



# Navigator Schools

## Governance Committee Meeting

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### Date and Time

Thursday February 19, 2026 at 3:30 PM PST

### Location

Google Meet joining info

Video call link: <https://meet.google.com/bun-qqwx-hex>

Or dial: (US) +1 262-457-9471 PIN: 284 901 453#

More phone numbers: <https://tel.meet/bun-qqwx-hex?pin=9820178717402>

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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 Compliance & Operations.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>3:30 PM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>		Nora Crivello	1 m

	Purpose	Presenter	Time
Nora Crivello, Committee Chair, will call the meeting to order.			
<b>B.</b> Record Attendance and Guests	Vote	Nora Crivello	1 m
The Committee Chair will identify guests, take attendance via roll-call, and establish a quorum.			
<b>C.</b> Approve Minutes from Previous Meeting	Approve Minutes	Tom Peraic	1 m
Approve minutes for Governance Committee Meeting on January 12, 2026			
<b>D.</b> Opening Comments from Committee Chair		Nora Crivello	4 m
Nora Crivello, Committee Chair, will provide opening comments.			
<b>E.</b> Opening Comments from CEO & Superintendent		Caprice Young	4 m
Dr. Caprice Young, CEO & Superintendent, will provide opening comments.			
<b>F.</b> Public Comment		Nora Crivello	3 m
The Committee Chair will entertain public comments, if any.			

**II. Governance 3:44 PM**

<b>A.</b> Board Positions	Discuss	Caprice Young	15 m
The Committee will discuss vacant Board positions and will consider strategies and next steps.			
<b>B.</b> Safety Plan	Vote	Tom Peraic	5 m
The Committee will review the Safety Plan and will consider a recommendation to the Board for its approval.			
<b>C.</b> Whistleblower Policy	Vote	Tom Peraic	3 m
The Committee will review the Whistleblower Policy and consider a recommendation to the Board for its approval.			
<b>D.</b> Conflict of Interest Policy	Vote	Tom Peraic	3 m
The Committee will review the Conflict of Interest Policy and consider a recommendation to the Board for its approval.			
<b>E.</b> Parent and Family Engagement Policy	Vote	Tom Peraic	3 m

	Purpose	Presenter	Time
The Committee will review the Parent and Family Engagement Policy and consider a recommendation to the Board for its approval.			

**III. Topical 4:13 PM**

- |   |                                       |      |               |      |
|---|---------------------------------------|------|---------------|------|
| <b>A.</b>   | Growth Plan Updates                   | Vote | Caprice Young | 30 m |
| The Committee will review updates to the Growth Plan and will consider recommendation to the Board for approval.              |                                       |      |               |      |
| <b>B.</b>   | Citrus Springs Sublease               | Vote | Caprice Young | 5 m  |
| The Committee will review the Citrus Springs Sublease and will consider its approval.   |                                       |      |               |      |
| <b>C.</b>   | Citrus Springs Affiliation Agreement  | Vote | Tom Peraic    | 5 m  |
| The Committee will review the Citrus Springs Affiliation Agreement and will consider its approval.                            |                                       |      |               |      |
| <b>D.</b>   | Amendment to Legal Services Agreement | Vote | Caprice Young | 3 m  |
| The Committee will review an Amendment to Legal Services Agreement concerning Tomislav Peraic and will consider its approval. |                                       |      |               |      |

**IV. Closing Items 4:56 PM**

- |  |                                 |         |               |     |
|--|---------------------------------|---------|---------------|-----|
| <b>A.</b>  | Schedule Next Committee Meeting | Discuss | Tom Peraic    | 3 m |
| The Governance Committee will discuss the date and time of its next meeting. |                                 |         |               |     |
| <b>B.</b>  | Adjourn Meeting                 | Vote    | Nora Crivello | 1 m |
| The Committee will adjourn the meeting.                                      |                                 |         |               |     |

# Coversheet

## Approve Minutes from Previous Meeting

**Section:** I. Opening Items  
**Item:** C. Approve Minutes from Previous Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Governance Committee Meeting on January 12, 2026

APPROVED



## Navigator Schools

# Minutes

## Governance Committee Meeting

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### Date and Time

Monday January 12, 2026 at 3:30 PM

### Location

Google Meet

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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 Compliance & Operations.

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### Committee Members Present

Ian Connell (remote), Nora Crivello (remote), Shara Hegde (remote)

### Committee Members Absent

*None*

### Guests Present

Caprice Young (remote), John Helgeson (remote), Tom Peraic (remote)

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## I. Opening Items

A.

### **Call the Meeting to Order**

Nora Crivello called a meeting of the Governance Committee of Navigator Schools to order on Monday Jan 12, 2026 at 3:34 PM.

### **B. Record Attendance and Guests**

### **C. Approve Minutes from Previous Meeting**

Ian Connell made a motion to approve the minutes from Governance Committee Meeting on 11-20-25.

Nora Crivello seconded the motion.

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

### **D. Opening Comments from Committee Chair**

Nora Crivello, Board Chair, had no opening comments.

### **E. Opening Comments from CEO & Superintendent**

Dr. Caprice Young, CEO & Superintendent, shared that the item was discussed at a previous Board meeting as an informational item.

### **F. Public Comment**

There was no public comment.

## **II. Governance**

### **A. Consideration and Approval of Expansion of East West Bank Line of Credit**

Nora Crivello made a motion to approve the expansion of the East West Bank line of credit, and the CEO & Superintendent has the authority to extend the line of credit beyond 90 days if substantially the same terms are presented.

Ian Connell seconded the motion.

John Helgeson, East West Bank, attended the meeting, addressed the terms of the expansion of the line of credit, and answered questions to the satisfaction of the Committee.

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 3:45 PM.

Respectfully Submitted,  
Tom Peraic

### Documents used during the meeting

- Amendment Number One to Credit Agreement (Navigator Schools)(107065335.3).pdf

# Coversheet

## Safety Plan

**Section:** II. Governance  
**Item:** B. Safety Plan  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** CSSP 2025\_2026 - REDACTED (02.19.26).pdf

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# AB 1747 COMPREHENSIVE SCHOOL SAFETY PLAN 2025-2026 (REDACTED)

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Report Compiled by

**KNOWLEDGE  
SAVES LIVES, INC.**



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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 CSSP and all school safety materials and emergency communications be made available in languages other than English for limited English proficiency.

## **SB 98 NOTIFICATION OBLIGATIONS FOR IMMIGRATION ENFORCEMENT**

Navigator Schools will notify parents, guardians, teachers, administrators, school personnel, and Board members when a school confirms the presence of immigration enforcement on campus. Notification shall be made by any means to effectuate the notification promptly, including but not limited to telephone, email, text, Parent Square, or by other appropriate means.

## **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](mailto: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 2025 – 2026**

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.

<b>Navigator Schools</b>	
CEO & Superintendent	Date
Principal, Gilroy Prep	Date
Principal, Hayward Collegiate	Date
Principal, Hollister Prep	Date
Principal, Watsonville Prep	Date

President, School Site Council, Gilroy Prep	Date
President, School Site Council, Hollister Prep	Date
President, School Site Council, Watsonville Prep	Date
President, School Site Council, Hayward Collegiate	Date
Parent, Gilroy Prep	Date
Parent, Hollister Prep	Date
Parent, Watsonville Prep	Date
Parent, Hayward Collegiate	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**

<b>Data Source</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<b>Suspensions</b> (Number of Incidents)	9	13	09
- Violence	4	6	9
- Tobacco / Vaping	2	7	0
- Drugs or Alcohol	0	0	0
- Weapons	0	0	0
<b>Expulsions</b>	0	0	0
<b>Vandalism</b> (Number of Incidents)	0	0	0
<b>Attendance</b> , General Ed. (%)	N/A	N/A	N/A
<b>Attendance</b> , Special Ed. (%)	N/A	N/A	N/A

**Hayward Collegiate**

<b>Data Source</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<b>Suspensions</b> (Number of Incidents)	0	2	3
- Violence	0	2	3
- Tobacco / Vaping	0	0	0
- Drugs or Alcohol	0	0	0
- Weapons	0	0	0
<b>Expulsions</b>	0	0	0

<b>Vandalism</b> (Number of Incidents)	0	0	0
<b>Attendance</b> , General Ed. (%)	N/A	N/A	N/A
<b>Attendance</b> , Special Ed. (%)	N/A	N/A	N/A

**Hollister Prep**

<b>Data Source</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<b>Suspensions</b> (Number of Incidents)	12	12	19
Violence	10	11	19
Tobacco / Vaping	2	0	0
Drugs or Alcohol	0	0	0
Weapons	0	1	0
<b>Expulsions</b>	0	0	0
<b>Vandalism</b> (Number of Incidents)	0	0	0
<b>Attendance</b> , General Ed. (%)	N/A	N/A	N/A
<b>Attendance</b> , Special Ed. (%)	N/A	N/A	N/A

**Watsonville Prep**

<b>Data Source</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<b>Suspensions</b> (Number of Incidents)	4	12	28
Violence	4	12	28
Tobacco / Vaping	0	0	0
Drugs or Alcohol	0	0	0

Weapons	0	0	0
<b>Expulsions</b>	0	0	0
<b>Vandalism</b> (Number of Incidents)	0	0	0
<b>Attendance</b> , General Ed. (%)	N/A	N/A	N/A
<b>Attendance</b> , 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.

<b>Navigator Schools Safety Goals 2025-2026</b>		
Goal 1: Create a “strong” safety and health climate in our schools.		
	<b>Strategies to be Used</b>	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:		
	<b>Strategies to be Used</b>	Person Responsible

Objective 1:		
Objective 2:		

### 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 wellbeing 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  
Page 1 of 2

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

Print Form
Clear Form

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

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

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

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE		
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT		<input type="checkbox"/> COUNTY PROBATION		AGENCY		
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		DATE/TIME OF PHONE CALL		
	Street		City		Zip		
	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 Protective 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:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

### Hayward Collegiate Off-Site Evacuation/Assembly Location

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	

Date of Agreement:	
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**Secondary Off-Site Evacuation/Assembly Location**

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

**Hollister Prep Off-Site Evacuation/Assembly Location**

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

**Watsonville Prep Off-Site Evacuation/Assembly Location**

Name of Site:	This information has been redacted pursuant to CA Education Code Section 32281(f)(1).
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Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

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.

## 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.

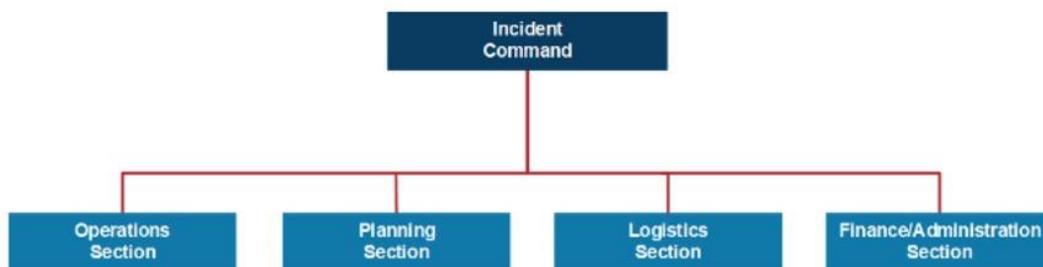
### **Logistics Section (The "getters")**

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](http://www.redcross.org), [www.prepare.org](http://www.prepare.org), or [www.ready.gov](http://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:

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

## 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.

## SERT - Suicide Emergency Response Team - 2025-2026

**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**

<b>*Norma Knox</b> - CPI Trained	831-537-7548	<a href="mailto:norma.knox@navigatorschools.org">norma.knox@navigatorschools.org</a>
Preet Santos	909-745-2329	preet.ssantos@navigatorschools.org
<b>Alexa Salazar</b> - CPI Trained	209-519-7274	<a href="mailto:alexandra.salazar@navigatorschools.org">alexandra.salazar@navigatorschools.org</a>
<b>Nicholas Bakich</b> - CPI Trained	831-245-7559	<a href="mailto:nicholas.bakich@navigatorschools.org">nicholas.bakich@navigatorschools.org</a>

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

Harrell McDowell CPI Trained	817-774-5670	<a href="mailto:harrell.mcdowell@navigatorschools.org">harrell.mcdowell@navigatorschools.org</a>

Steps in if counselor is not available.

Reba Tran/School Psychologist - CPI Trained	831-262-4997	<a href="mailto:reba.tran@navigatorschools.org">reba.tran@navigatorschools.org</a>
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	<a href="mailto:haley.perry@navigatorschools.org">haley.perry@navigatorschools.org</a>
Connie Contreras/Intern CPI trained	408-843-8959	<a href="mailto:connie.contreras@navigatorschools.org">connie.contreras@navigatorschools.org</a>
Campus Security: Coordinates immediate security and protection		
Denisse Romero	831-664-8080	<a href="mailto:denisse.romero@navigatorschools.org">denisse.romero@navigatorschools.org</a>
School Secretary / Nurse / Health Technician Administers first aid/triage, locates emergency card information for injured student		
Al Gonzalez - CPI Trained	831-524-6139	<a href="mailto:al.gonzalez@navigatorschools.org">al.gonzalez@navigatorschools.org</a>
Site Operations Manager Helps communicate between teachers and admin, additional support in the classroom if needed		
Chris Branon - CPI Trained	831-524-6637	<a href="mailto:christopher.branon@navigatorschools.org">christopher.branon@navigatorschools.org</a>
Media Spokesperson: Fields and responds to media inquiries		
Kristen Carr	408-887-5035	<a href="mailto:kristen.carr@navigatorschools.org">kristen.carr@navigatorschools.org</a>

## 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.

## 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:

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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 afterschool 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 lifesaving 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 \(NARCAN\) 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)

<b>TRIAGE Priorities</b>	
<b>Highest Priority - RED TAG</b>	
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
<b>Second Priority - YELLOW TAG</b>	
1.	Burns
2.	Major multiple fractures
3.	Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>	
1.	Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>	
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	Redacted
Noël Russell-Unterburger, CFOO	Redacted
Kirsten Carr, Director of Engagement	Redacted
David LeBarre, Operations Manager	Redacted

### Gilroy Prep

Missy Coral, Principal	Redacted
Ally Funk 6-8 VP	Redacted
Sarah Rule TK-2 VP	Redacted
Ada Perales, SOM (Site Operations Manager)	Redacted

### Hayward Collegiate

Danilo Juarez - Principal	Redacted
Sofia Moreno - VP	Redacted

### Hollister Prep

Norma Knox, Principal	Redacted
Nicholas Bakich, VP	Redacted
Chris Branon, SOM (Site Operations Manager)	Redacted

### Watsonville Prep

Nancy Salazar, Principal	Redacted
Kaitlyn Large, VP	Redacted
Sonia Lodron, SOM	Redacted

## 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

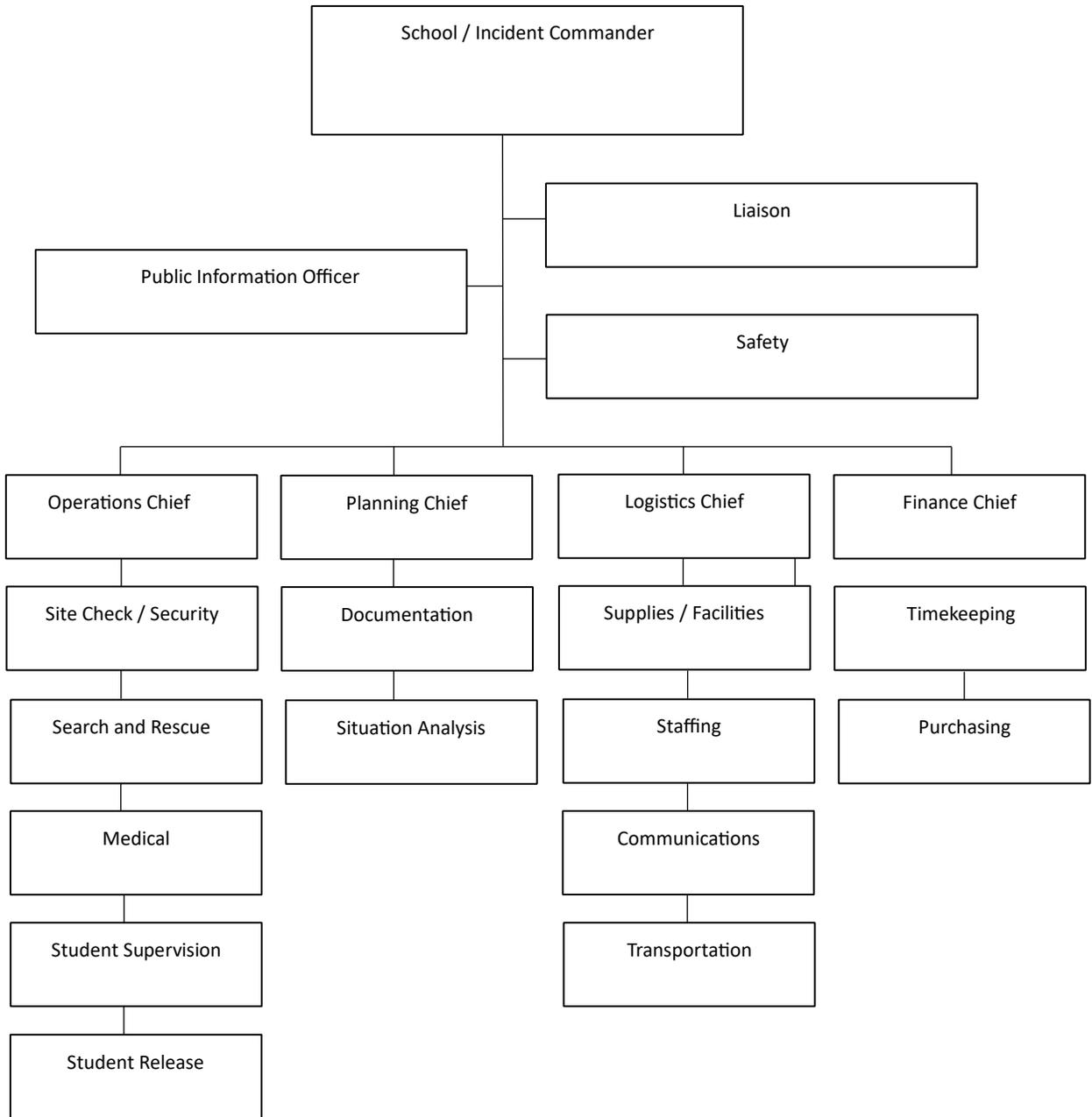
<http://www.fbi.gov/> Federal Bureau of Investigation <https://www.sccoe.org/> Santa Clara County Office of Education <https://www.sbcoe.org/> San Benito County Office of Education

