should inform parents/guardians in the languages they understand of emergency plans, reunification plans and the necessity of cooperating with first responders in case of an emergency.

EARTHQUAKE DRILL

The earthquake emergency procedures shall be listed in, but not be limited to a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

As used in this safety plan, a “drop procedure” means an activity whereas each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures are to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers, and other employees shall immediately begin Duck, Cover, and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until the shaking stops.

Consider evacuation. However, an evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards, and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

STANDARDS FOR A SUCCESSFUL EARTHQUAKE DRILL

The earthquake alarm or announcement can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

Upon sounding all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

FIRE DRILLS

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (*Code of Regulations, Title 5, Section 550*)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

STANDARDS FOR A SUCCESSFUL FIRE DRILL

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
5. Upon sounding the all-clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

ACTIVE SHOOTER/LOCKDOWN TRAINING DRILLS

For sites that have had Active Shooter Training, conducting an Active Shooter/Lockdown Training Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill after receiving verified training, which should take no longer than 10 minutes and only include trained staff. Elementary schools should conduct drills every other year without students present (or annually if the local police department has the resources to support the drills.) Drills should be scheduled with your School Resource or Liaison Officers.

There are several steps that are recommended in the Active Shooter Training to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 30-minute timeframe to review expectations and standards in terms of:
 - a. Locking doors
 - b. Moving room occupants to a safe area in the room
 - c. Turning off lights
 - d. Building barricades (if doors open inward)
 - e. Reviewing classroom and all clear procedures
 - f. Reviewing off-site evacuation locations.
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

SUICIDE PREVENTION

Navigator Schools recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

Navigator Schools Link to Board Policy on Suicide Prevention:

[Navigator Schools Suicide Prevention Policy - Full Text](#)

The publications of many organizations and governmental agencies contain advice for people who are faced with a suicidal person. That advice is summarized below.

Do's

- LISTEN** to what the person is saying and take her/his suicidal threat seriously. Many times, a person may be looking for just that assurance.
- OBSERVE** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- ASK** whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Dont's

- DON'T** leave the person alone for even a minute.
- DON'T** act shocked or be sworn to secrecy.
- DON'T** underestimate or brush aside a suicide threat (“You won’t really do it; you’re not the type”), or to shock or challenge the person (“Go ahead. Do it”). The person may already feel rejected and unnoticed, and you should not add to the burden.

- DON'T** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

- DON'T** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

DRAFT

SERT - Suicide Emergency Response Team - 2023-2024

Please send a group text to all VP's, Principal, and Misty immediately if a student makes a self harm comment, joke, drawing etc.

Please do not leave student alone.

If comment is made at dismissal, please notify parent and inform them that counselor will follow up the next day.

***SERT Leader: Assumes responsibility for decisions made and actions taken, acts as liaison with police or other authorized outside agency**

*Norma Knox - CPI Trained	831-537-7548	norma.knox@navigatorschools.org
Kao Seng Yang	559-375-4941	kaoseng.yang@navigatorschools.org
Alexa Salazar - CPI Trained	209-519-7274	alexandra.salazar@navigatorschools.org
Nicholas Bakich - CPI Trained	831-245-7559	nicholas.bakich@navigatorschools.org

Counselor: Provides training, conducts student interviews, contacts family, provides community resources, and works with parents

Misty Paul - CPI Trained	817-774-5670	misty.paul@navigatorschools.org

Steps in if counselor is not available.

Reba Tran/School Psychologist - CPI Trained	831-262-4997 M & Th	reba.tran@navigatorschools.org
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Education Specialist for Students with IEP's
Helps communicate between teachers and admin, additional support in classroom if needed

Haley Perry - CPI Trained	831-537-8792	haley.perry@navigatorschools.org
Karina Lopez/Intern - CPI Trained	408-843-8959	karina.lopez@navigatorschools.org

Campus Security: Coordinates immediate security and protection

Denisse Romero	831-664-8080	denisse.romero@navigatorschools.org
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School Secretary / Nurse / Health Technician
Administers first aid/triage, locates emergency card information for injured student



Al Gonzalez - CPI Trained	831-524-6139	al.gonzalez@navigatorschools.org
Site Operations Manager Helps communicate between teachers and admin, additional support in the classroom if needed		
Chris Branon - CPI Trained	831-524-6637	christopher.branon@navigatorschools.org
Media Spokesperson: Fields and responds to media inquiries		
Kristen Carr	408-887-5035	kristen.carr@navigatorschools.org

MASS CASUALTY INCIDENTS

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and **call 9-1-1** for local emergency services.
- Identify the problem and give the school address.
- Site administrators decide whether to activate the School Site Disaster First Aid Team protocols.
- Determine if the problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact the Superintendent to determine need to send students home.

Use the following link to find a Mass Casualty Patient Tracking Sheet in the [Functional Annex](#).



BIO-TERRORISM

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed address
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discoloration, or odors
- No return address
- Excessive weight
- Lopsided or uneven envelope
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as “Personal” or “Confidential.”
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with a message such as “anthrax”

- Do not shake or empty the contents of any suspicious envelope or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out on a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered a warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.

- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Do not panic. Anthrax organisms can cause infection in the skin, gastrointestinal system, or lungs. For this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. The disease can be prevented after exposure to anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, a life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism that are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment currently. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

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Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

IMMUNIZATION & MASS PROPHYLAXIS PANDEMIC & BIOTERRORISM

This Bioterrorism Support Plan (Plan) provides basic steps to guide appropriate County Public Health Department, city and county government officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This plan is a living document subject to periodic revisions when needed.

In the event of a bioterrorism outbreak and based on the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the city will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center). **Only school gymnasiums will be used.**

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

1. Statement of Agreement signed by affected county mental health agency, city and school district.
2. Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.
3. Establish that the City will provide security for the school district site.
4. Define how long the immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.
5. Ensure a manager is provided by the Public Health Department to oversee center operations.
6. Identify the need to train site personnel in administering inoculations and agree upon how these individuals will be compensated for their time by the Public Health Department
7. Establish who will be responsible for cleanup.

Public Health Department will contact the county OES who then initiates contact with appropriate school district authorized contact (see emergency contact list for school district)

1. Superintendent's Office: _____
2. School District Security: _____
3. Custodial Services or Facilities: _____

Each county OES informs law enforcement that authorization has been given to open the appropriate site(s). **Only gymnasiums will be utilized.** The school district official then follows the guidelines shown below:

- Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).
- If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department
- Contact the principal of the school site being converted into an immunization center (mass prophylaxis center)
- Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:
 - Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center).
 - Inventory useable materials within the center's designated area, i.e., toilet tissues, paper towels, soap. Click [Mass Prophylaxis Center Checklist](#) to jump to the form in the functional annex.
 - Ensure all other areas of the school site are not accessible to the mass prophylaxis center personnel or public.

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and their staff.

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

1. School site personnel compares supplies and materials used, physical property loss and damages.
2. Both Public Health Department and school site personnel inspect shelter site for:
 - a. Material and supplies used
 - b. Property loss
 - c. Property damage
3. When inspection is completed, school site personnel will give Business Services Department a report of materials used and property damaged/loss (photograph)
4. Business Services
 - a. Gives property loss/damage to Risk Management to determine cost of property loss and repair costs.
 - b. Formalizes letter Public Health Department to file a claim covering loss and material usage.

PANDEMIC FLU

Pandemic flu starts when a new flu virus develops and begins to spread around the world. There are steps that individuals, families, and communities (including schools) can and should take to prepare. Schools must help protect the health and safety of staff and students. Experts believe that up to 30 percent of the population may be sick at the same time. When pandemic flu occurs, there will likely be NO VACCINE for the first six months of the pandemic, and anti-viral medication will be in very limited supply. To control the spread of illness, social distancing, such as closing schools and having people stay at home, will be the primary approach to preventing the spread of the flu virus. Schools may have to be closed for a few weeks to a month or more if there is an outbreak of flu in the area.

We hope that the checklist on the following pages will help schools and before- and after-school programs plan for a possible flu pandemic. Please note that a separate checklist for childcare agencies and preschools is available at <http://www.cde.ca.gov/ls/he/hn/fluinfo.asp>. Not everything on this list will apply to every school and before- and after-school program. This list will serve as a guide to schools and before- and after-school programs as they develop their own plans. It is important for all schools and before- and after-school programs to communicate with and know the roles and policies of local agencies, such as the local health department and local office of emergency services. Both of these agencies will have important roles if there is a pandemic.

Follow the link to find a comprehensive Pandemic Flu Checklist is located in the [Functional Annex](#).

MEDICAL EMERGENCIES

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

RESCUE BREATHING

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If the limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

FENTANYL (OPIOID) OVERDOSE - NARCAN

Senate Bill 10, "Melanie's Law," was enacted in September 2023. This legislation aims to equip schools in California with students in grade 7 or higher with the necessary prevention and response resources to handle fentanyl overdoses.

Beginning with the 2024/2025 school year, school districts, charter schools, and county offices of education must inform parents or legal guardians about the dangers associated with using synthetic drugs, including fentanyl and counterfeit pills. (Ed. Code section 48985.5.) This information must be included on the organization's website. It must also be annually provided to parents or legal guardians, making it a potentially convenient addition to the information in your annual parent/student handbook.

Melanie's Law focuses on several essential elements:

- Education and Awareness: Raise consciousness about the dangers of youth fentanyl exposure.
- Training: Mandates that every public school in California train employees, specifically nurses and other employees who volunteer for the training, on opioid prevention and life-saving responses.
- Comprehensive School Safety Plan (CSSP): A structured plan for schools to follow, ensuring student safety against the threat of opioids.

Every employee at Navigator Schools has received training on the administration of Narcan and Narcan is readily available at all campuses.

INSTRUCTIONS FOR ADMINISTRATION OF NALOXONE (NARCAN) NASAL SPRAY

Use Naloxone Nasal Spray for known or suspected opioid overdose in adults and children. Each Naloxone Nasal Spray has 1 dose and cannot be reused.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

OPIOID HIGH vs. OPIOID OVERDOSE

OPIOID HIGH	OPIOID OVERDOSE
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred	Cannot speak, very shallow breathing or not breathing
Breathing slow or shallow	Slowed heartbeat or stopped
Appears sleepy, nodding off	Deep snorting or gurgling, vomiting
Responds to stimuli but difficulty being awakened from sleep	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Cyanotic skin color (blue lips, fingertips)
Normal skin color	Pinpoint pupils

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

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

Suspicion of opioid overdose can be based on:

Presenting symptoms

History

Report from bystanders

School Nurse or staff prior knowledge of person

Nearby medications, illicit drugs or drug paraphernalia.

*If the person does not respond to stimuli (as above), go to STEP 2.

STEP 2: ADMINISTER NALOXONE (See NARCAN™ Nasal Spray QUICK START

GUIDE below)

- Action 1.
 - Lay the person on their back to receive a dose of Naloxone Nasal Spray
- Action 2.
 - Remove Naloxone Nasal Spray from the box
 - Peel back the tab with the circle to open the Naloxone Nasal Spray
- Action 3.
 - Hold the Naloxone Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
- Action 4.
 - Tilt the person’s head back and provide support under the neck with your hand
 - Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person’s nose
- Action 5.
 - Press the plunger firmly to give the dose of Naloxone Nasal Spray
- Action 6.
 - Remove the Naloxone Nasal Spray from the nostril after giving the dose

STEP 3: CALL 911 FOR HELP

- Call for help- Dial 911 after naloxone nasal spray is used
- State: “Someone is unresponsive and not breathing.”
- Give a specific address and/or description of your location
- Follow dispatcher’s instructions

STEP 4: RESUSCITATE/SUPPORT THE PERSON’S BREATHING

- Assess breathing: Perform rescue breathing if needed.
- Place the person on their back.
- Check to see if there is anything in their mouth blocking the airway, such as gum, a toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves.
Place one hand on the person’s chin, tilt the head back, and pinch the nose closed.
- If using a mask, place and hold mask over mouth and nose

- If not using a mask, pinch their nose with one hand and place your mouth over the person's mouth to make a seal and give two (2) slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed. (CPR certification is recommended, not required)

STEP 5: MONITOR THE PERSON'S RESPONSE

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving Naloxone Nasal Spray.
- Watch the person closely until help arrives.
- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of Naloxone Nasal Spray administration, another dose may be given.
- Resume rescue breathing if spontaneous breathing does not recur.
- Stay with the person until help arrives.
- Follow school administrator's guidance regarding the seizing of all illegal and/or non prescribed opioid narcotics found on victim, process in accordance with Campbell Union High School District protocols.

NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure.

These symptoms are uncomfortable, but not life threatening.

STEP 6: REFER

Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety.

When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth.

Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used.

Contact parent/guardian per school protocol.

