

2022-2023



Navigator Schools

PARENT AND STUDENT HANDBOOK

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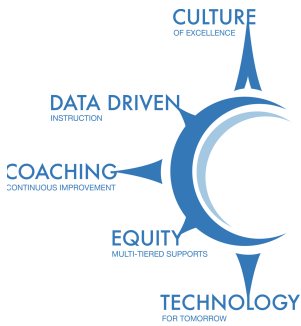
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Our Mission

Navigator Schools equips students to become learners and leaders in high school, college, and beyond. We develop top-tier teams of educators who continuously improve and innovate schools that deliver phenomenal outcomes for all students, regardless of their circumstances.

Five Keys to Success



Through the practice of *weekly coaching* of our staff, a *strong school culture*, *intervention* when students are in need of assistance, *instruction driven by student data* and *use of innovative technology* we have created schools that are excellent. We currently have three schools, Gilroy Prep School, founded in 2011, Hollister Prep School, founded in 2013, and Watsonville Prep School, opened August 2018. They each have demonstrated to the local communities that all students can achieve at high levels in public schools when they are mission-driven and focused. Both GPS and HPS have surpassed the State’s average proficiencies in both language arts and mathematics on the Smarter Balanced Assessment Consortium (SBAC) Assessments. Refer to our website (Navigatorschools.org) for more exciting information about our schools.

In addition to providing our students with a strong academic foundation, Navigator is also committed to improving our communities through developing positive and productive community members. Navigator Graduate Aims are goals for all students as they leave us and move on to high school, college, and beyond. We ask you to partner with us through modeling these behaviors and praising your students when they exhibit them as well.

NAVIGATOR GRADUATE AIMS



To navigate an unknown and complex future, Navigator learners and leaders are:



Academic Scholars

Have foundational literacy and mathematical skills, and knowledge of the world that will support their ability to apply their skills to fully understanding a topic or completing a task.



Continual Improvers

Embrace a culture of error with a growth mindset, persist through challenge, and reflect on areas of strength and opportunity so they can proactively pursue their goals.



Courageous Change-Makers

Are grounded in their values so they can advocate for themselves and for others as we work to make a positive impact on our community and realize our visions for a better tomorrow.



Creative Problem-Solvers

Are solutions-oriented and tackle problems with a range of analysis and synthesis strategies and resources to create optimal solutions.



Collaborative Teammates

Have skills, motivation, and an optimistic outlook to be a supportive and engaged teammate invested in our shared success.

Support Office Directory and Email

Chief Executive Officer	Kevin Sved
kevin.sved@navigatorsschools.org	
Chief Academic officer.....	James Dent
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Director of Engagement and Partnership.....	Kirsten Carr
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Director of Student Services	Sharon Waller
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Director of Schools and Human Resources.....	Melissa Alatorre Alnas
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Director of Information Technology....	Mario Ellis
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Director of Business and Finance.....	Ami Ortiz
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Director of Model Implementation.....	Crystal Toriumi
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Coordinator of Student Services.....	Tina Hill
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School Psychologist.....	Reba Tran
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Community Engagement Facilitator.....	Rita Castaneda
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Maintenance and Operations Manager.....	David LeBarre
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Data Analyst and Curriculum Specialist.....	Victoria García
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Special Projects Coordinator/ Executive Assistant	Sean Martin
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Finance Analyst.....	Andrew Huaracha
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Human Resources Coordinator.....	Annie Hernandez
annie.hernandez@navigatorsschools.org	
Helpdesk and SIS Administrator.....	Alex Mijares
alex.mijares@navigatorsschools.org	
Maintenance Technician.....	Guillermo (Memo) Carrillo
guillermo.carrillo@navigatorsschools.org	

Navigator Rules (including Zoom)

Rule #1- Follow Directions Quickly

Rule #2- Raise Your Hand for Permission to Speak

Rule #3- Raise Your Hand for Permission to Leave Your Seat

Rule #4- Make Smart Choices

Rule #5- Keep Your Dear Teacher Happy

Rule#6- Keep Your Eyes on the Target

Zoom

1. Camera On

2. SLANT

3. Materials Ready

4. Quiet Work Space

5. Be On Time

Navigator Behavioral Policies and Practices

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.

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.

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.

Navigator Behavioral Systems

In a diverse school, norms in behavior vary from family to family. In order to fairly expect appropriate behavior, staff must directly teach what behaviors are expected from students. Clear and consistent school-wide behavior expectations are presented to staff, students, and the community that focus on sustaining desired behaviors. The Navigator “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 Infinite Campus), use of restorative practices, Toolbox, Second Step.

BEHAVIORAL CHALLENGES and POSSIBLE CONSEQUENCES

Behavior	Definition and examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Arson	<i>Student plans and/or participates in malicious burning of property</i>	N/A	N/A	Saturday School Restorative practice Parent shadow Formal Behavior plan Behavior Contract Character building project (Alternate placement) In-house suspension Suspension Expulsion
Attendance	<i>Student is absent from or is late to school (with/without excusal)</i>	Auto calls Phone call home	Parent meeting Truancy letter sent home <u>Middle School</u> 4 tardies/absences = After school detention Citizenship grade affected	Attendance contract SART meeting Saturday School
Bullying	<i>A distinctive pattern of repeatedly and deliberately creating an intimidating or hostile educational environment</i> Reference bullying in student handbook.	Phone call home Student is redirected Warning Student is placed in a different spot in the room Loss of privileges (ie: school events) Reflection sheet	Parent meeting After school Detention/loss of recess Community service Restorative Circle Stay away agreement Behavior Contract Parent shadow	Saturday School In-house suspension Suspension Expulsion

Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Confrontational/Defensive	<i>To engage verbally face to face in an inappropriate way. Anxious to challenge or avoid criticism</i>	Phone call home Student is redirected Warning Student is placed in a different spot in the room Loss of privileges (ie: school events) Reflection sheet	Parent meeting After school Detention/loss of recess Student is sent to buddy class to reflect Community service Restorative Circle	Saturday School Restorative practice Parent shadow MTSS Referral Behavior Contract In-house suspension Suspension Expulsion
Defiance / Non-compliance	<i>Student engages in defiance and failure to follow directions or talks back.</i>	Student is redirected Warning Student is placed in a different spot in the room Loss of privileges (ie: Ipad) Restorative Dialogue Phone call home	Parent Meeting After school Detention/loss of recess Student is sent to buddy class to reflect Community service Reflection sheet	MTSS Referral Character building project (Alternate placement) Parent shadow Behavior Contract Alternate placement Saturday School
Disrespect	<i>Student delivers socially rude messages to adults or students.</i>	Student is redirected Warning Student is placed in a different spot in the room Loss of privileges (ie: Ipad) Restorative Dialogue Phone call home	Parent meeting After school Detention/loss of recess Student is sent to buddy class to reflect Community service Reflection sheet	Parent shadow MTSS Referral Behavior Contract Alternate placement Character building project (Alternate placement) Saturday School

Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Disruption	<i>Student engages in inappropriate disruption (ie. talking out of turn, disruptive noises).</i>	Student is redirected Warning Non-verbal Cues Loss of privileges (ie: Ipad) Reflection sheet Restorative Dialogue Phone call home	Parent meeting After school Detention/loss of recess Student is sent to buddy class to reflect Community service Student is placed in a different spot in the room	Saturday School MTSS referral Restorative practice Parent shadow Behavior Contract Character building project (Alternate placement) Alternate placement
Dress code	<i>Student arrives at school out of dress code (refer to parent handbook)</i>	Parent called to bring appropriate attire	<u>Middle school</u> 4 out of dress code = After school detention	
Drugs/Alcohol	<i>Student is in possession, has consumed, or is selling an illegal substance</i>	N/A	N/A	Saturday School Restorative practice Parent shadow Behavior Contract Character building project (Alternate placement) In-house suspension Suspension Expulsion
Gang Activity	<i>Student engages in gang related behaviors (ie. wearing or displaying gang apparel, writing graffiti, making gestures or signs)</i>	Phone call home Warning Reflection sheet Loss of Recess/ Break/ Lunch (complete reflection sheet)	Parent meeting Loss of privileges (example: field trips, school events, etc.) After school detention Community service	Saturday School Parent shadow Behavior contract Character building project (Alternate placement) Pay to replace or repair damaged property

Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Impulsive	<i>Acting or done without forethought of consequences</i>	Student is redirected Warning Student is placed in a different spot in the room	Loss of privileges (ie: field trips, school events, etc.) Reflection sheet Phone call home	Parent meeting Detention/loss of recess Community service Parent shadow Change to defiant (tier 2)
Inappropriate Display of Affection	<i>Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult</i>	Student is redirected Warning Student is placed in a different spot in the room Reflection sheet Phone call home	Parent meeting Stay away agreement Loss of privileges (example: school events) Restorative practice	Saturday School Parent shadow Behavior Contract In-house suspension Suspension Expulsion
Inappropriate Language	<i>Student engages in an instance of inappropriate language.</i>	Phone call home Student is redirected Warning Student is placed in a different spot in the room Loss of privileges (ie: Ipad) Reflection sheet Restorative Dialogue	Parent meeting After school Detention/loss of recess Community service Restorative Circle	If continued use of inappropriate language refer to disrespect tier 3
Low to no work completion	<i>Little to no work done in an appropriate time frame</i>	Student is redirected Warning Student is placed in a different spot in the room Phone call home	Parent meeting Loss of privileges (ie: school events) After school Detention/loss of recess (complete work) Student is sent to buddy class to complete work Work sent home for completion	Saturday School MTSS Referral Parent shadow Behavior Contract

Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Lying/ Cheating	<i>Student delivers message that is untrue/Student copies someone else's work</i>	Phone call home Student is redirected Warning Student is placed in a different spot in the room Loss of privileges (ie: 0 on a test, miss school events, etc) Reflection sheet	Parent meeting After school Detention/loss of recess Character building project Alternate placement	Saturday School Restorative practice Behavior Contract In-house suspension Suspension Expulsion
Out of Seat Elopement	<i>Wandering or roaming around the classroom or leaving the classroom, without permission to leave seat</i>	Student is redirected Warning Student is placed in a different spot in the room	Loss of privileges (ie: field trips, school events, etc.) Reflection sheet Phone call home	Parent meeting Detention/loss of recess Community service Parent shadow Change to defiant (tier 2) MTSS referral
Physical Contact/ Verbal Aggression	<i>Student engages in non-serious but inappropriate physical contact or inappropriate verbal remarks.</i>	Phone call home Student is redirected Warning Student is placed in a different spot in the room Loss of privileges (ie: field trips, school events, etc.) Reflection sheet	Parent meeting After school Detention/loss of recess Student is sent to buddy class to reflect Community service Restorative Circle Alternate placement Stay away agreement	Saturday School Parent shadow Character building project (Alternate placement) MTSS Referral Behavior Contract In-house suspension Suspension Expulsion

Behavior	Definition and link to examples	Tier 1 Consequences Low intensity	Tier 2 Consequences Medium Intensity	Tier 3 Consequences High Intensity <i>Administrator Managed</i>
Property Misuse/ Vandalism	<i>Student engages in misuse of property.</i>	Phone call home Student is redirected Warning Student is placed in a different spot in the room Loss of privileges (ie: iPad, Computer, desks, chairs, etc.) Reflection sheet	Parent meeting After school Detention/loss of recess Community service Impromptu circle Clean/repair property Restorative Circle	Pay to replace damaged property Saturday School Behavior Contract Character building project (Alternate placement) In-house suspension Suspension Expulsion
Stealing	<i>To take something that is not yours without permission</i>	Student is redirected Loss of privileges (ie: school events) Reflection sheet Replacement of item Phone call home	Parent meeting After school Detention/loss of recess Community service Restorative Circle	Saturday School Parent shadow Behavior Contract In-house suspension Suspension Expulsion
Sexual Harrassment	<i>Making unwelcomed or inappropriate sexual remarks, gestures, or physical advancements</i>	Phone call home Warning Reflection sheet Loss of Recess/ Break/ Lunch (complete reflection sheet)	Parent meeting Loss of privileges (example: field trips, school events, etc.) After school detention Community service Stay away agreement Restorative practice	Saturday School Parent shadow Behavior Contract Character building project (Alternate placement) In-house suspension Suspension Expulsion

Technology Violation/ Cyber Bullying	<i>Student engages in inappropriate use of technology (phone, music, video games, videos, camera, and/or computer)</i> Reference Cyber bullying in student handbook.	Phone call home Student is redirected Warning Student is placed in a different spot in the room Loss of privileges (ie: iPad, Computer, desks, chairs, etc.) Reflection sheet	Parent meeting Loss of privileges for a week to 1 month (ie: iPad, computer) After school detention/loss of recess Community service	Saturday School Parent shadow Behavior Contract Character building project (Alternate placement) In-house suspension Suspension Expulsion
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Restorative Practices/Detention/Saturday School

Restorative Practices:

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?