<https://www.acoe.org/> Alameda County Office of Education

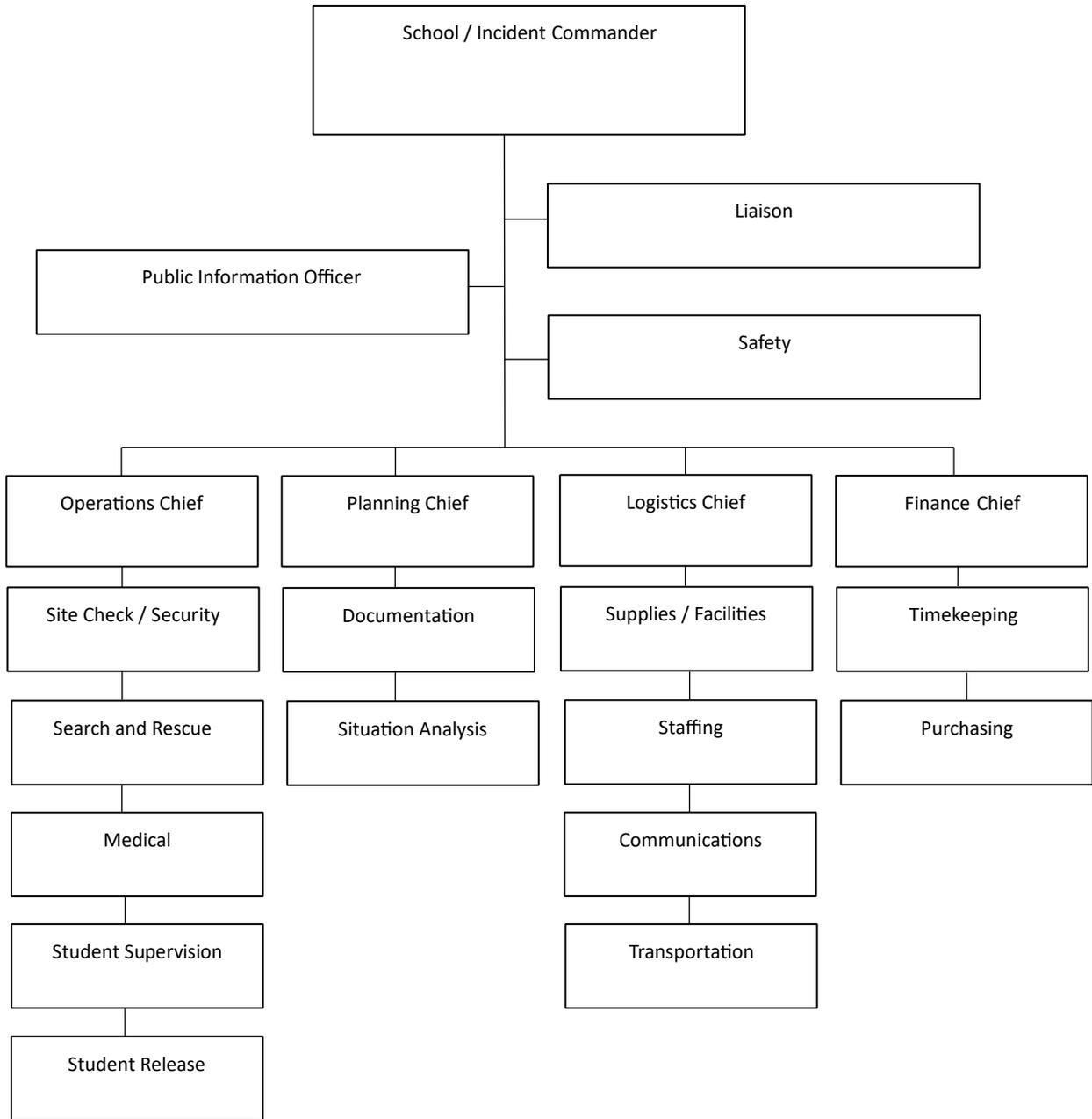
<https://santacruzcoe.org/> Santa Cruz County Office of Education

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

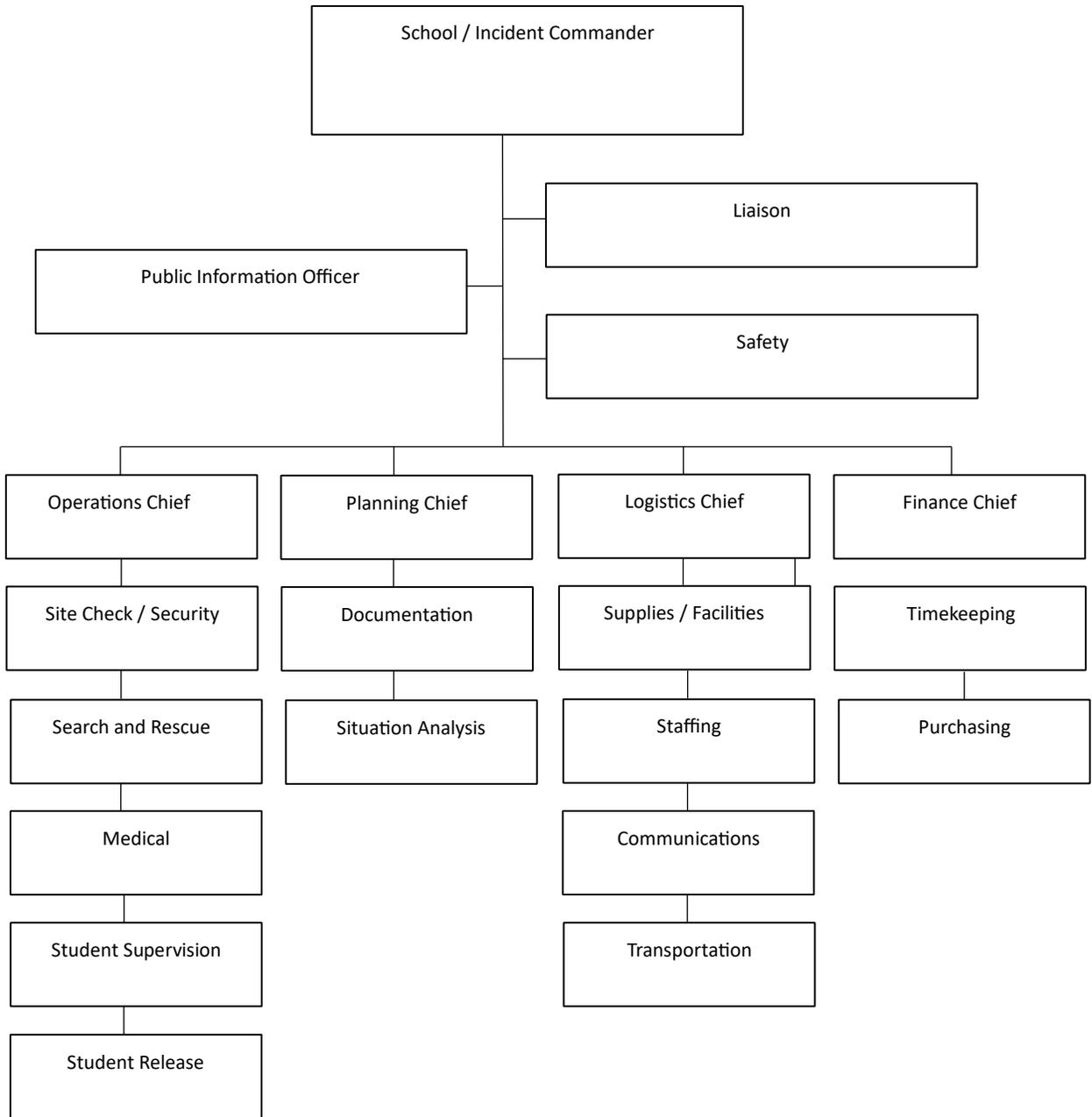
ICS Roster – Gilroy Prep



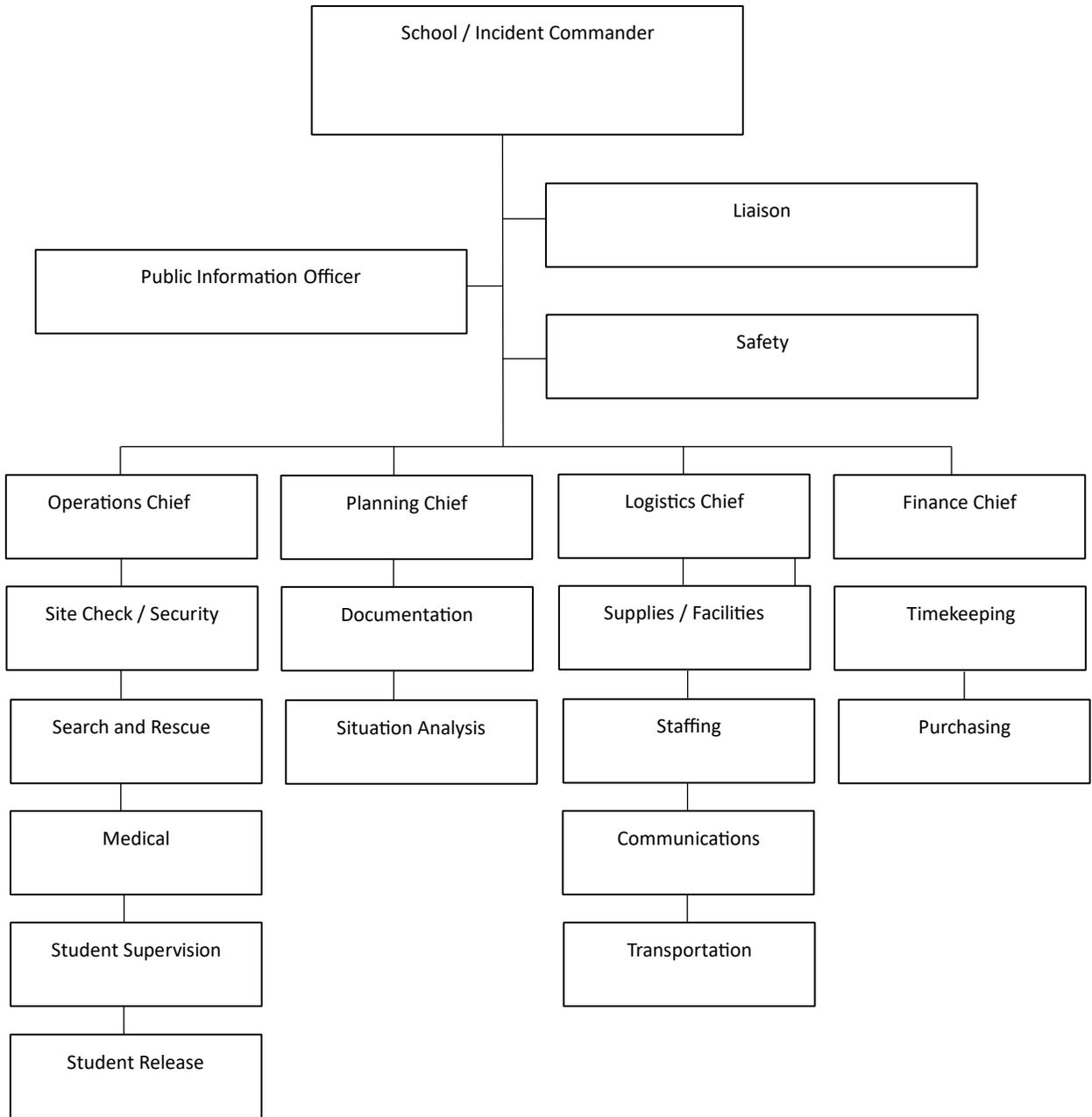
**ICS Roster – Hayward Collegiate**



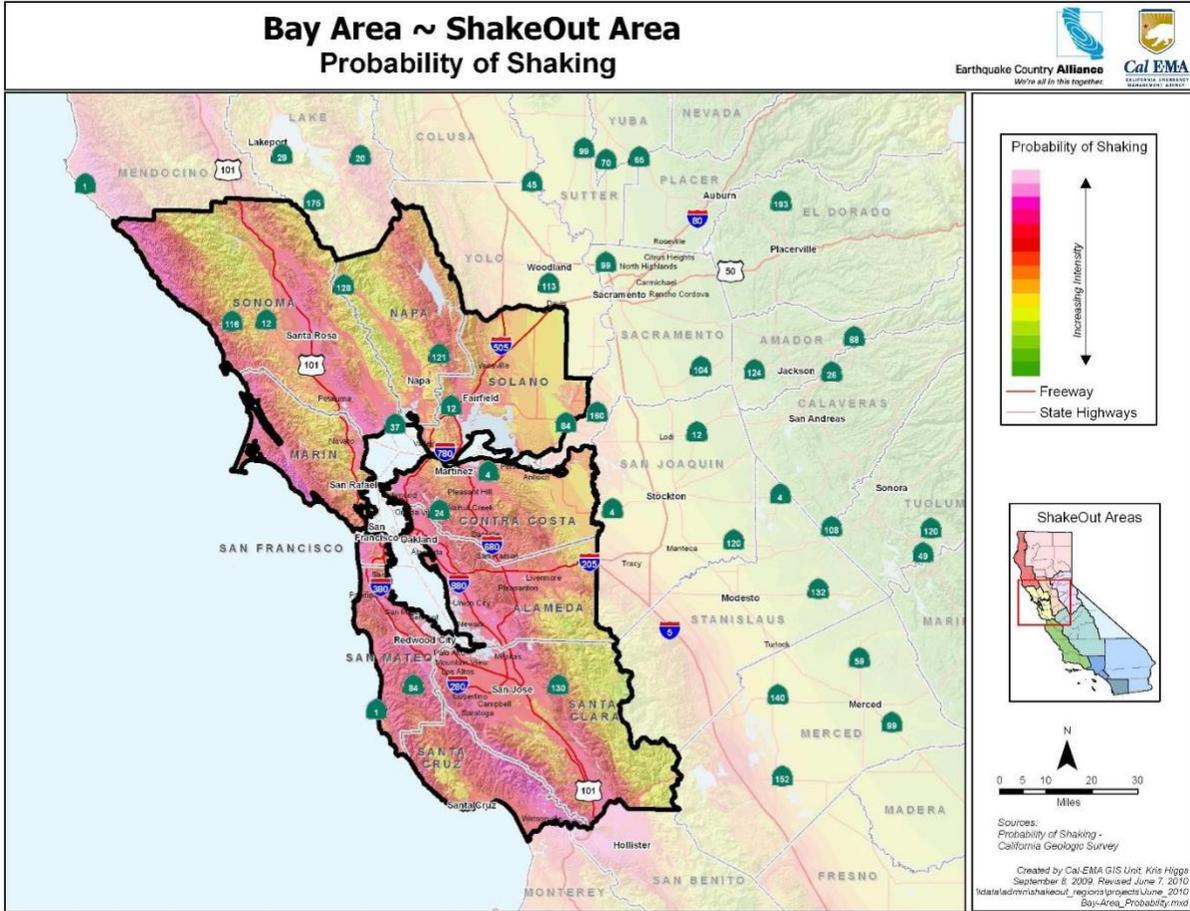
**ICS Roster – Hollister Prep**



**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
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<p>Essential Functions/Essential Staff/Communications</p>	<ul style="list-style-type: none"> <li>• Identify essential functions and services that are needed to sustain division mission and operations.</li> <li>• Determine what functions will ultimately need to be prioritized in the worst-case scenario.</li> <li>• Establish how the division may be re-organized to accommodate prioritization of functions for the division and for the district.</li> <li>• 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).</li> <li>• Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce.</li> <li>• Establish orders of succession, building out three deep for each leadership role.</li> </ul>	<p>Primary: Superintendent</p> <p>Possible Alternates:</p>
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	<ul style="list-style-type: none"><li>• Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of</li></ul>	
--	--	--

