



Date: October 21, 2022  
To: Navigator Schools Board of Directors  
From: Kevin Sved, Chief Executive Officer  
Subject: Watsonville Prep School Compliance

Watsonville Prep School (WPS), as a state-authorized charter school, undergoes an annual compliance review conducted by the California Department of Education (CDE). This review includes classroom observations, stakeholder interviews, and inspection of documents and records. The complete list of compliance documents can be found in the attached document prepared by Kirsten Carr, Director of Engagement and Partnerships. As part of the compliance review, it is required that the Governing Board take formal action indicating that it has reviewed the school's compliance with the items listed in the compliance review. The Governance Committee reviewed the material on October 18, 2022.

**Recommendation**

It is recommended that the Board approve Resolution BR 2023-06 to certify that it has reviewed WPS compliance related policies, systems, and procedures.

## **RESOLUTION BR 2023-06**

*October 25, 2022*

### **RESOLUTION CERTIFYING GOVERNING BOARD REVIEW OF WATSONVILLE PREP SCHOOL COMPLIANCE**

**WHEREAS**, on January 9, 2019, the charter petition to create Watsonville Prep School (WPS) was approved by the State Board of Education (SBE);

**WHEREAS**, the California Department of Education (CDE) on behalf of the SBE, conducts an annual review of compliance related policies, systems, and procedures for WPS;

**WHEREAS**, the annual compliance review requires certification from the Governing Board of WPS that it has also reviewed the compliance related policies, systems, and procedures for WPS;

**WHEREAS**, on October 25, 2022 the Board of Directors of Navigator Schools (the Governing Board of WPS) was briefed on the various components of the compliance review process for WPS;

**WHEREAS**, the WPS Compliance Review document was shared with the Navigator Schools Board of Directors during its meeting on October 25, 2022;

**NOW THEREFORE, BE IT RESOLVED**, that the Board by passing this resolution, certifies that it has reviewed the compliance related policies, systems, and procedures for WPS as indicated on the attached Certification of Governing Board Compliance Review form;

**BE IT FURTHER RESOLVED**, that Board Chair, John Flaherty, on behalf of the Board of Directors of Navigator Schools, is hereby authorized to sign the attached Certification of Governing Board Compliance Review form.

This resolution shall take effect immediately upon its adoption.

**PASSED AND ADOPTED** by the Board of Directors of Navigator Schools at its regular meeting held on October 25, 2022 via teleconference per COVID-19 regulations.

The Secretary of the Corporation certifies the resolution was adopted at the dated meeting of the Board of Directors.

\_\_\_\_\_  
**Signature of Secretary**

Ian Connell  
Board Secretary

Navigator Schools, a California Nonprofit Public Benefit Corporation

\_\_\_\_\_  
**Date**

Navigator Schools participates in a compliance verification as part of the Watsonville Prep School annual review by the California Department of Education. The actual assurance form (attached) will be submitted as part of the record once both signatures have been obtained. The information below goes into more detail about what is required and how Navigator and WPS comply.

1. The charter school follows the credentialing requirements in California Education Code (EC), Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in EC, sections 44339, 44330, and 44341 ([Credential information attached](#))

2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). EC, sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406. ([TB clearance file available from Human Resource department and was shared in a confidential space with state consultant](#))

3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2022–2023 Board meetings calendar. [Website link](#)

4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines. [Website link](#)

5. The charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:

- Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); EC 44691; Penal Code Section 11165.7 [Attached is a sample of the required trainings](#)
- Blood borne Pathogens training California Code of Regulations, Title 8, Section 5193 (All staff receive a list of mandated trainings required each year. [Attached is a sample of the required trainings.](#))
- Pupil Suicide Prevention Policy, AB 2246 (2016) ([Included in our petitions/renewals and attached](#))

6. The charter school's school climate and student discipline systems and procedures align with best practices. (Included in parent handbook - [website link](#))

7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request. [All required student discipline data is submitted to the state on a quarterly basis through CALPads.](#)

8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages) [Parents receive regular communications through ParentSquare \(all communications are translated into Spanish\), through community meetings, via the website, and site Facebook pages.](#)

9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, EC 47610 ([Site authorization letter attached](#))

10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:

- Ralph M. Brown Act - [The board participated in a Brown Act training on Jun 14, 2022](#)
- Political Reform Act - [Navigator collects Form 700s from all applicable staff and board members](#)
- Public Records Act
- Government Code, Section 1090

11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school. ([website link](#))

12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary. ([website link](#))

13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at <http://www.cde.ca.gov/re/cp/uc/>. ([website link](#))

15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and EC 48850 [Included in petition and submitted to the state](#)

16. The charter school has a form posted on their website for complaints pursuant to EC 47605(d)(4) to be filed with the charter authorizer. ([website link](#))

17. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (referenced above and attached)



Kirsten Carr &lt;kirsten.carr@navigatorschools.org&gt;

## Vector Training, K-12 Edition Online Training

**Navigator Schools** <administrator+E2113EC0-4144-11E5-87A9-44DF35C69AC2@safeschools.com>

Thu, Aug 12, 2021 at 6:18 PM

Reply-To: Navigator Schools <admin+E2113EC0-4144-11E5-87A9-44DF35C69AC2@safeschools.com>

To: kirsten.carr@navigatorschools.org

Hi Kirsten Carr,

Navigator Schools is using Vector Training, K-12 Edition to offer training courses online for your convenience. Follow these easy steps to complete your Navigator Schools safety training requirements:

**Using your web browser, go to the Vector Training, K-12 Edition website for Navigator Schools:**

<https://navigatorschools-ca.safeschools.com/>

**Enter your Username:** kcarr

Once you log into the site, click on a course title to begin the training. Each course has audio, so be sure to turn up your speakers if you'd like to listen. You must complete each section of the course in order to receive full credit.