Complete Report of Naloxone Administration. Link here:

[REPORT OF NALOXONE \(NARGAN\) ADMINISTRATION](#)

Follow up with treatment referral recommendations.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

TRIAGE GUIDELINES

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

S.T.A.R.T. PLAN TRIAGE CHECKLIST

This method allows rapid identification of those patients who are at greatest risk for early death and the provision of basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open the airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) **DO NOT PERFORM CPR**
- If a patient needs assistance to maintain an open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold the airway open)
- If respiration is normal, go to the next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If a capillary refill is less than 2 seconds, or radial pulse is present, go to the next step.
- Any life-threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement) Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e., multiple fractures would require a higher level of treatment than superficial lacerations)

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Burns
2.	Major multiple fractures
3.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

EMERGENCY COMMUNICATIONS

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a School

Internal communications will be via:

- Public address systems.
- Emails.
- Message runner.
- District telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

Emergencies Affecting Two or More Schools

In-district communications will be via:

- Telephone, if operable.
- District internal communications.
- The superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the District Radio System

- Set the radio to the desired frequency or channel.
- Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
 - Identify yourself: "This is NAME . POSITION , from SITE ."
 - Base will respond.
 - Give message, after transmission is complete. Base will end with (base number) clear
- Unit to Unit
 - Use unit number to begin and end transmissions.

- School Bus to unit
 - Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting exceptions for emergency information.

- Portable units should remain in the charger when not in use.
- Portable units keep a usable charge for ____to____ hours.

Briefings/bulletins will be necessary for a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, essential communicators, and the community informed.
- Keep clerks briefed on situation changes and what to tell people who phone the DO.
- Hold briefings with employees, labor association leaders, Board President, student leaders and other key communicators.
- Enact telephone tree to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent's office and public information offices with a copy of each bulletin.

Working with the News Media

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

EOC Message Form

An EOC message form is located in the [Functional Annex](#). This form would be used in case all other forms of communication are not possible.

6. FUNCTIONAL ANNEX

NAVIGATOR SCHOOLS EMERGENCY PHONE DIRECTORY

Executive Staff

Caprice Young, CEO	(831)833-6627
Noël Russell-Unterburger, CFOO	(323) 559-7854
Kirsten Carr, Director of Engagement	(408) 887-5033
David LeBarre, Operations Manager	(831) 212-1226

Gilroy Prep

Missy Coral, Principal	(209) 613-5800
Dan Whitlock, VP	(831) 402-1133
Nancy Salazar, VP	(831) 902-8408
Ada Perales, SOM (Site Operations Manager)	(408) 313-4554

Hayward Collegiate

Quincy Lucero Long - Principal	(602) 526-0343
Kamille Geneva - VP	

Hollister Prep

Norma Knox, Principal	
Nicholas Bakich, VP	(831) 801-9383
Chris Branon, SOM (Site Operations Manager)	(831) 524-6637

Watsonville Prep

Andrea Hernandez, Principal	(559) 301-3364
Kaitlyn Large, VP	(831) 345-9815
Nina Lewis, VP	

WEBSITE DIRECTORY

LISTED BELOW ARE WEBSITES THAT PROVIDE ADDITIONAL INFORMATION.

