BOARD OF DIRECTORS
NOVATO CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)
940 C Street, Novato, CA

October 18th, 2023 12:00pm
REGULAR MEETING AGENDA

The Novato Charter School welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School.
To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.

2. Blue "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Public Comment." Submit your blue forms to the Board Clerk prior to the relevant agenda item.

3. "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may (a) give direction to staff to respond to a concern, (b) direct that the item be referred to the Director for action or (c) schedule the item on a subsequent agenda.

4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item, and total time allotted for agenda items will not exceed twenty (20) minutes.

5. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth.

Access to Board Materials: A copy of the written materials which will be submitted to the Board may be reviewed by any interested persons on The Novato Charter School's website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by emailing mbloom@nusd.org. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

BOARD MEMBER CODE OF CONDUCT

We will demonstrate **respect** for each other and all school constituents through open communication and by practicing gratitude and appreciation. We will **collaborate** by honoring each member's unique point of view when working on the common goal of supporting the mission and vision of NCS.
We will align our actions to support the faculty and staff in their endeavor to provide a **holistic/developmentally** appropriate education through **creativity and the art of teaching**. We will hold ourselves and each other accountable to arrive at Board meetings prepared and in follow-through of additional responsibilities including committee work outside of meetings.

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- Maintain open, respectful body language and tone of voice when sharing viewpoints.
- Respect the Direct Communication model by bringing any concern first to the person(s) most directly connected or responsible for the topic.
- Offer full listening and attention and lend a benefit of the doubt to each member.
- Honor established agreements and limitations of the board meeting format including:
- Time limits
- Discussion limited only to agenda items (no discussion of non-agendized topics)
- Avoid interrupting others
- Stay focused on speaker and topic (do not engaging in distracting behavior/side conversations)
- Express gratitude and appreciation whenever/wherever possible.

1. Call Meeting to Order, Roll Call 5 Min.

Board Member	Present Absent Late	Arrival time
Craig Allender, President(CA)		
Chris Shortall, Trustee (CS)		
Robin J. Lee, Trustee (RL)		
Lia Heath, Chief Financial Officer (LH)		
Mike “Red” Hale, Trustee (RH)		

2. AGENDA MODIFICATION CA 5 Min.

3. NON AGENDA PUBLIC COMMENT 5 Min. *This is the opportunity for members of the community to speak on topics that are not agendized on tonight's board meeting. Because these are not agendized items the board and staff may not dialog back and forth with you. If you have a specific question that staff may be able to answer, staff may contact you. Should a board member choose to have this placed on a future meeting they may contact staff to do that*.

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4. APPROVAL OF CONSENT AGENDA ITEMS 5 Min.*Consent Agenda Items : All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them.*

- **A.** Approve Minutes: September 13th, 2023 3min
- **B.** Comprehensive Safety Plan Staff Recommendation
- **C.** EDUCATION PROTECTION ACCOUNT (EPA) / PROP 30 FUNDS RESOLUTION - Utilize education protection act funds to support instructional programs (teacher salaries and benefits) 2023-24 Plan/Estimate $131,566; 2022-23 Actual $97,593

Board Members	Craig Allender	Chris Shortall	Robin J. Lee	Lia Heath	Mike “Red” Hale
Moved By:					
Seconded By:					
Action:					

5.BOARD DISCUSSION/ACTION ITEMS

- **A.** School Computer Network and Broadband Internet Connection Project. *Staff Recommendation: Approval*

Board Members	Craig Allender	Chris Shortall	Robin J. Lee	Lia Heath	Mike “Red” Hale
Moved By:					
Seconded By:					
Action:					

6.PUBLIC HEARING

- **A.** Independent Study Policy - *Staff Recommendation: 1st Reading/Public Hearing*

7. INFORMATION ITEMS: ADMINISTRATIVE REPORTS

- **A.** Attendance update-Attendance percentage by grade
- **B.** Enrollment Update
- **C.** Hiring Update for 23-24 School Year
  - **a.** Certificated Positions
  - **b.** Classified Positions
- **D.** Measure G Bond Update - Report on projects completed and scheduled
- **E.** NUSD-NCS Business Services MOU
- **F.** North Bay Childrens’ Center Construction Project Update
- **G.** Soccer Field Improvement Update

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REGULAR MEETING AGENDA

8. RECESS: 30 Min break

9. Annual Board Training 90 min Topics: Charter School Board University: An Introduction to Effective Charter School Governance; Special Education;Brown Act

10. NEXT BOARD MEETING 5 Min. Wednesday November 8th, 2023 at 5:30pm

11. COMMENTS FROM BOARD MEMBERS Please email future agenda items to nlloyd@nusd.org and callender@nusd.org 5 Min.

12. ADJOURNMENT Agenda for next meeting publicly posted on www.novatocharterschool.org by Friday, November 3rd, 2023 by Megan Bloom

BOARD OF DIRECTORS
NOVATO CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)
940 C Street, Novato, CA
September 13th, 2023 5:30pm
Minutes

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1. Call Meeting to Order, Roll Call 5 Min.

Board Member	Present Absent Late	Arrival time
Craig Allender, President(CA)	abosent	
Chris Shortall, Trustee (CS)		
Robin J. Lee, Trustee (RL)	Here	5:30
Lia Heath, Chief Financial Officer (LH)	Here	5:40
Mike “Red” Hale, Trustee (RH)	Here	5:45

2. AGENDA MODIFICATION CA 5 Min.

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A. Approve Minutes: August 23rd, 2023

Board Members	Craig Allender	Chris Shortall	Robin J. Lee	Lia Heath	Mike "Red" Hale
Moved By:				X	
Seconded By:					X
Action:	Absent	Absent	Yay	Yay	Yay

5.BOARD DISCUSSION/ACTION ITEMS

A. Approve Unaudited Actuals 22-23
Jon Azizi presented 2022/23 unaudited actuals

Board Members	Craig Allender	Chris Shortall	Robin J. Lee	Lia Heath	Mike "Red" Hale
Moved By:				X	
Seconded By:					X
Action:	Absent	Absent	Yay	Yay	Yay

B. Swear in new board member
"Red" aka Mike Hale was sworn in as trustee to the Board

BOARD OF DIRECTORS
NOVATO CHARTER SCHOOL
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September 13th, 2023 5:30pm
Minutes

6. INFORMATION ITEMS: ADMINISTRATIVE REPORTS

A. Enrollment Update

Grade	Total/target enrollment	Enrollment 9/8/23	Seats available	Wait List 23-24
TK	20	20	0	73
K	28	28	0	37
1	28	28	0	15
2	28	28	0	33
3	28	29	-1	24
4	28	28	0	24
5	28	28	0	12
6	26	26	0	28
7	26	25	1	0
8	26	26	0	5
Totals	266	266	0	251

B. Hiring Update for 23-24 School Year
- **a.** Certificated Positions - actively looking for 7th grade teacher, movement teacher, speech pathologist (just contracted with an agency)
- **b.** Classified Positions - fully staffed

C. Measure G Bond Update - Report on projects completed and scheduled
- **a.** NUSD is not making any action towards moving NCS campus. Nikki met with new superintendent who stated they don't anticipate moving NCS campus.
- **b.** Roofs were patched during the summer and tested. Still more work will be needed next summer.
- **c.** Screen, projector and audio being tested in community room
- **d.** Security camera consultant will be walking campus by the 28th of September
- **e.** Plan is to get a gate at the main entrance into the campus
- **f.** Waiting on a list of flexible furniture from NUSD to see what needs to be order

D. North Bay Childrens' Center Construction Project Update
- **a.** Major updates to parking could be coming, Craig will be working with design team and contractor on some safety concerns

E. Soccer Field Improvement Update
- **a.** Soccer club approached NCS and offered to update the field if they could have second right to use the field after NCS
- **b.** The NUSD board approved the soccer team donation to update the field
- **c.** NUSD owns the property

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7. NEXT BOARD MEETING 5 Min. Wednesday October 18th, 2023 at 12:00pm

8. COMMENTS FROM BOARD MEMBERS -
Please email future agenda items to nlloyd@nusd.org and callender@nusd.org 5 Min.

9. ADJOURNMENT
Agenda for next meeting publicly posted on www.novatocharterschool.org by Friday,October 13th, 2023 by Megan Bloom

Meeting Adjourned at 7:48pm

Comprehensive School Safety Plan

Section 1

Mitigation • Preparedness • Response • Recovery

Novato Charter School

August 2023

Pages 1-16 must be updated annually and submitted to the Superintendent's Office by September 1.

This Document Includes the Following:

Emergency Phone Numbers and Resources
District and School Sites EOC Verizon Phones
School Site Roster of all Staff
Fire and Comprehensive Disaster Drill Schedule
Earthquake and Shelter in Place/Lockdown Drill Schedule
School Site Map (evacuation routes, gas, electric and water shut-offs)
School Site Map (ICS, first aid, student supervision/release locations, search grid areas)
Incident Command Center (ICS) Tree
Annual Emergency Preparedness Best Practices
School Resources
Suspension and Expulsion Rates
Summary of Job Responsibilities
Incident Commander
Operations Coordinator
Scribe(s)/Documentation
Search and Site Assessment Team(s)
Utilities, Traffic and Security
Rescue Mobile Medical Team(s)
First Aid
Planning Coordinator
Student Supervision
Student Release
Logistics
Other Staff, Volunteers, and Other Adults on Campus
Protocols – Table of Contents
Shelter in Place Protocol
Lockdown Protocol
On-Site Fire Protocol
Off-Site Evacuation
Earthquake Protocol
Medical Emergency Protocol
Bomb Threat and Bomb Threat Checklist

Emergency Phone Numbers and Resources

Agency	Phone Numbers
Novato Police Department (Dispatch)	911 or 415-897-1122
Novato Police Department (General)	415-897-4361
Novato Fire Protection District	911 or 415-878-2690
North Bay Security - Bill Welch	415-235-2340
NUSD Public Information Officer/Director, Communications - Leslie Benjamin	415-493-4259 (office) 415-328-3395 (cell)
NUSD Director, Maintenance, Operations and Transportation - Tony Albini	415-493-4375 (office) 707-696-1275 (cell)
NUSD Superintendent (Dr. Tracy Smith) and executive assistant (Ellen Christenson Denton) office	415-897-4211
Novato Community Hospital	415-209-1300
Marin General Hospital	415-925-7000
Kaiser Hospital (San Rafael)	415-444-2000
Poison Control	800-222-1222
Marin County Office of Emergency Services	415-473-6584 or 415-499-6584
Marin County Sheriff's Department	415-473-7250 or 415-479-2311
California Highway Patrol	415-924-1100
Pacific Gas and Electric (PG&E)	800-743-5000
North Marin Water District	415-945-1500
City of Novato	415-899-8900
Marin County Office of Education	415-472-4110
Marin Humane Society	415-883-4621
American Red Cross (Bay Area)	415-721-2365

District and School Sites Verizon Phones

Verizon phones are to be used for emergency purposes only. Please keep them charged and ready for use. Phones should be readily available and location of phone known by all staff.