**Your Navigator Schools Vector Training, K-12 Edition contact:**

Annie Stevens

[annie.stevens@navigatorschools.org](mailto:annie.stevens@navigatorschools.org)

Below is your complete Vector Training, K-12 Edition training plan along with your coursework status:

### Mandatory Training

Course	Days Till Due	Due Date	Time Required	Course Status
Bullying: Recognition & Response (Full Course (California))	36	Fri Sep 17th, 2021	56 minutes	Not Started
Drug Free Workplace (Full Course)	36	Fri Sep 17th, 2021	24 minutes	Not Started
First Aid (Full Course)	36	Fri Sep 17th, 2021	34 minutes	Not Started
Mandated Reporter: Child Abuse and Neglect (Full Course California)	36	Fri Sep 17th, 2021	39 minutes	Not Started
Sexual Harassment: Policy and Prevention (California AB1825 Full)	36	Fri Sep 17th, 2021	2 hours	Not Started
Youth Suicide: Awareness, Prevention and Postvention (Full Course)	141	Fri Dec 31st, 2021	39 minutes	Not Started

Thanks for making Navigator Schools a safer place to work and learn.

## **Navigator Schools Youth Suicide Prevention Policy**

Navigator Schools recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control (CDC) and Prevention, 2015). When compared to other cities in California according to 2018 data from the CDC, Morgan Hill had the second highest rate of suicide after Palo Alto, with 12.7 suicides per 100,000 people. San Benito County had one of the lower rates with 5.4 suicides per 100,000. For middle schoolers, the overall national rate of suicide was 2.8 per 100,000 as of 2014 which was more than double the rates from 2007.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Chief Executive Officer (CEO) or Designee, (see attached 2018/2019 Crisis Response Team Staff Directory) shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (after school) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The CEO or Designee, the Director of Student Services, shall develop and implement preventive strategies and intervention procedures that include the following:

## **Overall Strategic Plan for Suicide Prevention**

The CEO or Designee shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

### **Community Solutions**

**Gilroy** (Headquarters):  
9015 Murray Avenue, #100  
Gilroy, CA 95020  
Mon-Fri / 8:30am to 5:30pm  
408.842.7138

Rebekah's Children Services  
290 IOOF Ave.  
Gilroy, CA  
95020  
408.846.2100

School Resource Officer;  
Mark Tarasco,  
408.846.0403  
Gilroy, CA 95020

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Youth Alliance  
310 4th St. #101  
Hollister, CA 95023  
831.636.2853

San Benito County Behavioral Health  
1131 San Felipe Rd.  
Hollister, CA  
831.636.4020

School Resource Officer;  
C.Rodriguez/T.Aguilera,  
831.636.4331

Hollister,CA 95023

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the school. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

## **Prevention**

### **A. Messaging about Suicide Prevention**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Navigator Schools will review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide with the students we serve.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>



- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

## **B. Suicide Prevention Training and Education**

The Navigator Schools along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

### Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-hired mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a general suicide prevention training (Navi 201 Pre-Service Training Week). Core components of the general suicide prevention training shall include:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
  - CMO-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - CMO-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - Responding after a suicide occurs (suicide postvention);
  - Resources regarding youth suicide prevention;

- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  - Youth affected by suicide;
  - Youth with a history of suicide ideation or attempts;
  - Youth with disabilities, mental illness, or substance abuse disorders;
  - Lesbian, gay, bisexual, transgender, or questioning youth;
  - Youth experiencing homelessness or in out-of-home settings, such as foster care;
  - Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

### **C. Employee Qualifications and Scope of Services**

Employees of the Navigator Schools and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **D. Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Navigator Schools.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amr>

## **E. Parents, Guardians, and Caregivers Participation and Education**

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Navigator Schools suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Navigator Schools Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

## **F. Student Participation and Education**

The Navigator Schools along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
  - Coping strategies for dealing with stress and trauma;
  - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
  - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
  - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, science, and physical education).

The Navigator Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks)

#### Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their

school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

## **Intervention, Assessment, Referral**

### **A. Staff**

Two Navigator Schools staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and CMO websites. Navigator Schools has identified a primary suicide prevention liaison and a secondary suicide prevention liaison.

Members of the crisis team also include: Site vice principals, the lead student services staff members, several general education teachers from each site.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The CEO or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

## **B. Parents, Guardians, and Caregivers**

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

## **C. Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Crisis intervention procedures, including counseling and other support systems:

1. Peer, Parent or Staff Concern Identified
  - a. When a staff member has an immediate concern, directed to NOT leave student alone
2. After adult is notified (from peer or parent), Counselor is to be informed who will assess student for risk level using 'Lethality Assessment'
3. When Student is identified as 'Low Risk', demonstrating warning signs with no intent to act:
  - a. Family is notified
  - b. Community Resources provided to family, including hotline numbers
  - c. Develop care plan (counseling 1 x a month)
  - d. Follow up after 6 weeks of intervention

When Student is identified as 'Medium' or 'High' Risk, demonstrating self-harm behavior, threats, ideation, plan or prior attempts:



- a. Notify nearest CRT member to notify Admin
- b. SRO/Community Agency contacted for possible 5150
- c. Family Notified
- d. If needed, activate CRT plan (active harm, others in danger)
- e. If student is not transported per agency results, provide resources in person to parent
- f. Develop safety plan
- g. Develop care plan (2x-weekly counseling sessions)
- h. Provide community resources for follow up
- i. Meet with parents for additional follow up within 6 weeks of intervention, more as needed
- j. If there are extended absences, meet with student and family to set up re-entry
- k. Debrief with those involved

When Student is identified as 'Extreme Risk", student attempts suicide, self-harms on campus or has means on person:

Alert nearest adult (if peer)

Staff to contact nearest CRT members, activate CRT plan

**DO NOT LEAVE STUDENT ALONE**

Remain with student

Provide first aid as needed

If student has means, remove (do NOT take by force)

Clear area of other students

Contact SRO/911 for 5150

911 for emergency transport and SRO for assessment.

Family notified

Resources provided to parents

Debrief with those involved

Follow up with parents immediately, next day to determine if there will be extended absences and to set up time to create re-entry plan.

(Below is the lethality assessment mentioned above).

Student Name

Date

Reason for student referral.

Detailed account for referral, additional information including but not limited to self-harm, antecedent to incident and adults present.