<http://www.ready.gov>

Disaster Preparedness Information

<http://www.whitehouse.gov>

White House

<http://www.dhs.gov>

Federal Department of Homeland Security

<http://www.nasponline.org>

National Association of School Psychologists

<http://www.fema.gov/>

Federal Emergency Management Agency

<https://www.cde.ca.gov/>

California Department of Education

<http://www.oes.ca.gov/>

California Office of Emergency Services

<http://www.bt.cdc.gov/>

Centers for Disease Control and Prevention

<http://www.fbi.gov/>

Federal Bureau of Investigation

<https://www.sccoe.org/>

Santa Clara County Office of Education

<https://www.sbcoe.org/>

San Benito County Office of Education

<https://www.acoe.org/>

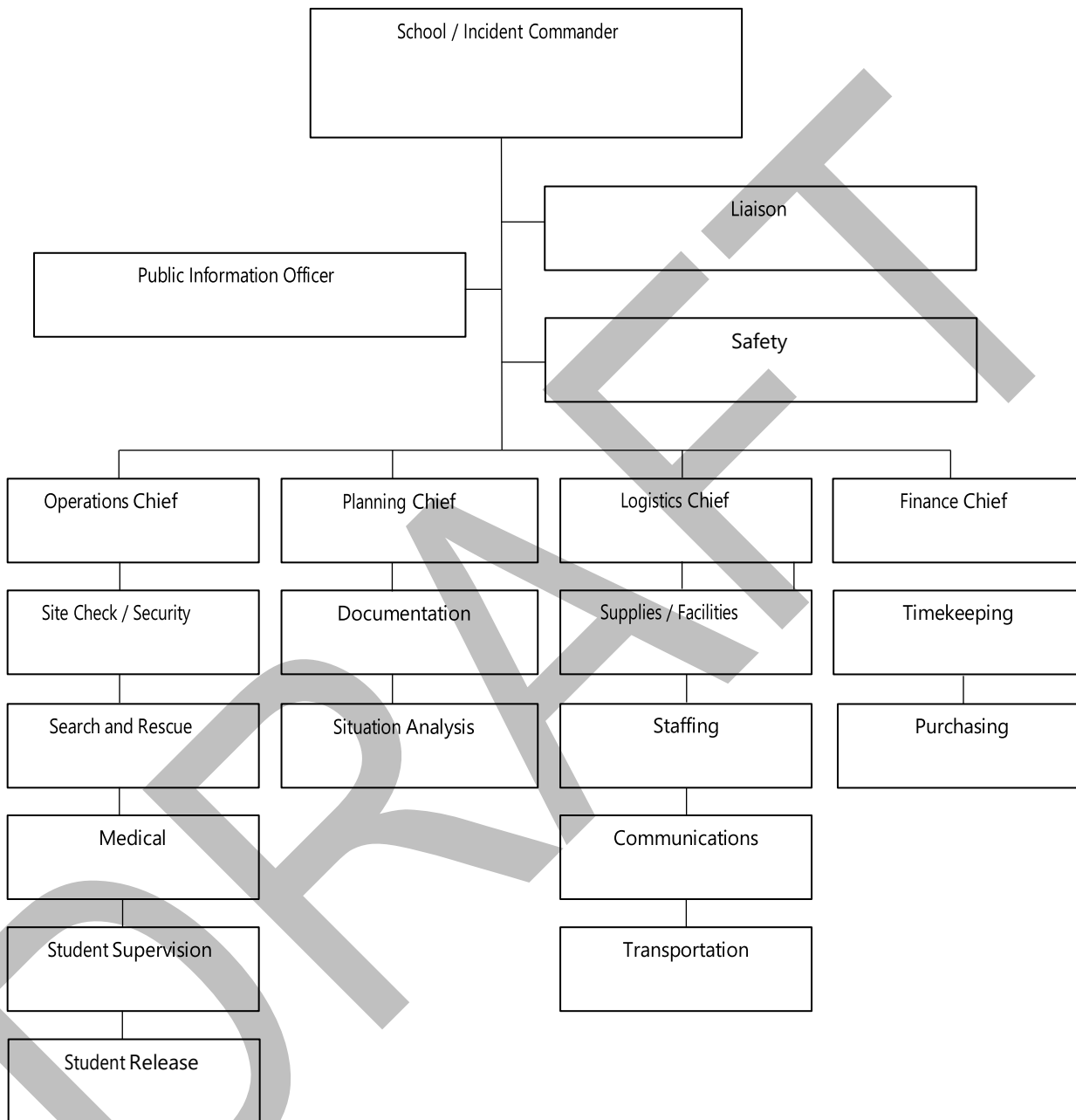
Alameda County Office of Education

<https://santacruzcoe.org/>

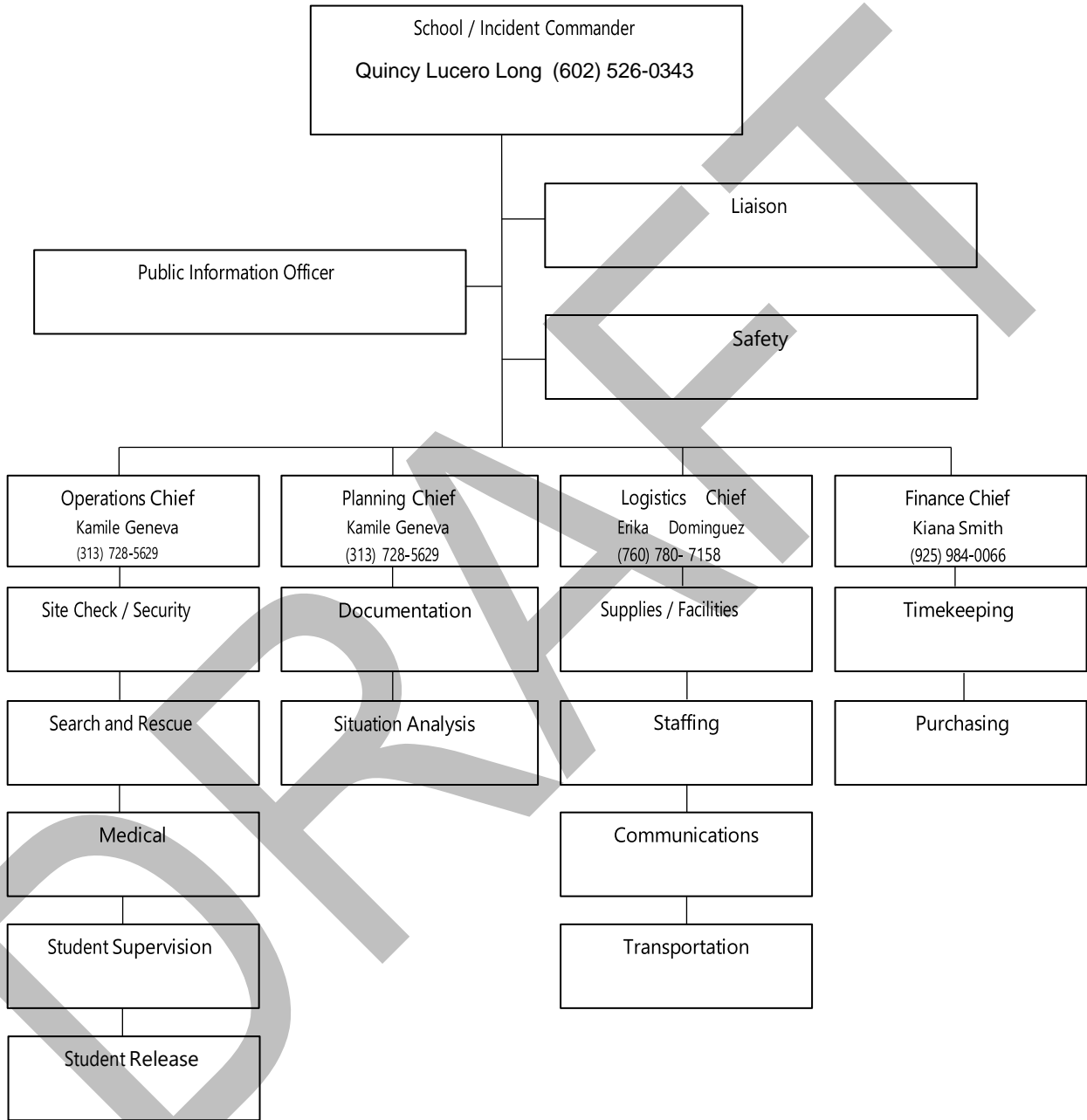
Santa Cruz County Office of Education

<https://www.navigatorschools.org/> Navigator Schools

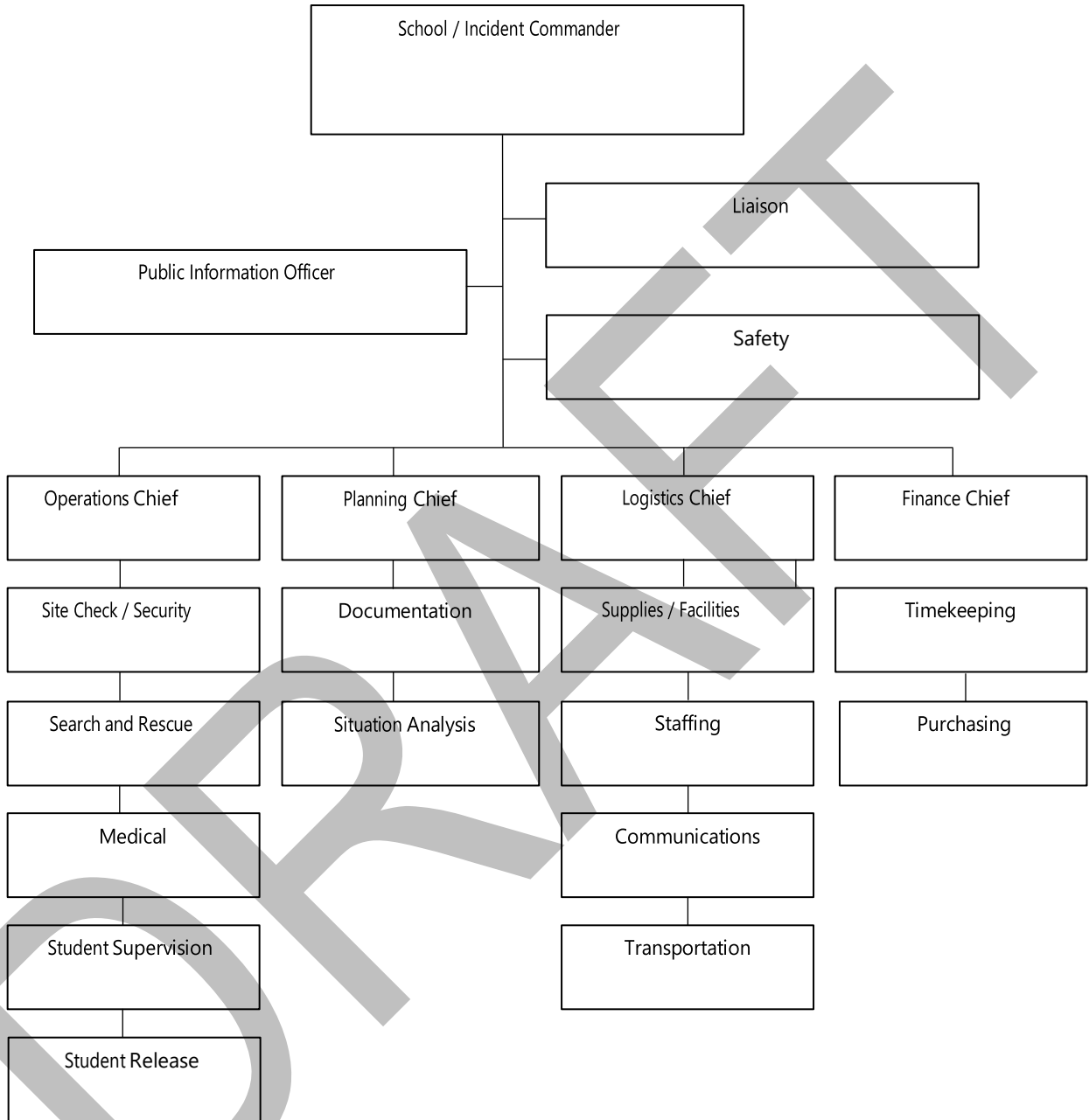
ICS Roster – Gilroy Prep



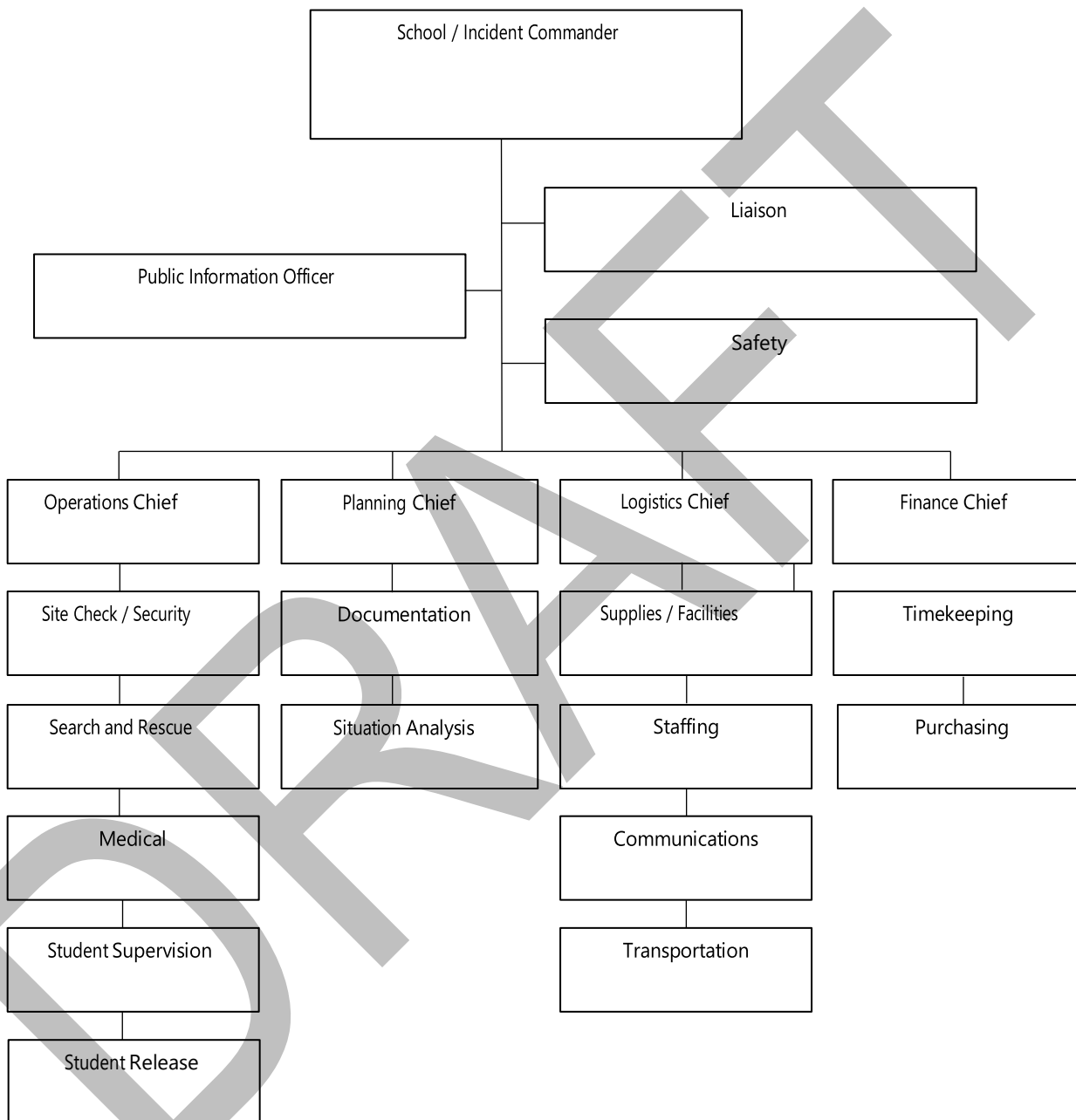
ICS Roster – Hayward Collegiate



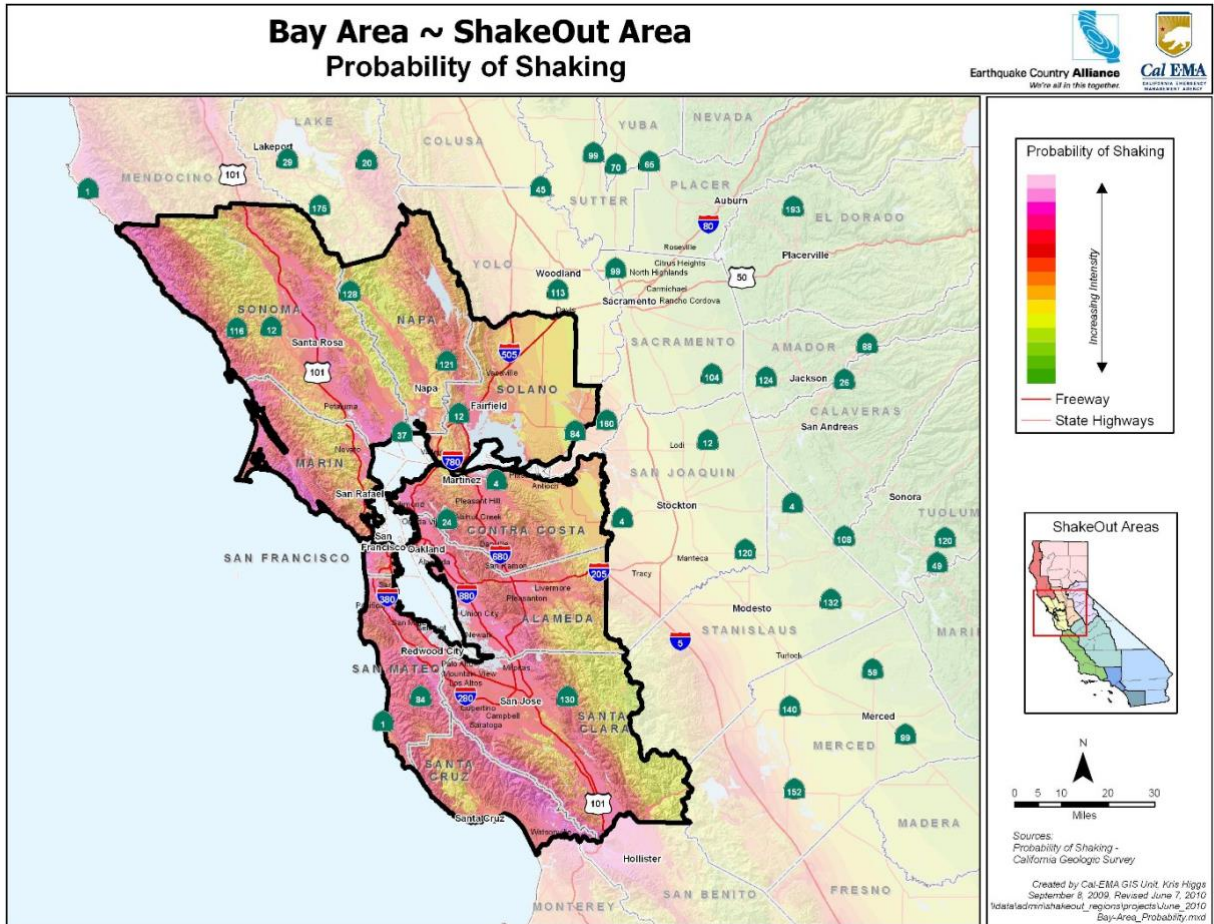
ICS Roster – Hollister Prep



ICS Roster – Watsonville Prep



EARTHQUAKE PROBABILITY CHART



EARTHQUAKE SIZE DESCRIPTIONS		
DESCRIPTION TITLE	RICHTER MAGNITUDE	INTENSITY EFFECTS
Minor Earthquake	1 to 3.9	Only Observed instrumentally or felt only near the epicenter
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distance of up to 20 or 30 miles from the epicenter may cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable
Major Earthquake	7 to 7.9	Landslide, liquefaction and ground failure triggered by shock waves
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.

NAVIGATOR SCHOOLS CONTINUITY OF OPERATIONS PLAN

Role or Topic	Responsibilities	Assigned and Alternates
Essential Functions/Essential Staff/Communications	<ul style="list-style-type: none"> • Identify essential functions and services that are needed to sustain division mission and operations. • Determine what functions will ultimately need to be prioritized in the worst-case scenario. • Establish how the division may be re-organized to accommodate prioritization of functions for the division and for the district. • List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). • Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. • Establish orders of succession, building out three deep for each leadership role. • Confirm Delegations of 	Primary: Superintendent Possible Alternates:

	<p>Authority to ensure that decision-making proceeds efficiently during times of</p>	
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	<p>crisis.</p> <ul style="list-style-type: none">• Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information.• Establish the methods used for notification and dissemination of critical information.• Ensure that:<ul style="list-style-type: none">○ Contact rosters are complete and up to date○ General messages are pre-staged when possible○ Test the system and users by sending occasional test messages○ Establish a back-up method for messaging	
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<p>Critical Resources/Facilities</p>	<ul style="list-style-type: none"> • Maintain overall function and facilities operation. • Review essential functions and responsibilities of back- up personnel. • Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary • Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained. • Provided building 	<p>Primary: CBO</p> <p>Possible Alternates: MOT Director</p>
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	<p>administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems</p> <ul style="list-style-type: none"> • Meet with staff and monitor their ability to maintain essential function 	
<p>Essential Records Management</p>	<ul style="list-style-type: none"> • Monitors absenteeism and ensures appropriate delegation of authority. • Work with bargaining units to develop the plan for emergency use of personnel in nontraditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. 	<p>Primary: Human Resources Director</p> <p>Possible Alternate:</p>

<p>Reconstitution</p>	<ul style="list-style-type: none"> • Will be implemented in the event of significant absences or school closure. • Alternate learning strategies will include: <ul style="list-style-type: none"> ○ Hard copy, self-directed lessons ○ Use of mobile media storage such as the cloud ○ On-line instruction; on-line resources; on-line textbooks • Communication modalities 	<p>Primary: Site Principal</p> <p>Possible Alternate:</p>
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	<p>for assignment postings and follow-up:</p> <ul style="list-style-type: none">○ Telephone○ Postal Service○ Cell phone○ Cell phone mail○ Text messages○ E-mail○ Automated notification systems○ Website postings	

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BOMB THREAT REPORT FORM

School Name:	Time of call:	Received by:
Date:	Time caller disconnected:	Caller ID if any:
Exact Wording of Threat:		
Does the voice sound familiar? Like who?		