	<p>crisis.</p> <ul style="list-style-type: none"><li>• Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information.</li><li>• Establish the methods used for notification and dissemination of critical information.</li><li>• Ensure that:<ul style="list-style-type: none"><li>○ Contact rosters are complete and up to date</li><li>○ General messages are pre-staged when possible</li><li>○ Test the system and users by sending occasional test messages</li><li>○ Establish a back-up method for messaging</li></ul></li></ul>	

<p>Critical Resources/Facilities</p>	<ul style="list-style-type: none"> <li>• Maintain overall function and facilities operation.</li> <li>• Review essential functions and responsibilities of backup personnel.</li> <li>• Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary</li> <li>• Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained.</li> <li>• Provided building</li> </ul>	<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"> <li>• Meet with staff and monitor their ability to maintain essential function</li> </ul>	
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<p>Essential Records Management</p>	<ul style="list-style-type: none"> <li>• Monitors absenteeism and ensures appropriate delegation of authority.</li> <li>• 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.</li> </ul>	<p>Primary: Human Resources Director</p> <p>Possible Alternate:</p>
<p>Reconstitution</p>	<ul style="list-style-type: none"> <li>• Will be implemented in the event of significant absences or school closure.</li> <li>• Alternate learning strategies will include:                             <ul style="list-style-type: none"> <li>○ Hard copy, self-directed lessons</li> <li>○ Use of mobile media storage such as the cloud</li> <li>○ On-line instruction; online resources; on-line textbooks</li> </ul> </li> <li>• Communication modalities</li> </ul>	<p>Primary: Site Principal</p> <p>Possible Alternate:</p>

	<p>for assignment postings and follow-up:</p> <ul style="list-style-type: none"> <li>○ Telephone</li> <li>○ Postal Service</li> <li>○ Cell phone</li> <li>○ Cell phone mail</li> <li>○ Text messages</li> <li>○ E-mail</li> <li>○ Automated notification systems</li> <li>○ Website postings</li> </ul>	

### 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
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**Callers Language (circle all that apply)**

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

Street sounds	Voices	Music	Motor	Factory	Animal Noises	Static	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

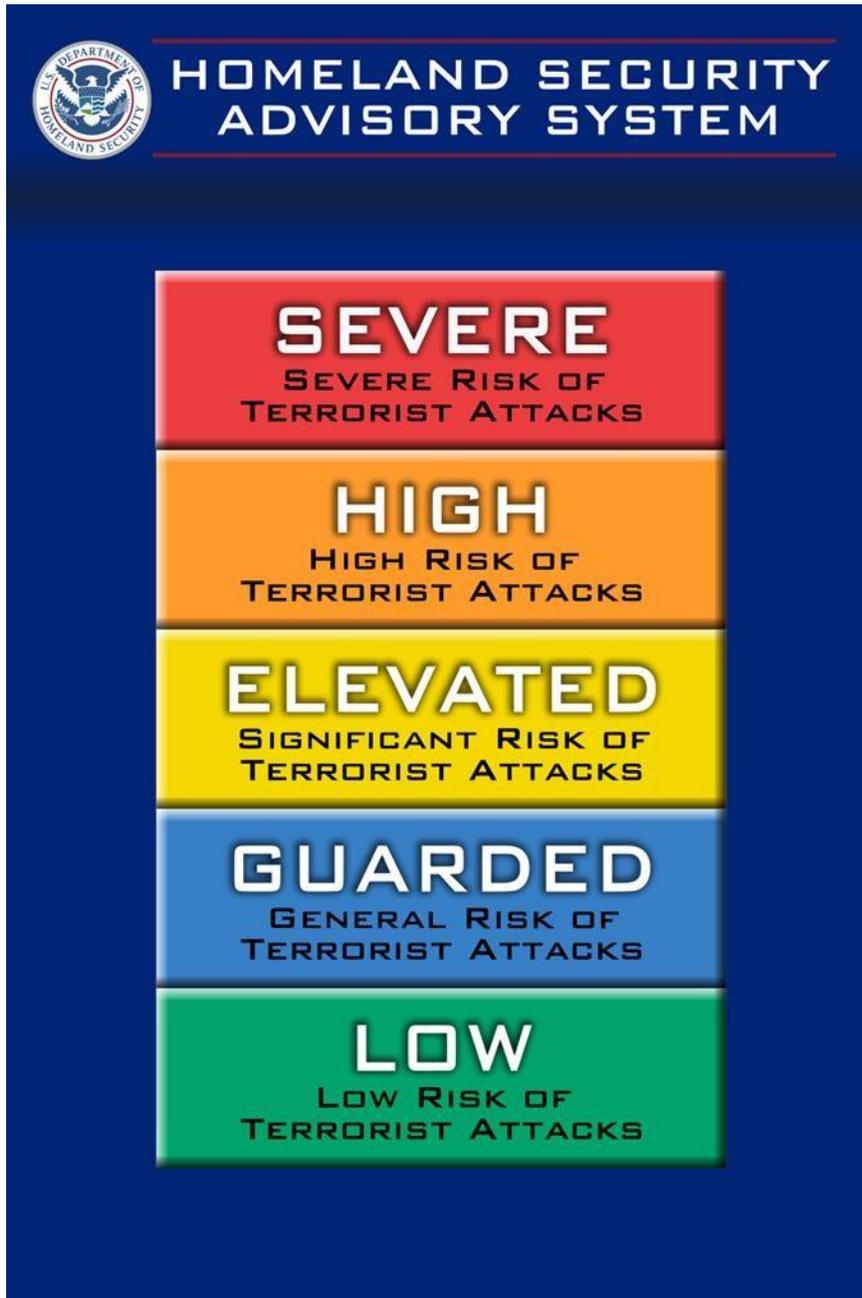


The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

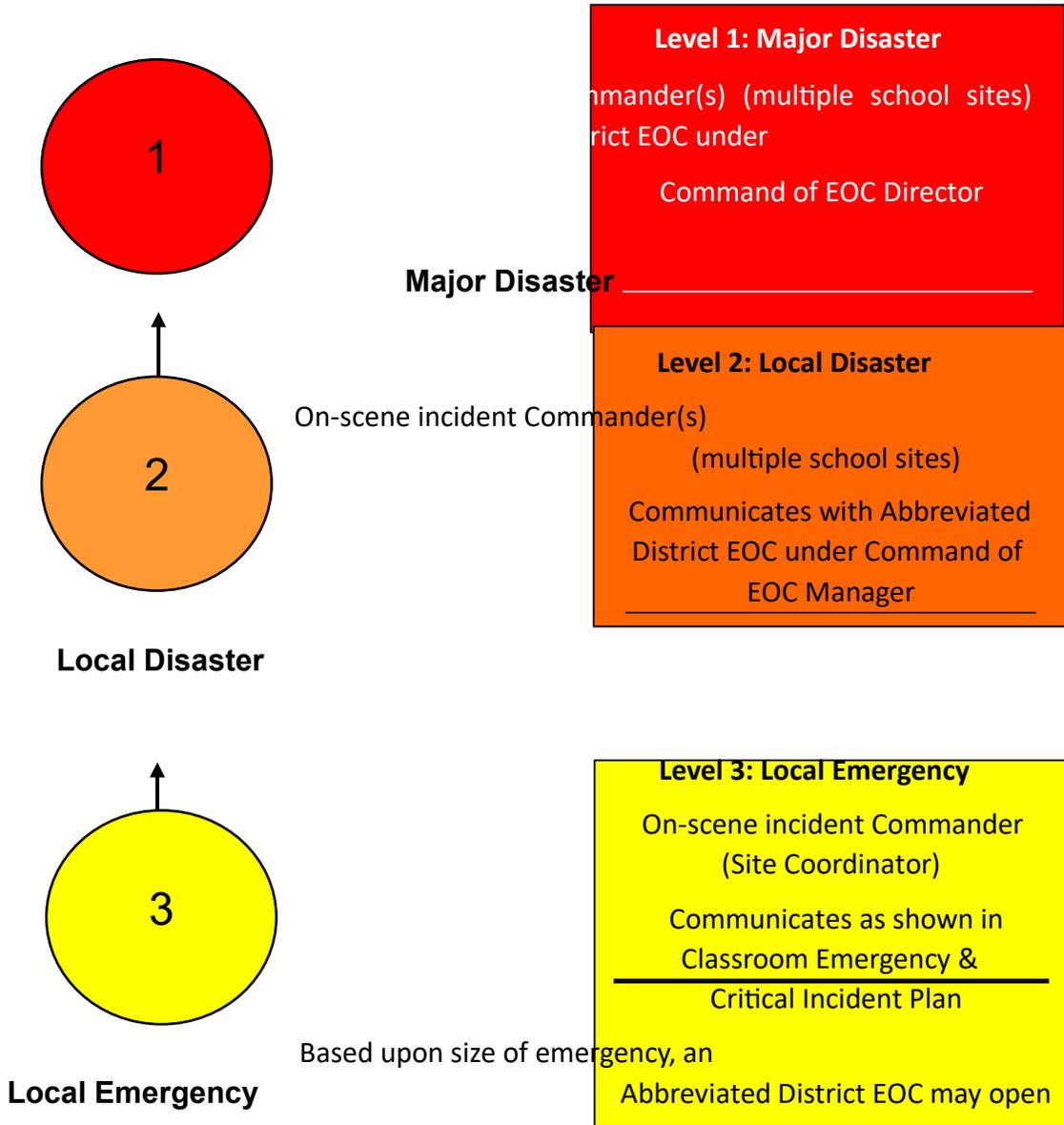
## THREAT CONDITIONS AND RECOMMENDED PROTECTIVE MEASURES

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






SIGNED \_\_\_\_\_

Date \_\_\_\_\_

**NAVIGATOR SCHOOLS  
MASS PROPHYLAXIS CENTER CHECKLIST**

Portion of School Used as a Mass prophylaxis center (Gymnasiums only)

Current Useable Inventory			Inventory Used by Mass Prophylaxis Center	
Date Inventory Taken:			Date Inventory Taken	
Description	Quantity on Hand	✓	Quantity Used	Comments
Paper Goods				
Toilet Paper				
Hand Towels				
Sanitary Seat Covers				
Other				
Liquid Soap				
Sanitary Supplies				


The signatures of both school personnel & center manager verifies materials used and will be reimbursed.

\_\_\_\_\_

School Site Personnel Signature

\_\_\_\_\_

Mass prophylaxis center Manager Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Date

### 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.

<b>REPORT OF NALOXONE ADMINISTRATION</b>	
<b>Demographics and Health History</b>	
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	

<b>Signs of Overdose Present</b>	
<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) _____	

<b>Suspected Overdose on What Drugs?</b>	
<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"> <li>• District administrators from instructional departments</li> <li>• 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</li> <li>• Site administrators</li> <li>• School nurse/health services administrator</li> <li>• Adult education director</li> <li>• Food services director</li> <li>• Charter school representative</li> <li>• Private school representative</li> <li>• Before- and after-school program providers</li> <li>• Local health department representative<sup>1</sup></li> <li>• Mental health professional</li> <li>• Teachers</li> <li>• Parents</li> </ul>
<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. <sup>2</sup>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<sup>1</sup> 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> )

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

<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. <sup>3</sup>
<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.

Completed	In Progress	No: 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. <sup>4</sup>
<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. <sup>5</sup>
<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. <sup>6</sup>
<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.

<sup>3</sup> 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.

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

<sup>5</sup> 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).

<sup>6</sup> 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.

<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. <a href="https://www.cdc.gov/handwashing/materials.html">https://www.cdc.gov/handwashing/materials.html</a>
<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.

## 2. Preparedness

Completed	In Progress	No: 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 <sup>7</sup> <b>NOW</b> 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.

<sup>7</sup> 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.

### 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.

## 4. Recovery

Completed	In Progress	No: 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"/> <b>Emergency</b> <small>Life Threatening</small>	<input type="checkbox"/> <b>Urgent</b> <small>Property Threatening</small>	<input type="checkbox"/> <b>Routine</b> <small>(All Others)</small>
To:	Name:	From:	Name:
	Date:		Date:
	Title:		Title:
Check One: <input type="checkbox"/> Take Action <input type="checkbox"/> For Information <input type="checkbox"/> Other _____			
SUMMARY OF INJURIES AND PROPERTY DAMAGE			
Category	Number of Victims	Description	
A	Fatalities:	<b>Fatal Injury</b>	
B	Minor Injuries:	<b>Minor Injuries:</b> In need of first aid attention only. No ambulance needed.	
C	Major Injuries:	<b>Major Injuries:</b> Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled severe bleeding, severe head injuries, open chest or abdominal wounds, severe shock. Ambulance Needed.	
	Moderate Injuries:	<b>Moderate Injuries:</b> Burns, major multiple fractures, Back injuries with or without spinal cord damage. Ambulance Needed.	

<p>CATEGORY D: Property Damage:</p> <p><input type="checkbox"/> large</p> <p><input type="checkbox"/> Major <b>damage:</b> cracks in ground.</p> <p><input type="checkbox"/> Moderate</p> <p><input type="checkbox"/> <b>Moderate damage:</b> (toxic/chemical spill, Minor</p> <p><b>Minor damage:</b> Dislodged</p> <p>None suspended ceiling grid, overhead mechanical systems and broken windows.</p>	<p>Descriptions:</p> <p>Building collapse, building leaning, major ground movement causing</p> <p>Falling hazards present, hazard present</p> <p>broken gas line, fallen power lines).</p> <p>overhead air duct terminals, light fixtures,</p>
<p>Category E: Resources Needed:</p> <p><input type="checkbox"/> Ambulance <input type="checkbox"/> PG &amp; E <input type="checkbox"/> Other: _____</p>	
<p><b>**Transmit only the data in the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.</b></p>	
<p><b>Additional Information:</b></p>	
<p><b>Disposition:</b></p>	
<p><b>Action Requested by (Name):</b></p>	<p><b>Time Action Provided:</b></p>

## NAVIGATOR SCHOOLS

### ANNUAL SITE AWARENESS CHECKLIST, YEAR: \_\_\_\_\_

Recommendation	Steps	Participants	Completed
<p><b>Review employment screening policy &amp; procedure</b></p>	<ul style="list-style-type: none"> <li>◆ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff?</li> <li>◆ 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?</li> <li>◆ Do your outside contracts use due diligence screening procedures to check the backgrounds of their workers who regularly visit your school?</li> </ul>	<ul style="list-style-type: none"> <li>◆ Security</li> <li>◆ Human Resources</li> </ul>	
<p><b>Review the physical security of bus yards and garages; review transportation security in general</b></p>	<ul style="list-style-type: none"> <li>◆ Are vehicle garages alarmed, and are the alarms in working order?</li> <li>◆ Are fenced-in areas gated, locked, and adequately illuminated at night?</li> <li>◆ 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?</li> <li>◆ Are bus drivers equipped with two-way radios or cell phones?</li> <li>◆ Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes?</li> <li>◆ 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?</li> </ul>	<ul style="list-style-type: none"> <li>◆ Security</li> <li>◆ Contract Bus Operators</li> <li>◆ Health Staff</li> <li>◆ Drivers</li> </ul>	

<p><b>Review the adequacy of physical security in and around campus buildings</b></p>	<ul style="list-style-type: none"> <li>◆ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities.</li> <li>◆ Are keys to campus and administration buildings adequately controlled?</li> <li>◆ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared.</li> <li>◆ Is exterior lighting working and is illumination adequate?</li> <li>◆ Is interior lighting (night lighting) working and is illumination adequate?</li> </ul>	<ul style="list-style-type: none"> <li>◆ Security</li> <li>◆ Maintenance</li> <li>◆ Operations</li> </ul>	
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Recommendation	Steps	Participants	Completed
<p><b>Review access control procedures and heighten employee awareness</b></p>	<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ 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.</li> <li>◆ Has a visitor log and ID badge system been implemented?</li> </ul>	<ul style="list-style-type: none"> <li>◆ Everyone</li> </ul>	

<p><b>Train everyone to recognize and report suspicious activities on campus.</b></p>	<ul style="list-style-type: none"> <li>◆ Are persons taking pictures or filming campus activities questioned about their authorization to do so?</li> <li>◆ 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?</li> <li>◆ 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?</li> <li>◆ Do personnel know what to do if a suspicious package is found?</li> <li>◆ 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?</li> <li>◆ Are food services personnel trained to be aware of suspicious people in their food preparation area?</li> <li>◆ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?</li> </ul>	<ul style="list-style-type: none"> <li>◆ Everyone</li> </ul>	
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<p><b>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.</b></p>	<p>Do you have a zero tolerance for verbal threats of any kind?</p> <ul style="list-style-type: none"> <li>◆ 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?</li> </ul> <p>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?</p> <ul style="list-style-type: none"> <li>◆ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student Services</li> <li>◆ Security</li> <li>◆ Human Resources</li> </ul>	
<p><b>Work closely with local law enforcement and health officials.</b></p>	<p>Have you made local law enforcement a partner in your district plans?</p> <ul style="list-style-type: none"> <li>◆ Are parking regulations, particularly fire zone regulations, strictly enforced?</li> <li>◆ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans?</li> </ul> <p>Has local law enforcement been given the opportunity to conduct exercises on school property and on busses?</p> <ul style="list-style-type: none"> <li>◆ Have you determined contact protocol with local health officials if bioterrorism is suspected?</li> <li>◆</li> </ul>	<ul style="list-style-type: none"> <li>◆ Security</li> <li>◆ Clinical Staff</li> <li>◆ Crisis Management Team</li> </ul>	
<p><b>Train staff on identifying and handling suspicious packages and letters.</b></p>	<p>Have you download and posted the FBI advisory (poster) regarding suspicious packages from <a href="http://www.fbi.gov">www.fbi.gov</a>?</p> <p>Or, the US Postal Inspection Service poster on identifying suspicious packages from <a href="http://www.usps.gov">www.usps.gov</a>?</p> <ul style="list-style-type: none"> <li>◆ Have you considered publicizing the availability of this information to others in the school community for personal use?</li> </ul>	<ul style="list-style-type: none"> <li>◆ Mail room</li> <li>◆ Secretarial</li> <li>◆ Security</li> <li>◆ Parents</li> <li>◆ Students</li> </ul>	

## 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

## NAVIGATOR SCHOOLS

- 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.