Each phone has pre-programmed phone numbers in it:

District Office
Director of Maintenance & Operations-Tony Albini
Operations Manager-Trevor Smith
Maintenance-On Call
Maintenance & Operations-Gina Wildman

District Office	**Phone Numbers**
Administration	415-850-4034
Agency Liaison	415-850-9244
Person in Office	415-850-9235
Financial Administration	415-850-9237
Logistics	415-850-9245
Planning	415-850-9239
Safety	415-850-9935
Elementary	
Hamilton	415-305-2854
Loma Verde	415-305-2954
Lu Sutton	415-798-1791
Lynwood	415-305-2873
Olive	415-798-1579
Pleasant Valley	415-798-1521
Rancho	415-798-1743
Ready, Set, Grow (Early Education)	415-798-1735
San Ramon	415-798-1658
Middle Schools	
San Jose	415-798-1823
Sinaloa	415-798-1817
High Schools	
Novato	415-798-1818
San Marin	415-798-1696
Hill Education Center	415-305-2872
Charter	
Novato Charter School	415-320-3019

SCHOOL SITE ROSTER OF ALL STAFF

(Admin, Teachers, Office Staff, FANS, Custodians, Resource, Library Tech, etc. with mobile phone numbers)

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Novato Unified School District

Fire Drill Schedule

School Name: **School Year:**

__NOVATO CHARTER SCHOOL__ **2023-2024**

Fire Drill Schedule		
Elementary (8 drills)		
	Date	**Time**
1	9/5/23	9am
2	10/25/23	10 30am
3	12/11/23	11:50am
4	1/19/24	11:55am
5	2/8/24	12:35pm
6	3/11/24	8:45am
7	4/23/24	10:35am
8	5/29/24	8:55am
Middle (4 drills)		
1		
2		
3		
4		
High (2 drills)		
1		
2		

Comprehensive Disaster Drill Schedule (complete prior to March 31)			
	Type	**Date**	**Time**
1	Intruder Drill	9/14/23	12:00pm

Novato Unified School District
disaster Drill Schedule

School Name: _____NOVATO CHARTER SCHOOL_____

School Year: 2023-2024

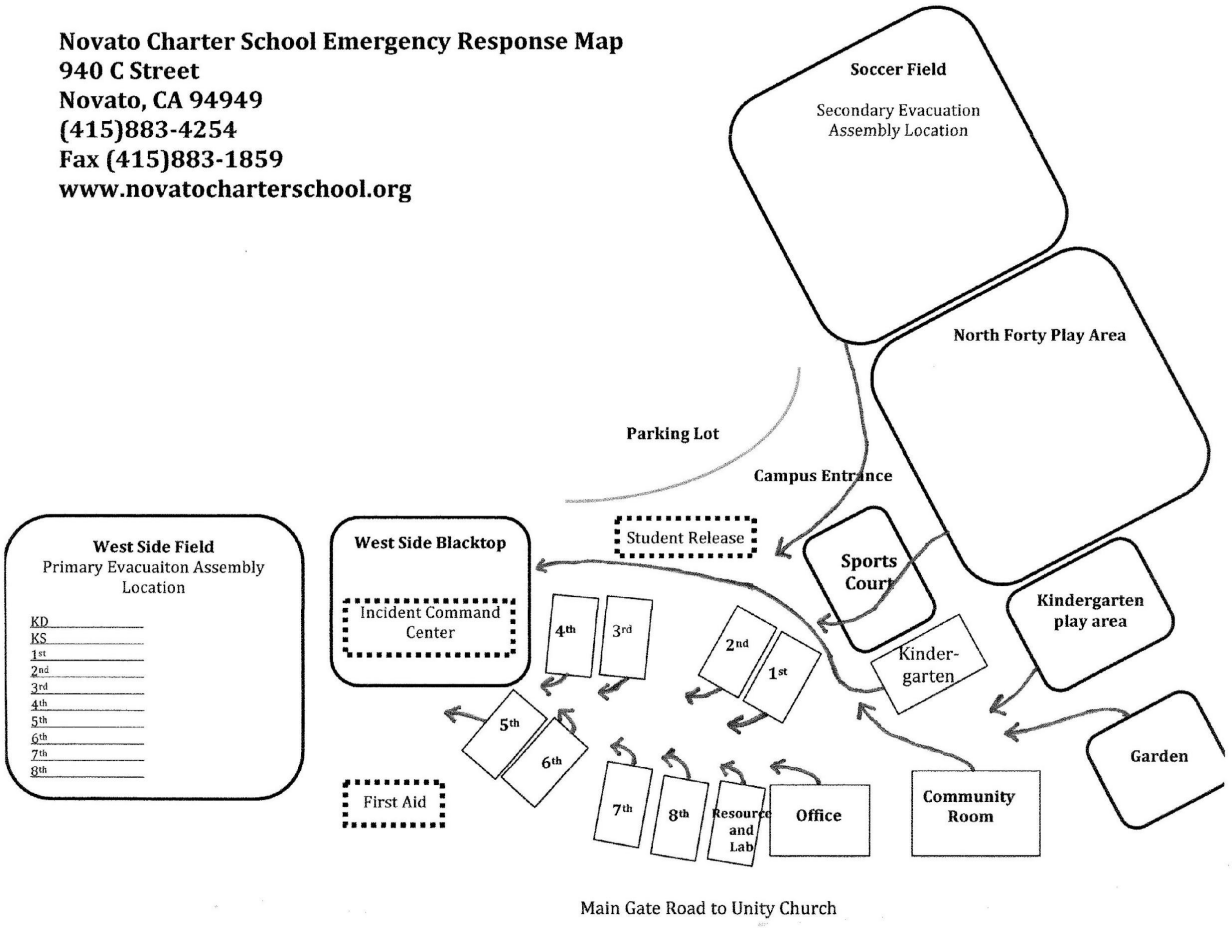
Earthquake Drill Schedule			
		Date	**Time**
Elementary (4 Drills)			
1	Great California Shakeout - October	10/19/23	10:19am
2	Earthquake Drill	9/14/23	12:30pm
3	Earthquake Drill	3/1/2024	9:00am
4	Earthquake Drill	6/3/2024	10:30am
Middle (2 Drills)			
1	Great California Shakeout - October	10/19/23	10:19 am
2			
High (2 Drills)			
1	Great California Shakeout - October	10/19/23	
2			

Shelter in Place/Lockdown Disaster Drill Schedule			
	Type	**Date**	**Time**
1	Shelter in Place (in class)	10/12/23	8:45 am
2	Shelter in Place Transition to Lockdown (in class)	12/5/23	10:30AM
3	Shelter in Place Transition to Lockdown (access or recess)	3/19/24	11:05am

(Site Map)
(B&W copy or PDF okay)

Please include the following on School Site Map designating:

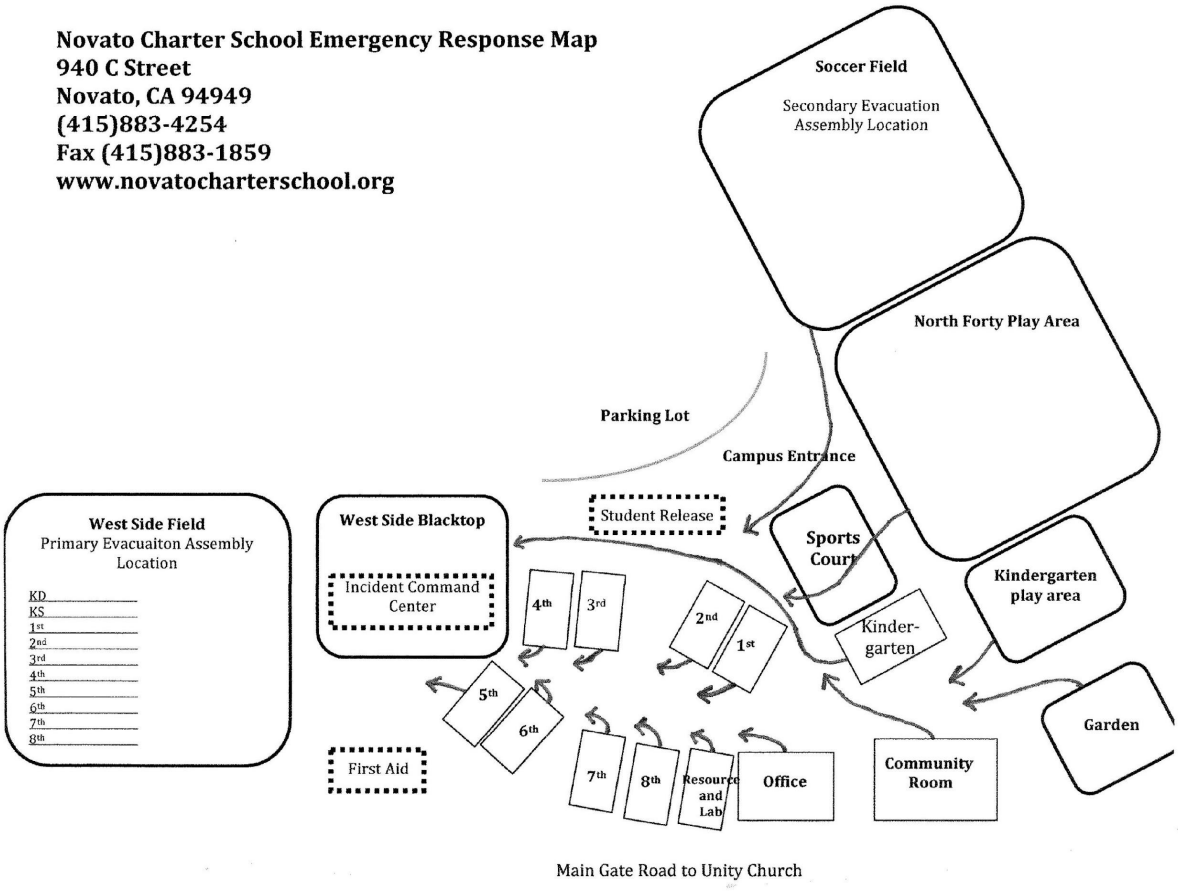
1. **Primary / Secondary (includes Evacuation Routes, Gas, Electric and Water Shut-Offs)**