QUESTIONS TO ASK

1. When will the bomb explode:	6. Did you put the bomb there?
2. Where is the bomb?	7. Why?
3. What does it look like?	8. How did the bomb get in the school?
4. What kind of bomb is it?	9. Where are you calling from?
5. What will cause it to explode?	10. What is your name / address / phone number?

Caller Description			
Male	Female	Unknown	Approximate Age:

(Caller's Voice (Circle all that apply))						
CALM	ANGRY	EXCITED	SLOW	RAPID	SOFT	LOUD
NASAL	STUTTER	LISP	RASPY	DEEP	RAGGED	LAUGHING
FRIGHTENED	DISGUISED	SERIOUS	INCOHERENT	SLURRED	CONGESTED	CRYING
CRACKING	ACCENT	SLANG	JOKING	DISTINCT	NORMAL	HEAVY BREATHING

Callers Language (circle all that apply)								
Well Spoken	Educated	Foul	Reading Something	Taped Message	Young Child	Young Adult	Middle Aged	Older/ Elderly

Background Noises (circle all that apply)									
Street sounds	Voices	Music	Motor	Factory	Animal Noises	StafC	PA System	House Noises	
Machinery	Windy	Local	Clear	Cell Phone	Office	Other:			

Other Observations:



NAVIGATOR SCHOOLS ACTIVE SHOOTER DRILL ASSESSMENT SHEET

Team Member _____ Site _____ Date _____

Room	Door Secured	Occupants Out of View	Lights	Improvised Weapon Available	Teacher/Staff Lockdown Steps	Mass Notification	All Clear Code	Evacuation Yes/No



HOMELAND SECURITY ADVISORY SYSTEM

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

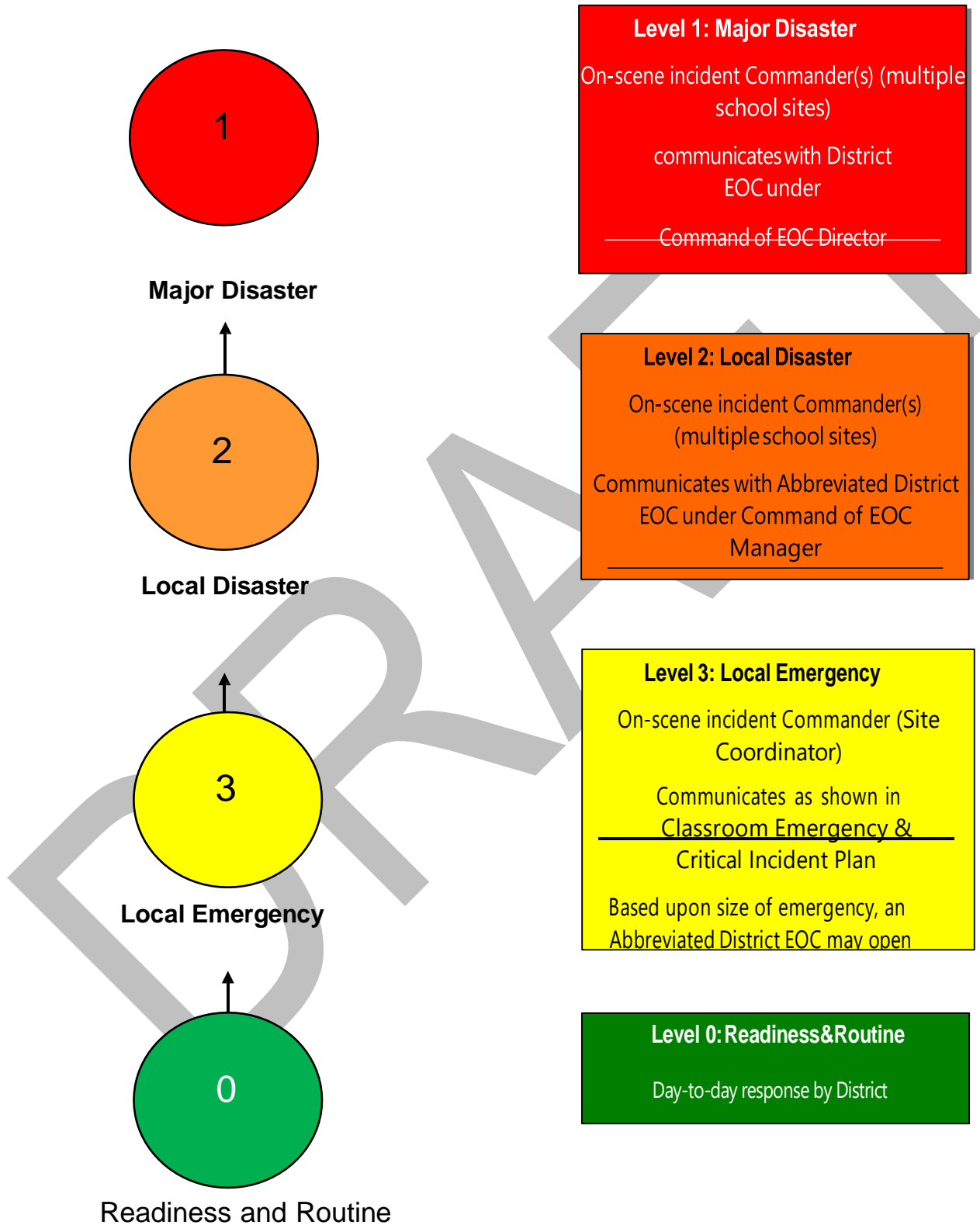
THREAT CONDITIONS AND RECOMMENDED PROTECTIVE MEASURES

Identified on the following pages, Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

HOMELAND SECURITY ADVISORY SYSTEM CHART



RESPONSE LEVEL DIAGRAM



NAVIGATOR SCHOOLS

REPORT OF NALOXONE (NARCAN) ADMINISTRATION

This is a **CONFIDENTIAL REPORT** for use by the Navigator School legal department. No copies of this report shall be furnished to anyone including employees, students, and parents without permission from the legal department.

REPORT OF NALOXONE ADMINISTRATION	
Demographics and Health History	
Name of Person: _____	Age: _____ Date: _____
School/Site: _____	Location: _____
Type of Person: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor Gender: <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Non-binary	
Ethnicity Description: Spanish/Hispanic/Latino Origin <input type="checkbox"/> Yes (if yes, see below) <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Spanish/Hispanic/Latino Origin	
<input type="checkbox"/> Argentinian <input type="checkbox"/> Colombian <input type="checkbox"/> Costa Rican <input type="checkbox"/> Cuban <input type="checkbox"/> Honduran <input type="checkbox"/> Guatemalan <input type="checkbox"/> Hispanic, Latino/Spanish Origin	
<input type="checkbox"/> Mexican, Mexican American, Chicano <input type="checkbox"/> Nicaraguan <input type="checkbox"/> Panamanian <input type="checkbox"/> Peruvian <input type="checkbox"/> Puerto Rican <input type="checkbox"/> Asian	
<input type="checkbox"/> Salvadorian <input type="checkbox"/> Other South American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Race/Nationality Description:	
<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American	
<input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unknown	

Signs of Overdose Present	
<input type="checkbox"/> Blue lips	<input type="checkbox"/> Breathing slowly
<input type="checkbox"/> Shallow breathing	<input type="checkbox"/> Slow pulse
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Weak pulse
<input type="checkbox"/> Other (specify) _____	

Suspected Overdose on What Drugs?	
<input type="checkbox"/> Heroin	<input type="checkbox"/> Benzos/Barbituates
<input type="checkbox"/> Cocaine/Crack	<input type="checkbox"/> Alcohol
<input type="checkbox"/> Methadone	<input type="checkbox"/> Suboxone
<input type="checkbox"/> Unknown	<input type="checkbox"/> Other (specify) _____

Naloxone Administration Incident Reporting	
Date of occurrence: _____	Time of occurrence: _____
Vital signs: BP ____ / ____ Temp ____ Pulse _____ Respiration _____	
Location where student was found:	
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Health Office <input type="checkbox"/> Playground <input type="checkbox"/> Bus <input type="checkbox"/> Other (specify): _____	
How was the naloxone given: <input type="checkbox"/> Injected into muscle <input type="checkbox"/> Sprayed into nose	
Naloxone lot #: _____ Expiration date: _____	
Naloxone administered by: (Name) _____	
Was this person formally trained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	
Parent notified of naloxone administration: (time) _____	
Was a second dose of naloxone required? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
➤ If yes, was that dose administered at the school prior to arrival of EMS? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
➤ Approximate time between the first and second dose: _____	
Naloxone lot #: _____	Expiration date: _____

Person's Response to Naloxone	
<input type="checkbox"/> Combative	<input type="checkbox"/> Responsive/Angry
<input type="checkbox"/> Responsive but sedated	<input type="checkbox"/> Responsive and Alert
<input type="checkbox"/> No response to naloxone	

Post-Naloxone Observations (Check all that apply)	
<input type="checkbox"/> None	<input type="checkbox"/> Seizure
<input type="checkbox"/> Vomiting	<input type="checkbox"/> Difficulty breathing
<input type="checkbox"/> Other (specify): _____	

Other Actions Taken	
<input type="checkbox"/> Sternal rub	<input type="checkbox"/> Recovery position
<input type="checkbox"/> Rescue breathing	<input type="checkbox"/> Chest compressions
<input type="checkbox"/> Automatic defibrillator	<input type="checkbox"/> Yelled
<input type="checkbox"/> Shook the person	<input type="checkbox"/> Oxygen
<input type="checkbox"/> Other (specify): _____	

Disposition
EMS notified at: (time) _____
Transferred to ER: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
If yes, transferred via: <input type="checkbox"/> Ambulance <input type="checkbox"/> Other: _____
Parent: <input type="checkbox"/> At school <input type="checkbox"/> Will come to school <input type="checkbox"/> Will meet student at hospital <input type="checkbox"/> Other: _____
Hospitalized: <input type="checkbox"/> Yes <input type="checkbox"/> If yes, discharged after _____ days <input type="checkbox"/> No
Name of hospital: _____
Student/Staff/Visitor outcome: _____

Comments

Form completed by: _____ Date: _____
Signature: _____ Title: _____
Phone number: (____) _____ - _____ Ext.: _____
School/Site: _____
School/Site Address: _____

PANDEMIC FLU CHECKLIST

1. Mitigation and Prevention:

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1 Identify or create a countywide, districtwide, or regional committee to provide guidance regarding pandemic flu preparations to district school sites, including charter schools and private schools. The committee should include (if available): <ul style="list-style-type: none"> • District administrators from instructional departments • District administrators from operations departments, such as custodial supervisor, human resources director, information officer, information technology/computer specialist, legal adviser, risk manager, and transportation director • Site administrators • School nurse/health services administrator • Adult education director • Food services director • Charter school representative • Private school representative • Before- and after-school program providers • Local health department representative¹ • Mental health professional • Teachers • Parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2 Review communicable disease policies as well as district and school emergency/crisis response and safe school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3 Determine if any additional policies or procedures are needed. ²
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4 Develop procedures for communicating with the local health department and the media during normal and emergency conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5 Prepare for the possibility of schools functioning with up to 30 percent of all school staff absent. ³
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.6 Assess the financial impact of alternate scheduling, school closures, and before- and after- school programs closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.7 Assess the requirements of medically fragile students and students with special needs and incorporate the requirements into the emergency/pandemic response plan.

¹ This person should be the health officer or local health department designee who is the authority responsible for declaring a public health emergency and who will activate the district’s pandemic influenza response plan in the event of a pandemic. (Find a list of local health officers at <https://www.cdph.ca.gov/Programs/CCLHO/Pages/CCLHO-Health-Officer-Directory.aspx>)

² For example, policies regarding staff and student absences (non-punitive), sick leave, infirmaries for temporary placement of ill students, and transporting ill students.

³ High rates of absenteeism may be clustered by neighborhood or may occur district- or countywide. Look at alternatives, such

as staggered school times, changes in busing, and telecommunications, and develop a substitute pool list for all levels and types of staff.