Best regards,

Eva Jimenez

Counselor

Lethality assessment form

Lethality Assessment: Risk Level - (Printable .pdf)

	High	Medium	Low
<b>Plan of Suicide</b>			
Time Frame			
Method			
Availability			
Location			
<b>Mood</b>			
<b>Behaviors</b>			
Eating Pattern			
Health			

Isolation			
Reckless			
Sleeping Patterns			
Talks/Jokes of Death			
Possessions			<u>No plans for possessions</u>
<b>Feelings</b>			
Suicidal			
Helpless			
Restless			
Worthless			
<b>Chemical Use/Abuse</b>			
Drugs			
Alcohol			
<b>Previous Suicide Attempt</b>			
Number of Attempts			
Time Frame of Attempts			
<b>Loss (or Trauma)</b>			
<b>Real</b>			
<b>Perception</b>			
<b>Psychiatric Care</b>			

Past			

[Intervention Plan - \(Printable .pdf\)](#)

Lethality Assessment	Intervention	Follow-up	Emotional Encouragement
High	Stay with individual until Community Agency or SRO arrive Remove means Safety plan created CRT active Provide first aid as needed  Contacted building administrator/designee Contact parent/guardian and document contact Resources provided Follow up with parents to prepare for re-entry if needed	One day	Weekly-face to face
<b>Medium</b>	Stay with individual Safety plan created Remove means CRT may be activated Contact parent/guardian and document contact Contact building administrator/designee <b>Resources provided</b>	2-5 Days	Bi-weekly-face to face
<u>Low</u>	<u>Sign Life Pact</u> <u>Contact parent/guardian and document contact</u> <u>Inform building administrator/designee</u> <u>Offer assistance</u> <u>Provide resources</u>	<u>1 week</u>	<u>Monthly-face to face</u>

Results of assessment, including risk level, contact with parent/admin and/or community agency.

If agency contacted, record name of rep or SRO and the case# as it applies.

Best regards,

Eva Jimenez

#### D. Parental Notification and Involvement

Each school within the Navigator Schools shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. The contact number for San Benito County CPS is 831-636-4190 or 831-636-4330. The contact number for South Santa Clara County CPS is 408-633-0601.

#### **E. Action Plan for In-School Suicide Attempts**

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;

- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

#### **F. Action Plan for Out-of-School Suicide Attempts**

If a suicide attempt by a student is outside of Navigator Schools property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

#### **G. Supporting Students after a Mental Health Crisis**

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;

- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

#### **H. Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)

## I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Eva Jimenez, Primary Liaison and Sharon Waller, Secondary Liaison for the Navigator Schools shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
  - Identify a staff member to confirm death and cause (school site administrator);
  - Identify a staff member to contact deceased's family (within 24 hours);
  - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - Share information that is relevant and that which you have permission to disclose.



- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Communicate details about funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at [www.reportingonsuicide.org](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

## Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

## 2018/2019 Staff Leads

Kevin Sved, CEO, Navigator Schools, Suicide Prevention Policy Lead  
Sharon Waller, Director of Student Services, Suicide Prevention Policy Designee

## Crisis Response Team Members

Primary suicide prevention liaison is Eva Jimenez, School Counselor  
Secondary liaison is Sharon Waller, Director of Student Services

Team Members include the following school staff:

Aimee Hubbard, Vice Principal  
Debbie Benitez, Vice Principal  
Tina Hill, RSP teacher  
Jessica Sanchez, RSP Teacher

## **Discipline and Climate: Excerpt from WPS Parent and Student Handbook (2021)**

1. Navigator Behavioral Policies and Practices
  - 1.1. Navigator Schools emphasize a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors that foster a positive school environment. The schools are committed to upholding the citizenship code fairly and consistently while the community is entrusted with the task of guiding, reporting, and correcting when appropriate.
  - 1.2. Do the Right Thing, Never Give Up and Be the Change are values instilled in Navigator Students. Whether in the classroom, on the playground, at lunch, or anywhere else on the campus, students are expected to exhibit positive and respectful interactions (words, gestures, and actions) with each other, staff, or volunteers working at the school.
  - 1.3. Navigator Schools acknowledge individual actions can affect one another and the quality of the learning community. We want all students to thrive and learn; therefore, we are committed to providing a safe, supportive, and respectful environment to allow students positive opportunities to engage in their learning.
2. Navigator Behavioral Systems
  - 2.1. 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 “Values” 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 Illuminate), use of restorative practices, Toolbox, PATHS (K-5), and Second Step (6-8).
3. Restorative Practices/Detention/Saturday School
  - 3.1. Restorative Practices
    - 3.1.1. Data has shown that suspension does not work in changing a student’s behavior. It may even reinforce their undesired behavior. Suspension does not address the social-emotional needs of students. The California Legislature recently passed a law that prohibits suspension for particular offenses. Suspension rate is

followed closely by the California Department of Education to measure school climate. How can a school adjust to these changes and better serve their students?

- 3.1.2. Restorative practices involve a combination of strategies and ideologies. PBIS, teaching the expectation (intervention), restorative, reflective, and instructional activities that serve in place of many punitive, traditional consequences. Restorative practices is a framework for how student behavior is addressed.
- 3.1.3. The core values of restorative practices are the 5 R's.
  - 3.1.3.1. Relationships
  - 3.1.3.2. Respect
  - 3.1.3.3. Responsibility
  - 3.1.3.4. Repair
  - 3.1.3.5. Reintegration
- 3.1.4. Tier 1 strategies include the continuum of least invasive strategies, affective language, community-building circles, narrating the positive, and positive framing. These strategies are also a mainstay of the PBIS framework, which plays a large part in creating a positive school culture and is interwoven in a restorative practices framework.
- 3.2. Navigator is exploring the use of restorative practices and will be implementing the strategies above. In addition, alternatives to suspension that promote repair and accountability will be utilized when appropriate.
- 3.3. There will be no formal recess detention, however grade level spans or individual teachers can take it on themselves to hold students in when needed. We understand there are times when a student needs that immediate consequence or to complete work.
- 3.4. Saturday school (if the campus has it) is open the last Saturday of each month from 8am - 11am.
- 3.5. Reasons a student might have to attend
  - 3.5.1. Has had a minimum of 4 detentions in the month
  - 3.5.2. Has had an extreme behavior that the Vice Principal of Operations and Culture (VPOC) determined them eligible for Saturday School
  - 3.5.3. Used as a restorative practice that falls under some Tier 3 behavior consequences



Kirsten Carr <kirsten.carr@navigatorschools.org>

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## Authorization to Open School Facility

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Amber Ferreira <AFerreira@cde.ca.gov>

Fri, Aug 20, 2021 at 9:13 AM

To: Kirsten Carr <kirsten.carr@navigatorschools.org>, Andrea Hernandez <andrea.hernandez@navigatorschools.org>

Cc: Craig Heimbichner <CHeimbichner@cde.ca.gov>

Dear Watsonville Prep School:

On Wednesday, August 4, 2021, California Department of Education (CDE) staff conducted a preopening site visit for the facility of Watsonville Prep School (WPS) located at [407 Main Street, Watsonville, California 95076](#). The site was found to be safe and clean as well as compliant with local building codes and zoning provisions.