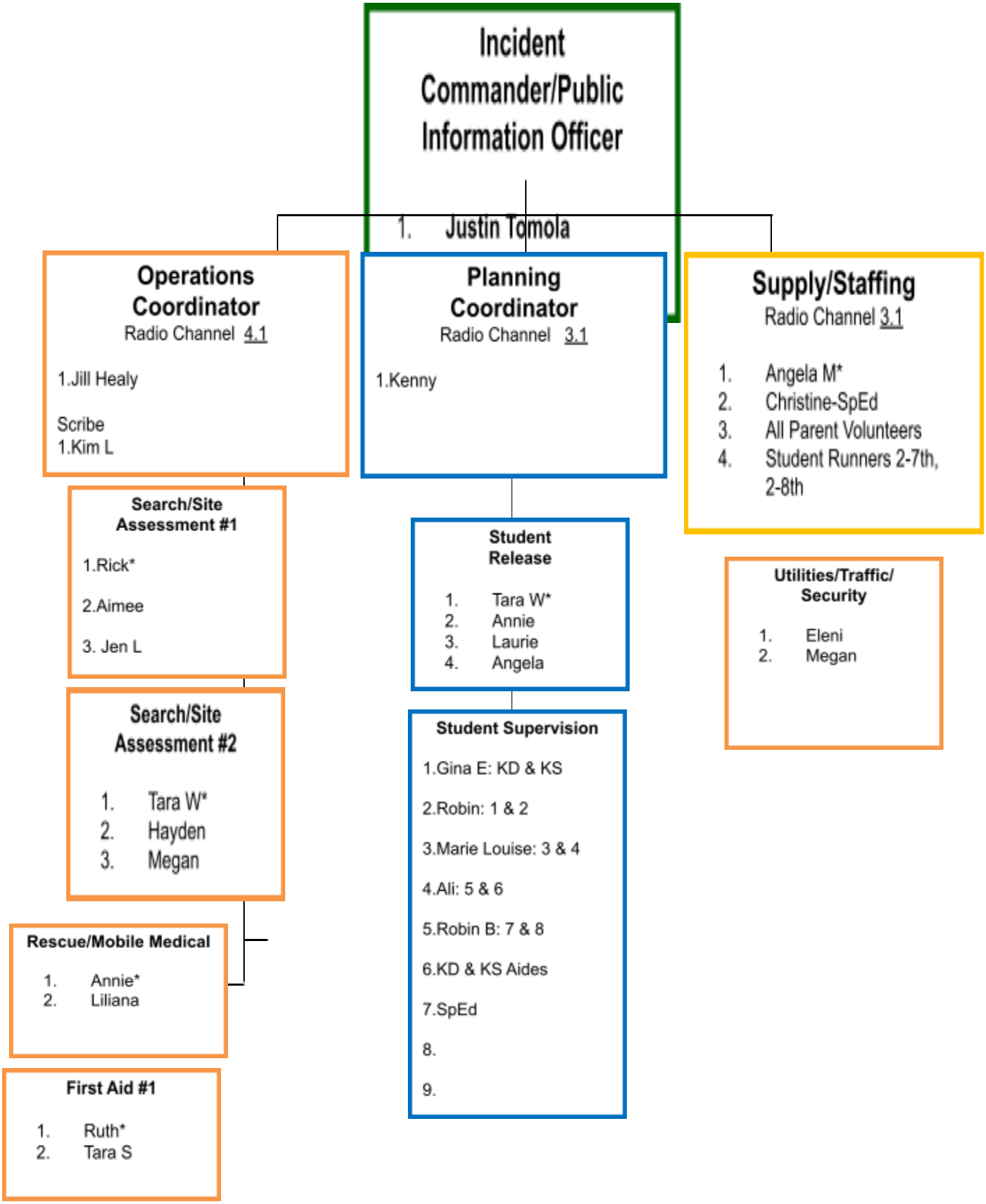


(Site Map)
(B&W copy or PDF okay)

Please include the following on School Site Map designating:

2. **Primary / Secondary (Showing ICS, First Aid, Student Release and Student Supervision Locations. Also shows Search Grid Areas – highlighted in different colors)**




Incident Commander/Public Information Officer
1. Justin Tomola
Operations Coordinator
Radio Channel 4.1
1.Jill Healy
Scribe
1.Kim L
Planning Coordinator
Radio Channel 3.1
1.Kenny
Supply/Staffing
Radio Channel 3.1
1. Angela M*
2. Christine-SpEd
3. All Parent Volunteers
4. Student Runners 2-7th, 2-8th
Search/Site Assessment #1
1.Rick*
2.Aimee
3. Jen L
Search/Site Assessment #2
1. Tara W*
2. Hayden
3. Megan
Rescue/Mobile Medical
1. Annie*
2. Liliana
First Aid #1
1. Ruth*
2. Tara S
Student Release
1. Tara W*
2. Annie
3. Laurie
4. Angela
Student Supervision
1.Gina E: KD & KS
2.Robin: 1 & 2
3.Marie Louise: 3 & 4
4.Ali: 5 & 6
5.Robin B: 7 & 8
6.KD & KS Aides
7.SpEd
8.
9.
Utilities/Traffic/ Security
1. Eleni
2. Megan

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Novato Unified School District
Annual Emergency Preparedness Best Practices

School Name: _____

School Year: **2023-2024**

Date	Activity	Responsible Person	Date Competed
Summer	Review School Safety Plan	Jill Healy	8/31/23
Summer	School facilities hazard assessment (buildings, grounds, evacuation routes, shut-off valves) walk through with public safety.	Megan Bloom	8/22/23
August	Identify school resources and survey special staff skills.	Jill Healy	8/21/23
August	Survey staff dismissal priorities (disaster service workers).	Jill Healy	8/21/23-9/1/23
August	Update staff and emergency phone numbers and resources. Update emergency team assignments.	Jill Healy	8/7/23
August	Assign school staff to Incident Command System (ICS) functions.	Jill Healy	8/7/23
August	If new construction is completed at your site, get new updated maps and site plans from M/O Director.	Jill/Megan	8/22/23
September	Parent orientation/information on School Safety Plan.	Justin Tomola	9/1/2023
September	Update classroom backpacks (rosters, etc.).	Jill Healy	8/11/23
Fall	Inventory/restock emergency supplies. Test communication equipment.	Jill Healy	9/1/23
Fall	Staff orientation of School Safety Plan, emergency response actions, policies and performance expectations during various drills.	Jill Healy	9/7/23
Fall	Assess training needs and schedule workshops.	Jill Healy	8/31/23

Fall	Disaster service worker and ICS training for new staff.	Jill Healy	8/14/23 9/7/23
Date	**Activity**	**Responsible Person**	**Date Competed**
Fall	Replenish emergency supply cache and classroom backpack.	Jill Healy	8/11/23
Fall	CPR/first aid training if possible.	Jill Healy	8/31/23
March	Complete comprehensive disaster drill.	Jill Healy	9/14/23
May	Review drill assessment.	Jill Healy	8/31/23
Monthly	Hold monthly site council meetings to include standing Safety agenda item.	Jill Healy	
Quarterly	Attend District Safety Committee meetings.	Jill Healy	
Other Drills (Yearly)	**California Education Code, Section 32001** Fire alarm and drill at least once each month in elementary schools, at least 4 times every school year in middle schools and at least twice every school year in secondary schools.		
Other Drills (Yearly)	**California Education Code, Section 35297** Drop, Cover, Hold On Drill at least once each school quarter in elementary schools, once a semester in secondary schools.		
Other Trainings (as needed)	Special ICS functions for staff (damage assessment, search and rescue, CERT) CPR – every other year Basic First Aid – every other year NIMS-IS- 100.SCa for new staff		

Prepared By: Jill Healy **Date:** 8/31/23

School Resources

Resource	Yes/No	Location (bldg/room #/site location)	How Many?
Safety Container	YES	Westside (blue container by fence/baseball field)	1
Safety Closet	No		
AED #1 (up to 6)	Yes	Office	1
AED #2			
AED #3			
AED #4			
AED #5			
AED #6			
Portable PA System	No		
Generator	No		
Golf Carts	No		
School Vans	No		

Suspension and Expulsion Rates
Perceptions of School Safety by
Students, Parents/Guardians, and Staff

2022-23 Suspension= zero
2022-23 Expulsion= zero

Include:
Suspension and Expulsion rates at your school- above
YouthTruth or California Healthy Kids survey data

California Healthy Kids Middle school Survey

California Healthy Kids Elementary school Survey

If using YouthTruth data:
"Family Survey" = parents
School Safety Section

"Overall School Experience" = students- included in above survey
School Safety Section

"Staff Survey" = did not offer this
Relationship Section

Summary of Job Responsibilities

Incident Commander/PIO/Agency Liaison	Responsible for development of school's plan and overall management of emergency; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed. Provides public information as required. Monitors and supervises Operations, Planning and Logistic Coordinators.
Operations Coordinator	Supervises Search and Site Assessment, Utilities/Traffic/Security, Rescue Mobile, and First Aid.
Scribe/Documentation	Helps maintain record and written communications for members of the incident command post. Evaluates incident information and maintains ICS status boards, collects and archives all incident documents, tracks equipment and personnel assigned to the incident.
Search and Site Assessment	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression. Assess buildings and designated areas for damage and/or injured persons.
Utilities/Traffic/Security	Coordinates security needs; establishes traffic and crowd control; secures perimeter, evaluates the sites utilities as needed.
Rescue/Mobile Medical	Responds to the location of injured or trapped, provides basic medical support and transports if appropriate to medical station on site.
First Aid	Provides basic medical care, triage and supplies to the injured. Provides accounting and long-term care for all students until reunited with parents/caretakers.
Planning Coordinator	Supervises Scribe(s), Student Release and Student Supervision
Student Supervision	Supervises students in a safe location, coordinates with Student Release for the safe transfer of students to their parents or guardians.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers, maintains records of student release.
Logistics Coordinator	Coordinates access to and distribution of food and supplies; provides personnel as requested, including volunteers.
Other Staff, Volunteers and Other Adults on Campus	Respond to Logistics Coordinator in the Incident Command Post. They will assign you an operations or planning role.