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Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.8 Develop communication and dissemination plans for staff, students, and families, including information about schedule changes, busing changes, and possible school closures. ⁴
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.9 Develop information about alternative instructional delivery systems and communicate that information to staff, students, and families to ensure that students continue to receive instruction and academic credit in the event of school closures. ⁵
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.10 Identify school-based individual(s) to work with the local health department pandemic planning committee on the possible need for school sites to help meet temporarily the health-related needs of the community. ⁶
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.11 Identify strategies to provide meals for those children who rely on school meals as their primary source of daily nutrition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.12 Identify school-based individual(s) to educate all staff, including before- and after-school program staff, about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.13 Identify school-based individual(s) to educate students, staff (including before- and after-school program staff), and parents about washing hands, following hygiene/cough etiquette, obtaining seasonal influenza vaccine, and staying home when sick.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.14 Identify individual(s) to ensure (1) each room has adequate supplies of soap/water/paper towels or waterless hand sanitizer for hand washing and receptacles for disposal; and (2) basic hygiene supplies are replaced daily and trash is disposed of daily. A supply of surgical masks is also recommended.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.15 Distribute and display "Handwashing" and "Stop the Spread of Germs" posters in each classroom. (https://www.cdc.gov/handwashing/materials.html)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.16 Identify individual(s) to educate families about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.17 Anticipate the potential fear and anxiety of staff, students, and families due to rumors and misinformation and plan communications accordingly. Consider developing key messages for various scenarios.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.18 Identify school-based individual(s) to implement a tabletop exercise/drill to practice the emergency/pandemic response plan.

⁴ Possible avenues of communication may include automated phone messages, e-mail, Web sites, text messaging, local media outlets, and cable television.

⁵ Develop procedures to ensure continuity of instruction (e.g., Web-based distance instruction, e-mailed lessons and

assignments, automated phone messages, print media, cable television).

⁶ For example, school may be designated as a contingency hospital, vaccination center, casualty collection site/temporary morgue, site for feeding vulnerable populations (keeping in mind that not all schools have kitchens). Community may also need to utilize the LEA's healthcare and mental health staff, etc.

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2. Preparedness

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.1 Continue educating staff, families, and students on pandemic flu prevention and school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Identify the district and school site staff chain of command in case of illness. Establish a backup chain of command if necessary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.3 Develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.4 Review procedures for communicating with staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5 Identify the languages spoken by the student population, including the communicatively disabled (such as students who are blind or deaf), and the information to be translated into those languages.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.6 Identify and recruit translators; translate information into template form so only minor changes will need to be made later. Recruit and train a pool of interpreters who can help deliver public announcements to students and families when a pandemic occurs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.7 Review policies and procedures for identifying ill students and staff, isolating and masking them as necessary, and sending them home.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.8 Use prevention strategies ⁷ NOW for reducing the spread of germs this flu season; look at results to gauge how these efforts are working and what more will need to be done in the event of a pandemic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.9 Preplan for recovery: Identify and prescreen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.10 Identify or develop educational materials for families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.

⁷ Teach and practice hand washing and hygiene/cough etiquette. Although annual flu vaccine does not protect against

pandemic flu, health officials recommend encouraging students, staff, and families to obtain seasonal influenza vaccine and to stay home when sick.

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3. Response

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.1 Track the number of staff and students absent daily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.2 Report to the district office and to the local health department the number of students absent if it is over ten percent of the student population or as requested.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.3 Finalize the information that needs to be communicated to staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.4 Have translators review information templates and finalize the written and oral information that will be provided to non-English-speaking families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5 Hold staff meeting(s) to provide information on the extent of infection at the school site and potential changes that may take place.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.6 Conduct timely debriefings with the districtwide and/or community pandemic committee to identify lessons learned and make necessary changes to the response plan.

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4. Recovery

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Mobilize the district crisis recovery team that provides emotional- psychological support. If there is a loss of life in the school community, establish the location of a "safe room" for counseling services to be provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.2 Hold staff meetings and provide information on the extent of pandemic flu in the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.3 Provide staff with information on activities that may assist students and inform staff of the signs and symptoms of emotional distress to watch for.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.4 Announce counseling support services available to faculty and staff. Utilize employee assistance programs for assistance in coping with loss and stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.5 Announce counseling support services that are available to students and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.6 Provide rest places for those staff and students who tire easily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.7 Make educational materials available to families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.8 Identify students, families, and staff who may need long term physical and mental health support or intervention and develop school and community resources to provide these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.9 Assign staff to monitor the effects of cumulative stress on caregivers, such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.10 Consider offering school-based health and mental health services, if available, by community, university, or public/nonprofit mental health agencies and identify funding to support these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.11 Modify work roles and responsibilities or add volunteer or support staff as needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.12 Follow up with student referrals made to community agencies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.13 Conduct debriefings with the crisis recovery team.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.14 Document "lessons learned" and incorporate them into revisions and training.

NAVIGATOR SCHOOLS EOC MESSAGE FORM			
Date:	Priority (Check One):		
Time:	<input type="checkbox"/> Emergency <small>Life Threatening</small>	<input type="checkbox"/> Urgent <small>Property Threatening</small>	<input checked="" type="checkbox"/> RouQne <small>(All Others)</small>
To:	Name:	From:	Name:
	Date:		Date:
	Title:		Title:
Check One: <input type="checkbox"/> Take Acoon <input type="checkbox"/> For Informaeon <input type="checkbox"/> Other _____			
SUMMARY OF INJURIES AND PROPERTY DAMAGE			
Category	Number of Vicgms	Descripgon	
A	Fatalices:	Fatal Injury	
B	Minor Injuries:	Minor Injuries: In need of first aid aYenFon only. No ambulance needed.	
C	Major Injuries:	Major Injuries: Unable to treat on site, i.e. airway & breathing difficulFes, cardiac arrest, uncontrolled severe bleeding, severe head injuries, open chest or abdominal wounds, severe shock. Ambulance Needed.	
	Moderate Injuries:	Moderate Injuries: Burns, major mulPle fractures, Back injuries with or without spinal cord damage. Ambulance Needed.	
CATEGORY D: Property Damage:		Descripcons:	
<input type="checkbox"/> Major <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Minor <input type="checkbox"/> None		Major damage: Building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.	
Category E: Resources Needed:			
<input type="checkbox"/> Ambulance <input type="checkbox"/> PG & E <input type="checkbox"/> Other: _____			
**Transmit only the data in the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.			

Additional Information:	
Disposition:	
Action Requested by (Name):	Time Action Provided:

DRAFT

NAVIGATOR SCHOOLS

ANNUAL SITE AWARENESS CHECKLIST, YEAR: _____

Recommendation	Steps	Participants	Completed
<p>Review employment screening policy & procedure</p>	<ul style="list-style-type: none"> ◆ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ◆ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate. ◆ Do your searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ◆ Do your outside contracts use due diligence screening procedures to check the backgrounds of their workers who regularly visit your school? 	<ul style="list-style-type: none"> ◆ Security ◆ Human Resources 	
<p>Review the physical security of bus yards and garages; review transportation security in general</p>	<ul style="list-style-type: none"> ◆ Are vehicle garages alarmed, and are the alarms in working order? ◆ Are fenced-in areas gated, locked, and adequately illuminated at night? ◆ Do drivers do "pilot inspections" of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended? ◆ Are bus drivers equipped with two-way radios or cell phones? ◆ Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes? ◆ Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information? 	<ul style="list-style-type: none"> ◆ Security ◆ Contract Bus Operators ◆ Health Staff ◆ Drivers 	
<p>Review the adequacy of physical security in and around campus buildings</p>	<ul style="list-style-type: none"> ◆ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ◆ Are keys to campus and administration buildings adequately controlled? ◆ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. ◆ Is exterior lighting working and is illumination adequate? ◆ Is interior lighting (night lighting) working and is illumination adequate? 	<ul style="list-style-type: none"> ◆ Security ◆ Maintenance ◆ Operations 	

Recommendation	Steps	Participants	Completed
<p>Review access control procedures and heighten employee awareness</p>	<ul style="list-style-type: none"> ◆ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ◆ Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence. ◆ Has a visitor log and ID badge system been implemented? 	<ul style="list-style-type: none"> ◆ Everyone 	
<p>Train everyone to recognize and report suspicious activities on campus.</p>	<ul style="list-style-type: none"> ◆ Are persons taking pictures or filming campus activities questioned about their authorization to do so? ◆ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. ◆ Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? ◆ Have you developed a plan to handle reports of suspicious activity? ◆ Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel? ◆ Do personnel know what to do if a suspicious package is found? ◆ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? ◆ Are food services personnel trained to be aware of suspicious people in their food preparation area? ◆ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts? 	<ul style="list-style-type: none"> ◆ Everyone 	

<p>Implement a “tip-line” program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.</p>	<ul style="list-style-type: none"> ◆ Do you have a zero tolerance for verbal threats of any kind? ◆ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And do they understand that there is no such thing as a threat intended as a joke? ◆ Do students and staff know that they are <u>responsible</u> for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? ◆ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves? 	<ul style="list-style-type: none"> ◆ Student Services ◆ Security ◆ Human Resources 	
<p>Work closely with local law enforcement and health officials.</p>	<ul style="list-style-type: none"> ◆ Have you made local law enforcement a partner in your district plans? ◆ Are parking regulations, particularly fire zone regulations, strictly enforced? ◆ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? ◆ Has local law enforcement been given the opportunity to conduct exercises on school property and on busses? ◆ Have you determined contact protocol with local health officials if bioterrorism is suspected? 	<ul style="list-style-type: none"> ◆ Security ◆ Clinical Staff ◆ Crisis Management Team 	
<p>Train staff on identifying and handling suspicious packages and letters.</p>	<ul style="list-style-type: none"> ◆ Have you download and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? ◆ Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? ◆ Have you considered publicizing the availability of this information to others in the school community for personal use? 	<ul style="list-style-type: none"> ◆ Mail room ◆ Secretarial ◆ Security ◆ Parents ◆ Students 	

NAVIGATOR SCHOOLS

ANNUAL SAFETY PLAN EMERGENCY PLAN CHECKLIST, YEAR _____

Site: **Site Checklist**
Due By: **September 15th Each Year**
Submit To: **Risk Management**

This is a checklist to help principals organize and meet the site requirements mandated by the Emergency Operations Plan. It is recommended that each principal appoint a Site Safety Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Check

Requirement

- Read the District Disaster Plan, and know the responsibilities of the site manager
- Designate a second-in-command and a backup
- Orient staff to District emergency Operations Plan, review site procedures (staff meeting)
- Update site plan, assign staff responsibilities (complete staff roster sheet)
- Schedule necessary training (First Aid, CPR, Search & Rescue)
- Schedule drills: Fire, Earthquake, Active shooter, Communications
- Update site map, post as required, and place a copy in site Knox Box.
- Complete Site Hazard Survey
- Complete Classroom Hazard Survey Summary
- Submit Classroom Hazard Survey Summary to superintendent
- Participate in a test of District Radios
- Check battery-operated radios
- Check the location and condition of the 2-meter radio antennae and the base for installing the antennae if appropriate.
- Complete supplies and equipment inventory to include classroom emergency kits
- Order supplies and equipment as necessary
- Evacuation areas/alternative identified for all classes
- Communications to parents and students about disaster procedures
- Review District Student Release Policy
- Update Emergency Information Cards
- Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
- Assess food supplies as applicable.
- Meet with childcare provider and coordinate disaster preparedness plans
- Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

Principal's Signature

Date

NAVIGATOR SCHOOLS

ANNUAL SITE HAZARD SURVEY, YEAR _____

Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the District Office by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include the evaluation of the interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include an assessment of the following areas.

- The proximity of toxic, flammable, corrosive, or chemically reactive materials
- The proximity of high voltage power lines has been considered in establishing the site evacuation plan
- The likelihood and possible effects of flooding or landslides
- Probably safety of evacuation areas after an earthquake; the proximity of gas, water, and sewer lines, or sprinklers
- Water heaters are strapped
- Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
- Janitorial areas: storage of tools and cleaning chemicals (keep a 3-foot clearance in front of all electrical panels)
- Storerooms: heavy items stored on high shelves; shelving secured (keep 3 foot clearance in front of all electrical panels)
- All computers and peripherals should be situated so as not to create a tipping hazard
- Machine shop and woodshop: equipment should be bolted down
- Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- Sound system speakers and spotlights: secure
- Compressed gas cylinders: secured top and bottom with a safety chain
- Weight room/motor development room equipment: racks anchored and weights properly stored
- Laboratory chemicals on shelves shall be restrained

NAVIGATOR SCHOOLS

ANNUAL SITE HAZARD SURVEY II, YEAR _____

GENERAL GUIDELINES	OK	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
INDUSTRIAL ARTS			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

NAVIGATOR SCHOOLS

ANNUAL CLASSROOM HAZARD SURVEY, YEAR _____

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her for hazards and correct any they can; items they cannot correct will be submitted to the principal on this form by **September 30**. The principal shall submit a completed copy of the school needs with the principal's checklist by **October 30** to the District Office.

