

# **Nevada City School of the Arts School Safety General Plan**

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NEVADA CITY  
SCHOOL OF THE ARTS

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# Nevada City School of the Arts

## School Safety Plan

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## SIGNATURE PAGE

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# **I INTRODUCTION**

## **A. Purpose of the Plan**

The purpose of the Nevada City School of the Arts School Safety Plan is to identify and respond to incidents by outlining the responsibilities and duties of the Nevada City School of the Arts and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Nevada City School of the Arts has established guidelines and procedures to respond to incidents/hazards in an effective way. Nevada County Superintendent of Schools (“NCSOS”) serves as a resource to the schools in Nevada County in efforts to update their plans with best practices.

The developed guidelines and procedures for dealing with existing and potential student and school incidents, and incidents that may occur at Nevada City School of the Arts or in the outlying county are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. An assessment reviewed by the NCSOS School Safety Planning Committee and the NCSOS Collaborative Safety Committee in relation to the current status of school crime committed on campus and at school related functions is completed by reviewing school discipline, suspension and expulsion data, and the California Healthy Kids Survey. Local law enforcement has been consulted (Ed. Code 32281, subd. (b)(3)) and participates on the collaborative safety team. Other local agencies, such as health care and emergency services, are consulted as needed. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Nevada City School of the Arts regularly schedules in-service training for faculty, staff, and students. School sites conduct earthquake, fire, and intruder drills as required by California education codes.

Lastly, developing, maintaining, and exercising the School Safety Plan increases Nevada City School of the Arts legal protection. Nevada City School of the Arts is committed to providing students with quality educational experiences in a safe and secure school environment. To implement this commitment, the NCSOTA School Safety Plan was developed in accordance with the objectives of SB 187. Policies and procedures are assessed, modified, and updated on an ongoing basis to ensure that the plan is an effective and integral part of the county’s efforts to provide an optimal learning environment and safe work environment for all employees and students.

## **B. Scope of the Plan**

The Nevada City School of the Arts School Safety Plan outlines the expectations of staff/faculty, and students; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

## 1. Definitions

**Incident:** An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this NCSOTA School Safety Plan.

**Hazards:** Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident. Identified hazards parallel those identified in the Local Hazard Mitigation Plan of Nevada County.

## 2. School Board Policy Statement

The Nevada City School of the Arts School Safety Plan operates within the framework of the approved Nevada City School of the Arts Board policies (available upon request).

### **Mandated Policies and Procedures**

The Nevada City School of the Arts Planning Committee has reviewed the site safety plan and made necessary updates and revisions. The safety plan includes the following Components (school site policies and procedures in reference to Ed Code 32282(a)(2)) available upon request).

- Child Abuse and Neglect Reporting consistent with Penal Code 11164 (Online training conduct through Human Resources Department).
- Policies pursuant to Educational Code 48915 and other school designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A discrimination and harassment policy pursuant to Educational Code 200 et seq..
- If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school.
- A safe and orderly environment conducive to learning at school.
- The rules and procedures on school discipline adopted pursuant to Education Code 35291, 35291.5, 47605, and 47605.6.

- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school community.
- If a safety plan included procedures to prepare for active shooters or other armed assailants by conducting a drill, the drill shall not be a high-intensity drill, it shall not use real weapons, gunfire blanks, or explosions, it shall be age-appropriate, and shall provide notice and resources as required by law.
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at school, an activity sponsored by the school, or on a school bus.
- Notification of Dangerous Pupils
- Procedures to respond to life-threatening medical emergencies.
- For schools that serve any students in grade 7-12, procedures to respond to a pupil suffering or believed to be suffering an opioid overdose.
- Routine and Emergency Disaster Procedures that include:
  - Emergency and Disaster Preparedness Plan
  - Fire Drills
  - Bomb Threats
  - Earthquake Emergency Procedure System
  - Transportation Safety and Emergencies
  - Adaptations for students with disabilities.

## **C. Situation Overview/Hazard Analysis Summary**

### **1. Office Population**

Nevada City School of the Arts is currently located in 4 commercial buildings. Building 8 is a two-story building. Building 2 is single story. Building 3 is a single story with a basement classroom. Building 9 is a three-story building with a basement utility area, kitchen and unused gym and cafeteria.

### **2. School Population**

#### **General Population**

Nevada City School of the Arts is a Transitional Kindergarten through 8th grade school with a population of between 458 - 490.

#### **Special Needs Population**

Nevada City School of the Arts is committed to the safe evacuation and transport of students and staff with special needs on each school site. The special needs population includes students/staff with:

- Limited English proficiency,

- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

### **3. Operations Plan**

#### **Building Information**

Nevada City School of the Arts is located at 13032 Bitney Springs Rd. The site includes four commercial buildings. Building 8 is a two-story building. Building 2 is a single story; Building 3 is a single story with a basement classroom. Building 9 is a three-story business and manufacturing building with high bays. The second floor includes an Industrial Arts Classroom and school Business Office. The third floor includes a commercial kitchen and cafeteria.

Building 8 has five parking areas totaling 49 parking spaces, 2 of those are handicapped. There is an overflow parking area that is available when not used as a play area that accommodates an additional 19 spaces. At building 2 there are two parking areas within easy walking distance to building 3 that contains a total of 34. Building 3 has undefined parking that will accommodate approximately 41. There is overflow parking in the pick-up areas that accommodate approximately 15 additional vehicles. There are two handicap spaces available. Building 9 has two large parking lots plus 2 other smaller parking areas. Overflow parking is also available in several parking areas below the school site that can accommodate up to 189 vehicles. See map for locations. Total parking spots available is 347.

A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits/AED, hazardous materials storage, and utility shutoffs is included in the Appendix.

#### **Hazard Analysis Summary**

The Nevada County Operational Area, Emergency Services Council, prepared a Local Hazard Mitigation Update Plan on behalf of the County, its incorporated cities, and towns and participating districts. The Plan preparation process culminated in a completed document while providing the participants with a clear understanding of local risks and tangible mitigation plans for reducing or eliminating long-term risk to people and property from natural and human caused hazards and their effects. The Plan meets the requirements of the

Disaster Mitigation Act of 2000 and maintains the eligibility of Nevada County and all other participants in the Plan for FEMA Pre-Disaster Mitigation (PDM) and

Hazard Mitigation Grant Programs (HMGP). The Plan preparation process followed a methodology recommended by FEMA. The planning process examined the recorded history of losses resulting from natural and selected human-caused hazards and analyzed the future risks to the county by these hazards. The planning effort undertaken for the Nevada County Fire Plan was an integral part of the plan.

Nevada City School of the Arts recognizes that school sites and outlying areas are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. The Local Hazard Mitigation Update Plan of Nevada County 2017 serves as a tool for assessing potential hazards affecting school sites. Nevada City School of the Arts utilizes the FEMA training and template E/L361 and G364: Multi-hazard Emergency Planning for Schools and the Local Hazard Mitigation Plan (LHMP) of Nevada County to develop this School Safety Plan.

### **Mitigation Assessment**

According to the Local Hazard Mitigation Update Plan of Nevada County 2017, circumstances in the school or near school sites that may present unique problems or potential risk to people or property rank wildfire as high risk. The interior and exterior portions of all school buildings and school grounds have been assessed for additional potential hazards that may impact the site, staff, and visitors. Identified hazards have been assessed by risk and likelihood and ranked accordingly. NCSOS collaborates with Nevada County Office of Emergency Services and local fire departments for mitigation assessment.

The following is a review of mitigation assessments from the 2017 Local Mitigation Hazard Plan of Nevada County:

This Plan Update was prepared pursuant to the requirements of the Disaster Mitigation Act of 2000 (Public Law 106-390) and the implementing regulations set forth by the Interim Final Rule published in the Federal Register on February 26, 2002, (44 CFR §201.6) and finalized on October 31, 2007. (Hereafter, these requirements and regulations will be referred to collectively as the Disaster Mitigation Act (DMA) or DMA 2000.) While the act emphasized the need for mitigation plans and more coordinated mitigation planning and implementation efforts, the regulations established the requirements that local hazard mitigation plans must meet in order for a local jurisdiction to be eligible for certain federal disaster assistance and hazard mitigation funding under the Robert T. Stafford Disaster Relief and Emergency Act (Public Law 93-288). This planning effort also follows FEMA's 2013 Plan Preparation Guidance. Because the Nevada County Planning Area is subject to many kinds of hazards, access to these programs is vital.

Information in this plan will be used to help guide and coordinate mitigation activities and decisions for local land use policy in the future. Proactive mitigation planning will help reduce the cost of disaster response and recovery to communities and their residents by protecting critical community facilities, reducing liability exposure, and minimizing overall community impacts and disruptions. The Planning Area has been affected by hazards in the past and is thus committed to reducing future impacts from hazard events and maintaining eligibility for mitigation-related federal funding.

Highlights of new information and analyses contained in this Plan Update includes the following: (Please see the full plan at [www.mynevadacounty.com](http://www.mynevadacounty.com)). The 2024 plan is scheduled for release soon.

- Multiple new hazards were added – including climate change, drought and water shortage, levee failure, extreme heat, extreme cold, snow, and freeze.
- Multiple hazards from the previous plan were dropped, due to their lack of planning significance in the County. This includes human health hazard, pandemic flu, and airborne hazards.
- More detailed discussion of vulnerability to the County from agricultural hazards was included.
- Climate change has been addressed as a stand-alone hazard as well as within the hazard profiles of each identified hazard to assist the County in considering climate change issues when identifying future mitigation actions for the Planning Area.
- New dam data provided by Cal OES was used for the Dam inventory and analysis. This data included an updated hazard classification for identified dams.
- The drought hazard was added and included water shortage impacts to the County, to better align with the State of California Hazard Mitigation Plan and to reflect the significant issues related to drought conditions resulting from the current and ongoing drought within the County and State of California.
- More detailed GIS analysis was performed for earthquake, including a Hazus earthquake simulation to show risk to the County from earthquake.
- More detailed GIS analysis was performed for the flooding hazard for both 100- and 500-year floods, including values at risk, critical facilities at risk, population at risk, future development, and general community impacts.
- More detailed GIS analysis was performed for landslides and debris flows, including values at risk, critical facilities at risk, population at risk, future development, and general community impacts.
- An entire rework of the risk assessment for each identified hazard. This included reworking the hazard profile and adding new hazard event occurrences; redoing the entire vulnerability analysis to add items identified

below and updating the vulnerability assessment based on more recent hazard data as well as using the most current parcel and assessor data for the existing built environment.