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Incident Commander

The Incident Commander directs on-scene operations and is responsible for overall management of the incident. It is their responsibility to prepare the strategic objectives that, in turn, will be the foundation upon which subsequent incident action planning will be based. Incident Objectives should be broad, measurable and follow an ordered sequence of events.

The Incident Commander at the school leads the Incident Management Team which may include the Operations, Planning and Logistics Coordinators, and Scribe(s) for the school.

Responsibilities: The Incident Commander (IC) is responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post (ICP) to observe and direct all operations.

- Assess the scene
- Ensure the safety of students, staff and others on campus
- Activate and manage the ICP
- Develop strategies for appropriate response
- Coordinate response efforts
- Monitor action plan and organizational effectiveness
- Guide, manage and assist Operations, Planning and Logistics Coordinators with their assigned duties

Start-Up Actions

- Assess type and scope of emergency
- Determine threat to human life and structures
- Activate the appropriate emergency action
- If evacuation is necessary, verify that the route and assembly area are safe:
    - Direct the opening of the emergency cache
    - Set up the ICP
    - Obtain personal safety equipment
- Establish appropriate level of organization
- Activate organizational functions as needed
- Contact the District Office
- Develop an Incident Action Plan with objectives and a time frame

Operational Actions

- Determine the need for and request inter-agency assistance
- Monitor and assess the total site situation
- View site map periodically for response team progress
- Check with section Coordinators for periodic updates
- Revise Incident Action Plan, as needed
- Update status to District EOC or District Office
- Reassign personnel as needed
- Begin student release, if appropriate, after student accounting is complete.
  Refer media inquiries to District Office or PIO.
  If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:
    - situation status
    - objectives and priorities
    - current organization and personnel assignments
    - resources en route and/or ordered

    - facilities established
    - communications plan
    - prognosis, concerns, related issues
- Release teachers as appropriate per district guidelines.
- Remain in charge of campus until redirected or released by the Superintendent of Schools.
- Be prepared for requests by the American Red Cross to use facility as a shelter.

Deactivation

- Receive briefing from public safety agency to obtain “All Clear”.
- Contact the District Office to obtain authorization for deactivation.
- Authorize deactivation of response teams as they are no longer required.
- Check with section Coordinators to ensure that any open actions will be taken care of before demobilization
    - Logistics: Ensure the return of all equipment and reusable supplies
    - Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for archive
- Provide input to the After-Action Report
- Proclaim termination of the emergency.
- Proceed with recovery operations, if necessary

Operations Coordinator

Responsibilities: Operations manages the on-scene, immediate response to the disaster, which can include the following:

- Site Facility Check/Damage Assessment
- Security, Utilities and Traffic
- Search and Site Assessment
- First Aid and Crisis Intervention
- Rescue Mobile

Start-up Actions

- Check in with Incident Commander or Command Post for situation briefing.
- Put on personal safety equipment, e.g. hard hat and vest, walkie-talkie.
- Obtain necessary equipment and supplies from Logistics.

Operational Duties

- Assume the duties of all operations positions until staff is available and assigned.
- Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- Check with IC to assure Emergency Plan is implemented.
- Initiate and coordinate with Search and Site Assessment, Rescue Mobile and First Aid operations, as needed.

- Notify Logistics If additional supplies or personnel are needed for the Operations Section. As additional staff arrive, brief them on the situation, and assign them as needed.
- As information is received from Operations staff, pass it on to the Incident Commander, providing a description of tasks and priorities.
- Monitor operational activities, ensuring that Operations staff follows standard procedures, utilizes appropriate safety gear, and documents their activities.

Closing Down

- At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs.
- Provide logs and other relevant documents to the Documentation Unit in Planning.

Scribe(s)/Documentation

Objectives: Collection, evaluation, documentation, and use of information about the development of the incident and the status of resources.

Start-Up Actions

- Check in with Incident Commander, Operations, and Planning Coordinators for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a safety vest or position identifier.

Operational Duties

Records

- Maintain information pertaining to incidents on whiteboards at the Command Center noting all actions and reports.
- Prior to dismantling whiteboards, take photos for recreating incident and info gathering.
- Maintain time log of the incident, noting all actions and reports, hazards and missing or injured students and staff.

Important: A permanent log may be typed or rewritten later for clarity/ and better understanding. Keep all original notes and records—they are legal documents.

Closing Down

- Collect and file all paperwork and documentation from deactivating sections.
- Return equipment and reusable supplies to Logistics.

Search and Site Assessment Team(s)

Objectives: Search school buildings and grounds to identify the location of trapped or injured students and staff, and potential hazards on campus. Notify ICS of the trapped/injured, potential hazards and exact locations. Coordinate with Operations team for treatment of the injured.

Safety Rules: Buddy system: 3 per team; team leader identified. Take no action that might endanger you. Use appropriate safety gear. Size up the situation first. Follow all operational and standard safety procedures. Team members should be certified in First Aid and trained in SAR techniques.

Start-Up Actions

- Put on personal safety gear.
- Obtain all necessary equipment from container (see below).
- Check at Command Post (ICP) for assignment.

Operational Duties

- Before entering a building, walk around and inspect the complete exterior of the building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- Team leader stays out of building with site map, Sharpie and tape, as two team members enter building. The team leader will place a diagonal piece of tape on the doorframe after teammates clear building. Then add a 2nd piece of tape forming an "X" to indicate the room is clear. This practice will be continued at each room/building until or if a situation requiring medical assistance occurs.
- Search and Site Assessment will make every effort to manage medical issues without requesting assistance from Mobile Rescue (example; small laceration, broken arm).
- If a medical situation arises that is beyond the scope of the Site Assessment team, contact Rescue Mobile for additional support.
    - The team leader will place a diagonal piece of tape on the doorframe, with a short description of the medical issue (example; "head injury").
    - The team leader and one teammate will continue searching the area. The 3rd team member will wait with patient until Rescue Mobile arrives.
    - The 3rd team member will then catch up with the other team members and continue searching as a team of three.
- Report by radio to Incident Command after a cluster has been cleared (example; rooms 1-6) or broadcast immediately if a medical situation warrants Rescue Mobile involvement.
- Follow directions from Operations/Incident Command Post.
- Report gas leaks, fires, or structural damage to Operations Coordinator immediately upon discovery. Handle small situation when possible (example; light fire suppression).
- Record exact location of damage and triage on map and report information to Operations Coordinator.
- Keep radio communication brief and simple. Use common language, no codes.

Closing Down

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Utilities, Traffic and Security

Responsibilities:

- Manage traffic control
- Turn off water, gas, electricity as requested.
- Assist in securing the campus during the emergency.

Start Up Actions

- Check in with Incident Command for situation briefing.
- Obtain and put on personal protective equipment (PPE).
- Obtain necessary equipment and supplies form Logistics.

Operational Duties

- Coordinate security needs, establish traffic and crowd control.
- Secure perimeters.
- Evaluate site utilities as needed.

Closing Down

- Return equipment to Logistics.

Rescue Mobile Medical Team(s)

Operational Duties

- Be prepared to respond to search and site assessment locations with a stretcher or wheelchair to assist patients with major injuries.
- When exiting a room with the patient, put a 2nd piece of tape diagonally over the first, forming an “X” on doorframe indicating the room is clear.
- Advise Operations of extent of injuries and report you are en route to First Aid with patient.
- If a patient has a possible severe spinal injury, stay with the patient until paramedics arrive.
- When requested by Operations, respond to specific building(s) and act as site assessment member.

Closing Down

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

First Aid

Objectives: Establish the First Aid treatment area, triage, emergency medical response and counseling. Ensure that appropriate actions are taken in the event of deaths. Coordinate with the Operations Coordinator when the situation requires health or medical services that staff cannot provide.

Personnel: First-aid trained staff and volunteers

Start-Up Actions
- Set up First Aid Station if directed by Operations Coordinator.
- Obtain and put on personal safety equipment including vests and non-latex or nitrile gloves.
- Check with Medical Team Leader for assignment.

Operational Duties
- Admit injured students/staff to First Aid Station, listing name on master log.
- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Incident Commander.
- When transport is available, do a final assessment. Keep records for reference.
- A copy of the Student's Emergency Card must accompany students removed from campus to receive advanced medical attention. Give card to the paramedic.

First Aid Stations:
Triage - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

- **Immediate Care -** For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.

- **Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area but shield from the sight of the injured in immediate care area.

Crisis Counseling - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control.

Closing Down
- Return equipment and unused supplies to Logistics.
- Clean up the first aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn it into the Documentation Unit.

Planning Coordinator

Responsibilities: Planning oversees student supervision and student release. Also provide ongoing analysis of situation and resource status.

Start Up Actions

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as vest, if available.

Operational Duties

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist Incident Commander in writing Incident Action Plans.
- Maintain accurate records of missing /injured students and staff.
- Maintain accurate records of students released to parents/guardians.
- Student Release requires heavy staffing, so begin preparations early for well-separated and well-marked Parent Request and Student Release gates.
- Work with Planning scribe to record and maintain all accurate records.

Closing Down

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Archive all incident records.
- Verify that closing tasks of all Planning positions have been accomplished.
- Return equipment and reusable supplies to Logistics.

Student Supervision

Objectives: Ensure the care and safety of all students on campus except those who are in the First Aid Station.

Personnel: Classroom teachers, substitute teachers, and staff as assigned.

Start Up Actions

- Identify team leader(s).
- Put on a safety vest or position identifier.
- Check in with the Planning Coordinator for situation briefing.
- If school is evacuating:
    - Verify that the assembly area and routes to it are safe.
    - Count students or observe the classrooms as they exit, to make sure that all classes evacuate.
    - Initiate the set-up of portable toilet facilities and hand-washing stations.

Operational Duties

- Take role of all students and staff to determine who is missing and report to the Planning Coordinator immediately.
- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed or refer to First Aid Station
- Support the Student Release process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Update records of the number of students and staff in the assembly area that have been released.
- Direct all requests for information to the Command Post.

Closing Down

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs.
- Provide logs and other relevant documents to the Documentation Unit.