ROOM NUMBER	
Deficiencies to be corrected by maintenance staff:	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
Deficiencies to be corrected by school personnel:	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
Computers fastened to workstation	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

NAVIGATOR SCHOOLS

ANNUAL SAFETY PLAN DRILL REPORT, YEAR _____

Date	Time		Please place a ✓ below for which drill has been completed.					Principal's Signature
	Start	End	Radio Communications	Fire	Earthquake	Active shooter	Other Drills	

NAVIGATOR SCHOOLS

ANNUAL DISASTER SERVICE WORKER SURVEY, YEAR _____

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?		If yes, Language(s):
2. CPR Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency -- Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction - What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crowbar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)

- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheelchairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food, Water

- ½ gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small, sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pickax
- Sledgehammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

Food

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per Search & Rescue Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flashlight, extra batteries
- Duffel or tote bag to carry equipment

Gear per Search & Rescue Team

- Backpack with First Aid supplies
- Master Keys

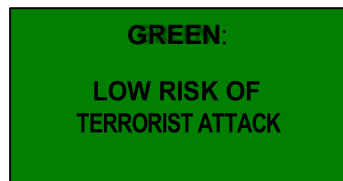
HOMELAND SECURITY ADVISORY SYSTEM

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

THREAT CONDITIONS AND RECOMMENDED PROTECTIVE MEASURES

Identified on the following pages, Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.



This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for “Do Not Duplicate”
- Review and update the Emergency Call-in List.

BLUE:
**GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.



An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE:
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, and student concerns to determine when/how to communicate.
 - a. Communication should focus on reassurance that school is a safe place
 - i. Reminder – schools have existing safety plans
 - ii. Reminder – schools practice their safety procedures
 - iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student’s fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

RED:
**SEVERE RISK OF
TERRORIST ATTACK**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The affected county Emergency Operations Center, located at 3500 Apron Ave, Atwater, CA 95301, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The Navigator Schools will provide staff at the affected County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to MCOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the County EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - A. review communication guidelines under Orange Threat Level
 - B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.

- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

DRAFT

7. THREAT AND HAZARD ANNEXES

BASIC ACTIONS

Most emergency responses are covered by the following Basic Actions:

Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. This is appropriate for—but not limited to—the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active shooter/Lockdown Alert, when the teacher/supervisor has ascertained that leaving is the best option.

Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, **Action:** TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location that is upwind and uphill in the event of a chemical or biological threat

Action: TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat
- Sniper Attack
- Rabid Animal on School Grounds

Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately **TAKE COVER** under desks or tables and turn away from all windows.
 - Explosion/Nuclear Attack:
- Take a protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut off for each applicable building under the joint authorization of the administration and head custodian.

Action: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars, and other means of transportation, and taking them from a dangerous area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area

- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious means available

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

INITIAL MEDIA STATEMENTS

The following statements, or similar wording, should be used to provide the media, including social media, with basic information at the onset of an emergency until more definitive information can be provided once the incident has stabilized. Secondary statements should be approved by the IC and PIO.

For incidents with no injuries involved and no reunification is necessary:

We are aware of the (type of incident) at/near (campus) and all students and staff are safe. We are working with (local authorities) to further stabilize the situation. There is no need to pick up your child at this time. We will have more information as soon as possible.

For incidents with no injuries involved and no reunification is necessary:

We are aware of the (type of incident) at/near (campus) and all students and staff are safe. We are working with (local authorities) to further stabilize the situation. We have established a reunification location to pick up your student. Please go to the (reunification location) or have a person named on the (Student Safety Card) authorized

to pick up your student to come and we will reunite you with your student. We will have more information regarding the incident as soon as possible.

For incidents with injuries involved and on-site reunification is necessary:

We are working with (local authorities) to stabilize the situation that occurred at/near (campus). Please come to the (specific location on campus) or have a person named on the (Student Safety Card) authorized to pick up your student to come and we will reunite you with your student. We will have more information regarding the incident as soon as possible.

For incidents with injuries involved and off-site reunification is necessary:

We are working with (local authorities) to stabilize the situation that occurred at/near (campus). Please do not respond to the school. We have established an off-site reunification location to pick up your student. Please go to the (reunification location) or have a person named on the (Student Safety Card) authorized to pick up your student to come and we will reunite you with your student. We will have more information regarding the incident as soon as possible.

EARTHQUAKE

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is off the bridge or away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. **The district bus driver is legally responsible for the welfare of student riders.**

FIRE

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

A fire within a school building:

In the event that a fire is detected within a school building, use the following procedures:

- a. The Principal or Designee will:
 - i. Order an evacuation if the fire alarm doesn't work.
 - ii. Call 9-1-1
 - iii. Notify the superintendent.
- b. Teachers will:
 - i. Grab clipboard
 - ii. Grab emergency backpack
 - iii. Ensure all people have evacuated
 - iv. Last person out closes the door
 - v. Ensure students walk in an orderly and brisk fashion to designated space
 - vi. Account for all students and staff, if all are present hold up green card from clipboard, if not hold up red card
 - vii. Wait for all clear
- c. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- d. The Head Custodian or designee shall open necessary gates for fire trucks and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
- e. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The principal or designee shall:

- Determine the need to execute an evacuation if a nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the Superintendent's office.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

FLOOD / INUNDATION

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning as a result of damage to water distribution systems.

- Initiate appropriate immediate response actions; SHELTER IN PLACE, EVACUATE, or OFF SITE EVACUATION.
- Call 911.
- Notify Superintendent's office.
- In the event of evacuation, teachers bring their roll sheet and take attendance in assembly area.
- Notify school administration of any missing students.

LOSS OF UTILITIES

This procedure addresses situations involving a loss of water, power, or other utilities on school grounds.

This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the principal or designee immediately.

Upon notice of loss of utilities the principal or designee will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

The principal or designee will notify the Maintenance and Operations Department and will provide the location and nature of emergency.

The principal or designee will notify the Superintendent of the loss of utility service.

If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

POWER OUTAGE/ROLLING BLACKOUTS

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. Despite everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e., flashlights & batteries.
- Find out that when power is lost, do emergency lights go on, and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check the school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

HEAT WAVE

A heat wave is a prolonged period of excessive heat, generally 10 degrees or more above average, often combined with excessive humidity.

- Excessive Heat Watch - Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.
- Excessive Heat Warning - Heat Index values are forecasting to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).
- Heat Advisory - Heat Index values are forecasting to meet locally defined advisory criteria for 1 to 2 days (daytime highs=100-105° Fahrenheit).

Extreme Heat Instructions

When the heat index reaches the range of 90 to 105 degrees, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity. Always provide adequate amounts of water to students and staff to maintain appropriate hydration and use areas shaded from direct sunlight.

TORNADO/HIGH WIND EVENT

Tornadoes are violently rotating columns of air that extend from a thunderstorm to the ground.

Tornadoes in California are not as threatening as the ones seen in the Midwest States. Most California tornadoes last only a few minutes but should still be considered dangerous. Wind speeds near a tornado can cause bodily harm with flying objects. In recent history, tornadoes have been reported mostly in the central valley and have rarely touched down. They generally occur in sparsely populated areas.

Categories of Tornadoes:

EF Number	3 Second Gust (mph)
0	65 to 85
1	86 to 110
2	111 to 135
3	136 to 165
4	166 to 200
5	Over 200

Tornado/High Wind Safety

Preparation

- Know the **county** your school is in. The NWS issues Tornado Warnings that are polygon-based and may include an entire county, or more likely portions of neighboring counties.
- Stay abreast of the latest forecast via NOAA Weather Radio, commercial radio or TV. Keep a watchful eye on the sky and consider postponing outdoor activities or large-scale school functions.
- Know your community's warning system. Communities have different ways of warning residents about tornadoes, with many having sirens for **outdoor warning purposes**.
- Identify the safer locations on campus. This should be a smaller building like a classroom or office. **Interior rooms with no windows, i.e. bathrooms, work rooms, closets etc. are ideal. Modular buildings, cafeterias and MPR's should be avoided.**

- Practice periodic tornado drills so that everyone knows what to do if a tornado is approaching. This should include “drop” procedures where persons are protected under furniture with arms over the head.
- Prepare for high winds by removing diseased and damaged limbs from trees near school buildings.
- Watch for tornado danger signs:
 - Dark, often greenish clouds/sky
 - Wall Cloud - an isolated lowering of the base of the thunderstorm
 - Debris cloud
 - Large hail
 - Funnel Cloud
 - Roaring Noise

Procedures for when a tornado warning siren is activated

- Announce and activate over the school P.A. system tornado response procedures
- Secure all doors and windows
- Turn off appliances and utility meters as much as possible
- Move students and staff to pre-designated safe buildings
- Monitor local media stations for updates and instructions
- Shelter in place until the all clear notification is received

During a Tornado

- The safest place to be is a smaller sturdy building away from windows like a classroom or office that has available items to take cover under. Cover your head with your arms.
- Underground shelters are a great option in areas where available.
- Stay away from windows!
- Get out of large auditoriums, MPR's or similar large buildings

- If you are caught outdoors, immediately go to your pre-designated safe building or the nearest one.

After a Tornado

- Continue listening to local news or a NOAA Weather Radio for updated information.
- Stay out of damaged buildings.
- Watch out for fallen power lines or broken gas lines and report them to the utility company immediately.
- Clean up spilled bleaches, gasoline and other flammable liquids that could become a fire hazard.

DRAFT

LIGHTING STORM

If thunderstorms and lightning are occurring in your area, you should:

- The principal or designee will initiate appropriate response action, which may include a Shelter-in-place or Reverse Evacuation.
- Staff and students should take shelter in a sturdy building. Avoid isolated sheds or other small structures in open areas.
- Staff and students should avoid contact with electrical equipment or cords. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
- Staff and students should avoid contact with plumbing. Do not wash your hands; Plumbing and bathroom fixtures can conduct electricity.
- Staff and students should stay away from windows and doors.
- Staff and students should not lie on concrete floors and do not lean against concrete walls.
- Staff and students should avoid hilltops and open fields.
- Staff and students should avoid contact with anything metal.
- Staff and students should avoid natural lightning rods such as a tall, isolated tree in an open area.

SHELTER IN PLACE

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions, or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- **Advise students to cover their mouths and nose with a damp cloth or handkerchief** to protect them from any airborne hazards.
- **A school official (or student if no official is present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

INTRUDER ON CAMPUS

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruders of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify the Police and Administration.

If Intruder(s) are on the playground or grounds at brunch or lunchtime:

- Outdoor Supervisors should notify the office by radio and move all students into the cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN/Active shooter alarm throughout the rest of school as appropriate.

HOSTAGE SITUATION

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gunfire starts, staff, and students should seek cover or begin rapid movement procedures.

- **Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- If the intruder speaks to you or to your students, then answer them. **Do not provoke them.** Don't try to take matters into your own hands. Students should be told not to whisper to one another, laugh, or make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a straight line to the staging areas and **STAY CALM.**
- When possible, call Administration and/or 9-1-1.

LOCKDOWN: ACTIVE SHOOTER

An Active Shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active Shooter response is a partnership with local law enforcement.

Immediate actions should include:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- LOCKDOWN includes securing building doors, barricading inward opening doors, moving occupants to a safe corner, readying an improvised weapon and turning off/dimming lights.
- Notify administration.
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- Administration notifies the Superintendent.

Intermediate activities:

- Keep students calm by ensuring the event will be over soon
- Maintain noise discipline
- Silence electronic devices

Evacuation:

- Prepare students and yourself for a quick evacuation
- Follow directions of law enforcement when they arrive

BOMB THREAT

Most likely, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the link to jump to the [BOMB THREAT REPORT](#) form located in the Functional Annex as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves-- could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name
 - Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.

- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance.

EXPLOSION OR THREAT OF EXPLOSION

In the event of an explosion at the school or the threat of an explosion - such as those caused by leaking gas or a faulty boiler within the school building - the following will be accomplished:

A. EXPLOSION

Command "DROP" is given. *

If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action **LEAVE BUILDING**:

1. Sound the school fire alarm.
2. Move to an area of safety and maintain control of students.
3. Render first aid as necessary.
4. Call 911.
5. Fight incipient fires without endangering life.
6. Take roll.
7. Notify Principal, Assistant Superintendent, Superintendent, or other appropriate school official.
8. Notify utility companies of a break or suspected break.
9. The school principal will direct further action as required.
10. Student and staff should not return to the school until the School Administrator and the Fire Department officials declare the area safe.

B. THREAT OF EXPLOSION

1. Sound the school fire alarm. This will automatically implement Action **LEAVE BUILDING**.
2. Following procedures 4, 5, 6, 7, 9, 11, 12, and 13 under "Explosion" above.