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Principal’s Signature

Date

**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

## NAVIGATOR SCHOOLS

- 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

### ANNUAL SITE HAZARD SURVEY II, YEAR \_\_\_\_\_

GENERAL GUIDELINES	OK	Needs Attention	Comments
<b>CAMPUS</b>			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
<b>ASSEMBLY ROOMS</b>			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
<b>ATHLETIC FACILITIES</b>			
Bleachers, fences, backstops			

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Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
<b>INDUSTRIAL ARTS</b>			
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			
<b>SCIENCE ROOMS</b>			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
<b>EMERGENCY PREPAREDNESS</b>			
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.

<b>ROOM NUMBER</b>	
<b>Deficiencies to be corrected by maintenance staff:</b>	
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	
<b>Deficiencies to be corrected by school personnel:</b>	
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		
<b>1. Name</b>		
<b>2. Position</b>		
<b>3. Location</b>		
<b>4. Work Phone/Ext.</b>		
<b>5. Home Phone</b>		
Specialized Skills		
<b>1. Bilingual?</b>		If yes, Language(s):
<b>2. CPR Certified?</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
<b>3. First Aid Certified?</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
<b>4. CERT Trained?</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
<b>5. Simple Triage/Rapid Assessment Trained?</b>		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.



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.



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.



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.

## 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.

## 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-inplace 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.

**This information has been redacted pursuant to CA Education Code Section 32281(f)(1).**

## HOSTAGE SITUATION

**This information has been redacted pursuant to CA Education Code Section 32281(f)(1).**

## **LOCKDOWN: ACTIVE SHOOTER**

**This information has been redacted pursuant to CA Education Code Section 32281(f)(1).**

## 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.

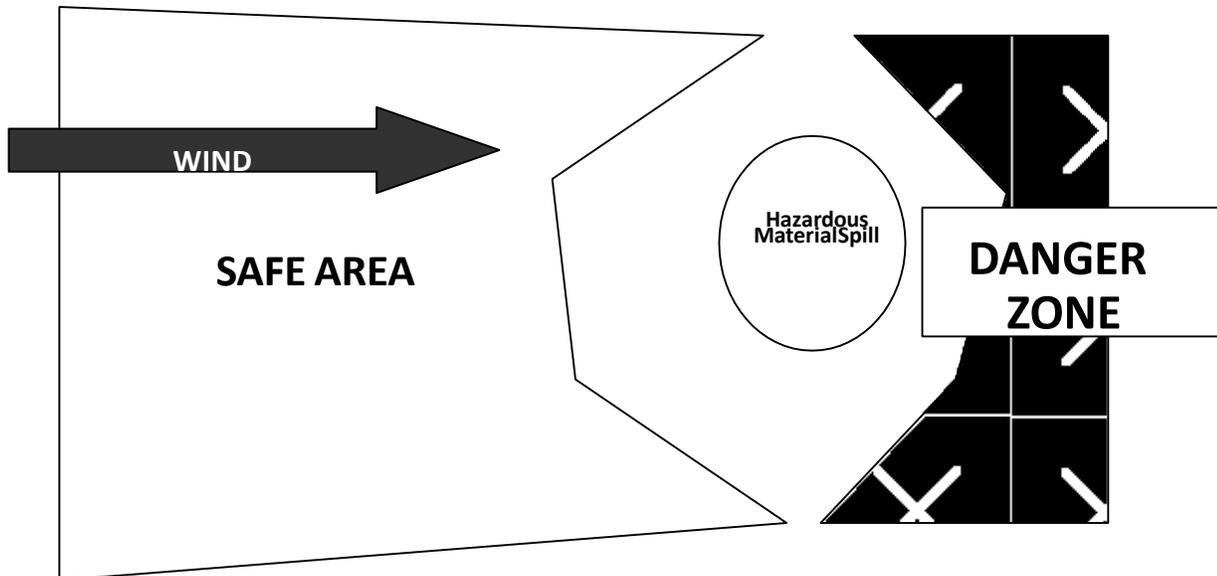
- Call 911.
- The principal/designee will initiate appropriate actions, which include LOCKDOWN or
- EVACUATION from the affected area.
- Upon discovery of an animal, staff members will attempt to isolate the animal from students.
- If the animal is outside, students will be kept inside. If the animal 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.

## 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.

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).  
[Evacuation Map – Gilroy Prep](#)

Evacuation Map –

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

[Hayward Collegiate](#)

Evacuation Map –

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).  
Hollister Prep

Evacuation Map –

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).  
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>
<b>Arson</b>	<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

<b>Attendance</b>	<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
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			es = After school detention Citizenship grade affected	
<b>Bullying</b>	<i>A distinctive pattern of repeatedly and deliberately creating an intimidating or hostile educational environment</i> <b>Reference bullying in student handbook.</b>	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
<b>Behavior</b>	<b>Definition and link to examples</b>	<b>Tier 1 Consequences</b> <b>Low intensity</b>	<b>Tier 2 Consequences</b> <b>Medium Intensity</b>	<b>Tier 3 Consequences</b> <b>High Intensity</b> <i>Administrator Managed</i>

<p><b>Confrontation/Defensive</b></p>	<p><i>To engage verbally face to face in an inappropriate way. Anxious to challenge or avoid criticism</i></p>	<p>Phone call home Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Restorative conversation</p>	<p>Parent meeting After school Detention Loss of Recess Student is sent to buddy a buddy class Restorative Project Loss of privileges (ie: school events)</p>	<p>Saturday School Parent shadow MTSS Referral Behavior Contract Alternate placement</p>
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<p><b>Defiance / Non-compliance</b></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>
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<p><b>Disrespect</b></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><b>Disruption</b></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>
		<p>Restorative Conversation Phone call home</p>	<p>different spot in the room</p>	<p>Character building project (Alternate placement) Alternate placement</p>

<b>Behavior</b>	<b>Definition and link to examples</b>	<b>Tier 1 Consequences Low intensity</b>	<b>Tier 2 Consequences Medium Intensity</b>	<b>Tier 3 Consequences High Intensity <i>Administrator Managed</i></b>
<b>Dress code</b>	<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	
<b>Drugs/Alcohol/Vape</b>	<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
<b>Gang Activity</b>	<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
<b>Impulsive</b>	<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)
<b>Behavior</b>	<b>Definition and link to examples</b>	<b>Tier 1 Consequences</b> <b>Low intensity</b>	<b>Tier 2 Consequences</b> <b>Medium Intensity</b>	<b>Tier 3 Consequences</b> <b>High Intensity</b> <i>Administrator Managed</i>

<b>Inappropriate Display of Affection</b>	<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
<b>Inappropriate Language</b>	<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
<b>Low to no work completion</b>	<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.



# Coversheet

## Whistleblower Policy

**Section:** II. Governance  
**Item:** C. Whistleblower Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Whistleblower Policy (02.19.26).pdf

## **WHISTLEBLOWER POLICY**

### **Introduction**

Navigator Schools (hereinafter “Navigator”) requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities. As representatives of Navigator, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that Navigator has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of Navigator raise serious concerns about the occurrence of illegal or unethical actions within Navigator before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of Navigator have a responsibility to report any action or suspected action taken within Navigator that is illegal, unethical, or violates any adopted policy of Navigator or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to Navigator or any individual at Navigator, and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report that the reporter has made maliciously or any report that the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who, in good faith, reports a violation or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who, in good faith discloses, who may disclose, or who Navigator believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering, or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

## Reporting

Any reporting under this policy may be made by Navigator employees to one of the following: CEO & Superintendent, principal, or other person in their line management; Board member; People Support Director; General Counsel; or Chief Financial & Operations Officer.

Navigator employees are also encouraged to use the Navigator hotline or online portal to anonymously report any such complaints. The hotline and/or online portal shall be provided in the Navigator employee handbook and/or at whistleblower trainings.

As stated above, employees who engage in the protected activities described in this policy are protected from retaliation based upon those activities. However, employees should not expect to use the complaint procedure set forth in this policy as a means of avoiding discipline for matters that are unrelated to any protected activity.

Employees may also report suspected unlawful activity and/or retaliation against them for legally protected conduct to any governmental agency, including the California Attorney General's Whistleblower Hotline at (800) 952-5225 (<https://oag.ca.gov/contact/whistleblower>).

## Confidentiality

A Navigator employee may request that Navigator treat any such report in a confidential manner (including taking reasonable steps to ensure that the identity of the person remains anonymous). Persons may also report concerns on an anonymous basis. Navigator will keep reports of concerns confidential to the extent possible, consistent with the need to conduct an adequate investigation and take any necessary remedial action.

Therefore investigations shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, Navigator cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by staff, directors, or others involved with the investigation to individuals not involved in the investigation will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment.

# Coversheet

## Conflict of Interest Policy

**Section:** II. Governance  
**Item:** D. Conflict of Interest Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Revised Conflict of Interest Policy (02.19.26).pdf

Board Policy #: 16  
Adopted/Ratified: 10/21/21  
Revision Date: 03/09/26

## **REVISED CONFLICTS OF INTEREST POLICY**

### I. Adoption

Navigator Schools (hereinafter “Navigator” or “Charter School” or “School”) hereby adopts this Revised Conflict of Interest Policy (“Policy”), which shall apply to all Board members, candidates for Board membership, and all other designated employees.

### II. Definitions

“Designated Persons” are officers and employees of the School and Board members who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest of that individual. The designated positions are listed in Appendix “A” attached to the School’s Conflict of Interest Code and incorporated herein by reference.

“Remote Interests in a Contract” are those interests identified in Government Code section 1091 and relate only to voting members on the Board of Directors and are referred to as “disqualifying interests” herein.

“Non-Interests in a Contract” are those interests identified in Government Code section 1091.5 and relate to directors, officers or employees of the School and are referred to as “disqualifying interests” herein. A copy of Government Code sections 1091 and 1091.5 are attached as Exhibit A to this policy.

### III. Disclosure Statements - Statement of Economic Interest, Form 700

Each designated employee, including Board members, shall file a Statement of Economic Interest, Form 700 (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Person’s position is assigned in Appendix A of the School’s Conflict of Interest Code.

An investment, interest in real property or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Appendix B of the School’s Conflict of Interest Code.

#### Contents of Statements

Initial Statements: Initial Statements shall disclose any reportable investments, interests in business positions and real property held on the date of assuming office, and income received during the twelve (12) months prior to the effective date of the Code.

**Assuming Office Statements:** Assuming Office Statements shall disclose any reportable investments, interests in business positions and real property held on the date of assuming office, and income received during the 12 months before the date of assuming office or the date of being appointed or nominated.

**Annual Statements:** Annual Statements shall disclose reportable investments, interests in real property, and income and business positions held or received during the previous calendar year or since the date the designated employee took office if during the calendar year.

**Leaving Office Statement:** Leaving Office Statements shall disclose reportable investments, interests in real property, business positions held and income received at any time during the period between the closing date of the last statement required to be filed and the date of leaving office.

#### Timing of Filings

An initial Statement shall be filed by each designated person within 30 days after assuming office. Each Designated Person shall file an annual Statement by April 1. Every Designated Person who leaves office shall file a Statement within 30 days of leaving office.

#### Statements Filed With the Charter School

All Statements shall be supplied by the Charter School on forms prescribed by the Fair Political Practices Commission. All Statements shall be filed with the School. School's filing officer shall make and retain the original Statements.

#### IV. Disqualification

**Designated Persons:** No Designated Person, or their spouses and dependent children, may be financially interested in any contract made by them in their official capacity. Board Members are presumed to have made contracts in which they, or their spouses and dependent children have a financial interest. A Designated Person may not make, participate in making, or in any way use or attempt to use their official position to influence any School decision which they know or have reason to know they have a disqualifying financial interest. A Designated Person has a "disqualifying financial interest" if the decision will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the Designated Person or a member of his or her immediate family. A Director that is also an employee of the School must follow the recusal provisions outlined below for any matters uniquely affecting that member's employment. A Designated Person must follow recusal provisions outlined below with respect to Remote Interests in Contracts and Non-Interests in Contracts.

**Board Make-Up:** Not more than 49 percent of the persons serving on the Board of the School may be Directors, or family members, that were compensated by the School for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor or otherwise, excluding any reasonable reimbursement paid to a director as a director. No Directors shall serve on the Board of the Charter School if that person has a current financial interest in any contract made by him or her in his or her official capacity on the board, except that an employee Director is not disqualified from serving as a member of the Board of Directors because of that employee's employment status with the School.

### Manner of Disqualification

Persons with Remote Interests in Contracts and Non-Interests in Contracts: When a Designated Person, other than a Board Member, determines that they should not make a decision because of a financial interest in a Contract, they should submit a written disclosure of the disqualifying interest to their immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the CEO & Superintendent, who shall record the employee's disqualification, and notify the Board Chair of the interest at its next meeting before the Board discusses or votes on the item. In the case of the CEO & Superintendent, this determination and disclosure shall be made in writing to the Board of Directors.

Board members shall orally disclose a Remote interest, and in some instances a Non-Interest in a contract at the meeting during which consideration of the decision takes place. Employee Board members shall orally disclose an interest in any decision uniquely affect that member's employment. This disclosure shall be made following the announcement of the agenda item, but before the discussion or vote commences. This disclosure shall be made part of the Board's official record. The disqualified Board member shall then refrain from participating in the decision in any way, but may remain seated if desired.

If the decision is made during a closed session, the member's disqualification may be made orally during the open session before the body goes into closed session and shall be limited to a declaration that their recusal is because of a conflict of interest under Government Code section 87100. The declaration shall be made part of the official public record. The member shall not be present when the decision is considered in closed session or knowingly obtain or review a recording or any other non-public information regarding the decision.

The following must be confirmed in the affirmative prior to the Board's acceptance of a contract or transaction with a Designated Person with respect to a Remote or Non-Interest in a Contract:

- That the transaction is entered into for the benefit of the School;
- That the transaction was fair and reasonable for the School at the time it enters into the transaction;
- That after reasonable investigation under the circumstances, the Board determines, in good faith, that the School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Disqualified Designated Persons shall not be counted toward achieving a quorum while the item is discussed.

EXHIBIT A

Government Code § 1091. Remote interest of officer or member

(a) An officer shall not be deemed to be interested in a contract entered into by a body or board of which the officer is a member within the meaning of this article if the officer has only a remote interest in the contract and if the fact of that interest is disclosed to the body or board of which the officer is a member and noted in its official records, and thereafter the body or board authorizes, approves, or ratifies the contract in good faith by a vote of its membership sufficient for the purpose without counting the vote or votes of the officer or member with the remote interest.

(b) As used in this article, “remote interest” means any of the following:

(1) That of an officer or employee of a nonprofit entity exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code (26 U.S.C. Sec. 501(c)(3)) or a nonprofit corporation, except as provided in paragraph (8) of subdivision (a) of Section 1091.5.