Student Release

Objective: Assist teachers and staff in the release of students from the campus to parents and designated adults.

Start-Up Actions:

- Identify team leader(s).
- Put on a safety vest or position identifier.
- Check with the Planning Coordinator for assignment to Request Table or Release Table.
- Obtain necessary equipment and forms from Logistics or emergency container.
- Secure area against unauthorized access. Mark gates with signs.
- Set up Request Table at the main student access area. Use grade level grouping signs to organize parent requests.
- Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- Set up a Release Table at some distance from Request Table.

Operational Duties

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.

Procedures

- Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is authorized on the card.
- Staff instructs the requester to proceed to the Release Table and files the Emergency Card in the out box.
- The runner takes the Student Release Form to Student Assembly Area, walks the requested student to the Student Release Table.
- Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.

Note: If a parent is hostile or refuses to wait in line, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests. Document all incidents.

If student is with class in the Assembly Area:

- Runner shows Student Release Form to the teacher.
- Teacher marks box, "Sent with Runner."
- Runner walks student to Release Table.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification.

If student is not with the class:

- Teacher makes appropriate notation on Student Log.
- "Absent" if student was not in school that day.
- "First Aid" if student is at First Aid Station.
- "Missing" if student was in school but now cannot be located.
- Runner takes Student Log to Planning/ICP.
- Planning verifies student location if known and directs runner accordingly.
- Parent should be notified of missing student status and escorted to Crisis Counselor.

- If a student is in First Aid, parent should be escorted to Medical Treatment Area.
- If a student was marked absent, parents will be notified by a staff member.

Closing Down

- At the direction of the Operations Coordinator, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn into the Documentation Unit.

Logistics

Responsibilities: Logistics is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-up Actions

- Check in with Incident Commander for situation briefing.
- Open supplies container or other storage facility.
- Put on a position identifier, such as vest.
- Begin distribution of supplies and equipment as needed.
- Ensure that the Incident Command Post and other facilities are set up as needed in safe locations.

Operational Duties

- Coordinate supplies, equipment, and personnel needs with the Operations Coordinator.
- Maintain security of cargo container, supplies and equipment.

Closing Down

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Other Staff, Volunteers and Other Adults on Campus

Objectives

Respond to the Logistics Coordinator at the Incident Command Post, if you are not assigned to a specific role. Logistics Coordinator will assign you to an operations or planning role.

Operational Duties

- Refer to summary of job responsibilities and assume your assigned role. Respond to the designated area to do your job.
- Respond to Logistics to get needed supplies.

Closing Down

- Return equipment and reusable supplies to Logistics.

Protocols

Protocols in this Document
Shelter in Place
Lockdown
On-Site Fire
Off-Site Evacuation
Earthquake
Medical Emergency
Bomb Threat

Protocols Available in the Comprehensive School Safety Plan binder located in the principal's office
Incidents of Violence on Campus
Accident/Injury at School
Aircraft Crash
Allergic Reaction
Animal Disturbance
Biological Agent Release
Chemical Accident (Off-Site)
Chemical Accident (On-Site)
Child Abuse Reporting
Criminal Act
Death of a Student
Death of a Staff Member
Dirty Bomb
Explosion
Fire (Off-Site)
Flood
Gas/Odor Leak
Hazardous Materials
Hostage Situation
Kidnapping
Missing Student
Sexual Assault
Storm/Severe Weather
Suicide Attempt/Suicide Prevention
Suspicious Package
Terrorist Attack/War
Threat Level Red
Threats/Assaults
Tsunami
Utility Failure
Weapon

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Shelter in Place Protocol

SHELTER IN PLACE is a measure implemented when there is a need to isolate students and staff from the outdoor environment. The procedures include closing and locking doors and windows, and blinds/shades. If safe to do so, you may send supervised small groups of students to the bathroom.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, police action in the area or dangerous animals.

ANNOUNCEMENT:

Make an announcement in person directly or over the public address system:

Example: "**Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions**."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **ALL-CLEAR** instruction to indicate that the normal school routine can resume.
- Walk around the interior of the campus to ensure all exterior doors are locked.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: close and lock doors and windows.
- Take attendance and call report in to Office Manager. Wait for further instructions.

STUDENT ACTIONS:

Proceed to your classroom, if it is safe to do so. If not, follow the teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

Lockdown Protocol

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis on campus and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is **no one in, no one out**. All exterior doors are locked, and students and staff must always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

ANNOUNCEMENT:

1. Make an announcement in person directly, over walkies or over the public address system and/or sound the special lockdown alarm tone:

Example: **"Attention please.** (Pause) **LOCKDOWN.** (Pause) **LOCKDOWN.** (Pause) **LOCKDOWN.** (Pause) **Additional information may follow."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Teachers and staff are to immediately lock doors and remain in the classroom or secured area until further instructions are provided. Put your cell phone on silent or vibrate mode!
- 1.) Call 911, 2) call North Bay Security (415) 235-2340, and 3) call the District Office/Superintendent (415) 897-4211. Provide location, status of campus, all available details of situation.
- When a school official or authorized official unlocks the door from the outside, it is safe to leave the room.
- If appropriate, send home with students a brief written description of the emergency, how it was handled and what steps are being taken in its aftermath, or do an “all call” notification via text, phone call or mass email.

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom. **DO NOT ANSWER YOUR ROOM PHONE!**
- Immediately lock doors and instruct students to sit or lie down on the floor.
- Turn off lights, close any shades and/or blinds if it appears safe to do so.
- Put cell phones on silent or vibrate mode. Do not answer a ringing phone.
- Remain quiet and calm in the classroom or secure area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- Put your cellphone on silent or vibrate mode. Do not answer a ringing phone.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police

On-Site Fire Protocol

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction.

Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to confirm that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Call 911.
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify District Office 1(415)897-4211 of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION.**
- Do not allow staff and students to return to the building until the Fire Department declares it safe.

STAFF ACTIONS:

- **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpack. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911. The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with the school routine.

Off-Site Evacuation

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION.**

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: **"Attention please. We need to institute an Off-Site Evacuation. Teachers are to take their students to the designated offsite assembly area (enter location). Students are to remain with their teacher."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the **ALL-CLEAR** instruction and authorize students and staff to return to the classrooms.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee. Remain in place until further instructions are given.

Earthquake Protocol

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If people are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders and the Superintendent's office 1(415)897-4211.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter the building until it is determined to be safe by an appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under a table or other sturdy furniture with back to windows.
- After shaking stops, **EVACUATE** building. The focus should be on doing the best for the most people. Do not hold up the class from evacuating while administering first aid to someone. If the injured person can be evacuated, then bring them out and render first aid once clear. If the person can't be included in the evacuation, then note the number and location of the injured and report to Search & Rescue once your group is safely evacuated. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Staff that are outside - after the shaking stops, should immediately direct students to the evacuation/rally point. Assist injured victims that can be moved to evacuation site. Report to Search & Rescue the number and location of victims that can't be moved.
- Check attendance at the assembly area. Report any missing/injured students to principal/site administrator.
- Check for injuries and render First Aid.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

- Stay alert for aftershocks!

- Do NOT re-enter the building until it is determined to be safe.

Outside Building
STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid. Direct students to evacuation points.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines.
- Do NOT re-enter the building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with the District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify the fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify the District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Medical Emergency Protocol

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. **This is not a First Aid manual.** When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
    - School name, address including nearest cross street(s) and the fastest way for ambulances to reach the building
    - Exact location within the building.
    - Nature of the emergency and how it occurred.
    - Approximate age of injured person.
    - Caller's name and phone number.
    - Do not hang up until advised to do so by the dispatcher.

- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim.
- Monitor the medical status of the victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with an individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of the situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep the individual warm with a coat or blanket.
- Ask the school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

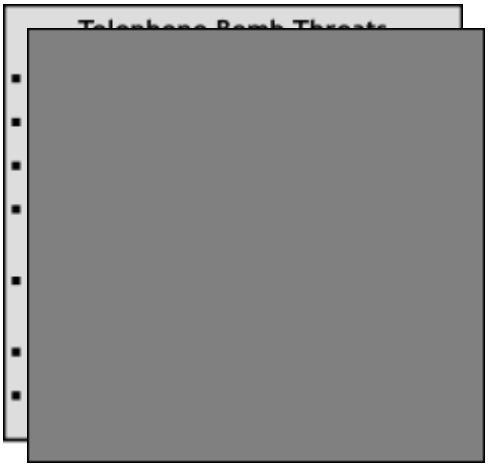
ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Bomb Threat

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:



- Listen. Do not interrupt the caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to call 911.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the way the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Notify law enforcement as soon as possible.
- Notify principal or site administrator.
- Caution students against picking up or touching any strange objects or packages.

PRINCIPAL/SITE ADMINISTATOR ACTIONS:

Call 911 and/or call North Bay Security 1(415)235-2340.