Teachers should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a bear, snake, dog, bull, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

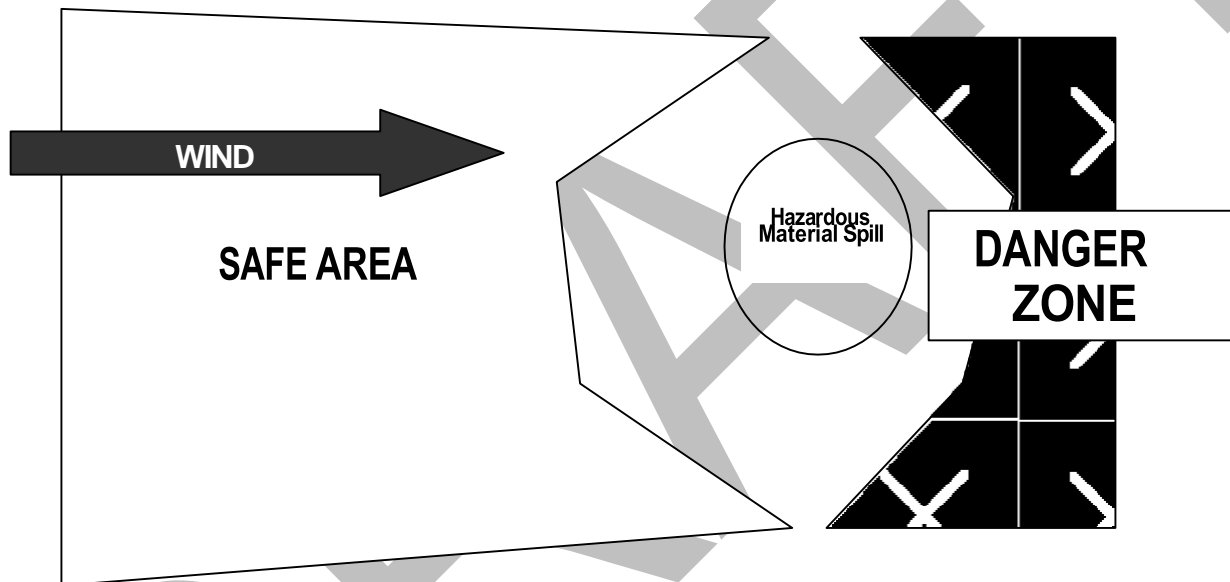
- Call 911.
- The principal/designee will initiate appropriate actions, which include LOCKDOWN or
- EVACUATION from the affected area.
- Upon discovery of an animal, staff members will attempt to isolate the animal from students.
- If the animal is outside, students will be kept inside. If the animal gets inside the students will remain outside.
- It is suggested closing doors or locking gates as a means to isolate the animal.
- Call Animal Control.
- If conditions change or warrant it, the principal/designee will initiate off-site evacuation procedures.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline Lacquer Thinner
- Solvents Paint
- Motor Oil Agricultural Spray
- Diesel Fuel Paint Thinner
- Kerosene Stain Anti-Freeze
- Airborne Gases/Fumes Brake Fluid

If the spill is too great to handle, contact the District Office at (209) 392-0200.



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, or upstream if possible.**

POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS

POISONING:

If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that chemical
- Notify the District Office

CHEMICAL SPILL OFF-SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the District Office with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have it present, should the need arise
- Place reflective triangles or traffic cones if in the street or highway. **DO NOT LIGHT FLARES!**
- If spill response equipment is available, use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at (831) 217-4880. The cleanup will be coordinated through a designated contractor.

MOTOR VEHICLE CRASH

- If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:
 - Call 911.
 - Contact school office to report incident and any persons injured or trapped.
- If no buildings are in endangered, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff from building as appropriate. Maintain control of students and take roll and complete accountability report.
- If evacuated, wait for instructions from principal or designee.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off the emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled, and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1
- If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:
 - Date, time, and exact location of the release

- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

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FALLEN AIRCRAFT

If an accident, such as an auto wreck or plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

If an aircraft falls near the school, the following will be accomplished:

- The principal will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the principal.
- All students and staff will be kept at a safe distance, allowing for a possible explosion.
- If possible, the principal will determine whether the aircraft is military, commercial, or a private plane.
- Call 911
- Notify Superintendent or Assistant Superintendent.

EMERGENCY EVACUATION ROUTES AND PROCEDURES

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

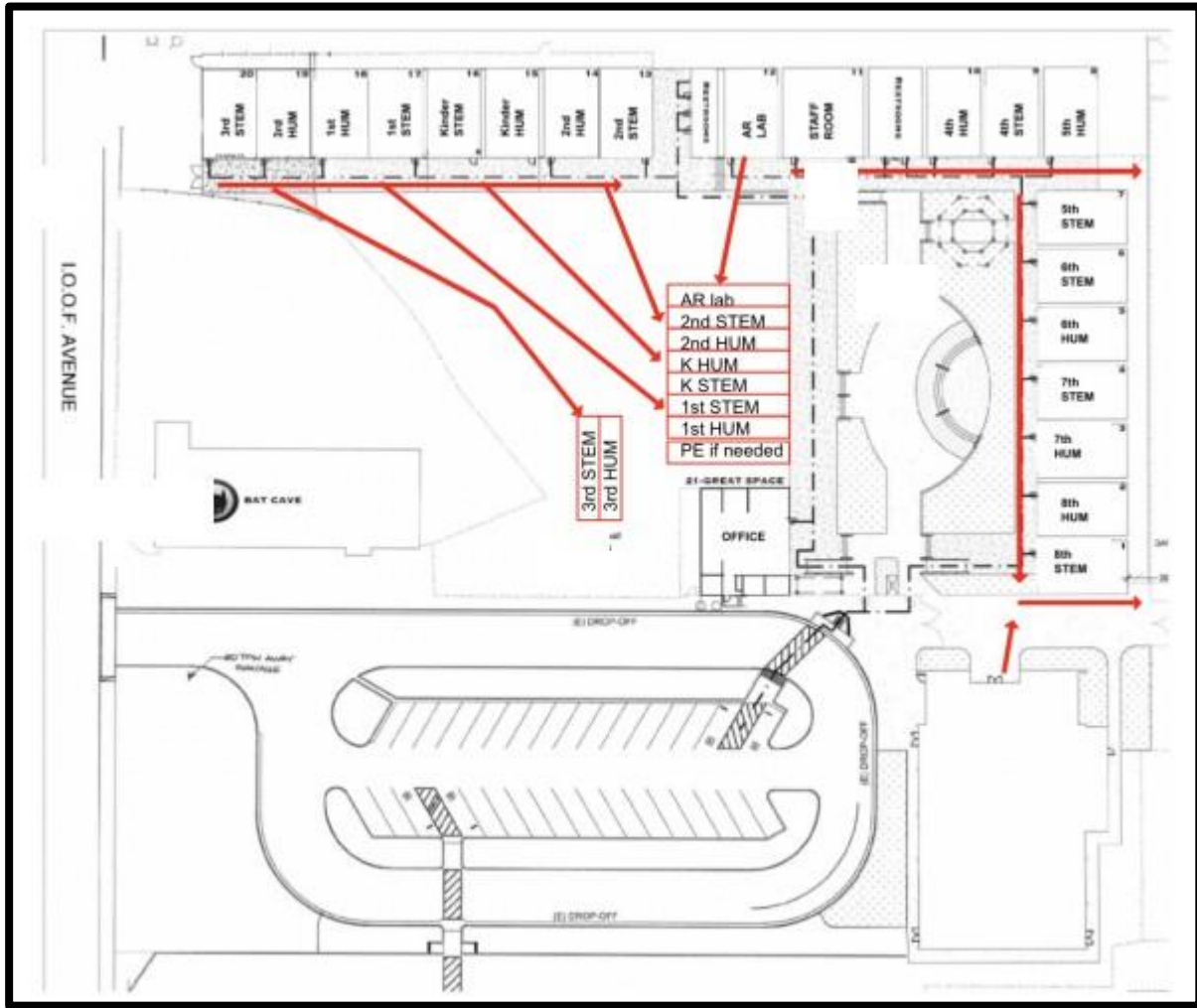
- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with students and keep them calm.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check the room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

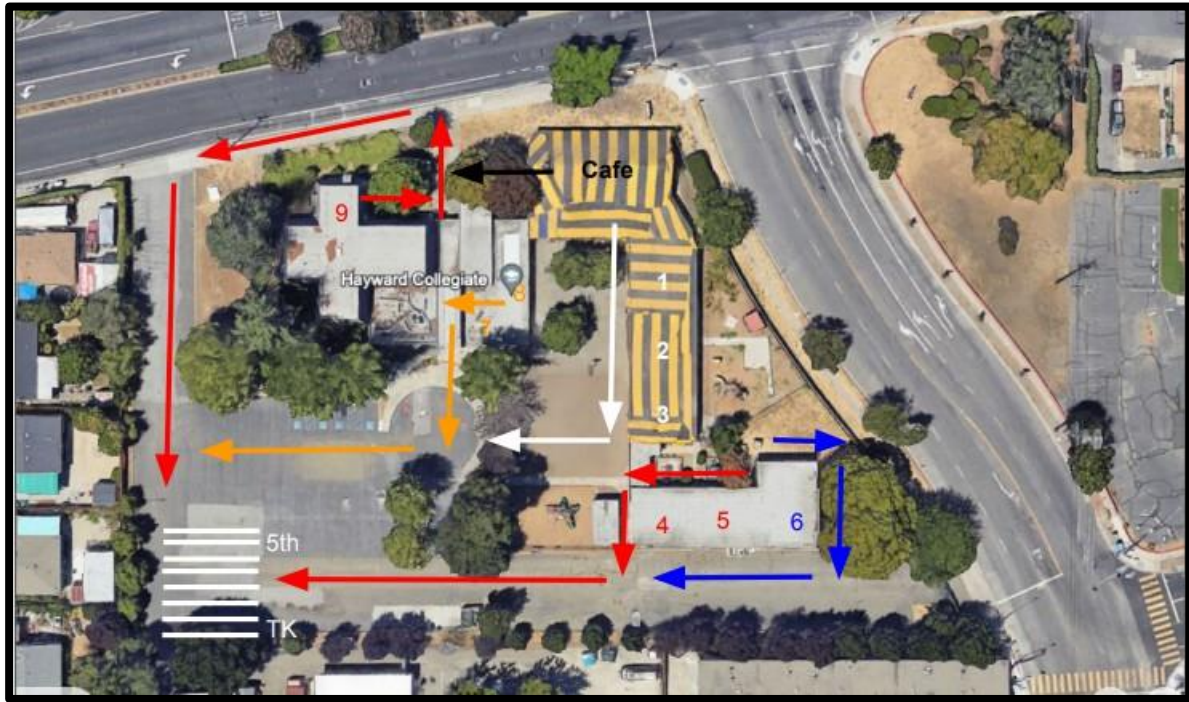
If it is necessary to evacuate the entire campus to another school or relief center, the principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with transportation to help transport evacuees.
- Direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