(2) That of an employee or agent of the contracting party, if the contracting party has 10 or more other employees and if the officer was an employee or agent of that contracting party for at least three years prior to the officer initially accepting his or her office and the officer owns less than 3 percent of the shares of stock of the contracting party; and the employee or agent is not an officer or director of the contracting party and did not directly participate in formulating the bid of the contracting party.

For purposes of this paragraph, time of employment with the contracting party by the officer shall be counted in computing the three-year period specified in this paragraph even though the contracting party has been converted from one form of business organization to a different form of business organization within three years of the initial taking of office by the officer. Time of employment in that case shall be counted only if, after the transfer or change in organization, the real or ultimate ownership of the contracting party is the same or substantially similar to that which existed before the transfer or change in organization. For purposes of this paragraph, stockholders, bondholders, partners, or other persons holding an interest in the contracting party are regarded as having the “real or ultimate ownership” of the contracting party.

(3) That of an employee or agent of the contracting party, if all of the following conditions are met:

(A) The agency of which the person is an officer is a local public agency located in a county with a population of less than 4,000,000.

(B) The contract is competitively bid and is not for personal services.

(C) The employee or agent is not in a primary management capacity with the contracting party, is not an officer or director of the contracting party, and holds no ownership interest in the contracting party.

(D) The contracting party has 10 or more other employees.

(E) The employee or agent did not directly participate in formulating the bid of the contracting party.

(F) The contracting party is the lowest responsible bidder.

(4) That of a parent in the earnings of his or her minor child for personal services.

(5) That of a landlord or tenant of the contracting party.

(6) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm that renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of 10 percent or more in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(7) That of a member of a nonprofit corporation formed under the Food and Agricultural Code or a nonprofit corporation formed under the Corporations Code for the sole purpose of engaging in the merchandising of agricultural products or the supplying of water.

(8) That of a supplier of goods or services when those goods or services have been supplied to the contracting party by the officer for at least five years prior to his or her election or appointment to office.

(9) That of a person subject to the provisions of Section 1090 in any contract or agreement entered into pursuant to the provisions of the California Land Conservation Act of 1965.

(10) Except as provided in subdivision (b) of Section 1091.5, that of a director of, or a person having an ownership interest of, 10 percent or more in a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower or depositor, debtor or creditor.

(11) That of an engineer, geologist, or architect employed by a consulting engineering or architectural firm. This paragraph applies only to an employee of a consulting firm who does not serve in a primary management capacity, and does not apply to an officer or director of a consulting firm.

(12) That of an elected officer otherwise subject to Section 1090, in any housing assistance payment contract entered into pursuant to Section 8 of the United States Housing Act of 1937 (42 U.S.C. Sec. 1437f) as amended, provided that the housing assistance payment contract was in existence before Section 1090 became applicable to the officer and will be renewed or extended only as to the existing tenant, or, in a jurisdiction in which the rental vacancy rate is less than 5 percent, as to new tenants in a unit previously under a Section 8 contract. This section applies to any person who became a public official on or after November 1, 1986.

(13) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity.

(14) That of a person owning less than 3 percent of the shares of a contracting party that is a for-profit corporation, provided that the ownership of the shares derived from the person's employment with that corporation.

(15) That of a party to litigation involving the body or board of which the officer is a member in connection with an agreement in which all of the following apply:

(A) The agreement is entered into as part of a settlement of litigation in which the body or board is represented by legal counsel.

(B) After a review of the merits of the agreement and other relevant facts and circumstances, a court of competent jurisdiction finds that the agreement serves the public interest.

(C) The interested member has recused himself or herself from all participation, direct or indirect, in the making of the agreement on behalf of the body or board.

(16) That of a person who is an officer or employee of an investor-owned utility that is regulated by the Public Utilities Commission with respect to a contract between the investor-owned utility and a state, county, district, judicial district, or city body or board of which the person is a member, if the contract requires the investor-owned utility to provide energy efficiency rebates or other type of program to encourage energy efficiency that benefits the public when all of the following apply:

(A) The contract is funded by utility consumers pursuant to regulations of the Public Utilities Commission.

(B) The contract provides no individual benefit to the person that is not also provided to the public, and the investor-owned utility receives no direct financial profit from the contract.

(C) The person has recused himself or herself from all participation in making the contract on behalf of the state, county, district, judicial district, or city body or board of which they are a member.

(D) The contract implements a program authorized by the Public Utilities Commission.

(17) That of an owner or partner of a firm serving as an appointed member of an unelected board or commission of the contracting agency if the owner or partner recuses themselves from providing any advice to the contracting agency regarding the contract between the firm and the contracting agency and from all participation in reviewing a project that results from that contract.

(18) That of a public officer if the public officer's child is an officer or director of, or has an ownership interest of 10 percent or more in, a party to a contract entered into by the board or board of which the officer is a member, if this information is actually known to the public officer.

(c) This section is not applicable to any officer interested in a contract who influences or attempts to influence another member of the body or board of which they is a member to enter into the contract.

(d) The willful failure of an officer to disclose the fact of his or her interest in a contract pursuant to this section is punishable as provided in Section 1097. That violation does not void the contract unless the contracting party had knowledge of the fact of the remote interest of the officer at the time the contract was executed.

§ 1091.5. Interests not constituting an interest in a contract

(a) An officer or employee shall not be deemed to be interested in a contract if his or her interest is any of the following:

(1) The ownership of less than 3 percent of the shares of a corporation for profit, provided that the total annual income to him or her from dividends, including the value of stock dividends, from the corporation does not exceed 5 percent of his or her total annual income, and any other payments made to him or her by the corporation do not exceed 5 percent of his or her total annual income.

(2) That of an officer in being reimbursed for his or her actual and necessary expenses incurred in the performance of official duties.

(3) That of a recipient of public services generally provided by the public body or board of which they is a member, on the same terms and conditions as if they were not a member of the body or board.

(4) That of a landlord or tenant of the contracting party if the contracting party is the federal government or any federal department or agency, this state or an adjoining state, any department or agency of this state or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial, or other public district of this state or an adjoining state unless the subject matter of the contract is the property in which the officer or employee has the interest as landlord or tenant in which event his or her interest shall be deemed a remote interest within the meaning of, and subject to, the provisions of Section 1091.

(5) That of a tenant in a public housing authority created pursuant to Part 2 (commencing with Section 34200) of Division 24 of the Health and Safety Code in which they serves as a member of the board of commissioners of the authority or of a community development commission created pursuant to Part 1.7 (commencing with Section 34100) of Division 24 of the Health and Safety Code.

(6) That of a spouse of an officer or employee of a public agency in his or her spouse's employment or office holding if his or her spouse's employment or office holding has existed for at least one year prior to his or her election or appointment.

(7) That of a nonsalaried member of a nonprofit corporation, provided that this interest is disclosed to the body or board at the time of the first consideration of the contract, and provided further that this interest is noted in its official records.

(8) That of a noncompensated officer of a nonprofit, tax-exempt corporation, which, as one of its primary purposes, supports the functions of the body or board or to which the body or board has a legal obligation to give particular consideration, and provided further that this interest is noted in its official records.

For purposes of this paragraph, an officer is “noncompensated” even though they receives reimbursement from the nonprofit, tax-exempt corporation for necessary travel and other actual expenses incurred in performing the duties of his or her office.

(9) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity, unless the contract directly involves the department of the government entity that employs the officer or employee, provided that the interest is disclosed to the body or board at the time of consideration of the contract, and provided further that the interest is noted in its official record.

(10) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than 10 percent in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(11) Except as provided in subdivision (b), that of an officer or employee of, or a person having less than a 10-percent ownership interest in, a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower, depositor, debtor, or creditor.

(12) That of (A) a bona fide nonprofit, tax-exempt corporation having among its primary purposes the conservation, preservation, or restoration of park and natural lands or historical resources for public benefit, which corporation enters into an agreement with a public agency to provide services related to park and natural lands or historical resources and which services are found by the public agency, prior to entering into the agreement or as part of the agreement, to be necessary to the public interest to plan for, acquire, protect, conserve, improve, or restore park and natural lands or historical resources for public purposes and (B) any officer, director, or employee acting pursuant to the agreement on behalf of the nonprofit corporation. For purposes of this paragraph, “agreement” includes contracts and grants, and “park,” “natural lands,” and “historical resources” shall have the meanings set forth in subdivisions (d), (g), and (i) of Section 5902 of the Public Resources Code. Services to be provided to the public agency may include those studies and related services, acquisitions of property and property interests, and any activities related to those studies and acquisitions necessary for the conservation, preservation, improvement, or restoration of park and natural lands or historical resources.

(13) That of an officer, employee, or member of the Board of Directors of the California Housing Finance Agency with respect to a loan product or programs if the officer, employee, or member participated in the planning, discussions, development, or approval of the loan product or program and both of the following two conditions exist:

(A) The loan product or program is or may be originated by any lender approved by the agency.

(B) The loan product or program is generally available to qualifying borrowers on terms and conditions that are substantially the same for all qualifying borrowers at the time the loan is made.

(b) An officer or employee shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by law if his or her sole interest is that of an officer, director, or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor.

# Coversheet

## Parent and Family Engagement Policy

**Section:** II. Governance  
**Item:** E. Parent and Family Engagement Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Parent and Family Engagement Policy (02.19.26).pdf

Board Policy #:  
 Adopted/Ratified:  
 Revision Date:

## **PARENT AND FAMILY ENGAGEMENT POLICY**

Navigator Schools (“Navigator” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. Navigator will distribute the Policy to parents of Title I students through the website for each Navigator school, by including it in the annual Family/Student handbook, and by sharing it at Back to School Night. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

### **Charter School Expectations and Objectives**

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, Navigator has established the following practices:

1. Navigator involves parents and family members in the joint development of the Parent and Family Engagement Policy. In order to understand current and future Navigator families and to hear their voices, concerns, and dreams for their children, Navigator staff spend hours building relationships with them. This includes one-on-one meetings, family community meetings, focus groups, surveys, Community Schools Advisory Councils, parent-teacher conferences, and coffees with the principals at the various school sites.
2. Navigator provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
  - Parent University Classes: Dashboard Tutorial; SBAC Data Dives
  - Local Control Accountability Plan Town Halls
  - State of the School - Coffee with the Principal
3. Navigator coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
  - Navigator conducts Local Control Accountability Plan Town Halls outlining the various budget requirements and
4. Navigator conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
  - Navigator conducts annual family surveys which include questions targeted at the LCAP goals, evaluates the responses, adjusts the policy as necessary.

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Adopted/Ratified:  
Revision Date:

5. Navigator conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
  - The Community Schools Advisory Council works diligently to receive feedback from families regarding the ability to be involved in school activities regardless of their home language, economic status, or other factors.
6. Navigator conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
  - Navigator Schools offers numerous opportunities for family education including parent-teacher conferences, family university, and seminars such as: social media awareness, suicide prevention, bullying prevention, drug & gang prevention, tobacco education.
7. Navigator conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
  - Navigator Schools, with support from its Community Schools Coordinators, conducts annual needs assessment and holds focus groups.
8. Navigator uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
  - The Community Schools Advisory Council, the Site Leadership Teams, and the Navigator Directors & Chiefs team review the data collected from the needs assessment and the focus groups to revise the policy if needed.
9. Navigator involves parents in the activities of the schools to adequately represent the needs of the population for the purposes of developing, revising and reviewing the policy.
10. Navigator engages parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society.

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Revision Date:

- Navigator hosts Parent University classes on understanding the State Academic Dashboard, deciphering neighborhood test data, and on blended learning applications used at Navigator Schools.
11. Navigator informs parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.
- Through Family-Teacher Conferences, Back-to-School Nights, Parent University seminars, and ParentSquare informational messages, information is shared with families on the students' academic progress, current activities, and how the family can be involved.
12. Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities.
- Through family-teacher conferences, the LCAP process, focus groups, and Community Schools Advisory Councils, families and parents of children receiving Title I services receive information on the support available to families, how it is funded, who to contact with questions, and how to address concerns.

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Navigator, the following practices have been established:

1. Navigator convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - As part of the annual LCAP process, Navigator holds site-specific Town Halls with specific information sessions for families of students receiving Title I services.
2. Navigator offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - Family/Community Meetings are held during the morning on the school site during the LCAP process as well as Zoom meetings in both English and Spanish in the evening.
  - Navigator Schools holds annual Back-to-School nights 2-3 weeks after the start of school to share information about classroom activities, instructional methods, and options to become involved.
3. Navigator provides parents of Title I students with timely information about Title I programs and provides parents of Title I students with a description and explanation of the

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curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Navigator Schools holds annual Back-to-School nights 2-3 weeks after the start of school to share information about the academic program and model, including curriculum used, assessment practices, intervention support, the systems in place for our students receiving Title I services, and other wraparound services.
4. If requested by parents of Title I students, Navigator provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
    - Navigator Schools parents can participate in School Site Councils, Community Schools Advisory Councils, attend Navigator Schools Board of Directors meetings, and grade-level highlight or spotlight meetings.
  5. If the school-wide program plan is not satisfactory to the parents, Navigator provides a means by which parents may make comments on the plan when it is made available.
    - Navigator shares the plan with families via ParentSquare and asks for written feedback.

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If Navigator has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

### **School-Parent Compact**

Navigator distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

1. Navigator's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

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3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences during which the compact will be discussed as it relates to the child's achievement; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular two-way meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Navigator Schools worked with families and the school site leaders to create the compact for school involvement. Through focus group discussions, survey input, coffees with the principal, and ParentSquare messages, the compact was created and adopted.

### **Navigator School-Family Compact**

As crucial stakeholders and participants in ensuring *phenomenal outcomes for all students, regardless of their circumstances*, it is vital the school and families work together. This compact outlines the various opportunities for collaboration, communication, and participation. Both the school site and families hold a significant level of responsibility to provide all Navigator scholars with the foundation they need to be *successful in high school, college, and beyond*.

#### **School Commitments:**

Based on feedback received from families, Navigator commits to providing timely and relevant communications through:

- ParentSquare messages
- Weekly newsletters
- Social media postings
- Family meetings

#### **Family Involvement**

##### **Commitments:**

- Parent/Guardian, Student, Teacher Conferences
  - Individualized student information and discussion
- Orientation and Back to School Nights
  - Learn about various programs offered at Navigator (English Language Development, Title I services, Full-Inclusion, Enrichment, Intervention)
- Family Surveys

##### **Opportunities**

- School Committees - Community School Advisory Councils, School Site Council
- Volunteer
  - Field trips
  - Classrooms
  - Before & after school

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- Attend Morning Message

The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before September 1.

### **Building Capacity for Involvement**

Navigator engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, Navigator has established the following practices.

1. Navigator provides Title I parents with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and work with educators to improve the achievement of their children.

- Navigator hosts Parent University classes on understanding the State Academic Dashboard, deciphering neighborhood test data, and on blended learning applications used at Navigator Schools.

2. Navigator provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.

- Through Family-Teacher Conferences, Back-to-School Nights, Parent University seminars, and ParentSquare informational messages, information is shared with families on the students' academic progress, current activities, and how the family can be involved.

3. With the assistance of Title I parents, Navigator educates teachers, principals, and staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.

- Through the involvement of the Community Schools Advisory Councils, Navigator Schools shares information on best practices on community engagement, opportunities for family involvement, strengths-based approaches to education which all lead to greater commitment to school involvement. Through resource fairs, classes taught by family members, surveys, focus groups, and family board members, stakeholder voice is an integral part of Navigator programming

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4. Navigator coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- The Community Schools Advisory Councils specifically target the voice and input from Title I parents and families to ensure involvement and inclusion of resources needed for success and student academic growth.

5. Navigator distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Through Family-Teacher Conferences, Back-to-School Nights, Parent University seminars, and ParentSquare informational messages, information is shared with families on the students' academic progress, current activities, and how the family can be involved. All information is shared in the home language of families.

6. Navigator provides support for parental involvement activities requested by Title I parents.

- Navigator Schools offers multiple opportunities for family involvement on campus including but not limited to volunteering on campus, participating in cultural celebrations, family picnics, kindness closets, food banks, family university, ESL classes, parent support classes, and other items as requested.

### **Accessibility**

Navigator provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

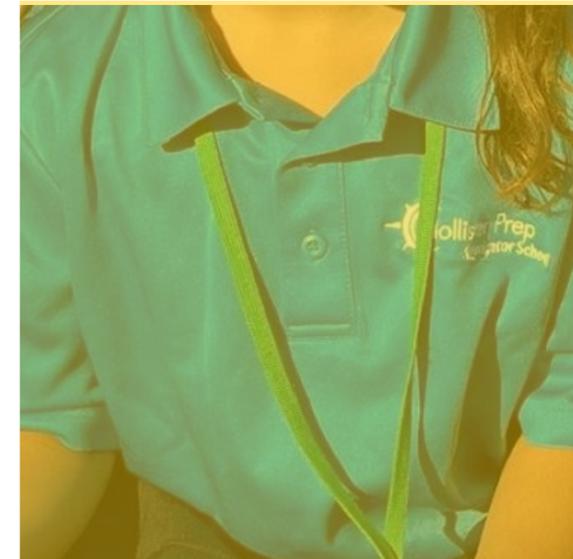
All ParentSquare messages are translated into the home language of families, interpreters are provided for all family-teacher conferences, town hall meetings are held in English and Spanish. Meetings are held at various times during the day as well as held in person and via Zoom. Families are given 24 hour access to student academic progress and can send messages to their teachers and office staff at all hours via ParentSquare.