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.

The core values of restorative practices are the 5 R’s.

- Relationships
- Respect
- Responsibility
- Repair
- Reintegration

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.

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.

Recess Detention:

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.

Saturday School:

Saturday school (if the campus has it) is open the last Saturday of each month from 8am - 11am

Reasons a student might have to attend:

- Has had a minimum of 4 detentions in the month
- Has had an extreme behavior that the Vice Principal of Operations and Culture (VPOC) determined them eligible for Saturday School
- Used as a restorative practice that falls under some tier 3 behavior consequences

NAVIGATOR SCHOOLS HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Navigator Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, Navigator Schools will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Navigator Schools school staff that witness acts of discrimination, harassment, intimidation and bullying will take immediate steps to intervene when safe to do so.

Moreover, Navigator Schools will not condone or tolerate discrimination, sexual harassment, harassment, intimidation, or bullying of any type by any employee, independent contractor or other person with which

Navigator Schools does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Navigator Schools will promptly and thoroughly investigate any complaints of such harassment and take appropriate corrective action, if warranted.

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Navigator Schools.

Navigator Schools is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation 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.

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 Navigator Schools.

*"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying 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, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. 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
 - b. 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
 - c. 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. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

Any employee or student who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal.

All other members of the school community, including students, parents/guardians, volunteers and visitors, are encouraged to report any act that may be a violation of this policy to the Principal, Executive Director or administrative designee.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Principal. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of discrimination, intimidation, harassment, and bullying or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

Navigator Schools acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping

the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Principal, CEO, or administrative designee on a case-by-case basis.

Navigator Schools prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of discrimination violating this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of Navigator Schools, the Principal or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Principal or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Principal or administrative designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Principal or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying are maintained in a secure location.

Right of Appeal

Should the reporting individual find the Principal's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Family Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also fill out a complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Consequences

Students who engage in discrimination, harassment, intimidation, or bullying will be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Suspension and Expulsion Policy outlined in this Handbook.

Suspension: Education Code 48900

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the

school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

Meanings:

- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can

be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "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:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "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.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "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.

(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average 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.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Expulsion: Education Code 48925

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel. Expulsion is an extreme measure used when it has been determined that the student cannot conform to expect community norms or when circumstances make continued enrollment in the school

untenable. Students who have been expelled are not permitted on campus at any time after their expulsion. An expulsion is presumed to be permanent. However, in extraordinary cases, and as determined by the Administrator, a student who has been expelled from Navigator Schools may apply for readmission to the school.

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	A student who arrives to school after the scheduled start time, but less than thirty (30) minutes late is Tardy. Excessive tardies will generate a response by the school.
Late	A student who arrives to school later than 30 minutes after the scheduled start time is Late.
Excused absence	A student who is absent from school who provides an approved excuse to the school attendance office within 48 hours of the student's return to school (through phone call, Parent Square Note or handwritten note signed by parent) is excused. Approved absences are one of the following: <ul style="list-style-type: none"> ● Student illness ● Quarantine of student under the direction of county or city health officer ● Medical, eye, or dental appointments ● Attending funeral services of immediate family members ● Observance of religious holiday ● Pupil's Naturalization Ceremony Excessive absences (over 3 days) may require verification by a school official or physician.
Unexcused absences	A student who is absent or late from school without an approved excuse (listed above) communicated to the attendance office within 48 hours of the student's return to school. This includes family approved vacations.
Legally truant	Truancy is defined as any pupil subject to full-time education who misses more than 30 minutes of instruction without a valid excuse, three (3) or more times in a school year. Three combined occurrences of unexcused absences or lates
Habitual truant	This is defined as any pupil subject to full-time education who is absent or late from school without a valid excuse, six (6) or more times in a school year. Six (6) combined occurrences of unexcused absences and/or lates will result in a student being classified as a habitual truant .

Early Out	A student who is picked-up by a parent / Guardian prior to the end of school. Excused “Early Outs” are for medical / dental appointments, while other reasons are not excused. These instances are not part of the normal attendance calculations but can be used to further identify attendance issues for a student. Excessive early outs will generate a consequence. Early Outs may require verification by a school official or physician.
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 a habitual truant.	

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

Once a student is classified as “Legally Truant” (3 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):

A habitually truant pupil (6 occurrences) will trigger the Student Attendance Review Board or SARB process which includes the following steps:

6 th Occurrence	Letter 2 [Figure 2]	“ <i>Habitual Truancy</i> ” letter is sent home with directions on how to improve attendance with a brochure with suggestions to help parents
7 th Occurrence	Letter 3 [Figure 3]	<ul style="list-style-type: none"> ● “<i>Third Notice of Truancy</i>” is sent home. ● A parent conference with Administrator is set. ● SARB process explained. ● Student/Parent sign verifying their understanding of the attendance recommendations; brochure about attendance included.
8 th Occurrence	Letter 4 [Figure 4]	<ul style="list-style-type: none"> ● “<i>Fourth Notification of Truancy</i>” School Resource Office may be called to a home visit and/or the DA is contacted for possible prosecution.
<p>Beyond 8 occurrences in a year:</p> <ul style="list-style-type: none"> ● Second parent conference is set. Intervention form with resources is presented to parents and attendance agreement made – (may include evening parenting classes, mandatory after school program and/or Saturday School attendance to make-up missed work) A student-parent-school agreement signed. 		

- **If unexcused absences continue, legal action may be taken against the parents or enrollment at the School may be jeopardized.** The case is referred to the Director of Student Services for review. If warranted, the Director may refer the case to the District Attorney’s office for prosecution.

Early Out and/or Excessive Tardies

A student who is picked up from school prior to the release of school will only be excused if the reason is for any listed in the excused absences definition above. All other reasons will be marked as Unexcused. These occurrences are not added to the calculation of attendance, but are tracked for review by the Administrator. Excessive early outs and/or tardies are discouraged and contribute to a student’s overall attendance performance. After determining that the excessive early outs and/or tardies (a combination of 10 or more) are affecting academic progress, the Administrator will hold a parent conference and discuss consequences and solutions.

Office Staff Responsibilities

Each week office staff runs the “Top Truancy Offenders” report in Infinite Campus. Letters will be sent to families based on the information and the Navigator Policy. Monthly, the office staff will contact teachers to identify students with excessive early outs and/or tardies. Meetings for those families will be initiated by the Administrator and include the child’s teacher.

Independent Study



Short-Term Independent Study Policy

Approved: July 2, 2021

The purpose of this policy is to govern the use of short-term Independent Study (IS) at Navigator Schools (NS). This policy applies to IS agreements for student absences of 3-15 days in duration. For the 2022 - 2023 school year, absence periods of 16 days or more (for students whose health would be put at risk by in-person instruction, as determined by the parent or guardian) are covered by the NS Long-Term Independent Study Policy (separate document).

Independent Study requires approval from the principal (or principal’s designee) in writing. In an extenuating circumstance the principal, or designee, may approve additional IS days following a conference with the parents and teacher. The principal, or designee, reserves the right to deny IS for any reason.

IS is conducted solely for the educational benefit of the students attending the school as a means to encourage daily engagement in school work even during times of extended absence. No student is required to request or participate in an IS program during an extended absence. Parents are to give advance notice when possible of a request for IS. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), with principal approval, a certificated staff

member/teacher will work with the parent to implement an IS program in an expedited manner with less than one school day notice.

In accordance with Education Code Section 51747:

1. For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned school work shall be 30 days. The assignment(s) must be completed and returned to the office through a face to face meeting, facsimile, mail, or other credible method of meeting and reviewed upon completion of the IS program for all grades, unless extended by the principal, or designee, in consultation with the teacher.
2. An evaluation will be made by a committee made up of the student's teacher and the principal as to whether it is in the student's best interest to participate in the IS program during an absence upon event of the student missing three assignments during any length of time. A written record of the findings of this evaluation shall be placed in the student's permanent record and shall be maintained for a period of three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.
3. A current IS agreement for each student shall be maintained on file. Each agreement shall be signed and dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The agreement shall contain all the items listed below:
 - a. The manner, time, frequency and place for submitting a student's assignments and for reporting student progress.
 - b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials that will be made available to the student.
 - d. A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student's assigned work, and the number of missed assignments before an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. The inclusion of a statement that IS is an optional educational alternative in which no student may be required to participate.
 - g. Each written agreement shall be signed, before the commencement of IS, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated teacher/staff member who has been designated as having responsibility for the general supervision of IS, and all other persons who have direct responsibility for providing instructional assistance to the student.

Short-Term Independent Study Procedures

Following the procedures below will ensure the student will receive full credit for attendance during the IS period.

1. The parent or guardian designated in the IS agreement must document student participation and completion of work in a daily log.
2. The student work packet must be turned into the school office on the student's first day back to school.
3. The school office manager will submit work to the supervising teacher for grading.
4. Upon receipt and confirmation of student work and logs, the school office manager will update attendance flags to indicate completion of Independent Study.
5. Any part of the IS packet that is not completed will be marked as an unexcused absence.

6. An IS plan will not be implemented for a student not intending to return to school.
7. Work is not to be completed on Saturday or Sunday in place of weekdays. If any work is done on the weekend it will count as an unexcused absence.
8. The parent/guardian will refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of the student by the assignment. Work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

Student Records Policy

The School’s administrative team is in charge of student records. Pupil records maintained by the School consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, special education records, disciplinary records, personal information, attendance record, and health record.

What are generally not education records are records of instructional, supervisory, and administrative personnel, records maintained by a law enforcement unit of the school (if applicable), records made and maintained in the normal course of business of a school employee, records of a student is 18 years or older and made in connection with medical treatment, records that only contain information about an individual after he or she is no longer a student, or grades on peer-graded papers.

Pupil records are maintained at each school where the pupil is attending. The school principal or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices. Except for directory information, pupil records are accessible only to parents or legal guardians, a pupil 16 years or older or having completed the 10th grade, the personnel, including independent contractors, for the School who have a legitimate educational interest in the pupil and other specified persons under certain circumstances prescribed by law.

When a student moves to a new school/ school district, records will be forwarded upon request of the new district within 10 school days. If parents / guardians would like to examine a child’s record, the parents / guardians should submit a request in writing to the Principal. The School will make the records available within five business days of receipt of a written request. The School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Parents and students who are 18 years of age or older have the right to request an amendment to the student’s education records that the parent or student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights. Parents or eligible students who wish to ask the School to amend a record should write the School principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing and pursuant to the policy below.

Confidential Student Information: Personally identifiable information (PII) about a student contained in their education records must be disclosed in compliance with Family Educational Rights and Privacy Act. The

School must have a signed and dated written permission from the parent or before releasing any personally identifiable information from a student's education record except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

In addition, the School forwards education records to other agencies or post-secondary institutions that have requested the records and in which the student seeks or intends to enroll. The School may also disclose PII to other entities including, but not limited to authorized representatives of the U.S. Comptroller General; U.S. Attorney General; and U.S. Secretary of Education of State and local education authorities. In addition, the School may disclose PII in connection with financial aid applications; accrediting organizations; another parent of the child to comply with a judicial order; in a health or safety emergency; or if it is designated as "Directory Information."