- Utilizing updated critical facility GIS mapping for the Planning Area to provide an updated inventory of critical facilities by jurisdiction and a GIS analysis of critical facilities to mapped hazards.
- An enhanced vulnerability assessment which added a GIS analysis of updated future development areas in the Planning Area and specific to each of the mapped hazards.
- Incorporation and analysis of the new 2010 Census data was utilized for this LHMP update.
- Also, as required by current FEMA planning guidance, an analysis of each jurisdictions' ongoing and continued compliance with the NFIP was included in this LHMP Update. 2

Priority list based on likelihood of occurrence:

- a. Urban and wild land fire
- b. Severe weather (heavy rain/thunderstorm/lightning/hailstorm, snow and ice and wind)
- c. Flood
- d. Drought
- e. Dam failure
- f. Landslides
- g. Avalanches
- h. Earthquakes
- i. Volcanoes
- j. Agricultural hazards
- k. Natural Health Hazards such as West Nile Virus
- l. Earth Subsidence (due to mining activities) Mitigation Plan (2011)

A full description of all noted hazards and vulnerabilities is available at [www.mynevadacounty.com](http://www.mynevadacounty.com) in the Local Hazards and Mitigation Update Plan of 2017. For school site purposes, this safety plan will focus on the top priorities.

### **Hazard/Problem Description: Wildfire**

California is recognized as one of the most fire-prone and consequently fire-adapted landscapes in the world. The combination of complex terrain, Mediterranean climate, and productive natural plant communities, along with ample natural and aboriginal ignition sources, has created conditions for extensive wildfires. Wildland fire is an ongoing concern for the Nevada County Planning Area. Generally, the fire season extends from early spring through late fall of each year during the hotter, dryer months. Fire conditions arise from a



combination of high temperatures, low moisture content in the air and fuel, an accumulation of vegetation, and high winds.

Potential losses from wildfire include human life, structures and other improvements, natural and cultural resources, quality and quantity of water supplies, cropland, timber, and recreational opportunities. Significant economic losses can also result. Smoke and air pollution from wildfires can be a severe health hazard. In addition, catastrophic wildfire can create favorable conditions for other hazards such as flooding, landslides, and erosion during the rainy season.

### **Wildland Urban Interface**

Throughout California, communities are increasingly concerned about wildfire safety as increased development in the foothills and mountain areas and subsequent fire control practices have affected the natural cycle of the ecosystem. While wildfire risk is predominantly associated with wildland urban interface (WUI) areas, significant wildfires can also occur in heavily populated areas. The wildland urban interface is a general term that applies to development adjacent to landscapes that support wildland fire. The WUI defines the community development into the foothills and mountainous areas of California. The WUI describes those communities that are mixed in with grass, brush and timbered covered lands (wildland). These are areas where wildland fire once burned only vegetation but now burns homes as well. The WUI for Nevada County is shown in Figure 4-59. The WUI for Nevada County consists of communities at risk (shown in Table 4-83 in Section 4.2.17) as well as the area around the communities that pose a fire threat.

There are two types of WUI environments. The first is the true urban interface where development abruptly meets wildland. The second WUI environment is referred to as the wildland urban intermix. Wildland urban intermix communities are rural, low density communities where homes are intermixed in wildland areas. Wildland urban intermix communities are difficult to defend because they are sprawling communities over a large geographical area with wild fuels throughout. This profile makes access, structure protection, and fire control difficult as fire can freely run through the community.

WUI fires are the most damaging. WUI fires occur where the natural and urban development intersect. Even relatively small acreage fires may result in disastrous damages. WUI fires occur where the natural forested landscape and urban-built environment meet or intermix. The damages are primarily reported as damage to infrastructure, built environment, loss of socio-economic values and injuries to people.

The pattern of increased damages is directly related to increased urban spread into historical forested areas that have wildfire as part of the natural ecosystem. Many WUI fire areas have long histories of wildland fires that burned only vegetation in the past. However, with new development, a wildland fire following a historical pattern now burns developed areas. WUI fires can occur where there is a distinct boundary between the built and natural areas or where development or infrastructure has encroached or is intermixed in the natural area. WUI fires may include fires that occur in remote areas that have critical infrastructure easements through them, including electrical transmission towers, railroads, water reservoirs, communications relay sites or other infrastructure assets. Human impact on wildland areas has made it much more difficult to protect life and property during a wildland fire. This home construction has created a new fuel load within the wildland and shifted firefighting tactics to life safety and structure protection.

**Factors contributing to the wildfire risk in Nevada County include:**

- Overstocked forests, severely overgrown vegetation, and lack of defensible space around structures;
- Excessive vegetation along roadsides and hanging over roads, fire engine access, and evacuation routes;
- Drought and overstocked forests with increased beetle infestation or kill in weakened and stressed trees;
- Narrow and often one-lane and/or dead-end roads complicating evacuation and emergency response as well as the many subdivisions that have only one means of ingress/egress;
- Inadequate or missing street signs on private roads and house address signs;
- Nature and frequency of lightning ignitions; and
- Increasing population density leading to more ignitions.

**Risk Assessment**

The HMPC conducted a risk assessment that identified and profiled hazards that pose a risk to the County and participating jurisdictions, assessed the vulnerability of the planning area to these hazards, and examined the existing capabilities to mitigate them.

The County is vulnerable to numerous hazards that are identified, profiled, and analyzed in this plan. Floods, earthquakes, drought, liquefaction, landslides, wildfires, and other severe weather events are among the hazards that can have a significant impact on the County. Table ES-2 details the hazards identified for the County LHMP.

Hazard	Geographic Extent	Probability of Future Occurrences	Magnitude/Severity	Significance	Climate Change Influence
Ag Hazards: Severe Weather/Insect Pests	Significant	Highly Likely	Critical	High	High
Avalanche	Limited	Highly likely	Negligible	Low	Low
Climate Change	Extensive	Likely	Critical	Medium	High
Dam Failure	Significant	Occasional	Catastrophic	High	Low
Drought and Water Shortage	Extensive	Likely/ Occasional	Critical	Medium	Low
Earthquake	Extensive	Unlikely	Critical	Medium	Low
Flood: 100/500-year	Extensive	Occasional/Unlikely	Critical	High	Medium
Flood: Localized/Stormwater	Significant	Highly Likely	Limited	Medium	Medium
Hazardous Materials Transportation (interstates, railroads, pipelines)	Limited	Likely	Limited	Medium	Low
Landslide, Debris & Mud Flows	Significant	Likely	Critical	Medium	Low
Levee Failure	Limited	Unlikely	Limited	Low	Low
Severe Weather: Extreme Cold, Snow, and Freeze	Significant	Highly Likely	Limited	Medium	Medium
Severe Weather: Extreme Heat	Significant	Likely	Critical	Medium	Medium
Severe Weather: Heavy Rains and Storms (wind/tornado/hail, lightning)	Significant	Highly Likely	Critical	Medium	High
Subsidence	Significant	Likely	Negligible	Medium	Medium
Volcano	Significant	Unlikely	Limited	Low	Low
Wildfire (smoke, tree mortality, conflagration)	Extensive	Highly Likely	Catastrophic	High	High

<b>Geographic Extent</b>	<b>Magnitude/Severity</b>
Limited: Less than 10% of planning area	Catastrophic—More than 50 percent of property severely damaged; shutdown of facilities for more than 30 days; and/or multiple deaths
Significant: 10-50% of planning area	Critical—25-50 percent of property severely damaged; shutdown of facilities for at least two weeks; and/or injuries and/or illnesses result in permanent disability
Extensive: 50-100% of planning area	Limited—10-25 percent of property severely damaged; shutdown of facilities for more than a week; and/or injuries/illnesses treatable do not result in permanent disability
<b>Probability of Future Occurrences</b>	<b>Significance</b>
Highly Likely: Near 100% chance of occurrence in next year, or happens every year.	Negligible—Less than 10 percent of property severely damaged, shutdown of facilities and services for less than 24 hours; and/or injuries/illnesses treatable with first aid
Likely: Between 10 and 100% chance of occurrence in next year, or has a recurrence interval of 10 years or less.	Low: minimal potential impact
Occasional: Between 1 and 10% chance of occurrence in the next year, or has a recurrence interval of 11 to 100 years.	Medium: moderate potential impact
Unlikely: Less than 1% chance of occurrence in next 100 years, or has a recurrence interval of greater than every 100 years.	High: widespread potential impact
	<b>Climate Change Impact:</b>
	Low: Climate change is not likely to increase the probability of this hazard.
	Medium: Climate change is likely to increase the probability of this hazard.
	High: Climate change is very likely to increase the probability of this hazard.