# Coversheet

## Growth Plan Updates

**Section:** III. Topical  
**Item:** A. Growth Plan Updates  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Growth Update 2026 02 19.pdf

# Growth Update



February 19, 2026

# Our current growth plan geographies and timing will need to be updated based on the recent Monterey denial

New Geographies and Schools	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
OC Prep 1	TK8+/HS				at scale					
OC Prep 2		TK8		HS				at scale		
OC Prep 3			TK8		HS				at scale	
MoC Prep 1	TK8	HS				at scale				
MoC Prep 2			TK8	HS				at scale		
MoC Prep 3					TK8	HS				at scale



# Here are the changes we propose based on our current knowledge of the landscape

School Name (or anticipated)	City	State	Projected Academic Year of Opening	Lowest Grade at School Opening	Highest Grade at School Opening	Academic Year that the School will reach Full Enrollment Capacity	Lowest Grade at Full Enrollment Capacity	Highest Grade at Full Enrollment Capacity	Total Projected Seats at Full Enrollment Capacity
Example School Name TBD	Los Angeles	CA	2024-2025	K	1	2028-2029	K	5	600
OC TK-8 #1	Orange County	CA	2026-2027	TK	2	2030-2031	TK	8	600
OC HS #1	Orange County	CA	2026-2027	9	9	2030-2031	9	12	510
OC TK-8 #2	Orange County	CA	2027-2028	TK	7	2033-2034	TK	8	600
OC HS #2	Orange County	CA	2028-2029	9	9	2032-2033	9	12	510
OC TK-8 #3	Orange County	CA	2029-2030	TK	7	2032-2033	TK	8	600
OC HS #3	Orange County	CA	2030-2031	9	9	2032-2033	9	12	510
MOC TK-8 #1	Monterey County (Prundale)	CA	2027-2028	TK	7	2031-2032	TK	8	600
MOC HS #1	Monterey County	CA	2028-2029	9	9	2030-2031	9	12	510
TBD TK-8	TBD (Los Banos in Merced County)	CA	2029-2030	TK	7	2032-2033	TK	8	600
TBD HS	TBD (Los Banos in Merced County)	CA	2030-2031	9	9	2032-2033	9	12	510

# We have found a potential school site in Prunedale, North Monterey Unified School District



- Rural church site with capacity for 120 students immediately with the addition of bathrooms
- Plenty of space to add buildings
- Great fields and playspace
- Requires bussing
- Likely to draw from Salinas and Prunedale



# North Monterey County USD needs a high quality TK-8

LEARN MORE

Enrollment

4,290

View More Information →

LEARN MORE

Socioeconomically Disadvantaged

86.2%

LEARN MORE

English Learners

46.3%

LEARN MORE

Foster Youth

0.2%

LEARN MORE

English Language Arts

All Students State



Yellow

57.1 points below standard  
Increased 3.1 Points Ⓢ

EQUITY REPORT  
Number of Student Groups in Each Color

2	4	1	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Mathematics

All Students State



Orange

97.3 points below standard  
Increased 6.8 Points Ⓢ

EQUITY REPORT  
Number of Student Groups in Each Color

2	4	1	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

English Learner Progress

All Students State



Orange

40.7% making progress  
Maintained -0.8%

LONG-TERM ENGLISH LEARNER PROGRESS

0	0	0	1	0
Red	Orange	Yellow	Green	Blue

View More Details →

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College/Career

All Students State



Green

Prepared 37.7%  
Increased 5.7% Ⓢ

EQUITY REPORT  
Number of Student Groups in Each Color

0	1	3	3	0
Red	Orange	Yellow	Green	Blue

View More Details →

Prunedale Elementary (K-6) scores below WPS, but is improving

LEARN MORE

English Language Arts

All Students State



Yellow

59.8 points below standard  
Increased 4.6 Points Ⓢ

LEARN MORE

Mathematics

All Students State



Yellow

60 points below standard  
Increased 6.4 Points Ⓢ

NMC Middle School (7-8) scores further below WPS and doesn't meet the needs of most students

LEARN MORE

English Language Arts

All Students State



Orange

70 points below standard  
Declined 13.2 Points Ⓢ

LEARN MORE

Mathematics

All Students State



Red

135 points below standard  
Maintained -0.9 Points

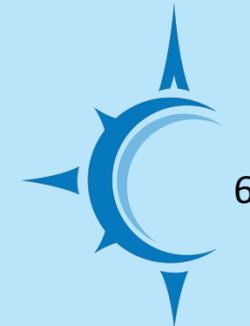


# We are developing a feasibility plan to open a North Monterey County Prep school



If we can identify strong partnerships to serve families and bolster approval of our charter and recruit 300+ students to sign our charter petition, it will make sense to move forward for a 2027-28 opening.

- Low academic achievement
- Highly socioeconomic disadvantaged
- High MLL population
- Flat or below average declining enrollment (or pockets thereof)



# NMCUSD is located in the district of the one MCOE board member who supported our countywide charter

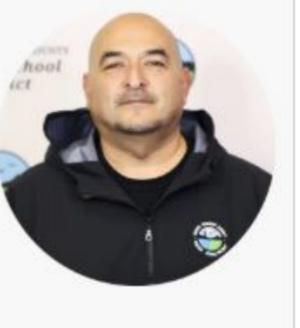
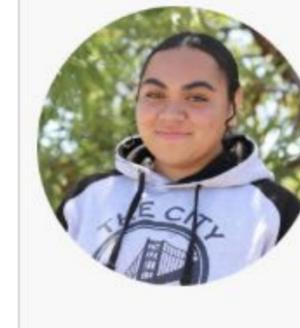
## MCOE



**Heather Owen**  
Board Member, President,  
Trustee Area Three, Term  
Expires: 2026

## NMCUSD

 <p><b>Sandra Ruiz</b> Board President Trustee Area 5 <a href="#">EMAIL &gt;</a></p> <p>Term Ends: November 30, 2028</p>	 <p><b>Martha Chavarria</b> Vice President Trustee Area 1 <a href="#">EMAIL &gt;</a></p> <p>Term Ends: November 30, 2028</p>	 <p><b>Angelo DiMarco</b> Clerk Trustee Area 3 <a href="#">EMAIL &gt;</a></p> <p>Term Ends: November 30, 2028</p>
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 <p><b>Ricardo Diaz</b> Trustee Area 4 <a href="#">EMAIL &gt;</a></p> <p>Term Ends: November 30, 2026</p>	 <p><b>Adriana Melgoza Ramirez</b> Trustee Area 2 <a href="#">EMAIL &gt;</a></p> <p>Term Ends: November 30, 2026</p>	 <p><b>Adriana Manuofetoa</b> Student Board Member</p> <p>Term Ends: June 6, 2026</p>
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**Dr. Matthew Turkie**  
Superintendent



# Orange Prep school progress is continuing, but facilities challenges have delayed enrollment

## Critical Success Factors, Orange County Prep

	08/25	09/25	10/25	11/25	12/25	01/26	02/26	03/26	04/26	05/26	06/26	07/26	08/26
Leadership													Open
Approval	Hearing	Vote											Open
Cash Flow	CSP								Budget Estimate		Budget Adoption		Open
Facilities TK-8			Identified			TK-8 Committed		Lease to Board for Approval					Open
Facilities HS						Lease negotiation in progress	Lease negotiation in progress	Lease to Board for Approval		Likely MR Approval			
Enrollment							50%	60%	70%	80%	(90%)	(100%)	Open
Staffing							50%	75%		90%		(100%)	Open

Enrollment targets to open have been reduced to TK-2 (240 students) and 9th grade (60 students); revised budget coming to 3/9/2026 board mtg



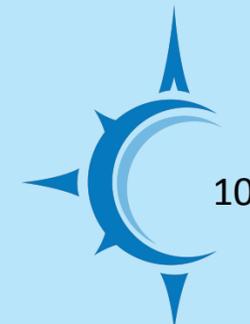
# We have an opportunity to begin HS in the north in 2026-27 by inviting another charter to join Navi

1. Student need, prioritizing neighborhoods underserved by other public schools as measured by state test scores disaggregated by socioeconomic status, multilingual learner status, disabilities, and other historically underserved categories.
2. Availability of Navigator-trained leadership.
3. Likelihood of approval through district or countywide authorization, **or through the acquisition, merger, or partnership with another pre-existing charter committed to fully implementing the Navigator Schools model.**
4. Start-up funding in an amount reasonable to ensure a successful start without unduly burdening existing Navigator Schools.
5. A reasonable pathway to acquiring, leasing, or otherwise securing facilities suitable for implementing the Navigator Schools instructional model, including access to play space.
6. Identified community partnerships to provide wrap-around services and supports for families and students in need.
7. Use of data and agreed-upon benchmarks to offer a clear context and objective support for the decision-making process.



# Growth Funding is moving forward successfully

- SSF deliberations in progress for \$400,000 in June 2026
- Federal CSP grant has reimbursed \$1.7m to date with more than \$600,000 anticipated by June 30, 2026
- CSGF:
  - \$3m term loan approved and anticipated to be received in March or April
  - \$200,000 capacity grant approved and anticipated to be received in March or April
  - \$1m grant for Orange Prep primary and secondary schools anticipated to be received in May/June following facilities agreements being signed, draft school budget approval and 50% enrollment achieved





# Discussion



# Coversheet

## Citrus Springs Sublease

**Section:** III. Topical  
**Item:** B. Citrus Springs Sublease  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Springs Sublease - Grand Ave (Draft - 02.19.26).pdf

## SUBLEASE AGREEMENT

**THIS SUBLEASE AGREEMENT** (this “**Sublease**”) is made and entered into as of the [ ] day of [ ], 2026 by and between Citrus Springs Charter School, Inc., a California nonprofit public benefit corporation (“**Sublandlord**”) operating those certain charter schools known as Orange Springs Charter School and Citrus Springs Charter School, and Navigator Schools, a California nonprofit public benefit corporation (“**Subtenant**”), operating that certain charter school known as Orange County Prep.

**WHEREAS**, Orange Springs Facilities LLC, a California limited liability company, as landlord (“**Master Landlord**”), and Sublandlord, as tenant, entered into that certain Lease Agreement dated [ADD] (as amended, the “**Master Lease**”), whereby Master Landlord leased to Sublandlord that certain real property located at 1821-1823 Grand Avenue, California, as more particularly described in the Master Lease and depicted on Exhibit A thereto (“**Master Premises**”), upon the terms and conditions contained therein. All capitalized terms used herein and not otherwise defined herein shall have the same meaning ascribed to them in the Master Lease. A copy of the Master Lease is attached hereto as Exhibit A and made a part hereof.

**WHEREAS**, Sublandlord and Master Landlord are financing the purchase of the Master Premises through the issuance of the California School Finance Authority (“**Authority**”) Charter School Revenue Bonds (Orange Springs Obligated Group) Series 2026A (the “**Series 2026A Bonds**”) and the California School Finance Charter School Revenue Bonds (Orange Springs Obligated Group) Series 2026B (Taxable) (the “**Series 2026B Bonds**”) and, together with the Series 2026A Bonds, the “**Bonds**”) pursuant to an Indenture of Trust currently anticipated to be dated as of March 1, 2026 (the “**Indenture**”), by and between the Authority and U.S. Bank Trust Company, National Association, as trustee thereunder, and the Authority proposes to make a loan (the “**Loan**”) of the proceeds of the Series 2026 Bonds to Borrower, pursuant to the terms of a Loan Agreement, dated as of March 1, 2026 (the “**Loan Agreement**”; together with all other documents that are part of the closing transcript for the Bonds, the “**Bond Documents**”);

**WHEREAS**, Sublandlord and Subtenant are desirous of entering into a sublease of a portion of the Master Premises (“**Subleased Premises**”) on the terms and conditions hereafter set forth.

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

1. **Demise.** Sublandlord hereby subleases to Subtenant and Subtenant hereby hires and subleases from Sublandlord the Subleased Premises, upon and subject to the terms, covenants and conditions hereinafter set forth all as shown on the attached Exhibit B and made a part hereof.

2. **Sublease Term.** The term of this Sublease (the “**Term**”) shall commence on the July 1, 2026 (“**Sublease Commencement Date**”), and shall end, unless sooner terminated pursuant to the terms hereof, on June 30, 2028 (the “**Sublease Expiration Date**”), In the event that Sublease Commencement Date does not occur by December 1, 2026, then either party hereto

may terminate this Sublease by delivery of written notice to the other party. If the Sublease is terminated pursuant to this Section, Sublandlord will refund to Subtenant all amounts paid to Sublandlord by Subtenant, including any Security Deposit and Rent, prior to, on or after the date this Sublease is fully executed by the Parties. Notwithstanding anything to the contrary contained herein, except to the extent expressly provided otherwise in this Sublease, the terms and conditions of this Sublease shall be effective as of the date of the mutual execution and delivery of this Sublease by Sublandlord and Subtenant.

**3. Use.** The Subleased Premises shall be used and occupied by Subtenant only as a public charter school and related office purposes, and in compliance with all present and future applicable federal, state and local laws, statutes, codes, ordinances, rules, regulations, permits and permit conditions, governmental approvals and conditions of any such approvals and covenants of record, , including, without limitation, zoning regulations and compliance with the Americans with Disabilities Act (ADA) and other state and local accessibility statutes (collectively, “**Applicable Requirements**”), and (ii) the Master Lease, and for no other purpose whatsoever. Subtenant may accommodate a maximum of [CONFIRM CUP] students on the Subleased Premises, serving grades TK/K through 8. Subtenant (i) represents and warrants that its intended use of the Subleased Premises complies and shall continue to comply with all Applicable Requirements, (ii) acknowledges that Subtenant has performed its own due diligence as to, and has assumed the risk of, the legality of use of the Subleased Premises for the uses permitted and contemplated hereunder, and that Subtenant has not relied upon any representation, warranty or other statement or assurance by, or on behalf of, Sublandlord or its representatives as to such legality (and that none of Subtenant nor its representatives have made any such representation, warranty or other statement or assurance hereunder or otherwise), (iii) acknowledges and agrees that the legality of the uses permitted and contemplated hereunder shall not constitute a condition (either precedent or subsequent) to the effectiveness of this Sublease and the performance of Subtenant’s obligations hereunder, and (iv) releases Sublandlord from any claims and/or liabilities arising out of or in connection with the compliance (or lack of compliance) of Subtenant’s use of the Subleased Premises with Applicable Requirements.

**4. Rent.**

(a) **Base Rental.** Beginning with the Sublease Commencement Date and thereafter during the Term of this Sublease and ending on the Sublease Expiration Date, Subtenant shall pay to Sublandlord monthly installments of base rent as set forth herein (“**Base Rent**”).

Months	Monthly Base Rent
1-12	\$(ADD)
13-24	\$(ADD)

(b) **Prorations.** If the Sublease Commencement Date is not the first (1st) day of a month, or if the termination date of this Sublease is not the last day of a month, a prorated

installment of monthly Base Rent (based on the actual number of days in the applicable month) shall be paid for the fractional month during which the Term commenced or terminated.

(c) **Additional Rent.**

(i) Commencing on the Sublease Commencement Date, Subtenant shall pay to Sublandlord on a monthly basis (i.e., concurrently with the payment of Base Rent) or at such other times as required under the Master Lease, its proportionate share of all amounts payable by Sublandlord to Master Landlord under the Master Lease, other than Base Rent, which include without limitation, Real Property Taxes payable pursuant to Section 12 of the Master Lease. Subtenant's proportionate share shall be prorated on a square footage basis.

(ii) All amounts payable by Subtenant to Sublandlord under this Section 4(c) shall be referred to as "**Additional Rent.**" Base Rent and Additional Rent and all other sums due under this Sublease (including without limitation, late fees) shall hereinafter be collectively referred to as "**Rent.**"

(d) **Payment of Rent.** Except as otherwise specifically provided in this Sublease, Rent shall be payable in lawful money without demand, and without offset, counterclaim, or setoff in monthly installments, in advance, on the first day of each and every month during the Term of this Sublease. All of said Rent is to be paid to Sublandlord at its office at the following address:

[ADD]

or at such other place or to such agent and at such place as Sublandlord may designate by notice to Subtenant.