Directory Information: The Family Educational Rights and Privacy Act ("FERPA"), a Federal law, requires that the School, with certain exceptions, obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised the School to the contrary in accordance with this policy.

"Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The School has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance

- Grade level
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. If parents/guardians and eligible students believe the School is not in compliance with federal regulations regarding privacy, they have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, SW, Washington, DC 20202-4605. Pupil Record Challenges Policy The parent of a pupil or former pupil may challenge the content of their child's pupil record to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following:

- Inaccurate
- An unsubstantiated personal conclusion or inference
- A conclusion or inference outside of the observer's area of competence
- Not based on the personal observation of a named person with the time and place of the observation noted
- Misleading
- In violation of the privacy or other rights of the pupil

A parent may use a pupil record challenge to appeal a suspension of a pupil which has already been served. To challenge a pupil record, a parent must file a written request with the Principal to correct or remove any information recorded in the written records concerning his or her child. Within 30 days of receipt of a written request from a parent, the Principal or the Principal's designee must meet with the parent or eligible student and the certificated employee who recorded the information in question, if any. The Principal must then sustain or deny the parent or eligible student's request and provide a written statement of the decision to the parent or eligible student.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal's designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade. If the Principal denies any or all of the allegations and refuses to order the correction or the removal of the information, the Principal must inform the parent or eligible student of their right to a hearing under FERPA.

The parent or eligible student may, within 30 days of the refusal, appeal the decision in writing to the Board of Directors. Within 30 days of receipt of a written appeal from a parent, the Board of Directors will hold a formal hearing, in closed session, with the parent, eligible student and the certificated employee who recorded the

information in question, if any, and determine whether or not to sustain or deny the allegations. The Board of Directors will give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.

The Board of Directors will give the parent or eligible student a full and fair opportunity to present evidence relevant to the requested amendment of pupil records. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The Board of Directors will inform the parent or eligible student of its decision in writing within a reasonable period of time. The Board of Directors' decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Board of Directors sustains any or all of the allegations, it must order the correction or the removal and destruction of the information. However, the Board of Directors shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both the reasons for which the grade was given and is, to the extent practicable included in all discussions relating to the changing of the grade.

The decision of the Board of Directors shall be final. The CEO or the Board Chairman may convene a hearing panel to assist in making determinations regarding pupil record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened.

The hearing panel shall consist of the following persons:

- 1) The CEO/Superintendent of a public school other than the public school at which the record is on file
- 2) A certificated employee
- 3) A parent appointed by the CEO or by the Board of Directors, depending upon who convenes the panel.

If the final decision of the Board of Directors is unfavorable to the parent, or if the parent accepts an unfavorable decision by the Principal, the parent or eligible student shall be informed of their right to submit a written statement of objections to the pupil record information. This statement shall become a part of the pupil's school record and shall be maintained for as long as

Confidential Student Information

Personally identifiable information (PII) about a student contained in their education records must be disclosed in compliance with Family Educational Rights and Privacy Act. The School must have a signed and dated written permission from the parent or before releasing any personally identifiable information information from a student's education record except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional

responsibility. In addition, the School forwards education records to other agencies or post-secondary institutions that have requested the records and in which the student seeks or intends to enroll.

The School may also disclose PII to other entities including, but not limited to authorized representatives of the U.S. Comptroller General; U.S. Attorney General; and U.S. Secretary of Education of State and local education authorities. In addition, the School may disclose PII in connection with financial aid applications; accrediting organizations; another parent of the child to comply with a judicial order; in a health or safety emergency.

Dress For Success

All students are expected to follow the Navigator dress code every day. The dress code consists of black or navy bottoms for K-5 at GPS. It is navy bottoms at WPS and HPS (pants, shorts, dress, skirt, or skorts) and the Navigator spirit wear or alternate color *polo* shirt. During cold weather, students may wear the Navigator spirit wear sweatshirt and/or a navy-blue jacket or plain navy-blue sweatshirt or jacket. Gloves and scarves can be worn but must be Navigator colors. Any additional clothing must be white or navy including stockings or undershirts. Students should also wear closed toe athletic shoes. Sandals are not safe or appropriate for school.

Dressing for success includes pants worn appropriately, free of holes, rips, or tears, and not sagging.

For grades 6-8, black bottoms, HPS middle school spirit wear polo shirts, t-shirts, and/or sweatshirts. If these are not obtained yet through online ordering, you may wear a plain black polo shirt and/or plain black sweatshirt (no large graphics). Please see the following visual for more details.

If a student arrives at school, out of dress code, the parent/guardian will be contacted and will be asked to bring a change of clothes for their child.

To place an order please use the following links:

Gilroy Prep

<https://yourstudentstyles.com/collections/gilroy-prep-school>

Hollister Prep

<https://yourstudentstyles.com/collections/hollister-prep-school>

Watsonville Prep

<https://yourstudentstyles.com/collections/watsonville-prep-school>

*Rain boots and rain jackets can be worn on rainy days.

Dress Code Rules K- 5

Reglas del Código de Vestir K-5

1. Wear school spirit wear shirts with HPS Logo.
Usen camisas del espíritu escolar con el logo de HPS.
2. Navy blue bottoms.
Pantalones o faldas de tela gruesa azul marino
3. Undershirts can only be navy blue or white.
Las camisetas de polo solo pueden ser azul marino o blanca.
4. Skirts and dresses need to be knee length with shorts under or leggings.
Faldas y vestidos tienen que estar a la rodilla y con pantalones cortos debajo de las mallas.
5. Only plain tennis shoes: No lights or wheels.
Solo zapatos deportivos: Sin luces o patines.
6. If wearing a jumper dress, polo shirts must be worn under.
Si se visten con un vestido saltador (jumper), debe usar una camisa polo por debajo.
7. Navy blue jackets or sweaters.
Chamarras azul marino
8. No sweatpants, jeggings, or jeans.
No se permite pantalones deportivos, elásticos, o de mezclilla



Dress Code Rules 6 - 8

Reglas del Código de Vestir 6-8

1. Wear school spirit wear shirts with HPS Logo or black polo shirts.
Usen camisas del espíritu escolar con el logo de HPS o camisas polo color negro o blanco.
2. BLACK bottoms Pants
Pantalones o faldas de tela gruesa color negro
3. Undershirts can only be white or black.
Las camisetas solo pueden ser blancas o negras.
4. Skirts and dresses need to be knee length with shorts under or leggings.
Faldas y vestidos tienen que estar a la rodilla y con pantalones cortos debajo de las mallas.
5. Only plain tennis shoes: No lights or wheels.
Solo zapatos deportivos: Sin luces o patines.
6. If wearing a jumper dress, polo shirts must be worn under.
Si se visten con un vestido saltador (jumper), debe usar una camisa polo por debajo.
7. Black jackets or sweaters.
Chaquetas o suéteres negros.
8. No sweatpants, jeggings, or jeans.
No se permite pantalones deportivos, elásticos, o de mezclilla



*Items **NOT** allowed as part of dress code.*



No sweatpants or Jeggings or Jeans
No se permite pantalones deportivos o de mezclilla

Telephone Use

Students may not use any school phone without permission from a teacher. Students will only be allowed to use the phone in case of emergency or to inform a parent/ guardian regarding a specific need. A teacher must dial the number for students. Students who use a phone without permission from a teacher will be subject to disciplinary procedures.

Cell Phone and Smartwatch Policy

We've had an increase of cyberbullying reports from parents, students and teachers that we cannot ignore. Teachers have reported their students being distracted by their phones, some texting during class, and even a few reports of parents sending texts to students during class time. For more information, please view the Navigator Website for our latest parent training on Safe Media. The video on cyberbullying was very compelling and sad to see. Navigator is committed to all of our schools to be a safe place for students to learn and grow, not places where they can be bullied.

Navigator students are NOT permitted to USE personal technology which includes phones, smart watches, or any other devices used for gaming, calling or internet, during ANY PART of the school day.

Students are permitted to bring their personal technology onto campus if instructed to do so by their parents/guardian because of an after school need. The school is NOT responsible for any damage, loss or theft of personal property.

If a student brings their personal technology onto campus, the student is responsible for turning in their personal technology to their home room teacher at the beginning of the school day. The student may collect their personal technology at the end of the school day from their home room teacher. The students personal technology is to be left off during the school day.

Students are not permitted to connect their personal device(s) to Navigator Schools WiFi. Students are not permitted to use their smartphone as a hotspot while on campus.

In the case of a school sponsored event, the event coordinator can determine and communicate whether personal student technology is permitted.

If a student is found with personal technology during the school day (after the student has had a chance to turn in their device), the item will be brought to the office and kept in the office until a parent/guardian comes to claim the device. The privilege of bringing personal technology to school may be revoked upon multiple offenses.

Student Wellness and Safety

Nut Policy

Because there are specific classrooms at Navigator Schools who have children with food allergies, there are “nut free” classrooms. Those classrooms will be posted as “Nut Free” in a visible location. The school will send a standard letter out to **all** parents in those classrooms requesting that they not send that food to school with their child; however, Navigator cannot require it from a parent. Students who have eaten that food item will be asked to wash their hands before entering the classroom. For the complete policy please check with your school’s office manager.

Sun Safety

Navigator Schools recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. Navigator desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of school employees.

- **Hats and Protective Clothing:** We highly encourage students to wear Gilroy Prep logo hats to school. Gilroy Prep School hats are available for purchase in the school office. Students who wish to wear hats outdoors should remove hats when entering the classrooms and put them in their tote bags or backpacks.
- **Sunglasses:** We encourage students to wear UV-protective sunglasses during recess and for outdoor activities. Students who wish to wear sunglasses outdoors should remove the sunglasses when entering the school building/classrooms and put them in their tote bags or backpacks.
- **Sunscreen and Lip Balm:** Students shall be allowed to use sunscreen and sun-protective lip balm during the school day. Students using sunscreen are encouraged to apply it themselves. School personnel are not required to assist students applying sunscreen.
- **Shade:** During outdoor activities students are encouraged to seek shade under trees, in the shade of the school buildings, and under EZ Up shade tents as available on days where the UV index is high.

Vaccinations

As of July 1, 2016, all students enrolled in grades TK-12 must meet all the state's vaccination requirements by the time they next reach a vaccination “checkpoint.” Those checkpoints are grades Transitional

Kindergarten/Kindergarten and Grade 7. Contact your school office for the specific immunizations required by your county.

Who is exempt from the requirements?

Exemptions are only granted if the student:

- Has a documented medical reason
- Is enrolled in a home-based private school
- Is enrolled in an independent study program with no classroom-based instruction

Again, Navigator Schools can no longer grant exemptions based on personal beliefs (including religious beliefs).

What if I have a personal belief exemption from before January 1, 2016?

*If your student is already enrolled in Navigator Schools, personal beliefs exemptions filed **before January 1, 2016** will remain valid until the student reaches the next vaccination checkpoint (i.e., Transitional Kindergarten/Kindergarten and 7th grade).*

In other words, a PBE filed before 2016 at:

- A child care facility will remain valid until the child first enters transitional kindergarten or kindergarten.
- Entry to any grade between transitional kindergarten through 6th grade will remain valid until the end of the child's 6th grade year (goes into 7th grade).
- Entry to any grade from 7th through 12th will remain valid through the end of 12th grade.

What happens to my personal belief exemption if my child transfers to a new school?

Personal belief exemptions may be transferred between schools in California, both within and across school districts. Personal beliefs exemption from another state or country, however, will not be considered valid if a student transfers to a California school.