The CDE has determined that WPS has complied with the conditions set forth by the California State Board of Education (SBE) pertaining to the opening and operation of a new, expanded, and/or remodeled school. Accordingly, we confirm the authorization for WPS to operate the facility located in Watsonville, California. Furthermore, we confirm that WPS has complied with all conditions set forth by the SBE with regard to facilities.

If you have any questions regarding this subject, please contact Amber Ferreira, Education Programs Consultant, Charter Schools Division, by phone at 916-445-6761 or by email at [aferreira@cde.ca.gov](mailto:aferreira@cde.ca.gov).

Sincerely,

Amber Ferreira

Amber Ferreira (she/her/hers)

Education Programs Consultant

Charter Schools Division

California Department of Education

[1430 N Street, Suite 5410](#)

[Sacramento CA 95814](#)

12/16/21, 3:50 PM

Navigator Schools Mail - Authorization to Open School Facility

Phone: (916)445-6761

[aferreira@cde.ca.gov](mailto:aferreira@cde.ca.gov)



Date: June 11, 2019

To: Board of Directors

From: Sharon Waller, Benjamin Moeller, Sean Martin

Re: Attendance and Truancy, McKinney-Vento (Homeless), and Title IX Policies Memo

Navigator Schools has established a working group to review policy development, management, and compliance. Its first order of business is to identify and review policies that are of the highest priority in terms of school operations and compliance. For every policy under review, the team researches highly-regarded sources for guidance and sample documents. These reputable sources include the California Charter Schools Association (CCSA), the Charter Schools Development Center (CSDC), the California Department of Education (CDE), outstanding charter schools, and the law offices of Young, Minney, and Corr (YMC).

Three policies have been fast-tracked for updates and revision. The three policies are

1. Attendance and Truancy
  - a. This policy establishes expectations and sets out procedures for documenting, supporting, and reporting student attendance. Definitions and procedures for tardies and trancies are included. The policy promotes a positive, non-punitive approach to promoting student attendance and communicating with families.
2. McKinney-Vento
  - a. The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001, ensures educational rights and protections for children and youth experiencing homelessness. This policy provides definitions for homelessness, establishes an official homeless-student liason, summarizes assurances, and outlines related procedures, supports, and services.
3. Title IX, Harassment, Intimidation, and Bullying
  - a. Title IX continues to evolve, and it requires updated policies and procedures covering multiple topics. Policies related to Title IX are ultimately guided by federal law. As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying include verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, 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.

Navigator staff will continue to review, update, and develop these and other policies to ensure compliance, inclusion, health, safety, equity, and achievement, organization-wide. We recommend that the board approve these three essential policies.



## Attendance and Truancy Policy

Navigator Schools believes that prompt and regular attendance is essential to the learning process and is an important life and work skill. By choosing to attend Navigator Schools, students and families accept that regular attendance is part of the social contract that helps students succeed. California's compulsory education laws require children between six and eighteen years of age to attend school, with a limited number of specified exceptions.

### Terms

Tardy	Students who arrive to school after the scheduled start time but less than thirty minutes late. Excessive tardies will generate a consequence.
Late	Students who arrive to school more than thirty minutes after the scheduled start time are late.
Excused absence	An absence is excused when a student who is absent from school provides an approved excuse to the attendance office within forty-eight hours of the student's return to school. Approved excuses are: <ul style="list-style-type: none"> <li>● Student illness</li> <li>● Quarantine of student under the direction of county or city health officer</li> <li>● Medical, eye, or dental appointments</li> <li>● Attending funeral services of immediate family members</li> <li>● Observance of religious holiday or a bereavement period</li> <li>● Pupil's Naturalization Ceremony to become a US Citizen</li> </ul> Excessive absences (over 3 days) may require verification by a school official or physician.
Unexcused absences	An absence is unexcused when a student who is absent or late from school without an approved excuse communicated to the attendance office within forty-eight hours of the student's return to school. This definition applies to family-approved vacations.
Legally truant	Legally truant is defined as any pupil subject to full-time education who misses more than thirty minutes of instruction (three combined occurrences of unexcused absences or lates) without a valid excuse three or more times in one school year.
Habitual truant	An habitual truant is any pupil subject to full-time education who is absent or late from school without a valid excuse six or more times in one school year. Six combined occurrences of unexcused absences and/or lates will result in a student being classified as an habitual truant.



Early Out	An early-out is when a student departs from school with a parent/guardian prior to the official end of the school day. Excused early-outs apply to medical and dental appointments. Other reasons are not excused. These instances are part of the normal attendance calculations and can be used to further identify attendance issues for a student. Excessive early-outs will generate a consequence. Medical and dental excuses may require verification by a school official.
<b>Note: Occurrences are combined unexcused absences and lates. For example, a student with 1 absence and 2 lates is legally truant. A student with 4 absences and 2 lates is an habitual truant.</b>	

## Policy

Attendance is taken each morning as the start of each school day. Students not in class at that time will be marked absent. Students who arrive after assembly in the morning must first visit the office and receive a hall pass to enter class. Students without a valid hall pass will not be admitted to class. Students who arrive between 1-29 minutes after the scheduled start of class will simply be marked Tardy (T) for that day. Students who are more than 30 minutes late will be marked Late (L). Early departures from school are recorded in a student's permanent attendance record as Excused or Unexcused.

The office staff will check Illuminate daily for any student who has two unexcused absences and/or lates. An office staff member or designee will make a personal call to the student's family with the purpose of offering support to increase attendance.