(e) **Late Charge.** If Subtenant fails to pay any Rent or other charges within five (5) days after the same are due, or fails to make any other payment for which Subtenant is obligated under this Sublease, then Subtenant shall pay to Sublandlord a late charge equal to five percent (5%) of the amount so payable. Subtenant acknowledges that late payments will cause Sublandlord to incur costs not contemplated by this Sublease, the exact amount of which costs are extremely difficult and impracticable to calculate. The parties agree that the late charge described above represents a fair and reasonable estimate of the extra costs incurred by Sublandlord as a result of such late payment. Such late charge shall not be deemed a consent by Sublandlord to any late payment, nor a waiver of Sublandlord's right to insist upon timely payments at any time, nor a waiver of any remedies to which Sublandlord is entitled hereunder. In addition, all amounts payable by Subtenant to Sublandlord hereunder, exclusive of the late charge described above, if not paid within five (5) days after such amounts are due, shall bear interest from the due date until paid at less or the rate of ten percent (10%) per annum or the highest amount permitted by law.

**5. Security Deposit.**

(a) **General.** Subtenant has deposited or concurrently herewith is depositing with Sublandlord an amount equal to one monthly installment of Base Rent (the "**Security Deposit**") as security for the full and faithful performance of every provision of this Sublease to be performed by Subtenant. If Subtenant breaches any provision of this Sublease (including

without limitation the payment of Rent and any breach of the incorporated provisions of the Master Lease causing the Sublandlord to forfeit any portion of Sublandlord's security deposit with the Master Landlord), Sublandlord may, if, after the expiration of any applicable notice and cure period, the Subtenant's default remains uncured, use all or any part of the Security Deposit for the payment of any rent or any other sums in default, or to compensate Sublandlord for any other loss or damage which Sublandlord may suffer by reason of Subtenant's default. If any portion of said deposit is so used or applied, Subtenant shall, within five (5) business days after written demand therefor, deposit cash with Sublandlord in an amount sufficient to restore the Security Deposit to its full amount. Subtenant agrees that Sublandlord shall not be required to keep the Security Deposit in trust, segregate it or keep it separate from Sublandlord's general funds, but Sublandlord may commingle the Security Deposit with its general funds, and Subtenant shall not be entitled to interest on the Security Deposit.

(b) Return of Security Deposit. At the expiration of the Term or earlier termination of this Sublease, if applicable, and provided there exists no default by Subtenant hereunder, the Security Deposit or any balance thereof shall be returned to Subtenant; provided, however, that Sublandlord may retain from said Security Deposit (i) any and all amounts estimated by Sublandlord to cover the anticipated costs to be incurred by Sublandlord to remove any signage provided to Subtenant under this Sublease and any other items required to be removed by Subtenant under this Sublease, and not so properly removed by Subtenant, and to repair any damage caused by such removal, and not so properly repaired by Subtenant, and (ii) any and all amounts permitted by law (in which case any excess amount so retained by Sublandlord shall be returned to Subtenant within thirty (30) days after such removal and/or repair, any such necessary removal and/or repair to be performed by Sublandlord as promptly as reasonably practicable).

## **6. Incorporation of Terms of Master Lease and Bonds.**

(a) The Subtenant shall not take any action that would cause Sublandlord or Master Landlord to be in violation of the Bond Documents, or the Master Lease.

(b) This Sublease is subject and subordinate to the Master Lease. Subject to the modifications set forth in this Sublease, the terms of the Master Lease are incorporated herein by reference. If the term of the Master Lease terminates or expires, whether by natural expiration or due to the act, omission or election of any party thereto, then the Term of this Sublease will also terminate or expire simultaneously therewith.

(c) To the extent any obligation of Sublandlord under this Sublease is the same or a like obligation of the Master Landlord under the Master Lease, Subtenant agrees to look to the Master Landlord for performance of such obligation; *provided that*, upon the request of Subtenant, Sublandlord shall use reasonable commercial efforts to cause such performance by the Master Landlord under the Master Lease and enforce the rights of the tenant under the Master Lease. Subtenant shall have all rights granted to Sublandlord under the Master Lease as they relate to the Subleased Premises, except as provided in this Sublease.

(d) For the purposes of incorporation herein, the terms of the Master Lease are subject to the following additional modifications:

(i) In all provisions of the Master Lease (under the terms thereof and without regard to modifications thereof for purposes of incorporation into this Sublease) requiring the approval or consent of Master Landlord, Subtenant shall be required to obtain the approval or consent of both Sublandlord and Master Landlord.

(ii) In all provisions of the Master Lease requiring Sublandlord, as tenant, to submit, exhibit to, supply or provide Master Landlord with evidence, certificates, or any other matter or thing, Subtenant shall be required to submit, exhibit to, supply or provide, as the case may be, the same to both Master Landlord and Sublandlord. In any such instance, Sublandlord shall use their reasonable discretion to determine if such evidence, certificate or other matter or thing shall be satisfactory.

(iii) Sublandlord's obligations to restore or rebuild any portion of the Subleased Premises after any destruction or taking by eminent domain shall be as required by the Master Lease.

(iv) Notwithstanding anything contained in the Master Lease or this Sublease to the contrary, Subtenant shall have no rights with respect to extension or early termination of the Master Lease or this Sublease.

(e) Notwithstanding the foregoing, the following Paragraphs of the Master Lease are all specifically excluded from this Sublease and shall not be deemed incorporated herein or be a part hereof: [ADD].

**7. Subtenant's Obligations.** Subtenant covenants and agrees that all obligations of Sublandlord under the Master Lease shall be done or performed by Subtenant with respect to the Subleased Premises, except as otherwise provided by this Sublease, and Subtenant's obligations shall run to Sublandlord and Master Landlord as Sublandlord may reasonably determine to be appropriate or be required by the respective interests of Sublandlord and Master Landlord. Subtenant agrees to indemnify, hold harmless and defend (through counsel reasonably acceptable to Sublandlord) Sublandlord and Master Landlord, and their respective direct and indirect principals, owners, managers, directors, officers, employees, agents and affiliates, from and against any and all claims, damages, losses, costs, expenses and liabilities, including reasonable attorneys' fees, asserted as a result of (a) Subtenant's failure to perform or observe any terms or conditions of this Sublease, (b) the non-performance, non-observance or non-payment of any of Sublandlord's obligations under the Master Lease which, as a result of this Sublease, became an obligation of Subtenant, except where Subtenant has made payment to Sublandlord for any such obligation, including but not limited to Rent, and Sublandlord has not thereafter made payment to the appropriate party for that obligation (c) by reason of any injuries to person or property occurring in, or about, the Subleased Premises during the time of Subtenant's possession of the Subleased Premises, or any work done at the direction of or with the knowledge of Subtenant in or to the Subleased Premises (including any liens arising therefrom), or any act or omission, on the part of Subtenant and/or any Subtenant Party (as defined below), (d) Subtenant's or any Subtenant Party's use and/or occupancy of the Subleased Premises, (e) any negligent act or omission or willful misconduct of Subtenant, its employees, agents or representatives, and (f) on account of the operation and parking of Subtenant's or Subtenant Party's vehicles (collectively, "**Vehicles**") at the Subleased Premises, including without limitation, any theft or damage to any

Vehicles or any cargo, contents or other property carried in or on any Vehicles while the Vehicles are at the Subleased Premises. Subtenant shall not do, nor permit to be done, any act or thing which is, or with notice or the passage of time would be, a default under this Sublease or the Master Lease. “**Subtenant Party**” means, collectively, (1) each of Subtenant’s agents, contractors, employees, invitees and students, and (2) any assignee, subtenant, licensee or concessionaire of Subtenant and any assignee, subtenant, licensee or concessionaire of any such assignee or subtenant of Subtenant, and the respective agents, contractors, employees and invitees of each of the foregoing. The indemnification obligations in this Section 7 shall survive the expiration or early termination of this Sublease.

Subtenant shall, during the Term and at its sole cost and expense, cause the Subleased Premises to comply with all Applicable Requirements, and maintain all aspects of the Subleased Premises (excluding the Shared Areas) except for those responsibilities of Master Landlord pursuant to the Master Lease and of the Sublandlord pursuant to below.

Sublandlord shall, at its sole cost and expense, maintain, repair, and keep in place at all times during the Term the structural, electrical, plumbing, roofing, walls, and HVAC systems serving the Sublease Premises. Any necessary or appropriate repairs, maintenance or replacements of any kind or nature (including, without limitation, capital expenditures) to any such systems, any other systems at the Premises, the building roof and roof membrane, the foundation, the parking lot and landscaping shall be performed by the Master Landlord or the Sublandlord and Subtenant shall not be responsible for same unless such repairs, maintenance, or replacements are necessitated by the negligence, misconduct, or intentional acts of Subtenant’s or its students, families, employees, contractors, agents or invitees, or its use of the Subleased Premises or Master Premises beyond reasonable wear and tear.

Except where caused by Sublandlord’s negligence, intentional acts, misconduct or breach of this Sublease, Sublandlord shall not be liable for injury to Subtenant’s business or loss of income therefrom however occurring. Subtenant further agrees that except where caused by Sublandlord’s negligence, intentional acts, misconduct or breach of this Sublease, Sublandlord shall not be liable for injury to the person of Subtenant, Subtenant’s invitees, employees, agents or contractors or damage to Subtenant’s personal property, trade fixture or improvements whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, or from the breakage, leakage, obstruction or other defects of pipes, sprinklers, wires, appliances, plumbing, heating, ventilation, air conditioning, or lighting fixtures, or from any other cause, whether damage or injury results from conditions arising upon the Subleased Premises or upon other portions of the property of which the Subleased Premises are a part, or from other sources or places appurtenant to the Subleased Premises and regardless of whether the cause of such damage or injury or the means of repairing the same is inaccessible to Subtenant. No constituent shareholder, member, partner, manager or director of Sublandlord, nor any trustee, director, officer, employee, beneficiary, shareholder, member, manager, partner or agent of Sublandlord shall be personally liable in any manner under or in connection with this Sublease. Notwithstanding anything to the contrary contained in this Sublease or the Master Lease, in no event shall Sublandlord be liable for any special, punitive or consequential damages.

**8. Sublandlord’s Obligations.** Sublandlord agrees that Subtenant shall be entitled to receive all services and repairs to be provided by Master Landlord to Sublandlord for the Subleased

Premises under the Master Lease. Subtenant shall look solely to Master Landlord for all such services and shall not, under any circumstances, seek nor require Sublandlord to perform any of such services, nor shall Subtenant make any claim upon Sublandlord for any damages which may arise by reason of Master Landlord's default under the Master Lease. Any condition resulting from a default by Master Landlord shall not constitute as between Sublandlord and Subtenant an eviction, actual or constructive, of Subtenant and no such default shall excuse Subtenant from the performance or observance of any of its obligations to be performed or observed under this Sublease, or entitle Subtenant to receive any reduction in or abatement of the Rent provided for in this Sublease. In furtherance of the foregoing, Subtenant does hereby waive any cause of action and any right to bring any action against Sublandlord by reason of any act or omission of Master Landlord under the Master Lease. In the event of any default or breach by the Master Landlord under the Master Lease that adversely affects Subtenant's rights under this Sublease, Sublandlord agrees to use best efforts to enforce its rights against the Master Landlord under the Master Lease. Such enforcement shall include, without limitation, making written demands, initiating and diligently prosecuting legal or equitable proceedings, and seeking any available remedies or relief to which the Sublandlord is entitled under the Master Lease. Subtenant shall cooperate reasonably with Sublandlord in such enforcement efforts and, to the extent permitted under the Master Lease, Subtenant may join or participate in such proceedings at its own expense. Sublandlord shall keep Subtenant reasonably informed of the status and progress of any such enforcement actions. Sublandlord covenants and agrees with Subtenant that Sublandlord will pay all Base Rent and Additional Rent payable by Sublandlord pursuant to the Master Lease to the extent that failure to perform the same would adversely affect Subtenant's use or occupancy of the Subleased Premises.

**9. Default by Subtenant.** In the event Subtenant shall be in default of any covenant of, or shall fail to honor any obligation under this Sublease, Sublandlord shall have available to it against Subtenant all of the remedies available (a) to Master Landlord under the Master Lease in the event of a similar default on the part of Sublandlord thereunder or (b) at law or in equity; provided, that that, with respect to any notice and cure period provided for Sublandlord defaults under the Master Lease, if the nature of the default committed by Subtenant causes, or could reasonably be expected to cause, Sublandlord to be in default under the Master Lease, then the applicable notice and cure period provided for such default under the Master Lease shall be deemed shortened by one (1) business day (so that Subtenant shall have such lesser time to cure such default than Sublandlord has to cure such default under the Master Lease). All of Sublandlord's rights and remedies hereunder shall be cumulative, with the exercise of one or more rights or remedies not to impair Sublandlord's right to exercise any other right or remedy.

**10. Hazardous Materials.**

(a) **Restrictions Regarding Hazardous Materials.** Except for the use, storage and handling of such cleaning agents, pesticides or maintenance materials used in the ordinary course of Subtenant's operations at the Subleased Premises, Subtenant agrees that neither it, nor any Subtenant Party shall cause or permit any Hazardous Materials (as such term is defined below) to be brought, used, generated, stored, transported, treated, handled, released or disposed of in or about the Master Premises and/or Subleased Premises. Subtenant further covenants and agrees that: (a) it will not Release (as such term is defined below), or permit any Release of, any Hazardous Materials on the Subleased Premises; (b) it will not alter or disturb existing asbestos or otherwise cause any existing asbestos to become friable; and (c) its use, storage, handling,

transportation and off-site disposal of any cleaning agents, pesticides, cleaning solutions or janitorial and maintenance materials used in the ordinary course of Subtenant's operations at the Subleased Premises will be in strict conformance with all Environmental Laws and manufacturer's instructions.

(b) **Definitions.** For purposes of this Sublease, the following definitions shall apply: "**Hazardous Materials**" shall mean any substance, including constituents thereof, waste, pollutant, contaminant, chemical or material which is toxic, explosive, corrosive, flammable, infectious, radioactive, carcinogenic, mutagenic, or otherwise hazardous, including without limitation, asbestos, asbestos containing materials, lead, polychlorinated biphenyls, petroleum and its derivatives, byproducts and other hydrocarbons, or any other material or substance which is or becomes regulated by one or more "**Governmental Authorities**" (defined herein as any federal, state, or local governmental or regulatory authority, agency, court or quasi-governmental authority). The term "**Hazardous Materials**" include any material or substance which is (i) listed or defined as a "hazardous waste," "extremely hazardous waste," "restricted hazardous waste," "hazardous substance" or "toxic substance" under all existing and future applicable laws, rules, regulations and orders of any Governmental Authority, or (ii) presently, or in the future, becomes designated as a hazardous or toxic waste or substance or words of similar import pursuant to the Federal Water Pollution Control Act, the Federal Resource Conservation and Recovery Act, the Comprehensive Environmental Response, Compensation and Liability Act, as amended, the Toxic Substances Control Act, the Hazardous Materials Transportation Act, the Clean Air Act, the Oil Pollution Act of 1990, or any similar federal or state statutes (the "**Environmental Laws**"). "**Release**" means releasing, spilling, leaking, pumping, pouring, emitting, emptying, discharging, injecting, escaping, leaching, disposing or dumping.

(c) **Environmental Indemnity.**

(i) Subtenant shall indemnify, hold harmless and defend (through counsel reasonably acceptable to Sublandlord) Master Landlord and Sublandlord, and their respective direct and indirect principals, owners, managers, directors, officers, employees, agents and affiliates, from and against any and all loss, cost, damage, expense (including reasonable attorneys' fees), claim, cause of action, judgment, penalty, fine or liability arising from the use, generation, storage, transportation, handling, Release or disposal of Hazardous Materials by Subtenant or any Subtenant Party, in, on or about the Subleased Premises.

(ii) Sublandlord shall indemnify, hold harmless and defend (through counsel reasonably acceptable to Subtenant) Subtenant, and their respective direct and indirect principals, owners, managers, directors, officers, employees, agents and affiliates, from and against any and all loss, cost, damage, expense (including reasonable attorneys' fees), claim, cause of action, judgment, penalty, fine or liability arising from the use, generation, storage, transportation, handling, Release or disposal of Hazardous Materials by any party or parties prior to Subtenant's occupancy and use of the Subleased Premises.

(iii) The indemnification obligations in this Section 10(c) shall survive the expiration or early termination of this Sublease.

(d) **Notification.** Subtenant agrees to notify Sublandlord in writing within five (5) days of (i) the occurrence of any Release of Hazardous Materials in, on or about the Master Premises or Subleased Premises, or (ii) Subtenant's receipt of any notice (whether written or oral), of any inquiry, test, investigation, information request, cleanup requirement, enforcement proceeding, or environmental audit by or against Subtenant with respect to the Master Premises or Subleased Premises concerning the use, generation, storage, transportation, handling, Release or disposal of Hazardous Materials.