## Identified High – Priority Hazards

Urban and Wildfire	<p>“Fire hazards are the most prevalent type of hazard. “Accepting Nevada County’s terrain, climate, rainfall and forest land/urban mix, it is a certainty that significant wildland fires are going to continue as a threat. Generally, the fire season extends from early spring to late fall. Fire conditions arise from a combination of hot weather, an accumulation of vegetation, and low moisture content in the air. These conditions, when combined with high winds and years of drought, increase the potential for wildfire to occur”.</p> <p>Arson and or a commercial fire will continue to remain as serious threats to the commercial and business vitality of the county’s town and cities and developed commercial areas. Enforcement of the county and municipal building, hazardous materials and fire codes will greatly mitigate against future losses of this type.</p> <p>Weather components such as temperature, relative humidity, wind, and lightning also affect the potential for wildfire. High temperatures and low relative humidity dry out the fuels that feed the wildfire creating a situation where fuel will more readily ignite and burn more intensely. Wind is the most treacherous weather factor. The greater a wind, the faster a fire will spread, and the more intense it will be. Winds can be significant at times in Nevada County. North winds in Nevada County are especially conducive to hot, dry conditions, which can lead to "red flag" days indicating extreme fire danger. Winds coming from the southeast have also been noted as a concern in the western third of the County. In addition to wind speed, wind shifts can occur suddenly due to temperature changes or the interaction of wind with topographical features</p>
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	such as slopes or steep hillsides. Lightning also ignites wildfires, often in difficult-to-reach terrain for firefighters.
Severe Weather	Rain, snow, lightning and high winds are likely to continue as one of the natural threats to Nevada County. Transportation for students is one of the main concerns relating to severe storms. The Nevada County Office of Emergency Services, Cal Trans, Nevada County Superintendent of Schools, local school districts, and the California Highway Patrol work together to determine school closures as needed.
Flood	<p>Flooding is a natural feature of the climate, topography, and hydrology of Nevada City School of the Arts and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.</p> <p>As identified in the Nevada County General Plan (1996); “Areas within Nevada County subject to 100-year and 500-year flooding are as follows: Deer Creek west from Scott’s Flat Reservoir through Nevada City towards Lake Wildwood; two tributaries bordering Alta Sierra and Highway 49 to the east and west; along Bear River to Rollins Reservoir; Little Greenhorn Creek; Greenhorn Creek; Steep Hollow Creek; the South Yuba River; the entire extent of the Truckee River through eastern Nevada County; and tributaries that run south into Prosser Creek Reservoir, Boca Reservoir, and Martis Creek Reservoir. Shorter stretches are located south of Nevada City; along Highway 20 near Penn Valley, and in the northwest area of the county. The flood hazard areas are generally confined to the areas adjacent to the County’s local rivers and streams.” Grass Valley identified the following flood hazards in its 2020 General Plan Update as follows: “As indicated by Federal Emergency Management Agency Flood Insurance Rate Maps (FIRM), the City of Grass Valley and the General Plan Planning Area are relatively well drained. The 100-year flood designations are generally confined to narrow bands along local drainages. Few transportation corridors are susceptible to flooding in a 100-year flood event. Idaho-Maryland Road east of SR 49/20 and South Auburn Street south of Whiting Street will be flooded during a 100-year flood.” Some backyard flooding has occurred along Mill Street as it abuts Wolf Creek. “To the extent culverts and storm drains are not maintained, other localized flooding could occur. Structures located in the flood hazard areas would be subject to flooding in a 100-year flood event unless special mitigation is employed” (Nevada County EOP, p. 42).</p>
Hazardous Materials	“Hazardous materials incidents may occur anywhere and at any time in Nevada County. The potential for a hazardous materials incident in Nevada County depends on the volume, distribution, and/or use of chemicals and other hazardous substances in a particular area. An assessment of the known hazardous material threats within Nevada County has been developed. In

	<p>general, the likelihood of a hazardous materials incident is greatest in the following areas:</p> <p>Highways, railways, and commercial and military aviation routes constitute a major threat because of the multitude of chemicals and hazardous substances transported along them. Interstate 80 and State Routes 20, 49, 89, 174, and 267 are areas of concern, as are the Union Pacific railroad tracks, which roughly parallel I-80. In addition, the underground pipelines which provide natural gas to various parts of Nevada County and the Underground Hydrocarbon pipeline, which runs adjacent to the Union Pacific railway tracks.</p> <p>Illegitimate businesses, such as clandestine drug laboratories, are a significant threat to human health, property, and the environment. In many instances, the residue is discharged into a public sewer or private sewage disposal system, or is dumped in remote areas of the county or along the side of the road, posing a serious health threat to the unsuspecting person who stumbles across it" (Mitigation Plan 2011, p. 34).</p>
Earthquake	<p>The western half of Nevada County is in the lowest Earthquake Shaking Potential for California. It is likely that the region will be impacted by future seismic activity and with the exception of the far eastern edge of the County, the magnitude of the incident is not likely to be severe.</p> <p>Lake of the Pines is the primary community developed in the 8-10% peak ground acceleration zone of Nevada County. Developed primarily since the 1960's, Lake of the Pines would not be expected to suffer significant damage during a normal earthquake event for this area.</p> <p>Grass Valley, Nevada City, Penn Valley, Cedar Ridge, Lake Wildwood, Rough and Ready, and North San Juan are the communities primarily in the 10-15% peak ground acceleration zone. Of these communities, Grass Valley, North San Juan, Rough and Ready and Nevada City are those, which have structures of unreinforced masonry buildings in their older neighborhoods and commercial districts. While possible, it is not expected that normal seismic activity in this area would result in significant damage. (Mitigation Plan 2011, p.28).</p>
Human Health Hazards	<p>"The impact to human health that wildlife, and more notably, insects, can have upon an area is substantial. The feared avian flu pandemic initially predicted in 2006 and again in later years would be expected to have serious consequences to human health and economics worldwide. Nevada County due to its relatively dispersed population may be impacted differently than the states' major urban areas and their impacted human population.</p> <p><b>West Nile Virus</b></p> <p>Nevada County recognizes the potential for WNV to occur within the County and has initiated a public outreach campaign and a limited control program. The Nevada West Nile Virus task force has managed the risk of WNV through focused efforts at reducing the mosquito population and educating the public.</p> <p><b>Pandemic Flu</b></p> <p>Every few decades an influenza outbreak occurs with a virus that is particularly virulent and contagious resulting in national or even international concerns for human health and welfare. The influenza virus is particularly dangerous to the very young and old, people with a suppressed immune</p>

	<p>response or have a susceptibility to respiratory disease from a pre-existing condition(s).</p> <p>Key improvements to Nevada County's infrastructure and communication channels have been deemed confidential however the results of these efforts can be seen in improved epidemiological surveillance capabilities, more efficacious responses to anomalies and aberrations in both the healthcare and educational systems, and improved communication between public entities, with healthcare providers, and to the public at large" (Mitigation Plan 2011, p.34)</p> <p><b>COVID-19</b></p> <p>Due to the COVID-19 Pandemic (beginning March 2020) NCSA has put into effect several site-specific COVID protocols that would likely cover other pandemic situations. As guidelines continue to change specific details are detailed on our school web-site.</p>
Intruder	While a hostile intruder incident has never occurred at Nevada City School of the Arts, like any educational institution, it is vulnerable to intruders.
Terrorism	Nevada City School of the Arts, like other public institutions, are vulnerable to terrorist activity.

<b>Vulnerabilities</b>	
Fire	<p>The County's single largest risk for human life and financial loss is fire. Wildland fires and, in particular, fires that impinge on the wildland urban interface have cost County residents the most financially and in loss of life. The combined efforts of all involved parties maintain a tapestry of vigilance, preventative efforts and rapid response to the wildland fires threat. Residential developments in wildland areas and limited forestland management resources have created and will perpetuate an environment of dense fuel reserves with seasonal wildland fire risk to the County's residents and their improvements. Our best strategy to date has been to thin fuel sources at wildland urban interfaces, educate residents, and provide a rapid response to wildland fires when they start. Potential Emergency Power Shut off (PSPS) by Pacific Gas and Electric are in place for high fire danger days. Enhanced Powerline Safety Shut off (EPSS) are also being utilized in the event of unexpected damage to power lines.</p> <p>If the school is notified of a potential PSPS day, we will notify parent via our mass communication system and the campus will be closed for safety. In the event of a EPSS we will not be informed in advance. We will notify parents via our mass communication system if possible and students will be sent home for safety depending on the expected length or time of the outage. The School Director will determine the appropriate action.</p>
Severe Weather	<p>Severe weather across the County routinely leads to regional power outages, isolation of vulnerable regions (single access road closures), and white-out conditions on roadways. Deep snow, strong winds and severe cold have also created unsafe living conditions for vulnerable members of our community. The County recognizes these risks and supports a number of education and outreach programs targeted and reducing the continuing risks of severe weather across the County.</p>
Dam Break	<p>An identified vulnerability would be a collapse of Upper Scotts Flat Dam, which would immediately overflow Lower Scotts Flat Dam. Approximately 25% of Nevada City and 65% of the downtown historic district would be submerged in such a failure" (Mitigation Plan 2011, p19).</p>
HazMat	<p>"The intersection of State Highway 49 and State Highway 20 is of particular concern for hazmat incidents. State Highway 20 is an alternate route when Interstate 80 is otherwise closed. State Highway 49 is the primary access highway for western Sierra County. Increasing population and commerce will invariably result in increasing shipment of hazardous materials on these two significant local routes.</p> <p>The County's single largest risk for human life and financial loss is fire. Wild land fires and, in particular, fires that impinge on the wildland urban interface have cost County residents the most financially and in loss of life. The combined efforts of all involved parties maintain a tapestry of vigilance, preventative efforts and rapid response to the wild land fires threat. Residential developments in wild land areas and limited forestland management resources have created and will perpetuate an environment of dense fuel reserves with seasonal wild land fire risk to the County's residents and their improvements. Our best strategy to date has been to thin fuel sources at wild land urban</p>



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### **Preparedness, Prevention, and Mitigation Overview**

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Nevada City School of the Arts fosters preparedness at all levels. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementation of drills and exercises. Nevada City School of the Arts maintains a cooperative and collaborative relationship with local law enforcement, fire, and emergency medical services, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Nevada City School of the Arts is committed to taking proactive prevention measures whenever possible to protect the safety and security of staff, students, and visitors. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our schools.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Nevada City School of the Arts has worked to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property. Compliance with requirements for defensible space is completed on each school campus. Ingress/Egress plans are in place at each site to ensure the safety of staff, students, and visitors.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Nevada City School of the Arts was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards. Regular fire inspections and recommendations are conducted at Nevada City School of the Arts. Fire drills in compliance with the California education code, are conducted at school sites utilizing evacuation routes and practiced with staff and students. Visits to school sites are conducted annually, by the Director of School Safety and representatives from local fire services, to discuss wild fire preparedness and protocol.

### **D. Planning Assumptions and Limitations**

## **1. Planning Assumptions**

Stating the planning assumptions allows Nevada City School of the Arts to deviate from the plan if certain assumptions prove not to be true during operations. The School Safety Plan assumes:

- The community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning. Code Red serves as the county emergency notification system. Education is in place to inform community members of process for registration. Drills using the system occur during the school year to encompass that population group (students and staff).
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of Nevada City School of the Arts affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the offices may have to rely on its own resources to be self-sustaining for up to 72 hours. Education and training is conducted throughout the school year on disaster preparedness including Go-Bags.
- There may be a number of injuries of varying degrees of seriousness to students, staff, and visitors. Rapid and appropriate response will reduce the number and severity of injuries. There are staff members on each site that are trained in CPR/AED, First Aid and Community Emergency Response Team (CERT).
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the staff to be prepared to carry out the initial incident response until responders arrive at the incident scene. Annual training is conducted to provide compliance in CPR/AED and First Aid.
- Proper prevention and mitigation actions, such as creating a positive office environment, Continuity of Operations plans, fire inspections and drills, will prevent or reduce incident-related losses.
- Maintaining the School Safety Plan and providing frequent opportunities for stakeholders (staff, students, board members, first responders, etc.) to exercise the plan can improve Nevada City School of the Arts readiness to respond to incidents.