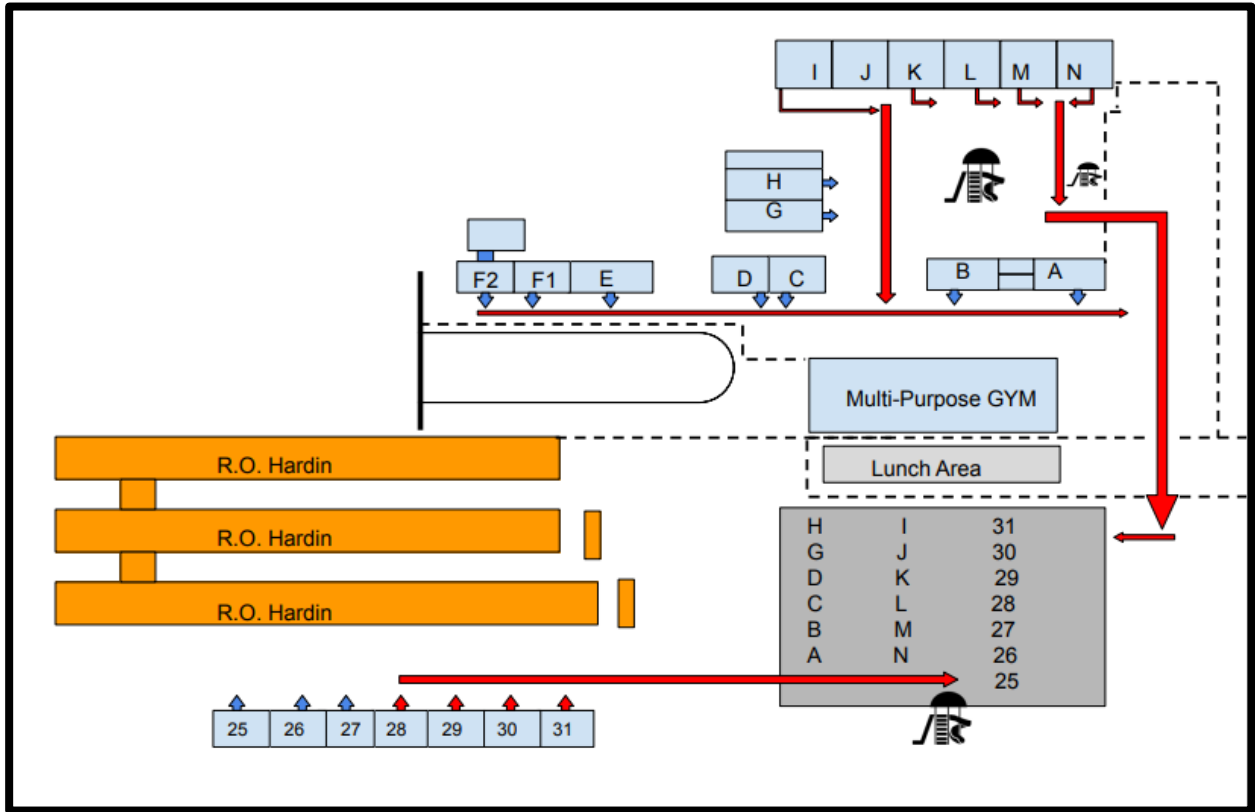
Evacuation Map – Gilroy Prep



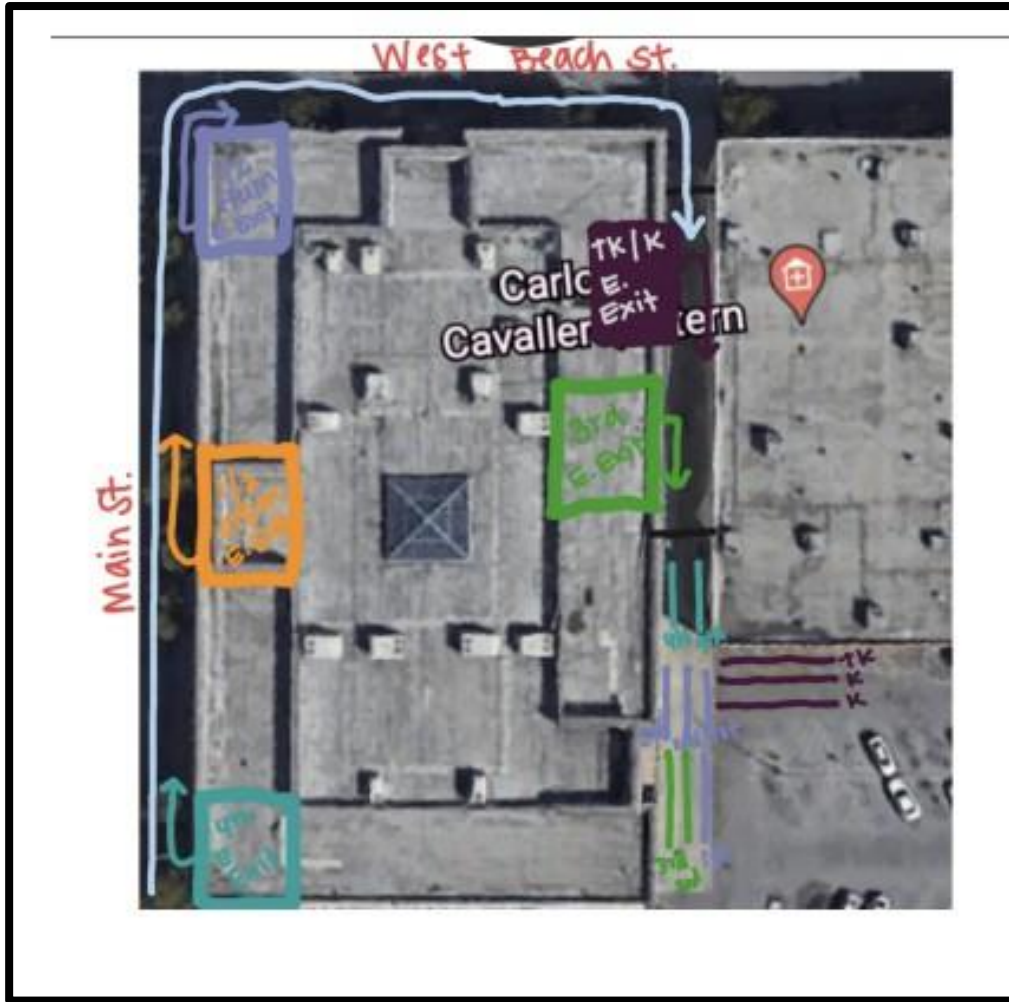
Evacuation Map – Hayward Collegiate



Evacuation Map – Hollister Prep



Evacuation Map – Watsonville Prep



8. FULL TEXT OF MANDATED POLICIES

CHILD ABUSE AND NEGLECT REPORTING

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspect have been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. In addition, school site employees will confidentially inform the site Principal that a report has been made. Support Office employees will confidentially inform their supervisor.

Navigator will provide annual training on mandated reporting requirements. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

(This policy is found in the Employee Handbook.)

NAVIGATOR SCHOOLS HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Navigator Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on 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, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, Navigator Schools 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. Navigator Schools school staff that witness acts of discrimination, harassment, intimidation and bullying will take immediate steps to intervene when safe to do so.

Moreover, Navigator Schools will not condone or tolerate discrimination, sexual harassment, harassment, intimidation, or bullying of any type by any employee, independent contractor or other person with which Navigator Schools does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Navigator Schools will promptly and thoroughly investigate any complaints of such harassment and take appropriate corrective action, if warranted.

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Navigator Schools.

Navigator Schools is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment 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 the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape,
 - Sexual battery
 - Molestation
 - Attempts to commit these assaults
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, 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 an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace 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 at work or the 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, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Bullying

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 group or group of students that may constitute as sexual harassment, 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 pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Navigator Schools.

*"Reasonable pupil" is defined 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.

Cyberbullying

Cyberbullying is an electronic act that 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.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, or image.
- A post on a social network Internet Web site including, but not limited to:
- Posting to or creating a burn page. 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
- Creating a credible impersonation of another actual pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
- 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

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.

Any employee or student who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal.

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 Principal, Executive Director or administrative designee.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Principal. Oral reports shall also be considered official reports. 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 discrimination, intimidation, harassment, and bullying or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

Navigator Schools acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Principal, CEO, or administrative designee on a case-by-case basis.

Navigator Schools 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 instances of discrimination violating this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

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 staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of Navigator Schools, the Principal or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Principal or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Principal or administrative designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Principal or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying are maintained in a secure location.

Right of Appeal

Should the reporting individual find the Principal's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Family Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also fill out a complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Consequences

Students who engage in discrimination, harassment, intimidation, or bullying will be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Suspension and Expulsion Policy outlined in this Handbook.

SCHOOL DISCIPLINE

Navigator Behavioral Systems

In a diverse school, norms in behavior vary from family to family. In order to fairly expect appropriate behavior, staff must directly teach what behaviors are expected from students. Clear and consistent school-wide behavior expectations are presented to staff, students, and the community that focus on sustaining desired behaviors. The Navigator "Graduate Aims" behavior matrix outlines the behavior expectations for specific locations that students rotate throughout during a given day. Students are taught the expected behaviors using a direct instruction approach of explain, model, and practice. Reminders and prompts and/or corrections are used to reinforce expected behaviors using the following school behavioral and social emotional learning systems: The Values matrix, PBIS rewards system, Behavior referral system (done in Infinite Campus), use of restorative practices, Second Step.

BEHAVIORAL CHALLENGES and POSSIBLE CONSEQUENCES

Behavior	Definition and examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Arson	<i>Student plans and/or participates in malicious burning of property</i>	N/A	N/A	Saturday School Restorative practice Parent shadow Formal Behavior plan Behavior Contract Character building project (Alternate placement) Alternate placement Suspension Expulsion
Attendance	<i>Student is absent from or is late to school (with/without excusal)</i>	Auto calls Phone call home	Parent meeting Truancy letter sent home Middle School 4 tardies/absenc	Attendance contract SART meeting Saturday School

			es = After school detention Citizenship grade affected	
Bullying	<i>A distinctive pattern of repeatedly and deliberately creating an intimidating or hostile educational environment</i> Reference bullying in student handbook.	Phone call home Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation	Parent meeting After school Detention Restorative Project Stay away agreement Behavior Contract Parent shadow Loss of privileges (ie: school events)	Saturday School Alternate placement Suspension Expulsion
Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Confrontation/Defensive	<i>To engage verbally face to face in an inappropriate way. Anxious to challenge or avoid criticism</i>	Phone call home Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation	Parent meeting After school Detention Loss of Recess Student is sent to buddy a buddy class Restorative Project Loss of privileges (ie: school events)	Saturday School Parent shadow MTSS Referral Behavior Contract Alternate placement

<p>Defiance / Non-compliance</p>	<p><i>Student engages in defiance and failure to follow directions or talks back.</i></p>	<p>Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation Phone call home</p>	<p>Parent Meeting After school Detention Loss of Recess Student is sent to buddy class Restorative Project Loss of privileges (ie: school events)</p>	<p>MTSS Referral Character building project (Alternate placement) Parent shadow Behavior Contract Alternate placement Saturday School</p>
<p>Disrespect</p>	<p><i>Student delivers socially rude messages to adults or students.</i></p>	<p>Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation Phone call home</p>	<p>Parent meeting After school Detention Loss of Recess Student is sent to buddy class Restorative Project Loss of privileges (ie: school events)</p>	<p>Parent shadow MTSS Referral Behavior Contract Alternate placement Character building project (Alternate placement) Saturday School</p>
<p>Disruption</p>	<p><i>Student engages in inappropriate disruption (ie. talking out of turn, disruptive noises).</i></p>	<p>Student is redirected Warning Non-verbal Cues Reflection sheet</p>	<p>Parent meeting After school Detention Loss or Recess Student is sent to buddy class Student is placed in a</p>	<p>Saturday School MTSS referral Parent shadow Behavior Contract</p>

		Restorative Conversation Phone call home	different spot in the room	Character building project (Alternate placement) Alternate placement
Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Dress code	<i>Student arrives at school out of dress code (refer to parent handbook)</i>	Parent called to bring appropriate attire	Middle school 4 out of dress code = After school detention	
Drugs/Alcohol/Vape	<i>Student is in possession, has consumed, or is selling an illegal substance or possession of paraphernalia</i>	N/A	Restorative Conversation After school detention Character building project (Alternate placement)	Saturday School Parent shadow Behavior Contract Alternate placement Law enforcement involvement Suspension Expulsion
Gang Activity	<i>Student engages in gang related behaviors (ie. wearing or</i>	Phone call home Warning	Parent meeting Loss of privileges (example:	Saturday School Parent shadow

	<i>displaying gang apparel, writing graffiti, making gestures or signs)</i>	Reflection sheet	field trips, school events, etc.) After school detention Community service	Behavior contract Character building project (Alternate placement) Pay to replace or repair damaged property
Impulsive	<i>Acting or done without forethought of consequences</i>	Student is redirected Warning Student is placed in a different spot in the room	Loss of privileges (ie: field trips, school events, etc.) Reflection sheet Phone call home Loss of Recess	Parent meeting Detention Community project Parent shadow Change to defiant (tier 2)
Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Inappropriate Display of Affection	<i>Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to</i>	Student is redirected Warning Student is placed in a	Parent meeting Stay away agreement Loss of privileges	Saturday School Parent shadow Behavior Contract

	<i>another student/adult</i>	different spot in the room Reflection sheet Phone call home	(example: school events) Restorative Conversation	Alternate placement Suspension Expulsion
Inappropriate Language	<i>Student engages in an instance of inappropriate language.</i>	Phone call home Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation	Parent meeting After school Detention Loss of Recess Community service project Loss of privileges (ie: Ipad)	If continued use of inappropriate language refer to disrespect tier 3
Low to no work completion	<i>Little to no work done in an appropriate time frame</i>	Student is redirected		

DRESS CODE

DRESS FOR SUCCESS

All students are expected to follow the Navigator dress code every day. The dress code consists of black bottoms [Navy bottoms worn at HPS K-5] (pants, shorts, dress, skirt, or skorts) and the Navigator spirit wear or alternate color polo shirt. During cold weather, students may wear the Navigator spirit wear sweatshirt and/or a navy-blue jacket or plain navy-blue sweatshirt or jacket. Gloves and scarves can be worn but must be Navigator colors. Any additional clothing must be white or navy including stockings or undershirts. Students should also wear closed toe athletic shoes. Sandals are not safe or appropriate for school. Dressing for success includes pants worn appropriately and not sagging.

If a student arrives at school, out of dress code, the parent/guardian will be contacted and will be asked to bring a change of clothes for their child.

Rain boots and rain jackets can be worn on rainy days.

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