(e) **Surrender of Subleased Premises.** Upon the expiration or sooner termination of this Sublease, Subtenant shall surrender the Subleased Premises free and clear of any and all Hazardous Materials caused or permitted to be in, on or under the Subleased Premises by Subtenant or any Subtenant Party. Subtenant shall remove, at its sole cost and expense, all Hazardous Materials introduced to the Master Premises or Subleased Premises by Subtenant or any Subtenant Party in complete compliance with all Environmental Laws.

**11. Insurance.** Throughout the Term, Subtenant shall, at its sole cost and expense, maintain the following insurance:

(a) Rental interruption insurance to cover loss, total or partial, of rental income to Sublandlord for any reason whatsoever, in an amount sufficient to pay the maximum Rent and average Additional Rent under the Sublease for a period of at least twelve (12) months.

(b) Commercial general liability insurance with respect to the Subleased Premises and the operations of or on behalf of Subtenant in, on or about the Subleased Premises, including but not limited to: bodily injury, product liability (if applicable), blanket contractual, and broad form property damage liability coverage in an amount not less than \$3,000,000.00 per occurrence and \$5,000,000.00 in the aggregate.

(c) Workers' compensation insurance necessary to comply with California state law.

(d) Child abuse (including, but not limited to, sexual, physical, and verbal) and molestation insurance in commercially reasonable amounts, whether included in Lessee's commercial general liability insurance policy(ies) or as stand-alone coverage.

(e) Subtenant shall maintain Personal Property Insurance coverage on all of Subtenant's personal property, for full replacement cost coverage with a deductible not to exceed \$5,000 per occurrence.

Prior to the Sublease Commencement Date, and then at each annual renewal, Subtenant shall deliver to Sublandlord the insurance policies (or certificates thereof) specified herein, naming Sublandlord, Master Landlord and any other party required to be named pursuant to the Master Lease as additional insureds thereunder, such insurance to otherwise be in compliance with the requirements of the Master Lease. All policies of insurance required to be carried by Subtenant shall provide that the policy shall not be subject to cancellation, termination or change except after ten (10) days (or such longer period as may be specified in the Master Lease) prior written notice to Sublandlord.

**12. Quiet Enjoyment.** So long as Subtenant pays all of the Rent due hereunder and performs all of Subtenant's other obligations hereunder, Sublandlord shall do nothing to affect Subtenant's right to peaceably and quietly have, hold and enjoy the Subleased Premises.

**13. Notices.** Anything contained in any provision of this Sublease to the contrary notwithstanding, Subtenant agrees, with respect to the Subleased Premises, to comply with and remedy any default in this Sublease or the Master Lease which is Subtenant's obligation to cure, within the period allowed to Sublandlord under the Master Lease, even if such time period is shorter than the period otherwise allowed therein due to the fact that notice of default from Sublandlord to Subtenant is given after the corresponding notice of default from Master Landlord to Sublandlord. Sublandlord agrees to forward to Subtenant, promptly upon receipt thereof by Sublandlord, a copy of each notice of default received by Sublandlord in its capacity as tenant under the Master Lease. Subtenant agrees to forward to Sublandlord, promptly upon receipt thereof, copies of any notices received by Subtenant from Master Landlord or from any governmental authorities. All notices, demands and requests shall be in writing and shall be sent either by hand delivery or by a nationally recognized overnight courier service (e.g., Federal Express), in either case return receipt requested, to the address of the appropriate party. Notices, demands and requests so sent shall be deemed given when the same are received. Notices to Sublandlord shall be sent to the attention of:

Citrus Springs Charter School, Inc.  
27740 Jefferson Avenue  
Temecula, California 92590

Attn: \_\_\_\_\_

with a copy to Master Landlord as follows:

Orange Springs Facilities LLC  
27740 Jefferson Avenue  
Temecula, California 92590

Attn: \_\_\_\_\_

Notices to Subtenant shall be sent to the attention of:

Navigator Schools  
650 San Benito Street, Suite 230  
Hollister, CA 95023

Attn: \_\_\_\_\_

**14. Broker.** Sublandlord and Subtenant represent and warrant to each other that no brokers were involved in connection with the negotiation or consummation of this Sublease. Each party agrees to indemnify the other party, and hold such other party harmless, from and against any and all claims, damages, losses, expenses and liabilities (including reasonable attorneys' fees) incurred by the other party as a result of a breach of this representation and warranty by the indemnifying party. The provisions of this section shall not apply to brokers with whom Sublandlord has an express written broker agreement with respect to this Sublease, if any.

**15. Condition of Subleased Premises; Surrender.** The Subleased Premises will be delivered during the Term of this Sublease by Sublandlord to Subtenant free of debris and in broom-clean condition, with all systems (HVAC, plumbing, electrical, fire/life safety, fiber optic) in good working order and suitable for school occupancy as of the Sublease Commencement Date, including without limitation, zoning regulations and compliance with the Americans with Disabilities Act (ADA) and other state and local accessibility statutes. Subtenant acknowledges that it is not authorized to make or do any alterations or improvements in or to the Subleased Premises except as permitted by the provisions of this Sublease and the Master Lease and that it must deliver the Subleased Premises to Sublandlord on the Sublease Expiration Date in the condition required by this Sublease and the Master Lease. Upon the expiration of the Sublease Term or earlier termination of this Sublease, Subtenant shall surrender the Subleased Premises (i) in broom clean condition, in good condition and repair, and otherwise in substantially the same condition delivered on the Sublease Commencement Date (reasonable wear and tear excepted), (ii) with all of Subtenant's personal property removed, and (iii) with any damage to the Subleased Premises caused by Subtenant or any Subtenant Party repaired in compliance with Applicable Requirements. In the event that Subtenant shall make any alterations or improvements to the Subleased Premises, then Subtenant shall, prior to the expiration of the Term of this Sublease (or the earlier termination of this Sublease), bring the Subleased Premises back to its existing condition as of the date of this Sublease, including, without limitation, the repair of any damage caused by such restoration except that Subtenant shall not be required to remove any permitted or code-compliant improvements it made during the Term and any ADA-compliant upgrades or upgrades made as required by the Premises CUP.

**16. Termination of the Lease.** If for any reason the Master Lease shall terminate (whether by operation of law or otherwise), prior to the Sublease Expiration Date, this Sublease shall automatically be terminated and Sublandlord shall not be liable to Subtenant by reason thereof unless said termination shall have been caused by the default of Sublandlord under the Master Lease, and said Sublandlord default was not as a result of, or caused by, a Subtenant default hereunder. Upon termination of the Sublease pursuant to this Section, which termination is not as a result of, or caused by, a Subtenant default hereunder, Sublandlord shall return the Security Deposit and any prepaid Rent and any prepaid Additional Rent to Subtenant and Subtenant shall be released from all remaining obligations under the Sublease.

**17. Alterations and Improvements.** Subtenant shall not make any material alterations or improvements to the Subleased Premises without first obtaining Sublandlord's prior written consent, which may be granted or withheld in Sublandlord's reasonable discretion.

**18. Limitation of Estate.** Subtenant's estate shall in all respects be limited to, and be construed in a fashion consistent with, the estate granted to Sublandlord by Master Landlord. Subtenant shall stand in the place of Sublandlord and shall defend (through counsel reasonably acceptable to Sublandlord), indemnify and hold Sublandlord harmless with respect to all covenants, warranties, obligations, and payments made by Sublandlord under or required of Sublandlord by the Master Lease with respect to the Subleased Premises. In the event Sublandlord is prevented from performing any of its obligations under this Sublease by a breach by Master Landlord of a term of the Master Lease, then Sublandlord's sole obligation in regard to its obligation under this Sublease shall be to use reasonable efforts in diligently pursuing the correction or cure by Master Landlord of Master Landlord's breach.

**19. Subordination, Non-Disturbance and Attornment Agreement.** Except as otherwise set forth herein, Subtenant enters into and accepts this Sublease subordinate to all mortgages and/or trust deeds which may now and/or hereafter exist or be executed upon or with respect to the Subleased Premises and/or the real property on which the building is situated and/or the improvements at any time thereon. Except as otherwise set forth herein, provided Subtenant is not in default under the Sublease, and the Master Lease is continuing in effect, Subtenant's use and/or possession of the Subleased Premises shall not be disturbed, and Subtenant shall continue to have all of the rights afforded to it pursuant to this Sublease; Subtenant agrees to attorn to the new Master Landlord and/or Sublandlord under the Lease and/or the Sublease upon any such transfer of title.

**20. Choice of Law.** This Sublease shall be governed by and construed and enforced in accordance with the laws of the State in which the Subleased Premises are located without regard to conflicts of law principles thereof.

**21. Holding Over.** Holding over by Subtenant is specifically prohibited and Subtenant shall have no right to retain possession of the Subleased Premises following the expiration or earlier termination of the Term. If Subtenant fails to vacate the Subleased Premises on or prior to the expiration or earlier termination of this Sublease in the condition required pursuant to this Sublease, then, in addition to any other right or remedy of Sublandlord under this Sublease at law or in equity, after ten (10) business days' notice from Sublandlord to Subtenant, (a) the Base Rent shall be increased to an amount equal to one hundred twenty five percent (125%) of the Base Rent immediately prior to such period of holding over (provided that the payment thereof shall not constitute, or be deemed to constitute any extension of the term hereof, nor shall the same limit or otherwise affect Sublandlord's right to dispossess Subtenant from the Subleased Premises or exercise Sublandlord's other rights and remedies hereunder), (b) Subtenant shall indemnify, hold harmless and defend (through counsel reasonably acceptable to Sublandlord), Sublandlord, and its direct and indirect principals, owners, managers, directors, officers, employees, agents and affiliates, from and against any and all loss, cost, damage (including, without limitation, consequential damage), expense (including reasonable attorneys' fees), claim, cause of action, judgment, penalty, fine or liability arising from Subtenant's gross negligence and willful misconduct related to such failure, and (c) Subtenant shall immediately pay (or reimburse Sublandlord for) any amounts payable by Sublandlord to Master Landlord pursuant to the Master Lease on account of such failure.

**22. Assignment of Sublease.** Subtenant shall not assign or sublet the Subleased Premises without the prior written consent of Master Landlord and Sublandlord and Subtenant's compliance with Paragraph 12 of the Master Lease.

**23. Parking.** The parties hereto agree that Subtenant shall have the same rights and obligations of Sublandlord (in its capacity as "Lessee" under the Master Lease) with respect to parking upon the Subleased Premises as are set forth in the Master Lease (with respect to the Master Premises).

**24. Attorneys' Fees.** In the event of the bringing of any action or suit by a party hereto against another party hereunder to enforce any provisions of this Sublease, the prevailing party shall be entitled to have and recover from the other party hereto, in addition to damages, equitable

or other relief, all costs and expenses of the action or suit and any appeals therefrom, including reasonable attorneys' fees and court costs and costs of expert witnesses, and fees incurred to enforce any judgment therefrom. This provision with respect to attorneys' fees incurred to enforce a judgment shall be severable from all other provisions of this Sublease, shall survive any judgment, and shall not be deemed merged into the judgment.

**25. Entire Agreement.** It is understood and acknowledged that there are no oral agreements between the parties hereto affecting this Sublease and this Sublease supersedes and cancels any and all previous negotiations, arrangements, brochures, agreements and understandings, if any, between the parties hereto or displayed by Sublandlord to Subtenant with respect to the subject matter thereof, and none thereof shall be used to interpret or construe this Sublease. This Sublease, including, without limitation, the terms of the Master Lease incorporated herein, and the exhibits and schedules attached hereto, contain all of the terms, covenants, conditions, warranties and agreements of the parties relating in any manner to the rental, use and occupancy of the Subleased Premises and shall be considered to be the only agreements between the parties hereto and their representatives and agents. None of the terms, covenants, conditions or provisions of this Sublease can be modified, deleted or added to except in writing signed by the parties hereto. All negotiations and oral agreements acceptable to both parties have been merged into and are included herein. There are no other representations or warranties between the parties, and all reliance with respect to representations is based totally upon the representations and agreements contained in this Sublease.

**26. Counterparts; Electronic signatures.** This Sublease may be executed in counterparts, each of which shall constitute an original, and all of which, together, shall constitute one document. Each party hereto, and their respective successors and assigns shall be authorized to rely upon the signatures of all of the parties hereto on this Sublease which are delivered by facsimile, telecopier or electronic mail transmission as constituting a duly authorized, irrevocable, actual, current delivery of this Sublease with original ink signatures of each person and entity.

**27. Certified Access Specialist CASp.** Subtenant specifically acknowledges and agrees that Sublandlord makes no representation or warranty with respect to the inspection of the Subleased Premises by a Certified Access Specialist ("CASp"), including whether or not the Subleased Premises have undergone inspection by a CASp, and that Sublandlord hereby disclaims, and Subtenant hereby waives, any liability against Sublandlord with respect or otherwise relating to a CASp inspection of the Subleased Premises. To the extent that Sublandlord has any right under the Master Lease or applicable law to cause the Subleased Premises to undergo a CASp inspection, upon Subtenant's written request to Sublandlord, Sublandlord shall use commercially reasonable efforts (which shall not include legal proceedings or any obligation on Sublandlord to incur any cost or expense in connection therewith) to exercise such right; provided, that all costs and expenses incurred in connection therewith shall be the sole responsibility of Subtenant and Subtenant shall indemnify Sublandlord against all claims (including, but not limited to, reasonable attorney's fees) arising out of Sublandlord's exercise of such right. This Section 26 is included in this Sublease solely for the purpose of complying with California Civil Code Section 1938 and shall not in any manner affect Sublandlord's and Subtenant's respective responsibilities for compliance with construction-related accessibility standards as provided under the Master Lease.

**28.** Sublandlord Representations. Sublandlord warrants and represents that it has the authority to enter into this Sublease, that Master Landlord has consented to this Sublease, and that Master Landlord has communicated this consent to Sublandlord prior to Sublandlord's execution of this Sublease.

[No further text on this page]

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**IN WITNESS WHEREOF**, the parties have entered into this Sublease as of the date first written above.

**SUBLANDLORD:**

Citrus Springs Charter School, Inc.,  
a California nonprofit public benefit corporation

By: \_\_\_\_\_

Name: \_\_\_\_\_

Its: \_\_\_\_\_

**SUBTENANT:**

Navigator Schools,  
a California nonprofit public benefit corporation

By: \_\_\_\_\_

Name: \_\_\_\_\_

Its: \_\_\_\_\_

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**EXHIBIT A**

**COPY OF MASTER LEASE**

**[See Attached]**

**EXHIBIT B**

**MAP OF SUBLEASE PREMISES**

**[See Attached]**

# Coversheet

## Amendment to Legal Services Agreement

**Section:** III. Topical  
**Item:** D. Amendment to Legal Services Agreement  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Amendment to LSA (02.19.26).pdf

## **AMENDMENT TO LEGAL SERVICES AGREEMENT**

This Amendment to Legal Services Agreement (“Amendment”) is made effective on January 1, 2026 and is entered into by NAVIGATOR SCHOOLS, an operator of California charter schools and a California non-profit public benefit corporation (“Navigator”) on the one hand, and TOMISLAV PERAIC, ESQ. (“Attorney”), on the other.

1. Navigator and Attorney entered into a Legal Services Agreement (“LSA”) effective January 1, 2025 and now wish to amend it as set forth below.
2. Paragraph 4 is deleted and replaced with the following: “Navigator shall pay Attorney a retainer of \$14,000.00/month for up to and including 112 hours of General Counsel legal services per month. If Attorney provides more than 112 hours of services in any month, hours in excess of 112 in that month shall be billed at \$375 per hour. Monthly surplus or deficit hours in any month are not carried forward to the following month.”
3. This Amendment intends to amend and modify the LSA and therefore is subject to California Rule of Professional Conduct 1.8.1, which states: “A lawyer shall not enter into a business transaction with a client...unless each of the following requirements has been satisfied: (a) the transaction...and its terms are fair and reasonable to the client and the terms and the lawyer’s role are fully disclosed and transmitted in writing to the client in a manner that should reasonably have been understood by the client; (b) the client either is represented...by an independent lawyer of the client’s choice or the client is advised in writing to seek the advice of an independent lawyer of the client’s choice and is given a reasonable opportunity to seek that advice; and (c) the client thereafter provides informed written consent...to the lawyer’s role in it.” Client is hereby advised to seek the advice of an independent lawyer of its choice to review this Agreement and it agrees that it is being given a reasonable opportunity to seek that advice. Client’s execution of this Agreement shall be deemed both entry into this Agreement and its informed written consent pursuant to this provision.
4. No other terms and conditions in the LSA are amended and all of which shall remain in full force and effect. Signatures may be exchanged by DocuSign.

*[Signatures to Follow on Next Page]*

NAVIGATOR SCHOOLS

Date: \_\_\_\_\_, 2026

\_\_\_\_\_

By: CAPRICE YOUNG, ED.D.

CEO & SUPERINTENDENT

ATTORNEY

Date: \_\_\_\_\_, 2026

\_\_\_\_\_

By: TOMISLAV PERAIC, ESQ.