Administration of Medications

The School staff is responsible for overseeing the administration of medication to students attending the School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if the School receives the appropriate written statements as follows:

1. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

2. Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. The School will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. The School will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.
3. The School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. The School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.
4. In order for a pupil to be assisted by designated school personnel in administering medication, other than emergency epinephrine auto-injectors or inhaled asthma medications, the School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

First Aid, CPR, and Health Screening

Navigator Schools recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the School or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs. Within the School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels.

Students enrolled in kindergarten in a public school, or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional.

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the administrative team as soon as possible. If active lice are found, the student shall be removed from the setting and parents/guardians informed about recommended treatment procedures and sources of further information. If nits are found, the student will remain in the setting and parents/guardians will be informed, as stated above. The Principal, or designee, shall send home an exposure notice with information about head lice if there are two or more students affected in any learning center. Staff shall maintain the privacy of students identified as having head lice. Students may return to school after the parents/guardians verified appropriate treatment. When reexamination by the nurse, or designee, shows that nits and lice remain, the parents shall be contacted again and asked to repeat the treatments at home.

Exposure Control Plan For Blood Borne Pathogens: The Principal, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

The Principal shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the School’s “Exposure Control Plan,” employees having occupational exposure shall be trained in accordance with applicable state regulations and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the School’s exposure determination may petition to be included in the School’s employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Absence Due to Illness

If a child is sick in the morning, the school expects him/her to stay home for the day. Please call the office, **HPS: (831) 313-0772, GPS: (408) 337-5445, or WPS (831) 274-3222** by 8:45 am to inform us of the child’s absence and to arrange a way to pick up the child’s work. Notifying your student’s teacher of their absence **will not** excuse the absence. You **MUST NOTIFY THE OFFICE**. The student will be responsible for all missed assignments.

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have **updated emergency contact numbers** on file in the school office in case no one can be contacted at home.

Please be sure that the school has up to date contact and health information. If your child has needs we do not know about, we cannot provide for those needs. If your child has an emergency, we must be able to reach you. *Thus, if you move or change your phone number(s), please let us know immediately.*

Sexual Education

The purpose of the School's sexual health education and/or HIV/AIDS prevention education is to provide grade appropriate students with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy and sexually transmitted diseases.

The School will provide instruction in comprehensive sexual health education, HIV/AIDS prevention education, on pupil health behaviors and risks in the coming school year in accordance with state guidelines, standards, and regulations.

Parents or guardians may:

- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV/AIDS prevention education.
- Request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education.
- Request a copy of Education Codes 51930 through 51939.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by School personnel or outside consultants.
- When the School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker.

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 and Prevention, 2015).

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. Refer Navigator Schools website, Navigatorschools.org for the comprehensive policy.

Emergency Procedures

Posted in every room is a map detailing the evacuation protocol required. Students and staff follow the evacuation map to lead them to their designated evacuation area.

Sample of Code Blue Lockdown (Suspicious Activity in the area. Campus may have different code words)

When to implement a Code Blue Lockdown:

- The threat poses no immediate danger to students and staff unless they leave the building

How to implement a Code Blue Lockdown:

- Lock all exterior doors
- Security is increased at the main entrance of the building; visitors are screened
- Lock all interior doors; admit students/staff
- Classroom instruction and work continue
- Site Emergency Team (SET) will clear halls and direct students/staff to classrooms and work spaces

Outside procedures during a Code Blue Lockdown:

- Scan the area; if it is safe to do so, get into the building
- If access to the building is compromised, seek nearest shelter

Code Red Lockdown (Danger on Campus)

When to implement a Code Red Lockdown:

- An extreme condition where there is a strong possibility of imminent danger

How to implement a Code Red Lockdown:

- Lock all interior and exterior doors; no access allowed into the building
- Close all windows and blinds
- Stay out of sight away from windows and doors
- Be silent, remain calm and wait for further direction
- NO ONE is allowed access into or out of classrooms/workspaces

If it is safe to do so:

- Site Emergency Team (SET) will clear halls and direct students/staff to a secure location

Outside procedures during a Code Red Lockdown:

- Scan the area; if it is safe to do so, get into the building
- If access to the building is compromised, seek nearest shelter

Code Green (All Clear)

When to implement a Code Green:...

- Wait for the ALL CLEAR - Code Green
- Resume normal classroom instruction
- Must hear the code word to know the drill is really All Clear

Fire

Alarm will go off in an emergency situation or for drills: GPS can pull to activate the alarm.

When you hear the alarm going off, you should:

- o Grab your emergency kits
- o Have your students line up quickly and quietly
- o Transition out of the class and meet at your designated area that is shown on the evacuation map
- o While waiting, students will stand quietly in their lines
- o When the emergency/drill is over, students/teachers will get the all clear to go back to class

Earthquake

Whenever an earthquake alarm is sounded/ground is shaking, all students, teachers and other employees shall immediately begin DUCK, COVER, and HOLD procedures:

- DUCK, or drop down on the floor
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.
- Evacuate when instructed in a drill or in a real situation wait until it is safe. (Leave door open when you leave)
 - Rooms 2 - 11 will line up at the morning opener line area (unless the area is unsafe)
 - Rooms 12 - 20 will line up at the blacktop class line area (unless the area is unsafe)
- Students will remain with their teachers in a safe location until an all clear has been given.
- Students will remain with their teachers in a safe location until an all clear has been given.

Earthquake Drill Narration:

“This is an earthquake drill. Right now, drop, cover, and hold on. Drop to the floor now. During a large earthquake, the ground might jerk strongly and knock you down. Take cover under something sturdy to protect yourself from objects that might be thrown across the room. Hold onto your shelter until the shaking stops.”

Shelter In Place

Shelter in place is called if there is any concern for the students to be outdoors breathing in unsafe air.

Some of the causes for this are:

- Fire in the area and causes too much smoke
- Chemical reaction somewhere close by
- Or any other things that may compromise the air

You Should:

- Suspend any outdoor activities
- Minimize the amount of time students are outside
- You may resume normal activity once you hear an all clear

Drill versus Emergency Communication

Emergency	Drills	Real Events
Earthquake	Parents will be contacted through parent square at the end of the day to inform them of the drill and how it went.	Parents will be contacted through Parent Square once all students and staff are accounted for and safe. The Parent Square message will have details on how to pick up your student(s) if the situation calls for full school evacuation.
Fire	Parents will be contacted through parent square at the end of the day to inform them of the drill and how it went.	Parents will be contacted through Parent Square once all students and staff are accounted for and safe. The Parent Square message will have details on how to pick up your student(s) if the situation calls for full school evacuation.
Code Blue	Parents will be contacted through parent square at the end of the day to inform them of the drill and how it went.	Parents will be contacted through parent square at the end of the day to inform them of the situation.
Code Red	Parents will be contacted through parent square at the end of the day to inform them of the drill and how it went.	Parents will be contacted through Parent Square once all students and staff are accounted for and safe. The Parent Square message will have details on how to pick up your student(s).

Safety Plan for emergency protocols

Navigator School has an emergency protocol plan in place if a natural disaster were to occur. We work with local safety officers to ensure that our students and staff have a clear plan to follow in case of an emergency. This information is contained in each site's School Site Safety Plan

Child Abuse Reporting

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment *immediately* when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Personal Belongings

Students are not allowed to have the following items from home at school: Weapons or toy weapons, any illegal substance, matches or any flammable items. Any toys or personal items need to be approved by the teacher.

Special Education

Every child has the right to an education, regardless of age, culture, disabilities, gender, or race. It is the goal of the school to provide educational opportunities for all students. It is the school's policy to provide special education services. All students with special needs have the right to a quality education appropriate to their needs, abilities, and interests. The special education staff acts as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies occurs within the general education setting and through one-on-one and small group as per the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004. The school implements individualized education programs prepared by special education specialists, protects the confidentiality of special education records, and provides special protection to children with disabilities before any change of placement for disciplinary purposes.

Child Find

Dear Parents,

Pursuant to the Individuals with Disabilities Education Improvement Act (20 U.S.C. §§ 1400 et. seq) and relevant state law, Navigator Schools is responsible for identifying, locating, and evaluating children enrolled at Navigator Schools with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State.

To ensure that eligible students are receiving the services to which they are entitled, we would like to request your assistance. If you know of a child who has a disability or that you suspect may have a disability, you may refer that child's parent or guardian to Navigator Schools by calling Sharon Waller at swaller@navigatorschools.org, 831-235-0484. Please note: All referrals are considered confidential. The parent, legal guardian, or surrogate parent retains the right to refuse services and other procedural safeguards under federal and state law.

Thank you for your assistance in this matter and please do not hesitate to contact me if you have questions or concerns.

Sincerely,

Sharon Waller,
Director of Student Services

Estimados Padres,

De acuerdo con la Acta de la Mejora de la Educación para Individuos con Discapacidades ((20 U.S.C. §§ 1400 et. seq) y la ley del Estado relevante, las Escuelas Navegantes son responsables de identificación, localizar y evaluar a niños matriculados en Escuelas Navegantes con discapacidades conocidas o sospechadas de discapacidad para determinar si existe una necesidad de educación especial y servicios relacionados. Esto incluye a los niños con discapacidades que no tienen hogar o están bajo la tutela del Estado. Para asegurar que los estudiantes elegibles están recibiendo los servicios a los que tienen derecho, nos gustaría pedir su ayuda.

Si usted sabe de un niño que tiene una discapacidad o sospecha que puede tener una discapacidad, puede referir al padre o tutor del niño a la Escuelas Navegantes poniéndose en contacto con Sharon Waller a través de swaller@navigatorsschools.org, 831-235-0484. Nota: todas las referencias se consideran confidenciales. El padre, tutor legal o padre sustituto se reserva el derecho de rechazar los servicios y otros procedimientos de protección bajo la ley federal y estatal.

Gracias por su ayuda en este asunto y por favor no dude en ponerse en contacto conmigo si tiene alguna pregunta o inquietud.

Sinceramente,
Sharon Waller,
Director de Servicios Estudiantiles

Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. 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 or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at the School.

3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even 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 School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the School charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services , as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. 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.

The complete policy can be accessed on the Navigatorschools.org website.

English Learners

English Learners, determined through the ELPAC testing process, may need additional support to help them acquire mastery of subject areas in English. English Learners should be provided with supplemental instruction as a key intervention to ensure that they will eventually attain grade level proficiency. Decisions regarding the promotion or retention of English Learners require special consideration.

Free and reduced meal program

We encourage all families to fill out a federal free/reduced lunch form annually to qualify for free and reduced lunch, even if the school that your child attends provides free breakfast and lunch to all students. The Free and Reduced Lunch forms are critical to providing funding for our students. Families that qualify will receive a free/reduced pricing for lunch and breakfast. Families may choose to have their children eat breakfast at home and/or send a bag lunch.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027)(link is external) found online at: How to File a Complaint(link is external), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov(link sends e-mail).

This institution is an equal opportunity provider.

Family Involvement

We value your input and participation at Navigator schools. In addition to the duties listed in the signed contract, parents are encouraged to participate in their children's learning in the following ways:

Parent/Guardian, Student, Teacher Conferences

Parent/guardian must attend conferences to meet with teachers to go over a student's progress report and/or report card.

Parent Orientation and Back to School Nights

All parents/guardians are expected to attend the scheduled Parent Orientations. This is our opportunity to help train parents in areas that will help to support your child at home. These meetings are very important to your ability to stay informed regarding your student, school procedures and policies, and becoming actively involved in further developing the school's mission. Attending these meetings helps all parents stay informed.

Parent Survey

At least annually, the school and parents convene to complete a Parent Satisfaction Survey. This survey allows the school to evaluate the effectiveness of parent involvement initiatives and the level of responsiveness to parent concerns. This survey helps the school identify barriers to greater parent participation. The school uses the findings of this survey to design strategies for more effective parent involvement and to improve the academic program.

School Committees

At Navigator Schools we have many opportunities for parents to become involved in the schools. Parent Club, Site Council and English Language Advisory Committee are a few of the committees that may be active at your school. To find out what parent meetings are being held, contact your school office.