- Notify the District Superintendent 1(415) 897-4211 of the situation.
- Instruct staff to turn off cellular phones or two-way radios. Do not use devices during a threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate students and staff to designated areas.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance.
- Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe. If a suspicious item is observed, make no attempt to examine the object and immediately notify site administrator or law enforcement.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Bomb Threat Checklist

To be completed by person receiving the call

CALL RECEIVED BY: _____ **DATE:** _____ **TIME:** _____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.
Do not interrupt the caller except to ask:

1. What time is the bomb set for? _____
2. Where has it been placed? _____
3. What does it look like? _____
4. Why are you doing this? _____
5. Who are you? _____

Words used by caller: _____

_____

Description of caller: ( ) Male ( ) Female ( ) Adult ( ) Juvenile

Estimated age of caller: _____ **Other notes:** _____

Voice characteristics: ( ) Loud ( ) Soft ( ) Deep ( ) High Pitched
( ) Raspy ( ) Pleasant ( ) Intoxicated ( ) Nasal
Other: _____

Speech: ( ) Rapid ( ) Slow ( ) Disguised ( ) Normal
( ) Laughing ( ) Slurred ( ) Lisp ( ) Stutter
Other: _____

Manner: ( ) Calm ( ) Angry ( ) Irrational ( ) Excited
( ) Coherent ( ) Incoherent ( ) Deliberate ( ) Crying
( ) Emotional ( ) Righteous ( ) Laughing ( ) Foul

Language: ( ) Excellent ( ) Good ( ) Fair ( ) Poor
Use of certain phrases: _____

Accent: ( ) Local ( ) Foreign ( ) Regional
Other: _____

Background Noises: ( ) Airplane ( ) Animals ( ) Industrial Machines
( ) Static ( ) Motors ( ) Office Machines
( ) Quiet ( ) Music ( ) Party Scene
( ) Street Traffic ( ) Trains ( ) PA System
( ) TV ( ) Voices ( ) Other: _____

2022-23 Education Protection Account
Program by Resource Report
Revenue and Expenditures by Function - Detail
NOVATO CHARTER SCHOOL

ACTUAL Revenue and Expenditures through: June 30, 2023
For Education Protection Account (Resource 1400)

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	97,593.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		97,593.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	97,593.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		97,593.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2023-24 Education Protection Account PLAN
Program by Resource Report
Revenue and Expenditures by Function - Detail
NOVATO CHARTER SCHOOL

Operating Plan for Revenue and Expenditures through: June 30, 2024
For Education Protection Account (Resource 1400)

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	131,566.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		131,566.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	131,566.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		131,566.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

NOVATO CHARTER SCHOOL
940 "C" Street, Novato, CA 94949
Ph: 415-883-4254 | Fax: 415-883-1859
www.novatocharterschool.org

TO
NCS Board of Directors

FROM
Nikki Lloyd, Administrative Officer
Kenny Blacklock, Project Manager

DATE
10/12/23

RE
School Computer Network and Broadband Internet Connection

Board Priority/Goal
1. Student/Staff Success
2. Fiscal Responsibility

Objective
To build a new campus computer network and set up a new broadband Internet connection with a new vendor for the 2024-25 school year.

Background
We currently receive our broadband Internet connection directly from NUSD through a dark fiber connection linked directly to other NUSD schools. Our network infrastructure has been set up using Meraki access points which are compatible with the NUSD network. NUSD provides the network and broadband connection as part of our business services MOU. As a non-district school using NUSD's network and network services, tech issues frequently arise on either the NUSD or the NCS side. We aim to establish our own network connection through a new vendor and set up our own network so as to remove these services from our existing MOU with NUSD.

The first step is to apply for federal E-Rate Category 1 and Category 2 funding, which will cover approximately 30% of the cost of the new network connection (Category 1 funding) and of the new network infrastructure such as a switch, access points, and new cabling (Category 2 funding). Once we receive E-Rate Funding, we will also become eligible for CTF (California Teleconnect Fund) funding, which will cover an additional 50% of the cost of both the network connection and the network infrastructure. A successful E-Rate application process requires a strict bidding process for all potential vendors and a clear record of the process for audits. We have hired an E-Rate Consultant to manage the E-Rate and CTF application process and the bidding process for us. This is the same consultant used by NUSD.

The E-Rate application and bidding process will begin in October. We will receive notification from E-Rate in the spring. Vendors may begin construction as early as April 2024.

Funding Source/Cost
E-Rate Consultant - $1,500 per year for the Category 1 application. Paid by NCS directly to the consultant. This will be an annual expense beginning with the 2024-25 school year.

E-Rate Consultant - Approximately $2,250 for the Category 2 application (5% of funding). Paid by NCS directly to the consultant. This will be a one-time expense for the 2024-25 school year and any subsequent year in which we need to purchase network equipment upgrades.

Network Connection - Approximately $14,400 per year. Approximately $9,360 of this expense will be paid for by E-Rate Category 1 (Federal) and CTF (State) funds. The remainder of this expense will be paid by NCS each school year to our Internet provider.

Network Infrastructure - Approximately $45,000 for the 2024-25 school year. Approximately $29,000 of this expense will be paid for by E-Rate Category 2 (Federal) and CTF (State) funds. The remainder of this expense will be paid by NCS. NUSD will cover the remaining expenses using Measure G bond funds.

Recommendation
Staff recommends NCS Board approve staff to move forward with hiring vendors to provide a network to provide a broadband connection and build a new network infrastructure.

Supporting Documents
E-Rate Consultant Agreement

Legal References
N/A

E-RATE AND EMERGENCY CONNECTIVITY FUND CONSULTING SERVICE AGREEMENT

This Agreement for Service ("this Agreement") dated this 19th day of May 2023, between Novato Charter School of 940 C Street. Novato, California, 94949 ("School") and Richard Tunheim, dba Aarrestad-Gjervik Consulting of 4763 Saddle Club Lane, Santa Rosa, California, 95409 ("Consultant").

Background:

A. School is of the opinion that the Consultant has the necessary qualifications, experience and ability to provide services to School.
B. The Consultant is agreeable to providing such services to School on the terms and conditions set forth in this Agreement.

In consideration of the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the parties to this Agreement agree as follows:

Scope of Services ("Services")

School E-Rate Application (E-Rate)

This includes:

- Review School's prior years application to meeting with School personnel.
- Meeting with personnel to determine scope for funding year 2023-2024.
- Provide recap of meeting with any timelines and deliverables required to initiate E-Rate application process.
- Issuance of E-Rate forms identifying services for which School is seeking discounts.
- Develop and distribute Requests for Proposals (RFPs) in support of School's E-Rate application, as necessary.
- Review RFP responses with School staff and assist in selection of service provider, as requested, to be identified in School's E-Rate application.
- Submit s E-Rate application(s) and provide School with status reports as application(s) work through the E-Rate process.
- Respond to SLD during E-Rate audit process.
- Upon approval of School 's application(s), submit E-Rate and any vendor forms to allow School to receive discounted billing and/or reimbursement for approved services.

School Emergency Connectivity Funs Application (ECF)

This includes:

- Identify information necessary for submission of the ECF application to be provided by the School.
- Provide School with overview of proposed filing and timeline for submission.
- Prepare and submit ECF application.
- Respond to any requests for additional information to support School's application during application review.
- Advise School of ECF funding decision
- Prepare and submit ECF reimbursement requests.

Term of Agreement

1. The term of this agreement will begin on upon signing by both parties and will remain in full force and until completion of the Services, subject to earlier termination as provided in this Agreement, with the said term being capable of being extended by mutual agreement of both parties for three additional years.
    a. Completion of services shall be defined as completion of the Scope of Services, confirmed issuance of USAC Funding Decision Commitment Letter and School receipt of approved discounts/reimbursements.
    b. The SLD may, at any time up to five 5 years after the completion of Services, audit School's E-Rate application(s). Audit assistance of work defined Services is provided for 5 years from completion of the E-Rate application and funding process is included in the total charge for Services.

Performance

2. The parties agree to everything necessary to ensure that the terms of this Agreement take effect.

Compensation

3. Universal Service Administrative Corporation (USAC) administers Schools and Libraries E-Rate and Emergency Connectivity Fund programs.

    Schools and Libraries E-Rate funds in two categories; Category One Telecommunications and Internet Services and Category Two Internal Connections and Basic Maintenance.

    E-Rate Category One Telecommunications and Internet Services: The School will pay to the Consultant compensation on the following basis: Total annual charge for the service will shall not exceed $1,500.00, for submission of the School's E-Rate application for Category One, Telecommunications and Internet Services application. Compensation is based upon present identified requirement of 1GB Internet access. Should, during the term of this agreement, the School's Internet bandwidth requirements exceed 1GB, the total annual charge will be adjusted. This work will be billed following receipt of an E-Rate Funding Commitment Decision Letter approving Category One discount funding.

    E-Rate Category Two Internal Connections and Basic Maintenance applications are filed separately from Category One application. Upon the request of the School, an E-Rate application requesting discounts for eligible Category Two equipment and services will be filed. For submission of an E-Rate Category Two application, the School will pay to the Consultant compensation on the following basis: $1,000 or 3% of the Internal Connections/Basic Maintenance discount approved by the Schools and Libraries Division, which-ever is greater. Total cost for Category Two application shall not exceed $2,500.00. This will be billed upon receipt of E-Rate Funding Commitment Decision Letter approving Category Two discount funding.

    Emergency Connectivity Fund applications filed at the School's direction request reimbursement for eligible equipment and services. For submission of an ECF application(s), the School will pay the Consultant compensation on the following basis: $1,000.00 or 1% of the amount of ECF funding approved for reimbursement, whichever is greater, not to exceed $5,000.00 per application. This will be billed following receipt of approved reimbursement(s).

Provision of Extras

4. School agrees to provide, for the use of the Consultant in providing the services, the following extras: School to provide access to previous E-Rate filings, communications billing records, any communications service contracts and State of California Department of Education CALPADS 1.17 report for 2021-2022 Academic Year.

Confidentiality

5. The Consultant agrees that he will not disclose, divulge, reveal, report or use, for any purposes, any confidential information with respect to the business of School, which the Consultant has obtained, except as may be necessary or desirable to further be business interests of School.

Non-Solicitation

6. The Consultant agrees that during the term of this Agreement and for a period of 5 years after the termination of this Agreement, the Consultant will not in any way directly or indirectly:
   A. Induce or attempt to induce any employee of other service provider of to quit employment or retainer with School;
   B. Otherwise interfere with or disrupt School's relationship with its employees or other service providers;
   C. Discuss employment opportunities or provide information about competitive employment to any of School's employees or other service providers;
   D. Solicit, entice, or hire away any employee or other service provider of School.

Ownership of Materials

8 All materials developed, produced, or in the process of being so under this Agreement, will be the property of School. The use of the mentioned materials by School will not be restricted in any manner.

Return of Property

9 Upon expiration or termination of this Agreement, the Consultant will return to School any property, documentation, records, or confidential information which is the property of School.

Assignment

10 The Consultant will not voluntarily or by operation of law assign or otherwise transfer it obligations under this Agreement without the prior written consent of School.

Capacity/Independent Contractor

11 It is expressly agreed that the Consultant is acting as an independent contractor and not an employee in providing the Services under this Agreement. The Consultant and School acknowledge that this Agreement does not create a partnership or joint venture between School and Consultant and is exclusively a contract for service.

Modification of Agreement

12 Any amendment or modification of this agreement or additional obligation assumed by either party in connection with this Agreement will only be binding if evidenced in writing signed by each party or an authorized representative of each party.

Notice

13 All notices, requests, demands or other communications required or permitted by the terms of this Agreement will be given in writing and delivered to the parties of this Agreement as follows:

A. Novato Charter School
940 C Street
Novato, California 94949
Attn: Kenneth Blacklock
E-mail: kblacklock@nusd.org

B. Aarrestad-Gjervik Consulting
4763 Saddle Club Lane
Santa Rosa, California 95409
Attn: Rich Tunheim
E-mail: rich@aagjconsulting.com

Or to such other addresses to which any Party from time to time notify the other.