The Administrator will review unexcused absences, lates, tardies, early outs and measures will be taken if the absences are determined to be unauthorized or excessive.

Once a student is classified as "Legally Truant" (three occurrences) a "Notification of Truancy" (**Letter 1**) is sent out via mail notifying the parents of their student's status [Figure 1] along with a copy of this policy.

## Student Attendance Review Board (SARB)

An habitually truant pupil (six occurrences) will trigger the SARB process which includes the following steps:

6 <sup>th</sup> Occurrence	Letter 2	An <b>Habitual Truancy</b> letter and a brochure with suggestions to improve student attendance are sent home to parent.
7 <sup>th</sup> Occurrence	Letter 3	<ul style="list-style-type: none"> <li>● <b>Third Notice of Truancy</b> is sent home.</li> <li>● A parent conference with the school administrator is scheduled at which time the SARB process is explained by the administrator.</li> <li>● Student and parent receive a brochure about attendance and sign a notice verifying</li> </ul>

		understanding of the <b>Attendance and Truancy Policy</b> and expectations.
8 <sup>th</sup> Occurrence	Letter 4	<ul style="list-style-type: none"> <li>● <b>Fourth Notification of Truancy</b> is sent home. The Administrator and/or School Resource Officer may schedule a home visit or contact the Office of the District Attorney.</li> </ul>
<p>Beyond 8 occurrences in a year:</p> <ul style="list-style-type: none"> <li>● A second parent/guardian conference is scheduled. An intervention form with attendance resources is presented to parent. A student-parent-school agreement is developed and signed. This agreement may include the use of check in and check outs at school, plans for alternative transportation, evening parenting classes, a mandatory after-school program, and/or Saturday School attendance to assist the student in maintaining academic skills.</li> <li>● If unexcused absences continue, legal action may be taken against the parents. Enrollment at the School may be jeopardized. The case is referred to the Director of Student Services for review. If approved, the director may refer the case to the District Attorney's office.</li> </ul>		

### **Early Out and/or Excessive Tardies**

A student who is picked up from school prior to the release of school will only be excused for reasons listed in the definition of excused absences (see above). All other reasons will be marked as unexcused. These occurrences are not added to the calculation of attendance, but they are tracked for review by the school administrator. Excessive early-outs and/or tardies (a combination of ten or more) are discouraged and detract from a student's overall attendance performance. After determining that the excessive early outs and/or tardies are affecting academic progress, the school administrator will hold a parent conference and discuss consequences and solutions.

### **Office Staff Responsibilities**

The school office staff generates a weekly truancy report in Illuminate. Letters will be sent to families per the **Attendance and Truancy Policy**. The office staff will contact teachers to identify students with excessive early-outs, tardies, and absences. Meetings with parent/guardian regarding student truancy will be initiated by the school administrator and these meetings will include the student's classroom teacher.



## Póliza de Asistencia y Ausentismo Escolar

Las Escuelas Navegantes creen que la asistencia puntual y regular es esencial para el proceso de aprendizaje y es una importante habilidad de la vida y trabajo. Al elegir a asistir a las Escuelas Navegantes, los estudiantes y las familias aceptan que la asistencia regular es parte del contrato social que ayuda a los estudiantes a tener éxito. Las leyes de educación obligatoria de California exigen que los niños de entre seis y dieciocho años asistan a la escuela, con un número limitado de excepciones especificadas.

### Condiciones

Tarde	Los estudiantes que llegan a la escuela después de la hora de inicio programada pero menos de treinta minutos tarde. Las tardanzas excesivas generarán una consecuencia.
Tardío	Los estudiantes que llegan a la escuela más de treinta minutos después de la hora de inicio programada llegan tarde.
Ausencia justificada	<p>Una ausencia es justificada cuando un estudiante que está ausente de la escuela proporciona una excusa aprobada a la oficina de asistencia dentro de las cuarenta y ocho horas posteriores al regreso del estudiante a la escuela. Las excusas aprobadas son:</p> <ul style="list-style-type: none"> <li>● Enfermedad del estudiante,</li> <li>● Cuarentena de los estudiantes bajo la dirección del condado o funcionario de salud de la ciudad</li> <li>● Citas médicas, oculares o dentales</li> <li>● Asistir a los servicios fúnebres de los miembros de la familia inmediata</li> <li>● La observancia de un día religioso o un período de duelo.</li> <li>● Ceremonia de naturalización del alumno para convertirse en ciudadano estadounidense.</li> </ul> <p>Las ausencias excesivas (más de 3 días) pueden requerir verificación por un oficial de la escuela o un médico.</p>
Ausencias injustificadas	Una ausencia es injustificada cuando un estudiante que está ausente o llega tarde a la escuela sin una excusa aprobada comunicada a la oficina de asistencia dentro de las cuarenta y ocho horas posteriores al regreso del estudiante a la escuela. Esta definición se aplica a las vacaciones aprobadas por la familia.

Legalmente Ausente	Legalmente ausente se define como cualquier alumno sujeto a educación de tiempo completo que pierde más de treinta minutos de instrucción (tres casos combinados de ausencias injustificadas o ausencias) sin una excusa válida tres o más veces en un año escolar.
Absentismo Habitual:	Un ausente habitual es cualquier alumno sujeto a la educación de tiempo completo que está ausente o llega tarde a la escuela sin una excusa válida seis o más veces en un año escolar. Seis ocurrencias combinadas de ausencias injustificadas y / o retrasos resultará en que un estudiante sea clasificado como ausente habitual.
Salida temprana	Una salida temprana es cuando un estudiante sale de la escuela con un padre / tutor antes del final oficial del día escolar. Las salidas anticipadas justificadas se aplican a las citas médicas y dentales. Otras razones no son justificadas. Estas instancias son parte de los cálculos de asistencia normales y se pueden usar para identificar mejor los problemas de asistencia para un estudiante. Un exceso de salidas anticipadas generará una consecuencia. Las excusas médicas y dentales pueden requerir la verificación de un funcionario escolar.
<b>Nota: Las ocurrencias ausencias injustificadas y tardes se combinan. Por ejemplo, un estudiante con 1 ausencia y 2 tardes está legalmente ausente. Un estudiante con 4 ausencias y 2 tardes es un ausente habitual.</b>	

## Poliza

La asistencia se toma cada mañana al comienzo de cada día escolar. Los estudiantes que no estén en clase en ese momento serán marcados como ausentes. Los estudiantes que llegan después de la asamblea en la mañana deben primero visitar la oficina y recibir un pase de entrada para entrar a la clase. Los estudiantes que no tengan un pase válido no serán admitidos en clase. Los estudiantes que lleguen entre 1-29 minutos después del inicio programado de la clase simplemente se marcarán como Tarde (T) para ese día. Los estudiantes que lleguen más de 30 minutos tarde se marcarán tarde (L). Las salidas tempranas de la escuela se registran en el registro de asistencia permanente de un estudiante como excusado o no injustificado.