Visitors and Volunteers

1. All visitors and volunteers must be processed through the main office and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.
2. All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.
3. All visitors and volunteers must reinforce and demonstrate the school's philosophy.
4. The distribution of literature, without prior approval from the classroom teacher or the principal, is prohibited.
5. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
6. Corporal punishment is prohibited. As an alternative, the Student Code of Conduct disciplinary procedures are to be followed by school personnel or the classroom teacher.
7. The school is a public school. Visitors and volunteers may neither show preference for any one religion over any other religion nor share their personal religious views with students.
8. Appropriate dress is required at all times.
9. Smoking, tobacco and alcohol use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students.

Classroom Volunteers

1. The teacher is ultimately responsible for the students and activities in his/her classroom.
2. Volunteers will pre-arrange the times with the teacher at least 48 hours prior to their arrival.
3. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
4. Student infractions must be addressed by the classroom teacher.
5. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.

6. Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips Volunteers

1. Volunteers should follow all instructions provided by the teacher or school.
2. Smoking/drinking and/or drugs are prohibited in the presence of students.
3. Volunteers should behave appropriately when participating on field trips.

Field trips are a privilege, not a right, and participation is determined at the teachers' and administrators' discretion.

Transportation

All parents are responsible for the transportation of their child to and from school. In addition, parents must provide contact information and identification information for any person authorized to pick up their student.

Parents must inform the office in writing if a child has permission to walk home.

Procedure for Parent/Guardian Concerns

If a parent has a concern or disagreement, they should discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion. The student should **NOT** be present during this discussion. Any type of discussion like this should be done in private between the teacher and parent.

If there is no resolution to the problem, the parent/guardian should then contact the Principal. The Principal will mediate the problem with all parties involved and come to a resolution that is mutually agreeable amongst all parties.

Please do not conference with a teacher during arrival and dismissal time as their focus is on student safety; make an appointment instead.

Academic and Social Emotional Learning Curriculum Overview

Navigator Instructional Vision

Navigator Schools prepare students for educational success in high-performing high schools and colleges using a rigorous standards-based curriculum which also prepares them for the workplace. All students at Navigator have access to a world-class instructional program. Rigorous, data-driven instruction that is aligned to the Common Core State Standards, the California History and Social Science Standards, and the Next Generation Science Standards is the foundation for the program. Navigator chooses core curriculum materials that combine traditional classroom curriculum with online, self-directed, and adaptive learning programs.

It is the goal of Navigator Schools to enable students to become self-motivated, competent, lifelong learners. An educated person in the 21st century should possess the academic and social skills listed below:

Academic and Social Emotional Learning (SEL) Skills

- Students will read at or above grade level.
- Students will develop both calculation abilities and a conceptual understanding of math.
- Students will be inspired to be inquisitive and self-motivated, lifelong learners.
- Students will be prepared to interact effectively in a variety of social situations.
- Students will communicate effectively through excellent listening, speaking, and writing skills.
- Students will develop creative, logical, and critical thinking skills enhanced through art, science, and technology.
- Students will comprehend and use technology as a tool for learning and communication.
- Students will have confidence in adapting to new situations and be receptive to learning.
- Students will be eager to synthesize and act upon new information.
- Students will find, select, evaluate, organize, and use information from various sources and disciplines of thought including the framework of science and social studies. They will be able to make logical connections among these sources.

K-5 Humanities (English Language Arts/Social Studies)

Reading Center Overview

Navigator students will regularly have their reading levels and skills assessed so that the teacher can provide data-driven small group instruction. Students will rotate through three or four centers per week, including a center led by a teacher, a center led by a small group instructor, and one or two independent centers depending on the grade.

Materials Selection for Centers

Navigator believes in a balanced literacy program that combines literature that is engaging, informational text, and interacting with text in multiple ways. Leveled texts are culturally relevant to the communities we serve, and they are aligned to the California History and Social Science Standards. These attributes promote a balanced, engaging, and personalized reading program.

Whole Class Humanities Instruction Overview

The second humanities block is heterogenous, whole-class instruction. During this block students will have the opportunity to learn Common Core reading, writing, speaking and listening, language, and social studies standards through grade-level text selections. Navigator teachers use the whole-class block to directly instruct the standards, collaboratively discuss topics, and guide practice. Additional time is used for independent or collaborative work. Independent practice encompasses brief writes, essay writing, current standard practice questions, and spiral review questions. Collaborative practice includes social studies projects, book reviews, debates, and a variety of other group activities.

K-5 STEM (Science, Technology, Engineering and Math)

Math Center Overview

Navigator students will regularly have their math levels and skills assessed so that the teacher can provide data-driven small group instruction. Students rotate through three centers which include direct instruction or guided

practice led by a teacher, guided or independent practice led by a small group instructor (SGI), and a blended learning center.

Whole Class STEM Instruction

The second STEM block is heterogenous instruction of math and science. During this block teachers may introduce a new math standard to the whole class, practice math fluency, lead a whole-class reteach, or explicitly teach any related academic or domain specific vocabulary. It is most efficient to perform these activities and lessons with the whole class. Center time is preserved for the personalized deep dive into the concepts. The whole-class time is also used for direct instruction of the Next Generation Science Standards using Mystery Science and TCI curriculum. All science lessons follow best practices in science instruction, including inquiry and investigation, to help students think deeply about answering questions and solving problems. Proof of proficiency in science is demonstrated through student-created instructional videos, live demonstrations, and technical writing.

6-8 Humanities

By the time students enter the 6th grade, they will be well prepared to move to the next stage of guided reading. Students no longer rotate through centers with the teacher as the primary group leader. Instead, they are assigned to a center for the duration of a leveled book study and students are explicitly taught how to facilitate their own literature discussions. Through a well-developed student leadership training program, students learn how to create standards-based questions and use discussion prompts to manage rigorous *literature discussions*.

Following the discussions, students do an independent *response to literature* such as a blog post or a written exit ticket, and then they will move directly into their blended learning programs. Additionally, students complete several short essays and one full length paper in each of the three writing genres.

6-8 History

The 6th-8th history block is heterogenous, whole-class instruction. During this block students will have the opportunity to learn the California History-Social Science Content Standards through grade level text selections; however, there is an emphasis on student facilitated discussions and collaborative proof of proficiency projects. *Proof of proficiency* projects are an exhibition of understanding through several multimedia options. These options could include producing an instructional video using a publication application; a live demonstration; or an essay. Teachers will also balance this group work with independent practice time which could include brief writes, blog posts, essay writing, current standard practice questions, and spiral review questions.

6-8 Mathematics

Students at Navigator will regularly have their math levels and skills assessed so that the teacher can provide data-driven small group instruction. Students rotate through three centers which include direct instruction or guided practice led by a teacher, guided or independent practice led by student leaders, and a blended learning center. Centers occur at least twice a week. Additional days are used for whole-class direct instruction, assessment, or proof of proficiency projects.

6-8 Science

The 6th-8th science block is heterogenous, whole-class instruction. A primary resource is Discovery Techbook, a curriculum which promotes best practices for teaching Next Generation Science Standards. This resource

utilizes the 5E model (Engage, Explore, Explain, Elaborate with STEM, and Evaluate), and it incorporates Discovery Channel's vast media library. Students and teachers participate in real-world science concepts in the Earth, life, and physical sciences. The program utilizes real-time data, hands-on labs, and countless interactive tools through a web browser to inspire students.

K-8 Social Emotional Learning

The K-5th Social Emotional Learning curriculum is PATHS. Students are provided weekly lessons that teach critical SEL skills such as: problem solving, self-awareness, self-regulation, communication, and awareness of others. During short, daily community meetings, students are able to review the skills they've learned, and discuss how they've used the skills during the week. Teachers will also provide students with opportunities to practice the skills within the academic content. In addition, teachers will employ restorative practices to help students resolve conflicts, and understand consequences of behavior.

The 6th-8th Social Emotional Learning curriculum is the Second Step program. Students are provided weekly lessons that include videos, journal writing and discussions, in addition to daily community meeting time to practice skills. Teachers will integrate social emotional learning into the daily academic content as possible, and rely on restorative practices to address conflicts.

Physical Education

Physical Education is a sequence of developmental experiences in which students learn through movement. Students work on individual skill development and learn about teamwork and the importance of sportsmanship. In addition, they are given the opportunity to develop a positive attitude toward life-long physical activity. Students participate in physical education twice a week.

Homework

K - 5th

Nightly Reading: Navigators must read their Accelerated Reader (AR) library book for a minimum of 30 minutes every night.

6th-8th

Humanities: Students will read their core literature book for approximately 30 minutes, and spend approximately 20 minutes writing a response to literature based on their nightly reading.

STEM: Students will complete one math problem per night with a full written response describing their problem solving process. Math homework should take no more than 20 minutes nightly.

Library Policy

- o Students need to bring their book to school everyday.

- Students are responsible for reading 30 minutes a night.
- Students are responsible for meeting their monthly AR goal.
- Parents are responsible for replacing lost or damaged books. Their child will not be able to check out another book until it is found or replaced.

Make-Up Work

Complete all missed work.

It is a Navigator's responsibility to consult with each of his/her teachers to make sure she/he is aware of all assignments. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up any missed work.

Educational Technology

Educational technology supports the Navigator curriculum and provides students with quality educational software and a variety of informational and technological resources. Students will be allowed to access Navigator technology when the school receives the signed Technology Agreement.

Promotion/Retention Policy

The philosophy of Navigator Schools is that all students should participate in instructional programs where they can achieve academically and develop socially, emotionally, and physically. While it is expected that the vast majority of students will experience success in our schools, there may be some children for whom retention may be considered. We believe that with a strong program and collaboration between home and school, retention is truly a gift of time that results in student success. We do not believe that retention as a remediation vehicle is a solution unto itself, nor that retention without interventions and a planned program of support is successful in the long run. Decisions on retention will be based on collaborative review of data and the whole child before a decision is made. Criteria appropriate to each level must be established so that multiple assessments are considered such as standards-based assessments, local criteria such as classroom grades, results of criterion referenced testing, social development, performance assessments, parental input, and staff recommendations. Neither social promotion nor retention is supported by available research as a first option for students experiencing academic difficulty. Therefore, Navigator Schools will continue to identify and implement other options, including: professional development for staff, targeted support for students using a Multi-Tiered System of Supports that include the use of quality classroom assessments that inform instruction, individualized instruction, in-class small group intervention, reading support, use of extended day and summer programs as dictated by the individual needs of students, and a variety of other aggressive intervention systems. Before retention can be considered, it is essential that sufficient strategies to support student growth are implemented, and that the parents be kept informed of the student's achievement at all levels of development.

Teacher Qualification

All parents may request information regarding the professional qualifications of classroom teachers and/or small group instructors.

Monthly Blended Goals

All students are given weekly and monthly goals for each of their blended learning programs. If a student falls behind on their goals they may be asked to stay for an extended day to catch up.



Student Responsible Use of Technology Agreement 2022-2023

Overview

Navigator Schools makes a variety of communications and information technologies available to students. These technologies, when properly used, promote educational excellence in Navigator Schools by facilitating resource sharing, innovation, collaboration, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming Navigator Schools, its students, and its employees. Navigator Schools firmly believes that digital resources, information and interaction available through Navigator Schools technology systems far outweigh the disadvantages. This Responsible Use Agreement is intended to minimize the likelihood of harm by educating Navigator Schools students and setting standards which will serve to protect Navigator Schools and its students.

Mandatory Review by Parent/Guardian and Student

To educate students on proper technology use and conduct, students are required to review these guidelines each school year. The parent or legal guardian of a student user is required to acknowledge receipt and understanding of the Navigator Schools Student Responsible Use of Technology Agreement (hereinafter referred to as the Responsible Use Agreement) as part of the annual registration process, which includes signing and submitting a Summary Signature Form at the beginning of each school year.