- A spirit of volunteerism among employees will result in their willingness to provide assistance and support to incident management efforts. School staff recognize their role as Disaster Service Workers.

## **2. Limitations**

It is the policy of Nevada City School of the Arts that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Nevada City School of the Arts can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

## II CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the office and school site staff generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

### A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Nevada City School of the Arts participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Nevada City School of the Arts recognizes that staff will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers. Nevada City School of the Arts works with local government agencies to remain NIMS compliant.

#### **NIMS compliance for school districts includes completing the following:**

- Adopt the use of the Incident Command System (ICS). ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. Nevada City School of the Arts will make every effort to promote ICS 100 training on school sites.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. NCSOS will make every effort to promote IS-700 training on school sites.

- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. School sites are charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

#### **B. Implementation of the Incident Command System (ICS)**

In a major emergency or disaster, Nevada City School of the Arts may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events.

The Incident Commander at Nevada City School of the Arts will be delegated the authority to direct all incident activities **until the command is passed to appropriate local law enforcement or fire service personnel**. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the District and County Superintendent or other designated officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander **or local law enforcement or fire service personnel**.

#### **C. Initial Response**

Support personnel and teachers are usually first on the scene of an incident. Staff members are expected to take charge and manage the incident until it is resolved or **command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility**. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The School Director or his/her designee is responsible for activating the School Safety Plan, including common and specialized procedures as well as hazard-specific incident plans found in annexes. The School Director or designee will assign an Incident Commander based who is most qualified for that type of incident. School sites will incorporate the ICS protocol and follow site-specific plans. The Incident Commander will report situation status to the School Director and **will transfer command to local law enforcement or fire service personnel as appropriate**.

### III ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The School Director is not able to manage all the aspects associated with an incident without assistance. The office and school site Administrators rely on other personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents.

Staff are expected to remain at school to assist in an incident. In the event that this School Safety Plan is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

#### A. School Director

The School Director may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the School Director still retains the overall responsibility for the safety of staff and students on school sites. However, delegating the authority to manage the incident allows the School Director to focus on policy-level activities and interfacing with other agencies, staff, and parents. **Command of an incident is transferred to local law enforcement or fire service personnel as appropriate.**

#### B. Incident Commander

**The Incident Commander responsibilities include:**

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this School Safety Plan.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. **(Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)**

#### C. Teachers on school sites

On the Nevada City School of the Arts site, teachers and support staff shall be responsible for the supervision of students and shall remain with students until directed otherwise.

**Responsibilities include:**

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be encouraged to be trained and certified in first aid and CPR. NCSOS offers regular CPR/AED training, a calendar of training dates can be found on the NCSOS website.

**D. Instructional Assistants on school sites**

**Responsibilities include** assisting teachers as directed.

**E. Counselors, Social Workers, and Psychologists on School Sites**

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

**Responsibilities may include:**

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

**F. School Nurses/Health Assistants**

**Responsibilities include:**

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.

- Organize first aid and medical supplies

**G. Custodians/Maintenance Personnel**

**Responsibilities include:**

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school

**H. Office Staff on school sites**

**Responsibilities include:**

- Answer phones and assist in receiving and providing consistent information to callers. Follow template provided by Public Information Officer (PIO).
- Provide for the safety of essential documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the School Director and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Document date, time, incident, and response information.

**I. Food Service/Cafeteria Workers on school sites**

**Responsibilities include:**

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

**J. Students on school sites**

**Responsibilities include:**

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

**K. Visitors at Nevada City School of the Arts**

**Responsibilities include:**

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.



- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.

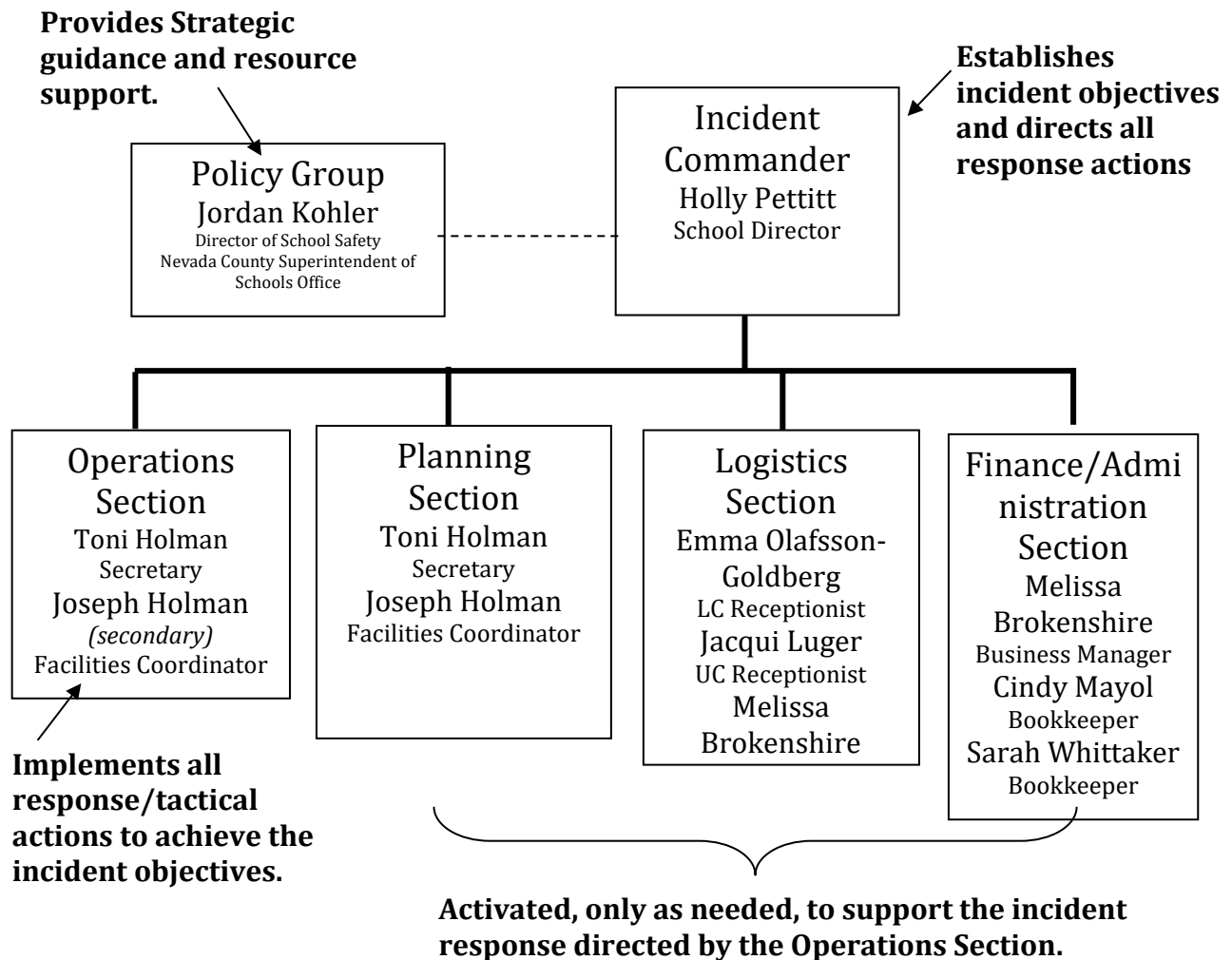
## IV DIRECTION, CONTROL, AND COORDINATION

### A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single-site or multi-incidents, the School Safety Plan will be activated including the implementation of the Incident Command System (ICS).

**The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities.** The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

### Incident Management Team



**The ICS is organized into the following functional areas:**

**1. Incident Command:**

Directs the incident management activities using strategic guidance provided by the Policy Group.

**Office/School-related responsibilities and duties include:**

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

**2. Operations Section:**

Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

**Specific responsibilities include:**

- Analyze staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan for school sites affected by incident.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

In the event that systems are overwhelmed and staff is needed to assist, additional teams may be activated. As needed, the types of Strike Teams described in the following table may be established within the Operations Section. Nevada City School of the Arts staff may be assigned to specific sites to assist in operations.

## Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	<p>Search &amp; Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search &amp; Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> <li>● Identifying and marking unsafe areas.</li> <li>● Conducting initial damage assessment.</li> <li>● Obtaining injury and missing student reports from teachers.</li> </ul>
First Aid Team	<p>First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> <li>● Setting up first aid area for students.</li> <li>● Assessing and treating injuries.</li> <li>● Completing master injury report.</li> </ul> <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
Evacuation/Shelter/Care Team	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> <li>● Accounting for the whereabouts of all students, staff, and volunteers.</li> <li>● Setting up a secure assembly area.</li> <li>● Managing sheltering and sanitation operations.</li> <li>● Managing student feeding and hydration.</li> <li>● Coordinating with the Student Release Team.</li> <li>● Coordinating with the Logistics Section to secure the needed space and supplies.</li> </ul>

Facility & Security Response Team	The Facility & Security Response Team is responsible for: <ul style="list-style-type: none"> <li>• Locating all utilities and turning them off, if necessary.</li> <li>• Securing and isolating fire/HazMat.</li> <li>• Assessing and notifying officials of fire/HazMat.</li> <li>• Conducting perimeter control.</li> </ul>
Crisis Intervention Team	The Crisis Intervention Team is responsible for: <ul style="list-style-type: none"> <li>• Assessing need for onsite mental health support.</li> <li>• Determining need for outside agency assistance.</li> <li>• Providing onsite intervention/counseling.</li> <li>• Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.</li> </ul>
Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: <ul style="list-style-type: none"> <li>• Setting up secure reunion area.</li> <li>• Checking student emergency cards for authorized releases.</li> <li>• Completing release logs.</li> <li>• Coordinating with the Public Information Officer on external messages.</li> </ul>

### 3. Planning Section:

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

#### Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

### 4. Logistics Section:

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

#### Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

#### **5. Finance/Administration Section:**

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping staff, submitting documentation for reimbursement at local, state and federal level, and recovering school records following an incident.

##### **Additional duties may include:**

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, Nevada City School of the Arts Business offices may assume responsibility for these functions.