Costs and Legal Expenses

14 In the event that legal action is brought to enforce or interpret any term of this Agreement, the prevailing party will be entitled to recover, in addition to any other damages or award, all reasonable legal costs and fees associated with the action.

Entire Agreement

15 It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

Limitation of Liability

15 It is understood and agreed that the Consultant will maintain liability insurance limited to $1,000.000.00 for any loss (whether direct, indirect or consequential) to the School or any other party which may arise from the provision of the Services. Proof of Insurance available upon request.

Indemnification

16 The Consultant will indemnify and hold School harmless from any claims against School by any other party, arising directly or indirectly out of the provision of the Services by the Consultant.

Governing Law

17 It is the intention of the parties to this Agreement that this Agreement and performance under this Agreement, and all suits and special proceedings under this agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the State of California, without regard to the jurisdiction in which any action or special proceeding may be instituted.

Termination

18 School may terminate this agreement by giving thirty (30) calendar days written notice to Consultant. In the event School elects to terminate the agreement without cause, it shall pay Consultant for services rendered to such date. If either party fails to perform any of its obligations under this agreement, within the time and in manner provided, either party may terminate this agreement, without giving thirty (30) days notice, merely by giving written notice of the termination, stating the reason for the termination. Consultant shall receive payment for all services satisfactorily rendered to such date.

Severability

19 In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

Waiver

20 The waiver by ether party of a breach, default, delay or omission of any of the provisions of this Agreement by the other party will not be construed as a waiver of any subsequent breach of the same or other provisions.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed on the date shown by their respective duly authorized representatives

NOVATO CHARTER SCHOOL

By: Kenneth Blacklock

Title: Project Manager

Date: 5/22/23

AARRESTAD-GJERVIK CONSULTING

By: Rich Tunheim

Title: Consultant

Date: 5/19/2023

Novato Charter School
Independent Study Master Agreement

We encourage families to schedule trips during school breaks so students will not miss important lessons and shared experiences with their class during their absence. When a student must miss school because of family obligations or illness, the student may be permitted, upon request, to participate in independent study for the duration of the absence, in accordance with the Charter School's Independent Study Policy. This Independent Study Agreement assumes that the student is engaged in an educational activity for each school day they are absent.

Student Name:	**Agreement Duration:**
Student Number:	**Beginning Date:**
DOB:	**End Date:**
Address:	**Grade Level:**
Phone:	**Program Placement:**

For Office Use Only Request Received: Work Received:

To be completed by teacher before the Independent Study:

1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:

All pupil assignments are due to the classroom teacher, in physical/paper format, within five (5) schooldays of return to in-person instruction.

The teacher will report the pupil's academic progress and communicate with the parents within a reasonable time of the work being turned in via grade reports and parent conferences, as needed.

2) Objectives: The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

3) Method of Study:

Method of Study/Educational Activities: *(e.g., independent reading, textbook activities, problem solving, study projects, drill & practice, experiential learning, computerized curriculum, web/internet research, library research, field trips, learning center courses, other)*

4) Method of Evaluation:

Evaluation Method: *(e.g. parent record, teacher judgment, review of student work, test, other {describe})*

5) Resources: The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

Materials and/or resources provided: *(not to exclude resources normally made available to all pupils)*

6) Board Policies Pursuant to Education Code Section 51747(a) and (b):

a) For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse from the time an assignment is made and the date by which the pupil must complete the assigned work shall be five (5) school days.
b) The Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
    i) When any pupil fails to complete three (3) assignments during any period of five (5) school days.
    ii) In the event the Student's educational progress falls below satisfactory levels as determined by the Charter School's Director or Designee, who shall consider ALL of the following indicators:
        1) The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
        2) The completion of assignments, assessments, or other indicators

that evidence that the pupil is working on assignments.

3) Learning required concepts, as determined by the supervising teacher.
4) Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

7) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion: Students shall meet all applicable California State Standards for all grades TK-8, for Mathematics, Language Arts, Social Science, and Science. Students in middle school (grades 6-8) are graded on an A-F scale. Students in grades TK-5 are graded on an "above, at, near, or below standards" scale.

8) Statement of Academic and Other Supports for Special Populations: The Charter School shall utilize its MTSS to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter Schoolcomplies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

9) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Novato Charter School
Independent Study Master Agreement

10) **Signatures and Dates:**

I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Title	Signature	Date
Parent/Guardian/Caregiver (if pupil is under the age of 18)		
Supervising Teacher/the certificated employee designated as having responsibility for the education programming of the pupil.		
Pupil		
The certificated employee designated as having responsibility for the special education programming of the pupil, if applicable		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		

Novato Charter School
Independent Study Master Agreement

*To be completed by teacher **after** the Independent Study:*

I, the class teacher, certify the student named on this agreement has met his/her Agreement conditions as indicated below. Teacher initials:

_____ **Completed.** The student has met all terms and conditions of this Agreement. Attendance credit and Academic credit covered by the Independent Study Agreement will be reported and recorded.

_____ **Not Completed.** The student has not satisfactorily met all the terms and conditions of this Agreement.

There will be an evaluation of the student's teacher and the Administrator as to whether it is in the student's best interest to participate in the independent study program at NCS during an extended absence whenever the student is missing three (3) or more independent study assignments.

ADMINISTRATOR:

*To be completed by the administrator **after** the Independent Study:*

I, the administrator, certify that the student named above, has met his/her the conditions of this signed agreement.

_____ _____

Administrator Date

NOVATO CHARTER SCHOOL
940 "C" Street, Novato, CA 94949
Ph: 415-883-4254 | Fax: 415-883-1859
www.novatocharterschool.org

Board Policy adopted on: 5/10/2023
Revised on:

Novato Charter School (NCS)
Independent Study Policy

While Novato Charter School (NCS) is primarily dedicated to offering a classroom-based program, the Board of NCS authorizes Independent Study as an optional alternative instructional strategy for students enrolled in Transitional Kindergarten through Eighth Grades whose needs may be best met through study outside of the regular classroom setting. It is the intent of the NCS Board that the prospective Independent Study student understands the requirements for Independent Study and is prepared to meet them.

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a school employee who possesses a valid certification document or credential pursuant to applicable state laws, and who consents to the assignment. The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Providing direct instruction and counsel as necessary for individual student success
5. Regularly meeting with the student to discuss the student's progress
6. Assessing student work and assigning grades or other approved measures of achievement
7. Documenting each student's attendance and participation in live interaction and/or synchronous instruction as applicable

Student participation in independent study shall be voluntary and no student shall be required to participate. Independent study provides a means for students in certain circumstances to pursue curriculum objectives outside the regular classroom.

The Board authorizes a short-term independent study program only. The length of an independent study program shall be a minimum of 1 day and not more than 14 school days. A request for independent study must be received at least one (1) school day before the commencement of the absence, except as otherwise approved by the Administrator.

The Administrator will consider specific requests for a long-term independent study program of 15 or more school days in exceptional circumstances only. In the event a long-term independent study program is desired, the student's parent or guardian shall make this request directly to the Administrator, and the Administrator will determine whether to grant the long-term independent study. The Administrator's decision will be based on non-discriminatory factors and will consider, at a minimum, whether the reason for the request was unavoidable, whether the NCS has staff available to provide the services required in a long-term independent study program, and whether the long-term independent study request will undermine the classroom-based program in any way.

Independent study assignments shall allow no more than five (5) school days after assigned until the assignment must be completed and returned to the teacher for evaluation. When necessary based on the specific circumstances of the student's approved program, the Administrator or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date specified in the student's written agreement.

The Administrator or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in person instruction.

Other than providing access to Internet connectivity and school-owned devices adequate to participate in independent study and complete assigned work consistent with Education Code section 51747, NCS shall not provide independent study students and their parents/guaridans with funds or items of value that are not provide for other students and their parents/guardians.

The Administrator or designee shall ensure that all students participating in independent study for 15 school days or more receive the following throughout the school year:

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction

Tiered Reengagement (Long-Term Independent Study Only)

The Administrator or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who are:

1. Not generating attendance for more than ten percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar;
2. Not participating in synchronous instructional offerings pursuant to Education

Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
3. In violation of their written agreement.

Tiered reengagement strategies procedures shall include local programs intended to address chronic absenteeism, as applicable, including but not limited to the following:

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted herein

The Administrator or designee shall, for students who participate in an independent study program for 15 or more school days, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and in no case later than five instructional days.

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals of the student's need to participate in independent study shall be submitted to the Administrator or designee.

Required Conferences

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," NCS shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. In accordance with Education Code section 51747, satisfactory educational progress shall be determined based on all of the following indicators:

1. The student's achievement and engagement in the independent study

program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

Master Agreement

A written independent study master agreement shall be developed and implemented for each participating student, and shall be maintained on file as prescribed by law. For student participation **for 15 school days or more**, the agreement shall be signed and dated and in effect before the student begins independent study. For student participation of **less than 15 school days,** a signed written agreement shall be obtained within ten days of the first day of the student's participation.

The independent study agreement for each participating student shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement. The agreement also shall include, but is not limited to, all of the following:

1. The manner, time, frequency, and place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent or guardian regarding the student's academic progress.
2. The objectives and methods of study for the student's work and the methods used to evaluate that work.
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the Board's policy regarding the maximum length of time allowed between an assignment and its completion (5 days), the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.
5. The expected duration of the independent study agreement, including the beginning and end dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than 14 school days without prior Board approval.
6. An evaluation as to whether it is in the student's best interest to participate in

the independent study program at NCS during an extended absence whenever the student is missing three (3) or more independent study assignments. 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.

7. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
8. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
9. A statement that independent study is an optional educational alternative in which no student may be required to participate.
10. Prior to the commencement of independent study projected to last for 15 school days or more, or within ten school days of the first day of participation for less than 15 school days, the agreement shall be signed by:
    a. the student;
    b. the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age;
    c. the certificated employee who has been designated as having responsibility for the general supervision of the independent study; and
    d. the certificated employee designated as having responsibility for the special education programming of the student, as applicable.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747) The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Students with IEPs

An individual with exceptional needs may participate in independent study, if the pupil's individualized education program specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study pursuant to Education Code section 51747(a)(5) (parent health concerns related to in person instruction), the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or

the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement.