Definition of Navigator Schools Technology System and Network

Navigator Schools technology and networks are any configuration of hardware and software. The system includes, but is not limited to, the following: telephones, cell phones, and voicemail technologies; email accounts; servers; computer hardware and peripherals; software including operating system software and application software; digitized information including stored text, data files, email, digital images, and video/audio files; internally or externally accessed databases,

applications, or tools (Internet or Navigator Schools-server based); Navigator Schools-provided Internet access including guest Wi-Fi; and new technologies as they become available.

Student Use Expectations

Navigator Schools information technology resources are provided for educational and instructional purposes. If you have any doubt about whether a contemplated activity is acceptable, consult with your teacher or administrator to help decide if a use is appropriate. You must do all of the following to keep your school technology privileges:

Respect and protect your own and the privacy of others by:

1. Using only accounts assigned to you.
2. Only viewing or using passwords, data, drives, or networks to which you are authorized.
3. Never distributing private information about yourself or others.

Respect and protect the integrity, availability, and security of all electronic resources by:

1. Observing all Navigator Schools Internet filters and posted network security practices.
2. Reporting security risks or violations to a teacher or network administrator.
3. Not destroying or damaging data, equipment, networks, or other resources that do not belong to you, without clear permission of the owner, (not hacking, uploading, downloading or creating computer viruses, sending mass emails or spam, or causing a disruption to electronic services).
4. Sharing technology resources with other users by not deliberately causing network congestion or consuming excessive electronic storage.
5. Immediately notifying a staff member or administrator of computer or network malfunctions.

Respect and protect the intellectual property of others by:

1. Following copyright laws (not making illegal copies of music, pictures, images, videos, games, software, apps, files or movies).
2. Citing sources when using others' work (not plagiarizing).

Respect your community by:

1. Communicating only in ways that are kind and respectful.
2. Reporting threatening or discomfoting materials to a teacher or administrator.
3. Not intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages/content that are pornographic, obscene, threatening, discriminatory, harassing, intimidating or bullying).
4. Not intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, impersonating another person for harmful purposes, or illegal copies of copyrighted works).
5. Not using the resources to further other acts that are criminal or violate the school's standards for student behavior, such as cheating.
6. Refraining from buying, selling, advertising, or otherwise conducting business, unless approved as a school project.
7. Participating positively in all digital learning environments and refraining from behaviors that negatively impact your peers or staff members.

Consequences for Violation.

Violations may result in the loss of your privileges to use the school or Navigator Schools's information technology resources. Violations of law may also result in disciplinary action, imposed in accordance with the Navigator Schools Standards for Student Behavior up to and including suspension or expulsion depending on the degree and severity of the violation. Violations could also result in criminal prosecution by government authorities.

Student Access to Computer/Network/Internet.

Computer/Network/Internet access is provided to all students for educational and instructional purposes. Each Navigator Schools computer/tablet with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act (CIPA). Navigator Schools makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/tablet/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

Digital Learning Environments

Students may participate in online environments related to curricular projects or school activities and use digital tools, such as, but not limited to, mobile devices, blogs, discussion forums, RSS feeds, podcasts, wikis, and online meeting sessions. The use of blogs, wikis, podcasts, and other digital tools are considered an extension of the classroom. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, wikis, podcasts, and other Navigator Schools-provided digital tools. For students under the age of 13, the Children's Online Privacy Protection Act (COPPA) requires additional parental permission for use of educational software tools and applications. Parents wishing to deny access to these curricular resources must do so in writing to the site principal indicating their child should be denied access to these tools.

Supervision and Monitoring

The use of Navigator Schools owned information technology resources is not private. Authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with Navigator Schools policies. Administrators reserve the right to examine, use, and disclose any data found on the school's networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. In other words, students must understand that computer files and electronic communications are not private and may be accessed by Navigator Schools for the purpose of ensuring proper use. Administrators may also use this information in disciplinary actions, and may furnish evidence of crime to law enforcement. Navigator Schools reserves the right to determine which uses constitute acceptable use and to limit access to such uses. The Navigator Schools also reserves the right to limit the time of access and priorities among competing acceptable uses.

Disclaimer of Liability

Navigator Schools makes no guarantees about the quality of services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the use of the network or accounts. Navigator Schools also denies any responsibility for the accuracy or quality of the information obtained through user access. Navigator Schools denies any responsibility for material encountered on a computer network, including the Internet, which may be deemed objectionable to a user (or his/her parents, if a minor) or for any hostile or injurious actions of third parties encountered through a computer network. Any statement accessible on the computer network or the Internet is understood to be the author's individual point of view and not that of Navigator Schools, its affiliates or employees. Due to the nature of electronic communications and changes in the law, it is also impossible for Navigator Schools to guarantee confidentiality of email sent and received over any computer network.

By signing the Summary Signature Form below, I have read, understand, shared with my student and acknowledge receipt of this Responsible Use Agreement.

Student Number _____ Student Name _____

Signature of Student _____

Date _____

Parent/Guardian Name _____

Signature of Parent/Guardian _____

Date _____

Student Personal Technology Agreement

Navigator students are NOT permitted to USE personal technology which includes phones, smart watches, or any other devices used for gaming, calling or internet, during ANY PART of the school day. This includes drop-off and pick-up.

Students are permitted to bring their personal technology onto campus if instructed to do so by their parents/guardian because of an after school need. The school is NOT responsible for any damage, loss or theft of personal property.

If a student brings their personal technology onto campus, the student is responsible for turning in their personal technology to their home room teacher at the beginning of the school day. The student may collect their personal technology at the end of the school day from their home room teacher. The student's personal technology is to be left off during the school day.

Students are NOT permitted to connect their personal device(s) to Navigator Schools WiFi. Students are NOT permitted to use their smartphone as a hotspot while on campus.

In the case of a school sponsored event, the event coordinator can determine and communicate whether personal student technology is permitted.

If a student is found using personal technology during the school day, the item will be brought to the office and kept in the office until a parent/guardian comes to claim the device. The privilege of bringing personal technology to school may be revoked upon multiple offenses.

I understand and agree to the personal technology requirements.



Navigator Commitments to Success

Parent/Guardian Commitment

We fully commit to our school in the following ways:

- We fully support the Navigator mission.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her “commitment to excellence.”
- We will make sure our child arrives at school on-time everyday.

We will make arrangements for our child to be picked up from school on time.

- We will follow all arrival and dismissal regulations and parking procedures.
- We will make sure our child follows the Navigator School dress code.
- We will ensure our child is reading or being read to every night for at least 30 minutes.
- We will meet regularly with teachers to discuss our child’s progress, including home visits, sites off campus, and parent conferences and support their work to help our child excel.
- We will participate in all school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc.
- We, not the school, are responsible for the behavior of our child.

Failure to adhere to these commitments could cause my child to lose various privileges and/or face consequences.

X _____

Student Commitment to Success

- I will come to school on time and prepared each day, with the required supplies and assignments and with all necessary documents signed by my parent or guardian.
- I will complete all of my assignments to the best of my ability, and if I do not understand how to do something, I will always seek out help.
- I will follow the dress code every day.
- I will read 30 minutes every night and complete my assigned homework.
- I will always pay attention to my teachers and classmates; I will always follow directions.
- I will strive to always be organized and to keep my work area neat.
- I will take advantage of every moment I have to learn something new.
- *I understand that I am a member of the Navigator team and a good team member:*
- I will always respect my teammates in both words and actions, and I will not disturb the learning of my schoolmates.
- I will never put down another teammate; rather I will strive to lift them up.
- I will help my teammates when they need help.
- I will work with my teammates to ensure that our school is clean and always welcoming.
- I will be honest in everything that I do, and I promise to never lie to another teammate, teacher or staff member.
- I will never cheat on a test or assignment, and if I know that someone else is cheating I will report it immediately.
- I will never take anything that is not mine from another person or place.
- I will always use words that are appropriate and respectful.

Failure to adhere to these commitments could cause me to lose various privileges, and/or face consequences.

X _____

I have read the 2022-2023 Parent and Student Handbook and agree to the following expectations, as outlined in the handbook:

- Navigator Commitments to Success
- Technology Policy
- Navigator Goals
- Parent Concerns
- Transportation, Drop off, and Pick up Procedures
- Family Involvement
- Student Wellness and Safety
- Attendance and Truancy
- Dress Code Policy
- Student Behavior Expectations
- Disciplinary Procedures
- Completed Lunch Form to Office
- Completed Emergency Contact Form to Office

Student Name: _____

Print Parent Name: _____

Parent Signature: _____

- Email: _____
parent email address
- Text message: _____
parent phone number

Hollister Prep School (HPS)

HPS Information Addendum to Parent/Student Handbook

2022-2023

Home of the Wolfpack

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Daily School Schedule

Will be updated once it is determined due to COVID guidelines. Families will be notified of the schedule via ParentSquare and/or www.hollisterprep.org.

Meals

***Due to COVID-19 and thus different school models, meals may possibly be distributed weekly so that students pick up a week's worth of food at the beginning of or end of the week. You will be notified via ParentSquare on meal distribution once a decision has been made. Food services are still contracted with Hollister School District.**

Breakfast: Provided by Hollister School District Nutrition Services.

Lunch: Provided by Hollister School District Nutrition Services.

*Hollister School District is a part of the National School Free Lunch Program, which provides breakfast and lunch 5 days per week at no charge to ANY student. You must fill out a new Free/Reduced Lunch application at the beginning of each school year, regardless of whether or not you qualify. This allows for proper state reporting and subsequent funding for this program to continue.

With a focus on healthy food, Navigator Schools discourages the following food products on campus:

Cookies Gum Candy Soda Junk Food

Foods that are encouraged and our Navigators LOVE:

Salads Carrots Celery Sticks Apple slices
Fresh fruits and vegetables Whole Grains Healthy snack packs and options

Birthday Celebrations

Birthday celebrations are exciting times. In the past, HPS has allowed goodie bags with NON-FOOD items to be handed out at the end of the school day to celebrate birthdays. Food items are not allowed for birthday celebrations and are returned to the parent/guardian if brought to school. However, due to COVID-19, this practice is suspended indefinitely. For this reason, Navigator Schools asks that celebrations be done outside of school hours, off-campus.

HPS Playground Rules

SNACK

1. Recess snacks should only be eaten at tables. Absolutely NO food or drinks allowed on playground or grass area. Students are not allowed to leave snack area until they have raised their hand and yard duty has acknowledged that they have cleaned up their garbage.

2. Please throw all garbage in the garbage cans provided next to the tables.

3. Once whistle blows twice to signal students to walk to the line, throw all remaining snack food, drinks, and garbage in the garbage can OR hold to put back in your school tote.

BLACKTOP

1. Walking on the blacktop area only (running only on the grass.)

2. Four square, handball, and basketball: Take turns in line. If there is a debate about who is out, do Rock, Paper, Scissors.

3. Stay visible to yard duties at all times.

4. Put your bags down on your class line and keep them there until the end of recess.

5. No football on the blacktop.

6. Use your class balls only. Keep all toys and balls at home.

7. Use your class balls for the appropriate activities: rubber balls for hand ball and four square; basketballs for basketball, and soccer balls for soccer.

8. No soccer on the blacktop- soccer on the field only.

9. Eat only at picnic tables in snack area. No food is permitted on the blacktop.

PLAY STRUCTURE

1. Walking ONLY in play structure area. Running and tag are allowed ONLY on grass area.

2. Students may not jump from any part of the sky net or playground structure.

3. Students keep their bodies to themselves. Students must use caution when next to other students on or around play structure and on top of play structure. (No wrestling, pushing, or rough housing)

4. Forward facing and on bottom only down the slide. (Students may not slide down the slide backwards. No stomach or head first sliding.)

5. One student at a time on the slide.

6. Go down the slide only. (Students may not climb up the slide.)

7. No rocks, sticks, balls, or other objects allowed inside the playground structure area.

8. Leave rubber tire pieces on the ground. (No throwing or picking up rubber tire pieces.)

9. Eat only at picnic tables in snack area. No food is permitted on the playground.

FIELD

1. Leave all sticks, branches, and rocks on the ground. (No picking up, throwing or swinging sticks, branches, or rocks.)