El personal de la oficina revisará Illuminate diariamente para detectar cualquier estudiante que tenga dos ausencias y / o retrasos injustificados. Un miembro del personal de la oficina o persona designada realizará una llamada personal a la familia del estudiante con el propósito de ofrecer apoyo para aumentar la asistencia.

El administrador revisará ausencias injustificadas, tardías, tardanzas, salidas anticipadas y medidas disciplinarias serán tomadas si las ausencias están determinadas a ser no autorizadas o excesivas.

Una vez que un estudiante es clasificado como "legalmente ausente" (tres ocurrencias) se envía una "Notificación de Absentismo" (**carta 1**) por correo notificando a los padres del estado de su estudiante [Figura 1] junto con una copia de esta política.

### Junta de Examinación de Asistencia Estudiantil (SARB)

Un alumno habitualmente ausente (seis ocurrencias) activará el proceso de SARB que incluye lo siguientes pasos:

6ª Ocurrencia	Carta 2	Una carta de <b>Ausencia Habitual</b> y un folleto con sugerencias para mejorar la asistencia de los estudiantes. Se envían a casa a los padres.
7ª Ocurrencia	Carta 3	<ul style="list-style-type: none"> <li>● <b>Tercer Aviso de Ausentismo</b> es enviado a casa.</li> <li>● Se programa una conferencia de padres con el administrador de la escuela en la que el administrador explica el proceso SARB.</li> <li>● El estudiante y los padres reciben un folleto sobre la asistencia y firman un aviso que verifica la comprensión de la Política de asistencia y ausentismo y las expectativas.</li> </ul>
8ª Ocurrencia	Carta 4	<ul style="list-style-type: none"> <li>● <b>La Cuarta Notificación de Ausencia</b> se envía a casa. El Administrador y / o el Oficial de Recursos Escolares pueden programar una visita al hogar o comunicarse con la Oficina del Fiscal del Distrito.</li> </ul>
<p>Más de 8 ocurrencias en un año:</p> <ul style="list-style-type: none"> <li>● Una segunda conferencia de padres / tutores está programada. Un formulario de intervención con recursos de asistencia se presenta a los padres. Se desarrolla y firma un acuerdo entre el estudiante y los padres y la escuela. Este acuerdo puede incluir el uso de registrar su entrada y salida de la escuela, planes de transporte alternativo, clases nocturnas para padres, un programa obligatorio después de la escuela y / o asistencia a la escuela del sábado para ayudar al estudiante a mantener sus habilidades académicas.</li> <li>● Si continúan las ausencias injustificadas, se pueden tomar acciones legales contra los padres. La inscripción en la escuela puede estar en peligro. El caso se remite al Director de Servicios Estudiantiles para su revisión. Si se aprueba, el director puede remitir el caso a la oficina del fiscal de distrito.</li> </ul>		

### Salidas tempranas y / o excesivas

Un estudiante que es recogido de la escuela antes de la salida de la escuela sólo será excusado por las razones enumeradas en la definición de ausencias justificadas (ver arriba). Todas las demás razones serán marcadas como injustificadas. Estas ocurrencias no se agregan al cálculo de la asistencia, pero son revisadas por el Administrador de la escuela. Salidas tempranas y / o tardanzas excesiva son desalentadas y contribuyen al desempeño

general de asistencia del estudiante. Después de determinar que las salidas tempranas y / o tardanzas son excesivas (una combinación de 10 o más) están afectando el progreso académico, el Administrador llevará a cabo una conferencia de padres y discutirá las consecuencias y soluciones.

### **Responsabilidades del Personal de Oficina**

El personal de la oficina de la escuela genera un informe semanal de absentismo escolar en Illuminate. Se enviarán cartas a las familias de acuerdo con la **Política de asistencia y absentismo**. El personal de la oficina se pondrá en contacto con los maestros para identificar a los estudiantes con salidas tempranas, tardanzas y ausencias excesivas. El administrador de la escuela iniciará las reuniones con los padres / tutores con respecto al absentismo del estudiante y estas reuniones incluirán al maestro del aula del estudiante.



## **McKinney-Vento Policy and Procedures**

### **1. Purpose**

Title IA (Section 111(a)(1)) requires that a district (including independent charter schools) receiving Title IA funds include a plan to provide services to homeless students to ensure compliance with the McKinney-Vento Act. The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001, ensures educational rights and protections for children and youth experiencing homelessness.

### **2. Definitions**

Homeless children and youth means children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks (does not include trailers or mobile homes in a mobile home park) or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; cars; public spaces; abandoned or condemned buildings or garages; bus or train stations or similar settings; or are abandoned in hospitals;
- Living in a primary nighttime residence that is private or public place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Migratory children who qualify as homeless because they are living in circumstances described above

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison and it includes a youth not in the physical custody of a parent or guardian. A child or unaccompanied youth shall be considered homeless for as long as s/he is in a living situation described above.

### **3. Homeless Liaison**

The Navigator Schools (NS) liaison currently serves students at Watsonville Prep School, Gilroy Prep School and Hollister Prep School.