#### **B. Coordination with Policy/Coordination Group**

In complex incidents, a Policy/Coordination Group will be convened at the Nevada City School of the Arts offices. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

#### **1. Community Emergency Operations Plan (EOP)**

Nevada City School of the Arts maintains a site-specific School Safety Plan to address hazards and incidents. Direction in large-scale events is in cooperation with Nevada County Office of Emergency Services, local law enforcement, emergency medical services and fire services personnel.

## **2. Coordination with First Responders**

An important component of the Nevada City School of the Arts School Safety Plan is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Nevada City School of the Arts. Regular communication, collaboration, drills, and exercises maintain an active working relationship.

Various agencies and services include county governmental agencies such as public health, mental health, behavioral health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting if an incident or traumatic event is taking place in the community.

**If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders.** A transfer of command briefing shall occur. Nevada City School of the Arts Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

### **C. Source and Use of Resources**

Nevada City School of the Arts will use their own site and/or school resources and equipment to respond to incidents until incident response personnel arrive.

## **V COMMUNICATIONS**

Communication is a critical part of incident management. This section outlines Nevada City School of the Arts communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

### **A. Internal Communications**

#### **1. Communication Between Staff**

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Staff List: A staff list is a simple, widely used system for notifying staff of an incident when they are not at the office. The tree originates with the School Director, who contacts the members of the staff.
- Parent Square is a phone system available to make all calls to programmed staff, schools, and parents.
- Text messages may be sent to cell phones; as well all call may be sent to cell phone numbers.
- Emails may be sent to staff as an effective communication tool.
- NCSOS has registered and can activate Government Emergency Telecommunication System (GETS) and Wireless Priority Service (WPS) for specified employees.
- Classroom phones may be used for communication between office staff and teachers.
- The Public Address (PA) system will be implemented for all-school site communication.

#### **2. Communication with specific school sites**

- Site specific staff will communicate with the Superintendent of Schools office who will notify others as appropriate. Forms of communication may include:
  - Hard-line phone communication to NCSOS and District Office
  - Cell phone call directly to Superintendent/Associate Superintendent
  - Email
  - Fax

### **B. External Communications**

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Nevada County Superintendent of Schools and Nevada



City School of the Arts about the incident, what is being done about it, and the safety of the children and staff.

## **1. Communication with Parents**

### **Before an incident occurs, Nevada City School of the Arts will:**

- Develop a relationship with school site administrators so that they trust and know how to access alerts and incident information.
- Inform parents about the school's School Safety Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night. School websites will have safety information available.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Inform the community of the school site relationships with Nevada City School of the Arts office.

### **In the event of an incident, Nevada City School of the Arts will:**

- NCSOS has registered and can activate Government Emergency Telecommunication Systems (GETS) and Wireless Priority Service (SPS) for specified employees.
- Disseminate information via automated phone calls, radio announcements, television, and emails to inform parents, staff and the Charter Governance Council about exactly what is known to have happened at specific school sites.
- Implement the plan to manage phone calls and parents who arrive at school or at school site as requested.
- Describe how the school, district, and county offices are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, Nevada City School of the Arts and/or designee will schedule and attend an open question-and-answer meeting for parents as soon as possible.

## **2. Communication with the Media**

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.

- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the school site principal and Policy Group.

All Nevada City School of the Arts employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established).

Media contacts at the major television, Internet, and radio stations are maintained by the School Director with the Assistance of the Development Coordinator. In the case of an incident, these media contacts will broadcast Nevada City School of the Arts external communications plans, including the information hotline for parents and guardians.

### 3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Nevada City School of the Arts will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, and secretaries, instructional assistants, cafeteria workers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Nevada City School of the Arts will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

### 4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. **Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.** Nevada City School of the Arts frequently reviews the School Safety Plan with first responders to practice effective coordination and transfer of command.

## **5. Communication after an Incident (Recovery Process)**

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

### **The staff/school site teams will:**

- Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the Nevada City School of the Arts so that it can estimate temporary space reallocation needs and strategies. NCSOS will serve as a resource to assist with any needs.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Nevada City School of the Arts will advise the District and County Office of recovery status.

### **Nevada City School of the Arts will:**

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for staff/teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

### **C. Communication Tools**

Some common internal and external communication tools that Nevada City School of the Arts may use include the following:

- NCSOS has registered and can activate Government Emergency Telecommunication Systems (GETS) and Wireless Priority Service (WPS) for specified employees
- Standard telephone - landline
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site. The use of text messaging is the most effective form of communication when systems are overwhelmed.
- Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school, to District and County Offices, and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the District and County offices. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated.
- Alarm systems on school sites: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
- Runners—hand-carried notes may be used for communication as need dictates.

## **VI ADMINISTRATION, FINANCE, AND LOGISTICS**

### **A. Agreements and Contracts**

If school resources prove to be inadequate during an incident, Nevada City School of the Arts will request assistance from local emergency services, and other agencies. All requests will be approved by the Business Offices at District and County levels. Nevada City School of the Arts will follow all requirements of local, state and federal funding requirements for disaster relief.

### **B. Recordkeeping**

#### **1. Administrative Controls**

Nevada City School of the Arts Business Offices is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations for Nevada City School of the Arts. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

#### **2. Activity Logs**

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

### **C. Incident Costs**

#### **1. Annual Incident Management Costs**

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

#### **2. Incident Costs**

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,

- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

#### **D. Preservation of Records**

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

## **VII PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION**

Nevada City School of the Arts School Director or designee is responsible for the overall maintenance and revision of the School Safety Plan. Site specific/incident specific response planning, coordination of training, exercising, and drills are the responsibility of the Principal or designee.

The Nevada City School of the Arts safety committee is responsible for approving and promulgating the School Safety Plan. Community fire, law enforcement, and emergency managers' suggestions for improvement will be considered.

### **A. Approval and Dissemination of the Plan**

The Nevada City School of the Arts safety committee and CGC will approve and disseminate the School Safety Plan following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval
- Distribute the Plan

#### **1. Record of Changes**

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change.

- Christine Espedal, NCSOS Safety and School Climate Coordinator made updates on building changes/locations for NCSOS and EJ in March 2017.
- Updates to include Nevada County Hazard and Mitigation Plan, GETS, WPS, Shelter in Place (Wild fire) were made January 2020.

#### **2. Record of Distribution**

Copies of the School Safety Plan will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Committee will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Director.

### **B. Plan Review and Updates**

The School Safety Plan will be reviewed annually by the Nevada City School of the Arts Safety Committee. Compliance with Education Code section

47605(c)(5)(F)(iii) requires, “[t]hat the school safety plan be reviewed and updated by March 1 of every year by the charter school.”

The Nevada City School of the Arts Safety Plan will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

### C. Training and Exercising the Plan

Nevada City School of the Arts understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that all school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur.

Nevada City School of the Arts School Safety Plan training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School Safety Plan and annexes.
- First aid, Epi Pen and CPR/AED training offered for all staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Volunteer participation in two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA’s Emergency Management Institute Web site. **Schools receiving federal funds are required to complete these two courses.**

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted in compliance with California Education Code. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

All Nevada City School of the Arts staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event in alignment with Disaster Service Workers status. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.



## **VIII AUTHORITIES AND REFERENCES**

The following regulations are the State authorizations and mandates upon which this School Safety Plan is based. These authorities and references provide a legal basis for incident management operations and activities.

- Because all schools are integral components of every community and its government, it is recommended that all schools— regardless of whether or not they are recipients of Federal preparedness funding — implement NIMS. The Standardized Emergency Management System mandates the use of the National Incident Management System and the use of the Incident Command System (ICS) for managing all disaster/crisis situations.

## **IX SCHOOL CLIMATE**

### **I. PURPOSE**

The purpose of this section is to ensure that there are programs in place to provide staff and students with a positive school and work climate.

### **II. SCOPE**

The section outlines the importance of a positive school climate and the tools used for assessing school climate and providing data to guide school improvement efforts.

### **III. CORE FUNCTIONS**

Nevada County Superintendent of Schools will act as a resource for school sites to conduct research, support, train, and guide school staff in the development of a positive school climate curriculum goals and standards.

- Work with site staff and administrators to determine professional development needs for school climate topics.
- Assist in procurement, distribution and use of school climate curriculum materials and supplemental aids.

#### **A. Assessment of school climate**

Education Code 32282 (a) states: The school safety plan shall include, but not be limited to, both of the following:

1. Assessing the current status of school crime committed on school campuses at school-related functions.
2. Identifying appropriate strategies and program that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Nevada City School of the Arts reviews appropriate sources of data to identify school safety issues.

- As a measure of school climate the California Health Kids Survey (CHKS) is conducted. School climate index is measured and reviewed annually.
- The School Director attends monthly Community Agencies United for Safe Schools and Safe Streets (CAUSSSS) meetings are conducted to allow continued collaboration and cooperation with law enforcement, probation, school sites principals, mental health agencies, SARB and school district representatives.
- Goals for improved school climate are a vital component of annual school improvement efforts, including those identified as part of the Local Control and Accountability Plan (LCAP).

#### **B. Implementation and action for positive school climate:**

- Mindfulness and Positive Discipline anti-bully prevention curriculum was introduced in the 2016-17 school
- STOP!T Bulling Reporting System has been implemented since the 2017-18 school year.
- Nevada City School of the Arts is considering training in the Positive Behavior Intervention and Support (PBIS) model (recognized as best practice for schools) in the county have implemented the program at Tier I, II, and III levels of training
- Nevada County Mental Health Services works collaboratively with school sites to create a positive environment and support anti-stigma mental health and prevention strategies.
- Positive Discipline Training was introduced in the 2017-18 school year.
- SMART team referrals are in place to meet the needs of at-risk students and/or families.
- Suicide Prevention training is offered to staff members on school sites. Mental Health First Aid is offered multiple times throughout the school year.
- Human Trafficking awareness is available as a resource to staff and implemented as part of SafeSchools Vector online training.
- Effective counseling and wellness services are available to all students (psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for student support).
- Student Assistance Programs, intervention, and referrals are in place on school sites.

**C. Implementation and action for School Safety**

- Review of existing school site discipline rules and procedures are done regularly. Expectations for student behavior, codes of conduct, unacceptable behavior, and disciplinary consequences are reviewed annually. Parent and student signatures ensure understanding and acceptance of policies and procedures.
- Internet use agreements between school sites and students are in place to ensure proper and safe use of internet services.
- Professional development activities are promoted for all school personnel to include training on the implementation of the school site plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues.