2. Talk only to people on the HPS/ROH side of campus (do not talk to strangers on the other side of the fence.)

3. Keep soccer balls on the ground (do not kick them high up in the air, as they go over the fence and end up on rooftop.)

4. Respect the fence area (No climbing the fence.)

5. Soccer, football, and kickball are ONLY allowed on grass area.

6. Eat only at picnic tables in snack area. No food is permitted on the field.

Recess and Lunch Line-up Procedures

When the whistle is blown students stop where they are and freeze on a knee (if on play structure, students get down and walk to the perimeter and freeze). Once all students are frozen staff will blow whistle 2 short blows, which signals students to

WALK to their designated line-up area.

Pick-Up Procedures

Students MUST be picked up within 15 minutes of their dismissal time. Students who are not picked up promptly will go to the office. The office manager will call all phone numbers on the emergency contact form. In the event a student still remains 30 minutes after dismissal, without response from a parent or guardian, the police will be notified and the student will be placed in police care.

With COVID Restrictions

Students:

- Should be seated
- Should be looking for their ride, raise their hand when they see their ride, and remain seated until the teacher has dismissed them
- No food or items from their bag out and distracting them
- Inside voices

Student Pick Up

- Staff member will take students to dismissal area while all staff and students follow social distancing.
- Parents will be reminded to practice social distancing from other parents and/or family groups while standing in the walk up line.

Walk-up and Pick-up

- Students will be released to walk up parents when the staff member supervising the student hears the name called. Walk up parents will need to line up at the walk up table where they give the name of their child to the staff member at the station. That staff member will call for the student to be sent to the walk up table.

Vehicle Pick-up

- Students will be ready and watching for their vehicle. Their name will be called on the walkie and the supervising staff member will then release them to the appropriate gate. Staff members will be at the gates, but will not be opening doors and assisting as little as possible (main function is to ensure students are safe and not proceeding out in front of vehicles).

Normal Circumstances

Students:

- Should be seated
- Should be looking for their ride, raise their hand when they see their ride, and remain seated until the teacher has dismissed them
- No food or items from their bag out and distracting them
- Inside voices



Drop-Off Procedures

With COVID-19 Restrictions

- Sign(s) will be at the entrance of drop off stating for parents to not enter if their student(s) have been experiencing COVID-19 symptoms or have possibly been exposed to COVID-19
- Students will follow social distancing walking to the school campus. A staff member will be monitoring to support students with social distancing.
- Markers will be on the ground for where students are to stand while waiting to receive their temperature check.

Students Entering Campus:

- At least 2 student check ins will be available for students to have their temperature taken (probably more like 4 to speed up the process).
- After students temperatures are taken, students will then wash their hands or use hand sanitizer and proceed to their class.
- If a student's temp is 100.4F or above the student is to be sent home.
- Walk down the sidewalk next to ROH classrooms and parking lot, being careful to stay on the sidewalk.
- Walk to the home room to hang up bag.

Normal Circumstances

- Exit vehicle or walk on to campus using designated crosswalks.
- Walk down the sidewalk next to ROH classrooms and parking lot, being careful to stay on the sidewalk.
- Walk to the home room to hang up bag and then walk to cafeteria to get breakfast.
- Eat breakfast in the lunch table area. If you are done or not eating breakfast, you must be on the big playground ROH side.
- The same playground rules apply.



Emergency Procedures

Lock Down Danger on Campus

Can be activated by HPD, ROH, or HPS. You will hear the following: **"Lock Down"**

You should:

- Please scan the outside of your classroom before locking your door. If there are students outside, they must quickly go to the closest classroom (including ROH) and take shelter.
- Lock and barricade doors quickly

Take attendance and notify the office of MISSING and/or EXTRA students via email at hps_office@navigatorsschools.org

- Notify PE/Enrichment teachers
- Get students under desks, tables, or behind furniture.
- window and keep all students hidden from sight.
- Keep cell phones on silent.
- Students **MUST** be silent for duration of the drill or emergency.
- DO NOT open the door FOR ANYONE!

When the drill or threat is over, an office staff member will come and unlock your door.

Office Staff will:

- Turn radio to channel 1 and inform D.O.
- Compile list by grade of missing students.
- Compile a list of extra students
- Cross check missing students against extra students & report to VP which students are unaccounted for

Secure Campus (suspicious activity in the area)

Can be activated by HPD, HFD, ROH, and HPS. When activated you will hear the following:

"Secure the campus."

You should:

- Scan the outside of your classroom before locking your door. If there are students outside, they must quickly go to the closest classroom (including ROH) and take shelter.
- Lock your doors.
- Continue teaching or assign students quiet work. Students **MUST** stay quiet.
- You may resume normal activity when admin or law enforcement open your door.

Office staff will communicate with surrounding entities.



Medical or Room Clearing Situation:

- You should alert the office as soon as the situation occurs
- Have another adult move your students to the snack tables
- If no adult is available, assign a student to lead the class quickly to the snack tables
- Students should sit at the snack tables quietly until situation is cleared.



Fire Drill:

- School alarm will be activated
- Evacuate immediately with emergency bucket
- Close doors and windows (leave unlocked)
- Accompany students to designated areas.
- Take attendance of your class
- Have student hold green card up if all students are accounted for or red card if any students are missing
- An **ALL CLEAR** bell or signal will sound indicating conditions are safe for returning to classrooms.

Earthquake Inside School Building:



- Drop, Cover, and Hold
- All staff and students should move away and turn from windows or suspended light fixtures.
- Staff and students should immediately place themselves under tables and desks.
- A bell will ring to indicate it is safe to accompany students to designated area. Door remains open.
- Advise students not to touch electrical wires and avoid using matches and lighters until the area is declared safe
- Take attendance of your class
- Have student hold green card up if all students are accounted for or red card if any students are missing
- An **ALL CLEAR** bell or signal will sound indicating conditions are safe for returning to classrooms.

Earthquake Outside School Building:

- The teacher or other person in authority implements **DROP**
- The safest place is in the open, away from potential falling objects (e.g., trees, portable backstops, power lines, buildings, etc.)
- A bell will ring to indicate it is safe to accompany students to designated area.
- Advise students not to touch electrical wires and avoid using matches and lighters until the area is declared safe

- Take attendance of your class
- Inform Debbie/office if a student is missing.
- An **ALL CLEAR** bell or signal will sound indicating conditions are safe for returning to classrooms.



Shelter in Place

Can be called when:

- Air quality is poor
- Chemical accident

You Should:

- Suspend any outdoor activities.

Normal activities may resume once you hear an all clear

Bomb Threat Procedure:

- Remain Calm
- Try to gain as much information as possible such as detonation time, location of bomb, type of bomb, voice characteristics, background noises, such as automobiles passing by, etc., reason for bomb threat
- Cease radio and cell phone communications on campus
- Report threat to site administrator then call 911
- Do not touch suspicious packages
- Account for all students and evacuate in an orderly manner.
- Move students a maximum safe distance from buildings; caution students to stay clear of buildings, trash cans, and lockers.
- Once out of the building remain there until an **ALL CLEAR** signal is given
- Accompany students to designated areas.
- Take attendance of your class
- Inform VP if a student is missing.
- An **ALL CLEAR** bell or signal will sound indicating conditions are safe for returning to classrooms.

ROH PRIMARY AND SECONDARY

MEETING PLACE

In the event HPS students and staff need to evacuate the campus take students to:

1. Dunne Park (primary)
2. Sacred Heart (secondary)

Visitors and Volunteers

* Due to COVID-19 safety concerns, we are currently not allowing visitors on to campus without prior approval. You will be notified of changes via ParentSquare.



**WPS Information Addendum to
Parent/Student Handbook**

2022 - 2023

Home of the Sharks

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Daily School Schedule



Bell Schedule

Mon, Tues, Thurs, Fri
Arrival: 7:15 – 7:40

Tardy after 7:45

Dismissal:
TK & KN: 2:05
1st- 5th: 3:05



Horario Escolar

Lunes, Martes, Jueves y Viernes
Llegada:
7:15 - 7:40

Tarde despues de 7:45

Salida:
TK y Kinder: 2:05
1^º a 5^º: 3:05



Bell Schedule

Wednesday
Arrival: 7:15 – 7:40

Tardy after 7:45

Dismissal:
TK & KN: 12:05
1st- 5th: 12:40



Horario Escolar

Miercoles
Entrada:
7:15 - 7:40

Tarde despues de 7:45

Salida
TK y Kinder: 12:05
1^º a 5^º: 12:40

Meals

Breakfast: Lunch Master

Lunch: Lunch Master

*Watsonville Prep School is part of the National School Lunch Program (NSLP) and School Breakfast Program (SBP) through a choice for schools called the Community Eligibility Provision (CEP). Watsonville Prep will still be requesting Household Income Forms from households with a student participating in the CEP; however, receipt of free breakfast and lunch meals does not depend on returning them. Completing the application is still necessary for other programs like academic coaches, special programs, technology, and more and may be used to determine if your household is eligible for these additional benefits.

With a focus on healthy food, Navigator Schools discourages the following food products on campus:

Cookies Gum Candy Soda Junk Food

Foods that are encouraged and our Navigators LOVE:

Salads Carrots Celery Sticks Apple slices
Fresh fruits and vegetables Whole Grains Healthy snack packs and options

Birthday Celebrations

Birthday celebrations are exciting times. In the past, WPS has allowed goodie bags with NON-FOOD items to be handed out at the end of the school day to celebrate birthdays. Food items are not allowed for birthday celebrations and are returned to the parent/guardian if brought to school due to student food allergies.

Backpack Policy

Our WPS Backpack Policy is that your student brings a **solid navy colored backpack or tote**. We highly recommend the totes and backpacks that we get through our spirit wear company website.

Spirit Wear Website: <https://yourstudentstyles.com/collections/watsonville-prep-school>

Backpacks acceptable for school.
Mochilas permitidas para la escuela.



WPS Play Area Rules

SNACK

1. Recess snacks should only be eaten in the designated areas. Students are not allowed to leave snack area until they have raised their hand and yard duty has acknowledged that they have cleaned up their garbage.

2. Please throw away all food materials and garbage in the appropriate bins provided.
3. Once the whistle blows which signals students to walk to the line, throw all remaining snack food, drinks, and garbage OR hold to put back in your school tote.

COURTYARD

1. Four square, soccer, jump ropes, and hula hoops: Take turns in line. If there is a debate about who is out, do Rock, Paper, Scissors.
2. Stay visible and in the designated areas at all times.
3. No football on the blacktop.
4. Use the school provided equipment only.. Keep all toys and balls at home.
5. Use your class balls for the appropriate activities: rubber balls for four square; basketballs for basketball, and soccer balls for soccer.
6. Eat only in the designated snack area, remain seated until you are done eating, and throw away all trash when finished.

PLAY SPACE

1. Walking **ONLY** in the play space area, unless you are in a designated area (i.e soccer, basketball, tricycles).
2. Students must keep their bodies to themselves. Students must use caution when next to other students around the basketball hoops and near the climbing wall (no wrestling, pushing, or rough housing).
3. No rocks, sticks, or other objects allowed inside the play space.

Pick-Up Procedures

Students **MUST** be picked up within 15 minutes of their dismissal time. Students who are not picked up promptly will go to the office. The office manager will call all phone numbers on the

emergency contact form. In the event a student still remains 30 minutes after dismissal, without response from a parent or guardian, the police will be notified and the student will be placed in police care. In order for the student to be released the parent, guardian and/or permitted adult must be previously listed as an emergency contact. If a special circumstance arises, the parent or legal guardian needs to let the office know as soon as possible.