Records

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as non-participatory for that school day.

The Administrator or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments.

Records shall be maintained at NCS for audit purposes and shall include the following:

- A copy of the NCS Board policy and procedures related to independent study.
- A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that he/she has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher.

Public Hearing

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students. (5 CCR 11701)

Adopted: May 10, 2023
Revised:

NOVATO CHARTER SCHOOL
940 "C" Street, Novato, CA 94949
Ph: 415-883-4254 | Fax: 415-883-1859
www.novatocharterschool.org

Board Policy adopted on: 5/10/2023

Novato Charter School (NCS) Independent Study Policy

While Novato Charter School (NCS) is primarily dedicated to offering a classroom-based program, the Board of NCS authorizes Independent Study as an optional alternative instructional strategy for students enrolled in Transitional Kindergarten through Eighth Grades whose needs may be best met through study outside of the regular classroom setting. It is the intent of the NCS Board that the prospective Independent Study student understands the requirements for Independent Study and is prepared to meet them.

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a school employee who possesses a valid certification document or credential pursuant to applicable state laws, and who consents to the assignment. The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Providing direct instruction and counsel as necessary for individual student success
5. Regularly meeting with the student to discuss the student's progress
6. Assessing student work and assigning grades or other approved measures of achievement
7. Documenting each student's attendance and participation in live interaction and/or synchronous instruction as applicable

Student participation in independent study shall be voluntary and no student shall be required to participate. Independent study provides a means for students in certain circumstances to pursue curriculum objectives outside the regular classroom.

The Board authorizes a short-term independent study program only. The length of an independent study program shall be a minimum of 1 day and not more than 14 school days. A request for independent study must be received at least one (1) school day before the commencement of the absence, except as otherwise approved by the Administrator.

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The Administrator will consider specific requests for a long-term independent study program of 15 or more school days in exceptional circumstances only. In the event a long-term independent study program is desired, the student's parent or guardian shall make this request directly to the Administrator, and the Administrator will determine whether to grant the long-term independent study. The Administrator's decision will be based on non-discriminatory

factors and will consider, at a minimum, whether the reason for the request was unavoidable, whether the NCS has staff available to provide the services required in a long-term independent study program, and whether the long-term independent study request will undermine the classroom-based program in any way.

Independent study assignments shall allow no more than five (5) school days after assigned until the assignment must be completed and returned to the teacher for evaluation. When necessary based on the specific circumstances of the student's approved program, the

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Public Hearing

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Adopted: May 10, 2023

10/18/2023 Enrollment Update for NCS BOD

Grade	Total/target enrollment	Enrollment 10/18/23	Seats available	Wait List 23-24
TK	20	20	0	73
K	28	28	0	37
1	28	28	0	15
2	28	28	0	33
3	28	29	-1	24
4	28	28	0	24
5	28	28	0	12
6	26	26	0	28
7	26	25	1	0
8	26	26	0	5
Totals	266	266	0	251

Novato Charter School

10/13/2023

2023-2024

Average Daily Attendance (ADA) Summary

8/21/2023 - 10/13/2023

School	Grd	Average Daily Enrollment	Average Daily Attendance	Average Daily Absences	ADA %
Novato Charter School	TK	20.00	19.76	0.24	98.80%
	K	28.00	27.82	0.18	99.36%
	1	27.06	27.00	0.06	99.78%
	2	28.00	27.85	0.15	99.46%
	3	29.00	28.82	0.18	99.38%
	4	28.00	27.79	0.21	99.25%
	5	28.00	27.74	0.26	99.07%
	6	26.00	25.94	0.06	99.77%
	7	25.00	24.82	0.18	99.28%
	8	26.00	25.82	0.18	99.31%
School Totals:		265.06	263.38	1.68	99.37%

Note: Detail may not add up to the totals due to truncation of detail numbers

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	**No Deficiency - Good Repair:** Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency**: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas pipes are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer
Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)
Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

Overall Cleanliness
School grounds, buildings, common areas, surfaces, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:
a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
e. Area(s) evaluated is free of unabated graffiti.
f. Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:
The district may choose how to report maintenance and custodial staff. The district may report staffing at the site or district level. Staffing may be based on assigned staff or represented as Full-Time Equivalent increments.
a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
2. Walls and Doors free of spots and grime.
3. Desk and Counters clean.
4. Furniture dusted and clean.
5. Baseboards and window sills dusted and clean.
6. Light fixtures clean.
7. Sink clean and drains working properly.
8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free of gum and/or other food residue.
9. Windows are free from damage, clean, and in working condition.
10. Water fountains, including handles/buttons, are clean and in working condition.
11. Toilets and bathroom sinks are clean and in working condition.
12. Mirrors and Hand Dryers are clean, intact, and in working condition.
13. Bathroom supplies are stocked and in working condition.
14. Area is free of graffitti.
15. Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation
Pest or vermin infestation are not evident. Examples include but are not limited to the following:
a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)
1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly.
a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:
a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:
a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:
a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:
a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X) e. Othe
e. Other

When completing Part III of the FIT, the inspector should note the date and time of the

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly. Examples include but are not limited to the following:
a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:
a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open “S” hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident. Examples include but are include but are not limited to the following:
a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

PART IIa: EVALUATION DETAIL Date of Inspection: 09/28/23 School Name: Novato Charter School

Building / Area Name	Estimated Square Footage	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
North 40 and West Side		N/A	N/A	OK	N/A	OK	OK	OK	N/A	OK	OK	N/A	N/A	OK	OK	N/A
		COMMENTS:														
KD		N/A	OK	OK	OK	OK	OK	OK	OK	D	OK	N/A	N/A	OK	N/A	OK
		COMMENTS:	leaky faucet													
KS		N/A	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	N/A	OK
		COMMENTS:														
lower bathrooms		N/A	N/A	OK	OK	OK	OK	OK	N/A	OK	OK	N/A	OK	OK	N/A	D
		COMMENTS:	metal doors rusted on bottom													
1		N/A	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	N/A	D	OK	N/A	OK
		COMMENTS:	Dry rot outside of building													
2		N/A	X	N/A	OK	OK	OK	OK	N/A	OK	OK	N/A	D	OK	N/A	OK
		COMMENTS:	Dry rot outside of building, HVAC Unit not working, waiting for repair 2													
3		N/A	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	N/A	D	OK	N/A	OK
		COMMENTS:	Dry rot outside of building													
4		N/A	X	N/A	OK	OK	OK	OK	N/A	OK	OK	N/A	D	OK	N/A	OK
		COMMENTS:	Dry rot outside of building, HVAC Unit not working, waiting for repair in room 4													
5		N/A	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
6		N/A	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
7		N/A	OK	N/A	OK	OK	OK	D	N/A	OK	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
8		N/A	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
9		N/A	OK	N/A	OK	OK	N/A	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
Office		N/A	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
Upper bathroom		N/A	N/A	OK	D	OK	OK	D	N/A	OK	OK	N/A	D	OK	N/A	OK
		COMMENTS:	baseboard peeling away from wall, rust on room dividers, bathroom fan not working, broken light cover, broken light switch cover													
community room		N/A	OK	OK	OK	OK	OK	D	N/A	OK	OK	N/A	OK	OK	N/A	OK

PART IIa: EVALUATION DETAIL

Date of Inspection: 09/28/23

School Name: Novato Charter School

Building / Area Name	Estimated Square Footage	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
		COMMENTS:	lights flicker													
west room		N/A	OK	OK	OK	OK	OK	OK	N/A	OK	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:

OK = Good Repair
D = Deficiency
X = Extreme Deficiency
N/A = Not Applicable

PART IIb: CLEANLINESS DETAIL Date of Inspection: 09/28/23 School Name: Novato Charter School

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: **Independent Vendor**

	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards /Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping	Rating
North 40 and West Side		N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	N/A	Yes	N/A	N/A	N/A	N/A	Yes	OK
		COMMENTS:															
KD		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
KS		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	OK
		COMMENTS:															
lower bathrooms		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	N/A	N/A	OK
		COMMENTS:															
1		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	N/A	OK
		COMMENTS:															
2		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	N/A	OK
		COMMENTS:															
3		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	N/A	OK
		COMMENTS:															
4		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	N/A	OK
		COMMENTS:															
5		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	OK
		COMMENTS:															
6		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	OK
		COMMENTS:															
7		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	OK
		COMMENTS:															
8		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	OK
		COMMENTS:															
9		Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	OK
		COMMENTS:															
Office		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	OK
		COMMENTS:															
Upper bathroom		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	OK
		COMMENTS:															
community room		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	N/A	N/A	OK
		COMMENTS:															
West room		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	N/A	N/A	N/A	OK
		COMMENTS:															

PART IIb: CLEANLINESS DETAIL Date of Inspection: 09/28/23 School Name: Novato Charter School

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: **Independent** **Vendor**

	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards /Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping	Rating
	Use additional Building/Area Lines as necessary.																

Marks:
Yes = Clean
No = Not Clean
N/A = Not Applicable

*This button will transfer the Rating in Excel column R from this page to FIT's column 5 on the Evaluation Detail page, for each Building / Area.
It will overwrite existing data (in the Cleanliness column) for the Building Area / Name.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Novato Charter School/Marin County Office of Education		Marin	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE: 10
Novato Charter School		TK - 8	NUMBER OF RESTROOMS ON SITE: 8
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Megan Bloom and Angela McDuffee	Admin Manager and Facilities Coordinator		
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):	TIME OF INSPECTION 10:00 am	SITE ENROLLMENT 266	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:	WEATHER CONDITION AT TIME OF INSPECTION		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:	Clear and sunny		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "OK"s:	0	12	8	15	17	16	14	3	15	17	0	9	17	1	15
	Number of "D"s:	0	0	0	1	0	0	3	0	1	0	0	5	0	0	1
18	Number of "X"s:	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	17	3	9	1	0	1	0	14	1	0	17	3	0	16	1
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	86.00%	100.00%	94.00%	100.00%	100.00%	82.00%	100.00%	94.00%	100.00%	100.00%	64.00%	100.00%	100.00%	94.00%
Total Percent per Category (average of above)*		95.00%			94.00%	100.00%		82.00%	97.00%		100.00%		82.00%		97.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		FAIR	GOOD		GOOD		FAIR		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	93.00%	SCHOOL RATING** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):