Accesses to school sites have been appropriately restricted: procedures are in place to address visitors to campus. The use of campus supervisors and security equipment are appropriately utilized.



## ○ **FUNCTIONAL ANNEXES**

Each functional annex describes the policies, processes, roles, and responsibilities for that function. Functional annexes address all-hazard critical operational functions, including:

### ○ **CONTINUITY OF OPERATIONS (COOP) PROCEDURES**

#### **I. PURPOSE**

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the county after an incident that results in disruption of normal activities or services to schools. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

- Common procedures, and
- Specialized procedures.

All functional annexes address:

- Situations under which the procedures should be used
- Who has the authority to activate the procedures
- Specific actions to be taken when the procedures are implemented

#### **II. SCOPE**

It is the responsibility of Nevada City School of the Arts officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Nevada County Superintendent of Schools, Earle Jamison Educational Options, T.K.M. Center, and the Sierra College Child Development Center.

The COOP procedures outline actions needed to maintain and rapidly resume essential academic, business, and physical services after an incident. Nevada City School of the Arts relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recovery following an incident

#### **III. RESPONSIBILITIES**

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the School Director, will perform the essential functions.

School Director	<ul style="list-style-type: none"> <li>• Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>• Disseminate information internally to students and staff.</li> <li>• Communicate with parents, media, and the larger school community.</li> <li>• Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.</li> </ul>
Administrative Secretary or designee	<ul style="list-style-type: none"> <li>• Ensure systems are in place for rapid contract execution after an incident.</li> <li>• Identify relocation areas for classrooms and administrative operations.</li> <li>• Create a system for registering students (out of district or into alternative schools).</li> <li>• Brief and train staff regarding their additional responsibilities.</li> <li>• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>• Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</li> <li>• Reevaluate the curriculum.</li> </ul>
Maintenance Personnel	<ul style="list-style-type: none"> <li>• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>• Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).</li> </ul>

Office Staff/Business Office	<ul style="list-style-type: none"><li>● Maintain inventory.</li><li>● Maintain essential records (and copies of records) including school's insurance policy.</li><li>● Ensure redundancy of records is kept at a different physical location.</li><li>● Secure classroom equipment, books, and materials in advance.</li><li>● Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.</li><li>● Retrieve, collect, and maintain personnel data.</li><li>● Provide accounts payable and cash management services.</li></ul>
Safety and School Climate Coordinator	<ul style="list-style-type: none"><li>● Establish support services for students and staff/faculty.</li><li>● Implement additional response and recovery activities according to established protocols.</li></ul>

**To implement the COOP procedures:**

- All core COOP procedures personnel will undergo training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation.

## **X PROCEDURES**

The following procedures will be followed by staff to assist in the execution of essential functions and the day-to-day operations.

### **A. Activation and Relocation**

The School Director will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The School Director or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation.

#### **Alert, Notification, and Implementation Process**

Staff members will be part of the telephone tree used to notify employees of COOP procedure activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

### **B. Adaptations for Students with Disabilities**

Education Code section 32282 requires that all disaster plans detailed in school safety plans must include adaptations for students with disabilities. All students who may require additional assistance during an emergency procedure will have their special needs noted in their individual IEP or 504 plan, and these needs will be planned for in case of an emergency. For example, students who use wheelchairs or are otherwise non-ambulatory may have a specific staff person assigned to assist them in an emergency and may need to be evacuated through a different path or to receive other one-on-one assistance from staff.

In general, staff should be prepared to offer helpful additional assistance to students with disabilities and to clearly communicate and assist the student in responding to the emergency conditions. The following general suggestions should be kept in mind and expanded upon should an emergency arise.

#### **To alert visually impaired individuals**

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell the person where you are going, obstacles you encounter.  
When you reach safety, ask if further help is needed.

#### **To alert individuals with hearing limitations**

- ☐ Turn lights on/off to gain a person's attention -OR-
- ☐ Indicate directions with gestures -OR-



Write a note with **EVACUATION** directions.

**To evacuate individuals using crutches, canes or walkers**

- ❑ **Evacuate** these individuals as injured persons.
- ❑ Assist and accompany to **EVACUATION** site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-  
Help carry individuals to safety.

**To evacuate individuals using wheelchairs**

- ❑ Give priority assistance to wheelchair users with electrical respirators.
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.  
Reunite the person with the wheelchair as soon as it is safe to do so.

**C. Relocation Sites**

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident.

**Reunification Sites**

Nevada City School of the Arts, Building 9

Twin Cities Church – MOU in place

11726 Rough and Ready Hwy, Grass Valley, CA 95945, (530) 273-6425

Penn Valley School District

- Ready Springs (this site offers a larger gym)  
10862 Spenceville Road, Penn Valley, CA

**C. Alternate Facilities and Strategy**

For estimated short-term (2 to 14 days) payroll and personnel actions, Nevada City School of the Arts will relocate to another building on the property if available. If no other space is available the business office staff will work from home until a location can be made available.

Nevada City School of the Arts will relocate to another building on the property if available. If no building on campus is available Nevada City School of the Arts will pursue available locations with the surrounding school districts, possibly Penn Valley School District or Nevada City School Districts unoccupied schools, if available at that time. If no school sites are available in other school districts at the time of an incident Nevada City School of the Arts will pursue rental of an Industrial location large enough to accommodate our population or provide the

ability to set in motion an Independent Study program and schedule rotation for teachers to meet with students. Nevada City School of the Arts is currently working on these arrangements.

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Nevada City School of the Arts backup data.

**D. Interoperable Communications/Backup Sites**

Buildings on the Nevada City School of the Arts property will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, temporary housing would be established while a relocation site is secured. Nevada City School of the Arts business services will work from home.

**E. Vital Records and Retention File**

Vital records are archived and/or retained on backup data systems stored off site. Servers are currently located at Building 3 with IT back up to a storage device at Building 8 and to the Cloud.

**F. Human Capital Management**

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

**G. Reconstitution**

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school buildings.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

## ○ **RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES**

### **I. PURPOSE**

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

### **II. SCOPE**

The following procedures outline steps to be taken by staff following a trauma, a serious injury or death, and/or a major incident impacting the community. A working relationship with Nevada County Mental Health professionals ensures preparation for recovery from an incident.

### **III. RESPONSIBILITIES**

To implement the recovery: psychological healing procedures:

- Staff members will be offered tips on how to recognize signs of trauma.
- Mental health experts from Nevada County Crisis Counseling team will be available to offer expertise and help.

### **IV. SPECIALIZED PROCEDURES**

The following procedures will be implemented by staff when directed by the School Director or when deemed appropriate by the situation.

#### **A. Immediately Following a Serious Injury or Death and/or Major Incident:**

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families.
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage open class discussions about the incident and allow staff to openly discuss feelings, fears, and concerns shortly after the incident. Any staff that are excessively distraught should be referred to the crisis response team.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned. Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

#### **B. Hospital/Funeral Arrangements**

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a workday, staff may be excused from work at the School Directors discretion.
- Encourage staff to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

#### **C. Post-Incident Procedures**

- Allow for changes in normal routines or schedules to address injury or death; however, recommend staff return to their normal routine as soon as possible after the funeral.
- Follow up with staff that receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.
- Discuss and approve memorials with the school board's consent.

## **XI HAZARD- AND THREAT-SPECIFIC ANNEXES**

### **The hazard- and threat-specific annexes:**

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Provisions and applications for warning the public and disseminating emergency public information are included.

## **SITE SAFETY PLAN**

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

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

## **NATURAL HAZARDS: FLOOD**

Flooding is a natural feature of the climate, topography, and hydrology of Nevada City School of the Arts and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. The purpose

of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

**I. SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

**II. CORE FUNCTIONS**

The County of Nevada Office of Emergency Services, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or School Director, will activate the EOP and implement the Incident Command System.

The School Director will alert staff/faculty and school site administrations in case of imminent or confirmed flooding, including that due to dam failure.

**A. Operational Functions/Procedures That May Be Activated**

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Student Reunification
- Special Needs Population
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

**B. Activating the Safety Plan**

The School Director will determine the need to activate the Safety Plan and designate an Incident Commander.

**1. Incident Commander Actions**

- Issue stand-by instruction. In consultation with the Sheriff and the Nevada County Office of Emergency Services determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all staff has been evacuated.
- Activate communications plan.
- Determine if additional procedures should be activated.

- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the site administrators of the status and action taken.
- Update the administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff to return to the building until proper authorities have determined that it is safe to do so.
- Determine whether offices will be closed or remain open.
- Document all actions taken.

## **2. Incident Management Team and Section Chiefs Actions**

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where school sites have relocated and parent-student reunification procedures.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school and office property.
- Document all actions taken.

## **3. Staff Actions**

- Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs. Durham Student Services has verbally agreed to assist as needed in the event of a disaster to safely evacuate students from school sites.
- Account for all staff.
- Remain together as a staff throughout the evacuation process.
- Upon arrival at the safe site, account for all staff. Report any missing or injured staff to the Incident Commander.
- Do not return to the building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

## **4. Bus Driver Actions for school sites**

- If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.

- If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

## **TECHNOLOGICAL HAZARDS: CHEMICAL**

### **I. PURPOSE**

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Nevada County. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills.

### **A. Operational Functions/Procedures That May Be Activated**

Operational functions, or procedures, that may be activated in the event of an external chemical spill include:

- Reverse Evacuation
- Special Needs Population
- Shelter-in-Place
- Evacuation
- Parent-Student Reunification
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

**If there is an internal chemical spill, the following procedures may be activated:**

- Evacuation
- Special Needs Population
- Relocation
- Parent-Student Reunification

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

## **B. Activating the plan for an External Spill**

The School Director will determine the need to activate the safety plan and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

### **1. Incident Commander Actions**

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place.
- Notify the school site administrators of the status and action taken.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update site administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

### **2. Incident Management Team and Section Chiefs Actions**

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school and office property.
- Document all actions taken.

### **3. Staff Actions**

- Move staff away from immediate vicinity of danger.
- Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.



- Report any missing or injured staff to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate staff to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

**C. Activating the safety plan for an Internal Chemical Spill**

The School Director will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is internal, the following steps will be taken by the school community:

**1. Person Discovering the Spill**

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/teacher/safety officer.
- Do not eat or drink anything or apply cosmetics.