Walk-up and Pick-up

- Students will be released to walk up guardians when the staff member supervising the student hears the name called. Walk up guardians will need to line up behind the designated cones outside the gate and wait for a staff member to collect their students' name. That staff member will call the student and the student will be sent to the walk up line.
 - If you bring an animal while picking up your student, it must be on a leash at all times and monitored by an adult for the duration of your time on the WPS campus.

6.12.020 Leash required for dogs off premises. Amended [Ord. 5388](#)

It is unlawful for the owner of any dog, whether licensed or unlicensed, to permit or allow such dog to be away from the premises of its owner at any time if not under actual physical restraint or control, such as a leash, tether, or in the grasp of a person. [Ord. 4490 § 4, 1998; Ord. 3728 § 20, 1986; Ord. 2170, 1975; Ord. 1447, 1972; Ord. 1371, 1968; prior code § 8.05.401].

Vehicle Pick-up

- Students will be ready and listening for their name to be called inside the school gate. A staff member will be collecting your students' name from you inside your vehicle in the car line. Your students' name will be called and the supervising staff member will then release them to the gate. Staff members will be waiting at/outside the gates to escort your student to their vehicle. Please ensure that you are driving with extra caution as many staff and students will be in the area being escorted to vehicles. We will be escorting students into the car as close to the front of the line as possible. Because we are in a shared public parking lot, please do not line up in the care line more than 10 minutes before your student is dismissed.

Students:

- Should be seated
- Should be listening for their name, and remain seated until the teacher has dismissed them
- No food or items from their bag out and distracting them
- Inside voices



Parent Parking

- We will have a number of designated parent parking spots clearly marked by cones. If you are leaving your vehicle at any time and not in one of these designated places, please use public parking outside of the parking lot as your vehicle may be at risk of being towed. All other spots are permit only with a parking pass.



Can be activated by WPD or WPS.

You will hear the following:
"Lockdown."

You should:

- Please scan the outside of your classroom before locking your door. If there are students outside, they must quickly go to the closest classroom and take shelter.
- Lock and barricade doors quickly

Take attendance and notify the office of MISSING and/or EXTRA students via email at

wps_office@navigatorsschools.org

- Notify PE/Enrichment teachers
- Get students under desks, tables, or behind furniture.
- window and keep all students hidden from sight.
- Keep cell phones on silent.
- Students MUST be silent for duration of the drill or emergency.
- DO NOT open the door FOR ANYONE!

When the drill or threat is over, an office staff member will come and unlock your door.

Office Staff will:

- Turn radio to channel 1 and inform D.O.
- Compile list by grade of missing students.
- Compile a list of extra students
- Cross check missing students against extra students & report to VP which students are unaccounted for



Can be activated by WPD or WPS. When activated you will hear the following:

"Secure campus."

You should:

- Scan the outside of your classroom before locking your door. If there are students outside, they must quickly go to the closest classroom and take shelter.
- Lock your doors.
- Continue teaching or assign students quiet work. Students MUST stay quiet.
- You may resume normal activity when admin or law enforcement open your door.

Take attendance and notify the office of MISSING and/or EXTRA students via email at

wps_office@navigatorsschools.org

Office staff will communicate with surrounding entities.



Medical or Room Clearing Situation:

- You should alert the office as soon as the situation occurs
- Have another adult move your students to the snack tables
- If no adult is available, assign a student to lead the class quickly to the snack tables
- Students should sit at the snack tables quietly until the situation is cleared.

Fire Drill:



- School alarm will be activated
- Evacuate immediately with emergency bucket
- Close doors and windows (leave unlocked)
- Accompany students to designated areas.
- Take attendance of your class
- Have student hold green card up if all students are accounted for or red card if any students are missing
- An **ALL CLEAR** bell or signal will sound indicating conditions are safe for returning to classrooms.

Earthquake Inside School Building:



- Drop, Cover, and Hold On.
- All staff and students should move away and turn from windows or suspended light fixtures.
- Staff and students should immediately place themselves under tables and desks.
- Once shaking stops, please evacuate students to designated evacuation area.
- Advise students not to touch electrical wires and avoid using matches and lighters until the area is declared safe
- Take attendance of your class
- Have student hold green card up if all students are accounted for or red card if any students are missing
- An **ALL CLEAR** bell or signal will sound indicating conditions are safe for returning to classrooms.

Earthquake Outside School Building:

- The teacher or other person in authority implements **DROP**
- The safest place is in the open, away from potential falling objects (e.g., trees, portable backstops, power lines, buildings, etc.)

- A bell will ring to indicate it is safe to accompany students to designated area.
- Advise students not to touch electrical wires and avoid using matches and lighters until the area is declared safe
- Take attendance of your class
- Inform Admin/office if a student is missing.
- An **ALL CLEAR** bell or signal will sound indicating conditions are safe for returning to classrooms.



Shelter in Place

Can be called when:

- Air quality is poor
- Chemical accident

You Should:

- Suspend any outdoor activities.

Normal activities may resume once you hear an all clear

Bomb Threat Procedure:

- Remain Calm
- Try to gain as much information as possible such as detonation time, location of bomb, type of bomb, voice characteristics, background noises, such as automobiles passing by, etc., reason for bomb threat
- Cease radio and cell phone communications on campus
- Report threat to site administrator then call 911
- Do not touch suspicious packages
- Account for all students and evacuate in an orderly manner.
- Move students a maximum safe distance from buildings; caution students to stay clear of buildings, trash cans, and lockers.
- Once out of the building remain there until an ALL CLEAR signal is given
- Accompany students to designated areas.
- Take attendance of your class
- Inform VP if a student is missing.
- An **ALL CLEAR** bell or signal will sound indicating conditions are safe for returning to classrooms.

In the event WPS students and staff need to evacuate the campus take students to:

1. The parking lot of the school - right outside of the main gate, see image below:

Visitors and Volunteers

We are very excited to welcome volunteers back to campus this year. If you are interested in volunteering in your child's classroom, please reach out to their teacher directly via Parent Square. Your child's teacher will work with you to set up a day and time for you to volunteer, and directions for whatever job or task you will be supporting with.

We do ask that if you are exhibiting any symptoms of any kind, that you please do not come on to campus until symptoms are completely subsided.

We will ask any unvaccinated individuals to take a Covid-19 test before entering our campus. You can arrange a testing appointment with our office team prior to your designated volunteer / visiting time.

If you need to meet with our office team, please reach out to them directly to set up an appointment. You can reach them at (831) 274 - 3222 or on Parent Square.

Linda Munoz - Office Manager
linda.munoz@navigatorsschools.org

Erica Guerrero - Office Assistant
erica.guerrero@navigatorsschools.org

Gilroy Prep School (GPS)

**Information Addendum to
Parent/Student Handbook**

2022-2023

Home of the Gators

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Daily School Schedule

Breakfast is served from 7:30 – 7:55 am

Morning Message: 8:00 - 8:10 am

Kindergarten:

- Monday, Tuesday, Thursday, and Friday Schedule: 8:00 am – 2:15 pm
- Wednesday Schedule: 8:00 am – 12:35 pm

1st – 8th Grade:

- Monday, Tuesday, Thursday and Friday Schedule: 8:00 am – 3:15 pm
- Wednesday Schedule: 8:00 am – 1:05 pm

*Minimum Days Kindergartners are released at 12:35 pm, 1st-8th students will be released at 1:05 pm.

Meals

GPS uses The LunchMaster as a healthy lunch and snack provider. The LunchMasters’ meals are healthy, tasty, homemade, and affordable. They take pride in their menu creation process, which involves close collaboration with their school partners. They actively solicit feedback from the students eating their meals to help us ensure that they are delivering food that their students and faculty enjoy.

Lunch: We offer both hot and cold lunches. Every lunch includes fresh fruit and vegetables, healthy carbohydrate, and lean protein.

Breakfast: Every breakfast is served with low fat, hormone-free milk and fresh fruit. Breakfast items include yogurt, cereal, bagels, and muffins.

*Gilroy Prep School is part of the National School Lunch Program (NSLP) and School Breakfast Program (SBP) through a choice for schools called the Community Eligibility Provision (CEP). Gilroy Prep will still be requesting Household Income Forms from households with a student participating in the CEP; however, receipt of free breakfast and lunch meals does not depend on returning them. Completing the application is still necessary for other programs like academic coaches, special programs, technology, and more and may be used to determine if your household is eligible for these additional benefits.

With a focus on healthy food, Navigator Schools discourages the following food products on campus:

Cookies Gum Candy Soda Junk Food

Foods that are encouraged and our Navigators LOVE:

Salads Carrots Celery Sticks Apple slices
Fresh fruits and vegetables Whole Grains Healthy snack packs and options

Birthday Celebrations

Birthday celebrations are exciting times. GPS allows goodie bags with NON-FOOD items to be handed out at the end of the school day to celebrate birthdays. Goodie bags can be dropped off at the office. Food items are not allowed for birthday celebrations and are returned to the parent/guardian if brought to school due to student food allergies.

GPS Playground Rules

SNACK

1. Recess snacks should only be eaten at tables. Absolutely NO food or drinks allowed on playground or grass area.
2. Please throw all garbage in the garbage cans provided next to the tables.
3. Once the whistle blows to end recess, throw all remaining snack food and drinks in the garbage OR put them back in your school tote BEFORE lining up.

BLACKTOP

1. Four square, handball, and tetherball: Take turns in line. If there is a debate about who is out, do Rock, Paper, Scissors.
2. Stay visible to yard duties at all times.
3. Put your bags down on your class line and keep them there until the end of recess.
4. No football at any time at recess.
5. Use your class balls only. Keep all toys and balls at home.
6. Use your class balls for the appropriate activities: rubber balls for handball and four square; basketballs for basketball, and soccer balls for soccer.
7. Eat only at picnic tables in the snack area. No food is permitted on the blacktop.

PLAY STRUCTURE

1. Walking ONLY in play structure area.
2. Students may not jump from any part of the sky net or playground structure.
3. Students keep their bodies to themselves. Students must use caution when next to other students on or around sky net and on top of play structure. (No wrestling, pushing, or rough housing on the play area.)
4. Forward facing and on bottom only down the slide. (Students may not slide down the

slide backward. No stomach or head first sliding.)

5. One student at a time on the slide.
6. Go down the slide only. (Students may not climb up the slide.)
7. No rocks, sticks, balls, or other objects are allowed inside the playground structure area.
8. Leave tanbark tire pieces on the ground. (No throwing or picking up blue rubber tire pieces.)
9. Sitting only on the spinner. (No standing or pushing other students off.)
10. Eat only at picnic tables in snack area. No food is permitted on the playground.

FIELD

1. Leave all sticks, branches, and rocks on the ground. (No picking up, throwing or swinging sticks, branches, or rocks.)
2. Talk only to people on the GPS side of campus (do not talk to strangers on the other side of the fence.) 3. Keep soccer balls on the ground (do not kick them high up in the air, as they go over the fence and end up on rooftop.)
4. Respect the fence area (No climbing the fence.)
5. Eat only at picnic tables in snack area. No food is permitted on the field.

Pick-Up Procedures

Students MUST be picked up within 15 minutes of their dismissal time. Students who are not picked up promptly will go to the office. The office manager will call all phone numbers on the emergency contact form. In the event a student still remains at 3:45 PM, without response from a parent or guardian, the police will be notified and the student will be placed in police care.

Drop-Off Procedures

Students may be dropped off as early as 7:30 A.M. To drop your child off please enter to the far right and drive around as far as possible. Please do not leave your vehicle and do not double

park in the drop-off area. Once you drop off your child, please exit onto IOOF Ave. as soon as possible to provide space for the next parents coming in. A GPS staff member or parent volunteer will direct students to their line and the morning message. Staff parking is reserved for Navigator School staff only, please do not park in the staff parking lot at any time. For parent walk-ups you may walk up or park on street parking and walk-up.

If your child is dropped off late (after 8:00 A.M.) they MUST go to the office first and get a pass from the office manager before heading to class. On rainy days, students will report to the gym for breakfast. They will be released to go to classrooms at 7:50.