Current Liaison:  
Sharon Waller  
Director of Student Services  
(831) 235-0484  
swaller@navigatorsschools.org

The Homeless Liaison is required to:

- Ensure that homeless children and youth are identified by school personnel and through coordination with other entities and agencies.
- Ensure that homeless students enroll in, and have full and equal opportunity to succeed in, the schools of the Local Education Agency (LEA).
- Ensure that homeless families, children, and youth receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the LEA, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services
- Ensure that parents and guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution provisions.
- Ensure that the parent/guardian of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation services, if available and feasible.
- Assist unaccompanied youth in placement/enrollment decisions.
- School personnel providing services receive professional development and other support.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records to obtain necessary immunizations, or immunization or medical records.
- Collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.
- Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students



under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

#### **4. General Assurances**

Navigator Schools provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which students meet eligibility criteria, such as services provided under Title 1 or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.
- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- NS shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- NS shall provide and post notices of the educational rights of homeless children and youth.

#### **5. Identification and Reporting**

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification) including McKinney-Vento Affidavit in applicable language
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

NS will comply with all federal, state, county (Santa Clara County, Santa Cruz County, and/or San Benito County), and other data collections and reporting requirements regarding homeless children and youth.

#### **6. School Selection**

Homeless students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, he or she is entitled to stay in the school of origin for the remainder of the academic year.

## **7. Enrollment and Records**

Homeless students may be identified at the time of enrollment (through self-reports). As all NS schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process. In order to provide equal access to its schools, the NS annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers.

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current NS enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The NS designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

In accordance with current NS enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place annually in order to determine enrollment for the following school year. An "in-district" priority will apply during the lottery to homeless youth who self-identify as homeless during the application process as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, he or she will be placed on the waitlist in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for

special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

## **8. Nutrition Programs**

Homeless students automatically qualify for free breakfast and lunch at NS. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

## **9. Transportation**

Per the McKinney–Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

NS, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the NS school of their choice for the duration of their homelessness. NS may work with the youth's district of residence or other agencies to provide transportation services

## **10. Enrollment Dispute Resolution Process**

(per CDE Homeless Education Dispute Resolution Process  
<http://www.cde.ca.gov/sp/hs/cy/disputeres.asp>)

If a dispute arises over admissions/enrollment, the student shall be immediately admitted in the school in which he/she is requesting enrollment, pending resolution of the dispute. Enrollment is defined as "attending classes and participating fully in school activities."

The School must refer the student, parent, or guardian to the LEA's homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure the dispute resolution process is also followed for unaccompanied youth.

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.

If the dispute remains unresolved at the district level or is appealed, then the district homeless liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the LEA and parent of the decision.

If the dispute remains unresolved or is appealed, the COE homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. Upon the review of the LEA, COE, and parent information, the CDE will notify the parent of the final school selection or enrollment decision within ten (10) working days of receipt of materials.

### **11. Professional Development**

All administrators, teachers and employees of NS will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. All identified or suspected homeless children and youth will be referred to the School Liaison.

### **12. Transportation**

The School shall ensure that transportation is provided for homeless students to and from The School, at the request of the parent or guardian (or liaison).



## **TITLE IX, 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, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, 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. Hereafter, such actions are referred to as "misconduct prohibited by 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. The Charter School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the Charter School 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. The Charter School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):**

Sharon Waller  
Director of Student Services  
650 San Benito Street, Suite 230, Hollister, CA 95023  
831-235-0484

## **Definitions**

### **Prohibited Unlawful Harassments**

- 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 Harassment under Title IX**

Title IX (20 U.S.C. § 1681 **et. seq**; 34 C.F.R. § 106.1 **et. seq**) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School 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.

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 or attempts to commit these assaults and
  - 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.

### **Prohibited 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:

1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. 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 the Charter School.

"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** 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:

1. A message, text, sound, video, or image.
2. 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.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. 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



## **Grievance Procedures**

### **1. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene 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 misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Sharon Waller  
Director of Student Services  
650 San Benito Street, Suite 230, Hollister, CA 95023  
831-235-0484

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. 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 misconduct prohibited by this Policy 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, Coordinator, 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.

The Charter School 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 Coordinator or administrative designee on a case-by-case basis.

The Charter School 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 misconduct prohibited by 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.

## **2. Investigation**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of The Charter School, the Coordinator 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 Coordinator, 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 Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to 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 Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

## **3. Consequences**

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

## **4. Uniform Complaint Procedures**

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Policy (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

## **5. Right of Appeal**

Should the reporting individual find the Coordinator’s resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in the Navigator Schools Employee Handbook and the Navigator Schools Parent/Student Handbook.

Navigator Schools

Policy Adopted/Ratified:

Policy Revision Date:



**Navigator Schools**

**Title IX, Harassment, Intimidation, Discrimination and Bullying Complaint Form**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

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

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

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by the Charter School:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_



Date: August 18, 2020

To: Navigator Schools Board

From: Sean Martin, Executive Assistant to the CEO / Special Projects Coordinator

Subject: Conflict of Interest Code

State legislation requires the California Fair Political Practices Commission (FPPC) to collect a Statement of Economic Interest (Form 700) from elected officials and public employees. This practice promotes transparency and accountability, ensuring officials do not make decisions for their own financial gain or personal interest. Organizations are required to adopt a Conflict of Interest Code to inform the Form 700 process.

As part of the adoption procedure, Navigator's proposed Conflict of Interest Code was posted for public review for a period of forty-five days. The review period ended on August 14, 2020 without comment. The Code is now cleared for formal approval by the Board of Directors of Navigator Schools. After approval, the Code will be forwarded to relevant county boards of supervisors. This step is required of Navigator Schools due to the fact that the organization manages schools in multiple counties.

As a final step, the Code will be submitted to the FPPC along with Navigator's complete Form 700 packet. The Code identifies staff and board roles for which the submission of Form 700 is required. It also adds specificity to future Form 700 reporting requirements, limiting the scope of interest to the realm of education and the management of schools.

It is recommended that the board vote to approve the Conflict of Interest Code for Navigator Schools.

NOTICE OF INTENTION TO ADOPT  
THE CONFLICT OF INTEREST CODE OF NAVIGATOR SCHOOLS

NOTICE IS HEREBY GIVEN that the Navigator Schools pursuant to the authority vested in it by section 87306 of the Government Code proposes to adopt a conflict of interest code. A comment period has been established commencing on July 1, 2020 and closing on August 14, 2020. All inquiries should be directed to the contact listed below.