**2. Incident Commander Actions**

- Issue stand-by instruction to all staff.
- Determine what procedures should be activated.
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- Consider an office evacuation.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify the local fire department and the Department of Public Health. Provide the following information:
  - Site name and address, including nearest cross street(s).
  - Location of the spill and/or materials released; name of substance, if known. Characteristics of spill (color, smell, visible gases). Injuries, if any.
- Notify local law enforcement of intent to evacuate.
- Notify the site administrators of the status and action taken.
- Activate communications plan. Issue directed transportation instruction if staff will be evacuated to a safer location by means of buses and cars.
- Update the site administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

### **3. Incident Management Team and Section Chiefs Actions**

- Move staff and any students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school and office property.
- Document all actions taken.

### **4. Staff Actions**

- Move staff away from immediate vicinity of danger.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the Director.
- If evacuation is implemented, direct all staff to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all staff have left the building.
- Upon arrival at evacuation site, account for all staff. Notify Incident Commander or designee of any missing or injured staff. Staff should remain together throughout the evacuation and relocation process until all clear is given.

## **EARTHQUAKE**

### **I. Purpose**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of an earthquake.

### **A. Operational Functions/Procedures That May Be Activated**

A drop, cover and hold procedure is recommended as “best practice” in the event of an earthquake. “Drop, cover, and hold procedure” means an activity whereby each

student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.

Protective measures and mitigating efforts are to be taken before, during, and following an earthquake. A program to ensure that the students, certificated and classified staff is aware of and properly trained in, the earthquake emergency procedure system. (Education Code section 32282(a)(2)(B)(I)(id).)

## **B. Activating the plan for an Earthquake**

The superintendent will determine the need to activate the safety plan and designate a temporary Incident Commander until a qualified first responder arrives at the scene and gives additional instructions.

### **1. Incident Commander Actions**

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems, power and gas and to check stability of buildings.
- Notify local law enforcement of intent to evacuate or shelter in place.
- Notify the school site administrators of the status and action taken.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update site administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

### **2. Incident Management Team and Section Chiefs Actions**

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.

- Take appropriate action to safeguard school and office property.
- Document all actions taken.

### 3. Staff Actions

Tremors and shaking of the earth are the signals of an earthquake and there are usually no warnings; therefore, teachers should initiate immediate action. **Do not** wait for a P.A. announcement.

- a. Teachers should instruct their students to **DUCK AND COVER and HOLD** using desks and chairs to protect themselves from falling objects. Building walls tend to fall outward; therefore, utilize the protection of inner walls, hallways and doorways. Keep away from glass walls, windows and skylights.
- b. Be sure to open classroom doors to prevent them from becoming jammed.
- c. After the earthquake tremors subside, the principal will either order an evacuation of the buildings using the established fire drill signals and procedures or will direct everyone to resume the regular school routine.

If the school is to be evacuated, the established fire/leave the building evacuation procedures include the following elements:

1. When the fire drill bell sounds, please have your class move out of our classroom in a quiet and orderly fashion down the corridor to the nearest exit in the direction indicated by the "Building Evacuation" map posted in your classroom.
2. Make sure **EVERY** student leaves your room and is exiting the building in the proper direction and toward the designated class assembly area.
3. Please take your roll book.
4. Follow your class to insure that none of your students remain inside the building.

When you and your class have exited the building, please gather your students in an area well away from the building. At this time, take roll. Please fill out the Emergency Preparedness Teacher/Staff Report Form.

5. Please keep your class outside of the building until a verbal "all clear" is given indicating that it is safe to return to your class. If it has been determined that it is not safe to return to class, you are then asked to

escort your class to the nearest open area and supervise them until they are released to a family member or are delivered home by school personnel.

## **DROP, COVER AND HOLD**

### **Indoors:**

- DROP:** Take cover under a nearby desk or table, positioning as much of the body as possible under cover.
- COVER:** Clasp both hands behind the neck, bury your face in your arms, make your body as small as possible, close eyes and cover ears with forearms.
- HOLD:** Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking or the teacher indicates that this phase of the drill has ended.

**If there is no table or desk nearby, but there are chairs** (such as an auditorium-style arrangement):

- DROP:** Take cover under the chairs, if possible, and/or between the rows of chairs, by dropping to the floor, holding on and protecting the eyes with the arm.

**If there are no tables or chairs nearby** (Or not enough):

- DROP:** Take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against a wall. The “Drop” position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.

### **In the hallway:**

- DROP:** Take the “drop” position alongside the walls. Try to avoid earthquake hazards such as unsecured lockers, trophy cases, etc. Choose the closest safe place.

### **On the stairs:**

**DROP:** Sit down, hold onto handrail and cover eyes.

**Outdoors:**

Move away from the buildings, power lines, block walls, and other items, which might fall.

Take the “drop” position or sit down.

**Staff/Students in wheel chairs should remain in the chair, lock the brakes, duck head to lap and cover head and neck.**

**Evacuation:**

An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required. Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]). Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or first responders.

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

**DRILLS:**

A drop procedure practice shall be held at least once each school year.

## **FIRE/WILDFIRE EVACUATION**

### **I. PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students, office and school property in the event of a fire or wild fire on the site or threatening the community.

### **II. SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an impending wild fire on school or office sites.

### **III. CORE FUNCTIONS**

Nevada City School of the Arts is compliant with fire codes and inspections mandated by the Nevada County Fire Marshall. Fire extinguishers and fire alarms are strategically placed and inspected in compliance with state recommendations.

#### **A. Operational functions/procedures that may be activated**

Operational functions that may be activated in the event of a fire or wild fire on an office or school site or in close proximity include the following:

- Evacuation
- Relocation
- Shelter In Place

##### **1. Incident Commander Actions**

- Issue evacuation order or Shelter in Place as recommended by local Fire Department.
- Determine what procedures should be activated depending on the location and nature of the fire/wild fire.
- Consult with local fire services and Nevada County Office of Emergency Services.
- Notify site specific administrators and staff.
- Designate a specific staff member to coordinate with public safety at the Incident Command Post.
- Be available to deal with the media and bystanders.
- Assist with Parent-Student Reunification if requested.

##### **2. Staff Actions**

- Assist with ordered evacuation
- Assist with Shelter in Place

#### **B. Activating the safety plan for Fire/Wild Fire**

The School Director will determine the need to activate the safety plan and designate a temporary Incident Commander until the local fire department or Office of Emergency Services assumes command.

##### **1. Notify 911 and report fire**

##### **2. Incident Commander Actions**

- Issue stand-by instruction to all office and school site staff
- Determine what procedures should be activated
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to fire.
- Consider all-school site evacuation.

- Activate Shelter in Place Protocol if recommended by Fire Department
- Notify Maintenance to shut off utilities as appropriate.

### **3. Incident Management Teams and Section Chiefs Actions**

- Follow evacuation/Shelter in Place protocol assisting students and staff.
- Review procedures with staff as needed.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by Incident Commander.
- Take appropriate action to safeguard office and school property.
- Document all actions taken.

### **4. Staff actions**

- Execute evacuation and relocation or Shelter in Place procedures when instructed by the Incident Management Team unless there is a natural or propane gas leak odor. If a natural or propane gas leak or odor is detected, or if danger of fire is imminent, evacuate immediately and notify Principal.
- Whenever the fire alarm is sounded, all students, staff, teachers and other employees shall quickly leave the building in an orderly manner. Administration or designee shall ascertain that no student remains in the building.
- Designate evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

**DRILLS:** The School Director shall hold fire drills at least once a month in all elementary and middle schools. The School Director or designee shall keep a copy of each drill conducted and file a copy.

### **B. Shelter in Place (Wild fire)**

Shelter-in-Place responds to the threat of a fast-moving firestorm or wildfire. In the event that evacuation is impossible, Protective Actions are implemented as a response to an imminent hazard to protect students, staff, and all other personnel in and around the school from the potential consequences of the pending threat. In the event of a firestorm local fire fighters will “defend” the space designated.



**1. Notification may come from law enforcement, fire services or administration**

**2. Shelter-in-Place Procedures:**

**• Activate the Incident Response Team**

- Operations team
  - First Aid
  - Attendance
  - Special needs students
  - Fire suppression
  - Reunification
  - Ingress/egress of doors
- Logistics team
  - Water hoses
  - Fire Extinguishers
  - Flashlights
  - Radio
  - Food
  - Water
  - Trauma bags

**C. Staff Assignments (know your role)**

- Students should NOT leave the campus, parents should NOT attempt to come to the campus. Ingress/egress must be kept clear for first responders.
- Close classroom doors but leave unlocked
- Move all staff and students to designated interior rooms (i.e. Building 2 Theater) for shelter-in-place (Keep classes together with assigned teacher).
- Designated staff should bring updated attendance reports, grab-and-go bag, Automatic External Defibrillators (AEDs), and other equipment to the shelter-in-place location
- Take attendance and report it to the principal/designee.
- Be prepared for power outages
- Monitor students and attempt to keep them calm

**D. Administrative Procedures**

- Activate Incident Response Team
- Alert district offices and Superintendent of Schools of shelter-in-place status.
- Initiate an all-call to parent/guardians to alert of shelter-in-place status. No visitors, staff, or students should report to campus during a shelter-in-place.
- Initiate an all-call and email of status report to all staff.
- Remain in communication with law enforcement and fire service for frequent updates.

- Keep staff, district offices, Superintendent of Schools and parents informed with updated information.
- Be prepared for reunification protocol
- Keep up to date with injuries, missing students, etc.

***Clear Shelter-in-place when advised by law enforcement. Shelter-in-place may be cleared via PA system.***

## **HUMAN-CAUSED HAZARDS: INTRUDER**

### **I. PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto Nevada City School of the Arts property.

### **II. SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school or office sites.

### **III. CORE FUNCTIONS**

Nevada City School of the Arts will ensure that the school site post signs at point of entry to the campus and buildings from streets and parking lots stating the following:

- All visitors entering school grounds on school days between 8:00 a.m. and 4:30 p.m. must register at the Office.
- To help prevent intruders on school grounds, Nevada City School of the Arts will require sign-in sheets and name tags to be worn in a visible location. Name tags will be filled out by office staff and visitors will return to office to sign out and return name tags.
- Exit doors will remain unlocked for easy exit.