The Navigator School's proposed conflict of interest code includes employee positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, as set forth in subdivision (a) of section 87302 of the Government Code. The code adoption carries out the purposes of the law and no other alternative would do so and be less burdensome to affected persons.

The proposed code adoption can be obtained from the agency's contact. Any interested person may submit written comments relating to the proposed code by submitting them no later than **August 14, 2020**, or at the conclusion of the public hearing, if requested, whichever comes later. At this time, no public hearing is scheduled. A person may request a hearing no later than **July 30, 2020**.

Navigator Schools has determined that the proposed code adoption:

1. Imposes no mandate on local agencies or school districts.
2. Imposes no costs or savings on any state agency.
3. Imposes no costs on any local agency or school district that are required to be reimbursed under Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.
4. Will not result in any nondiscretionary costs or savings to local agencies.
5. Will not result in any costs or savings in federal funding to the state.
6. Will not have any potential cost impact on private persons, businesses or small businesses.

All inquiries concerning this proposed code adoption and any communication required by this notice should be directed to: Sean Martin, Executive Assistant to the Chief Executive Officer, (831) 217-4894, [sean.martin@navigatorschools.org](mailto:sean.martin@navigatorschools.org).

## NAVIGATOR SCHOOLS CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the **Navigator Schools**.

Individuals holding designated positions shall file statements of economic interests with **Navigator Schools** which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **Navigator Schools**.

**APPENDIX A  
DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Category</u>
Corporate Officers (e.g., President, CFO/Treasurer, Secretary)	1, 2
Chief Executive Officer	1, 2
Chief Academic Officer	2
Principal	1, 2
Director of Human Resources	2
Director of Engagement and Partnerships	2
Director of Information Technology and Operations	3
Director of Student Services	3
Manager of Information Technology	2
Director of Business and Finance	3
Consultants/New Positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The CEO or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Officials Who Manage Public Investments

It has been determined that the position(s) listed below manage public investments and will file a statement of economic interests pursuant to Government Code Section 87200.

- Members of the Governing Board

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been incorrectly categorized. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

**APPENDIX B**  
**DISCLOSURE CATEGORIES**

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
  - of any school district that has authorized a **Navigator Schools** charter school, or
  - of any facility utilized by **Navigator Schools**' charter schools, or
  - of a proposed site for a **Navigator Schools** facility.
  
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by **Navigator Schools**.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.



**NAVIGATOR SCHOOLS  
WRITTEN EXPLANATION OF REASONS FOR DESIGNATIONS AND  
DISCLOSURE RESPONSIBILITIES**

Pursuant to the California Fair Political Practices Commission Regulation 18750 (2 CCR §18750) Navigator Schools provides this written explanation of the reasons for designation and disclosure responsibilities:

**Designation**

The positions of Members of the Board of Directors, Corporate Officers (e.g., President, CFO/Treasurer, Secretary), Chief Executive Officer, Chief Academic Officer, Principal, Director of Human Resources, Director of Engagement and Partnerships, Director of Information Technology and Operations, Director of Student Services, Manager of Information Technology, Director of Business and Finance, and Consultants have been designated as those positions subject to the provisions of the Conflict of Interest Code in that those positions are the only positions having any substantial responsibility relative to the decision-making process or policy of Navigator Schools.

**Disclosure Responsibilities**

The categories relative to the types of interests that must be disclosed are based upon the types of financial interests within the boundaries of Navigator Schools and/or interests that may foreseeably be affected by any decision made or participated in by Navigator Schools.

Chief Executive Officer	1, 2
Chief Academic Officer	2
Principal	1, 2
Director of Human Resources	2
Director of Engagement and Partnerships	2
Director of Information Technology and Operations	3
Director of Student Services	3
Manager of Information Technology	2
Director of Business and Finance	3
Consultants/New Positions	

**COMPLIANCE MONITORING AND  
CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW  
2022–2023**

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

(CDS Code Number): \_\_\_\_\_

**Compliance Requirements**

1. The charter school follows the credentialing requirements in California *Education Code (EC)*, Section 47605 (I)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in *EC*, sections 44339, 44330, and 44341
2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). *EC*, sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2022–2023 Board meetings calendar.
4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.
5. The charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:
  - Health, Safety and Emergency Preparedness Plan (School Safety Plan) *EC* 32280–32289
  - Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); *EC* 44691; *Penal Code* Section 11165.7
    - Blood borne Pathogens training *California Code of Regulations*, Title 8, Section 5193
    - Pupil Suicide Prevention Policy, AB 2246 (2016)

### Compliance Requirements

6. The charter school's school climate and student discipline systems and procedures align with best practices.
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.
8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages)
9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, *EC 47610*
10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:
  - Ralph M. Brown Act
  - Political Reform Act
  - Public Records Act
  - *Government Code*, Section 1090
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.
12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary.
13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at <http://www.cde.ca.gov/re/cp/uc/>.

### Compliance Requirements

14. The Governing Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2022–2023 school year ( <i>EC 47606.5</i> ).
15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC 48850</i>
16. The charter school has a form posted on their website for complaints pursuant to <i>EC 47605(d)(4)</i> to be filed with the charter authorizer.  The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at <a href="https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf">https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf</a> .
17. For schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.
18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.
19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges accreditation and University of California Office of the President Doorways Course Approval.

Please attach the relevant Governing Board agenda(s) and approved minutes for the meeting(s) at which the Governing Board has reviewed the school's compliance with the items listed above.

California Department of Education reserves the right to request, at any time supporting documentation for the requirements listed below.

# CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

*(by October 31, 2022)*

The undersigned hereby certifies that, on \_\_\_\_\_ the  
School Administrator of  
*Date(s)*

\_\_\_\_\_  
*Name of Charter School*

*reviewed the school's compliance related policies, systems, and procedures.*

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# CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

*(by October 31, 2022)*

The undersigned hereby certifies that, on \_\_\_\_\_ the  
Governing Board of  
*Date(s)*

\_\_\_\_\_  
*Name of Charter School*

*reviewed the school's compliance related policies, systems, and procedures.*

<i>Printed Name of Governing Board Chair</i>	<i>Signature of Governing Board Chair</i>	<i>Date Signed</i>