In the event of an intruder, Nevada City School of the Arts will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep staff and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

#### **A. Operational Functions/Procedures That May Be Activated**

Operational functions or procedures that may be activated in the event of an intruder on site include the following:

- Alert - notify those in harm's way of the danger at hand. Call 911. Be clear, concise, and accurate with information. Caller should identify self, the location, suspect information, type of weapon (if applicable), direction of travel and call back number.
- Lockdown or shelter-in-place – Lock down and barricade entry points as appropriate for incident. Law enforcement will enter locked rooms with a key; staff should not open door on command.
- Inform – Principal or designee will give real time updates to affected school and office sites as approved by law enforcement.
- Counter – If the intruder enters the room with intent to cause harm, counter the attacker as a last resort. Use distraction devices, spread out, turn out the lights and be ready to cause confusion for the intruder.
- Evacuate – Put time and distance between staff and intruder if safe to do so.

## **B. Activating the Safety Plan**

The School Director or Superintendent will determine the need to activate the Safety Plan and designate an Incident Commander to implement the procedures specified in this annex. The Incident Commander will transfer command to law enforcement as soon as possible.

### **1. Incident Commander Actions**

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the superintendent/Policy Group of the status and action taken.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.

- Do not allow staff and visitors to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

## **2. Staff Actions**

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

# **HUMAN-CAUSED HAZARDS: ACTIVE SHOOTER**

## **I. PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an active shooter on Nevada City School of the Arts property.

## **II. SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an active shooter on school property.

## **III. CORE FUNCTIONS**

Nevada City School of the Arts will ensure that the school site post signs at point of entry to the campus and buildings from streets and parking lots stating the following:

- All visitors entering school grounds on school days between 8:00 a.m. and 4:30 p.m. must register at the Main Office.
- To help prevent intruders on school grounds, Nevada City School of the Arts will require sign-in sheets and name tags to be worn in a visible location. Name tags will be filled out by office staff and visitors will return to office to sign out and return name tags.

In the event of an active shooter, Nevada City School of the Arts will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep staff from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

### **A. Operational Functions/Procedures That May Be Activated**

Operational functions or procedures that may be activated in the event of an active shooter on campus include the following:

- **Alert** – notify those in harm's way of the danger at hand. Report incident immediately to law enforcement. Be clear, concise, and accurate with information. Caller should identify self, the location, suspect information, type of weapon (if applicable), direction of travel and call back number.
- **Lockdown** – Lock down and barricade entry points. Lock doors, cover windows, turn off lights. Only law enforcement may enter a locked-down room or an administrator with a key. Do not open doors because of a voice command.
- **Inform** – Principal or designee will give real time updates to affected school and office sites as approved by law enforcement.
- **Counter** – If the active shooter enters the room, be prepared to counter the attacker as a last resort. Use distraction devices, spread out, turn out the lights and be ready to cause confusion for the intruder.
- **Evacuate** – Put time and distance between staff and intruder if safe to do so.
- **RUN, HIDE, FIGHT protocol is taught to staff/students**
- **Parent-Student Reunification**
  - Rooms will be cleared by law enforcement; children will be moved to reunification site. Reunification plan will be implemented.
- **Recovery:** Psychological Healing

## **B. Activating the Safety Plan**

The School Director or Superintendent will determine the need to activate the Safety Plan and designate an Incident Commander to implement the procedures specified in this annex. **The Incident Commander will transfer command upon the arrival of law enforcement.**

### **1. Incident Commander Actions**

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.

- Notify the superintendent/Policy Group of the status and action taken.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and visitors to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Implement reunification plans
- Document all actions taken.

## **2. Staff Actions**

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

## **XII IDENTIFICATION OF STRATEGIES AND PROGRAMS TO MAINTAIN A HIGH LEVEL OF SAFETY (Ed. Code § 32282(a)(2).)**

### **Child Abuse Reporting Procedures (Ed. Code § 32282(a)(2)(A).)**

#### ***Filing a Suspected Child Abuse Report (SCAR)*** **Before you complete a Report Form**

Call the 24-hour Child Welfare Services Hotline to make a verbal report, please do so before attempting to complete this report. You can reach the **Hotline by calling 530-273-4291 or toll-free at 1-888-456-9380.**

**Please have as much information available regarding the child and family as possible. Names, addresses, ages, schools attended and other identifying information ensure that Nevada County Child Welfare Services (CWS) staff may make contact with the family if appropriate.**

If your verbal report was made to the Hotline, you may complete this report with the online form or mail or fax a report to Child Welfare. They will retrieve your report and it will be sent to the appropriate agencies.

#### **Instructions for Completing the Form Online** ***Reporting Responsibilities***

Certain professionals, including doctors, therapists, teachers and others are mandated to report abuse and neglect. Any mandated reporter who has knowledge of or observes a child, in their professional capacity or within the scope of their employment, whom they know or reasonably suspect has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to the designated agency immediately or as soon as practically possible by telephone and shall submit a written report within 36 hours of delivering the information concerning the incident. The written report must be on the Suspected Child Abuse Report (SCAR) Form. The Child Abuse and Reporting Act includes a list of all mandated reporters and reporting requirements. Mandated reporter information is kept confidential.

#### ***Completing the Form***

1. *Use the following link to complete and submit the online form*  
*<https://www.nevadacountyca.gov/3216/SCAR-Form-Submission>. If you have*  
*already completed your form and have it in PDF format, you can submit it here*  
*<https://www.mynevadacounty.com/3270/SCAR-Manual-Upload>..*

2. *Enter the number of victims. You will have the option to enter the number of victims inside the form in Section E.*
3. *It is important to indicate whether or not the child is developmentally delayed or has some disability.*
4. *The mandated reporter must complete and submit the SCAR (SS8572), even if some of the requested information is "unknown"; please complete all fields on the form. If the information is unknown, enter "unknown".*

### ***Completing the Narrative***

The SCAR requires that you provide the date, time, and the place of the incident. Additionally, you are required to include the following in your narrative description:

1. What the victim(s) said;
2. What the mandated reporter (you) observed;
3. What the person accompanying the victim(s) said; and
4. Similar past incidents involving the victim(s) or suspect.

Review the questions below before completing the narrative. By providing the information requested, you will assist the Child's Social Worker and law enforcement official assigned to investigate the allegations you have reported. If you don't have all the information, do your best to include as much information as possible. Keep these questions in mind when making your next report:

1. The names of the victim(s) and the perpetrator(s)/suspect(s). Include the relationship of the perpetrator(s)/suspect(s) to the victim and the address and/or current location.
2. Is the victim developmentally disabled?
3. Does the victim have any disability?
4. Provide any known details.
5. Provide specific dates and/or timeframes.
6. Provide the specific location (address if known) of the incident.
7. Who, if anyone, was a witness to the event?
8. Is there anyone else who may know about the incident or who may be able to provide information about the victim or the victim's family?
9. Provide the identifying information (name, address, telephone, etc.) and relationship of the person to the victim/family.



## **Suspension and Expulsion Policy (Ed. Code § 32282(a)(2)(C).)**

### **RESTORATIVE JUSTICE, SUSPENSION AND EXPULSION POLICY AND PROCEDURES**

The Nevada City School of the Arts Board and the community at NCSA believes that it is important to treat each person with respect. We try to make sure we are considerate of each other so that everyone can fulfill their roles. Students can learn, teachers can teach, and staff can work in a safe and enjoyable environment. NCSA believes that Restorative Practices are an effective approach to addressing misconduct. Accordingly, NCSA utilizes restorative techniques wherever possible and practicable.

In terms of discipline, restorative practices take incidents that might otherwise result in punishment and find opportunities for students to recognize the impact of their behavior, understand their obligation to take responsibility for their actions and take steps toward making things right. In this process, students learn how to interact and manage their relationships with adults and peers, and as a result become better equipped to understand how their behavior impacts others. In doing so, restorative practices encourage accountability, improve school safety, teach empathy, and help develop skills so students and the school community can all succeed.



## **Restorative Justice**

### **What Is Restorative Justice?**

Restorative Justice is a set of principles and practices employed in the school to respond to student misconduct, repair harm, and restore relationships between those impacted. It is used as an alternative to traditional school discipline and suspension. Both the theory and practice of restorative justice emphasize the importance of:

- **identifying the harm,**
- **involving all stakeholders to their desired comfort level**
- **true accountability**
- **taking steps to repair the harm and address its causes to the degree possible.**

Restorative justice in its basic form is an incredibly intuitive and a commonsense concept for most people. Restorative justice presents opportunities to those impacted by an event to collectively define the impact and determine steps to make things as right as possible for everyone involved: the person(s) harmed, the person(s) who harmed others, and the broader community that was affected both directly as well as indirectly. Because of the ways most current systems operate, often contrary to restorative principles, it is common for the implementation of restorative practices to be misunderstood and face resistance.

The way wrongdoing is typically responded to:

- ***What rules or laws were broken?***
- ***Who broke them?***
- ***What do they deserve?***

Restorative justice asks:

- **Who has been hurt?**
- **What are their needs?**
- **Who has the obligation to address the needs and remediate the harmful effects?**

The restorative questions above cannot be adequately answered without the involvement of those most affected. Involving those affected is a cornerstone of restorative justice. The foundation of restorative justice rests on common values: respect, inclusion, responsibility, empathy, honesty, openness, and accountability.

### **What is School-based Restorative Justice?**

School-based restorative justice includes prevention, intervention, and reintegration. Restorative practices are used in a variety of ways in schools: to build community, celebrate accomplishments, intervene in offending behavior, to transform conflict that may occur between adults or young people, and to rebuild relationships that have been damaged. They can also be used to re-integrate students who have been excluded. Restorative practices help schools create and maintain a positive school culture and climate.

Restorative practices are used in conjunction with the other programs/support NCSA uses, such as. [Responsive Classroom](#), [Talk-it-Outs](#), classroom meetings, and support from our Youth Advocates, School Mental Health Counselor, and Administration. Our teachers manage their classrooms in restorative ways without labeling their methods as restorative. These approaches complement restorative practices and can strengthen the school together. Using them helps us build a caring culture in the classroom, school, and community.

### **Restorative Circles through Restorative Justice League**

Student Led Restorative Circles will be held to strengthen students' problem-solving skills. When conflicts arise, Justice League students will be prepared to have an honest dialogue with the student(s) who caused harm. Students learn to hold each other accountable, acknowledge each other's feelings, and accept each individual's needs. Justice League students will be trained and supervised by the administration or their designee.

If a student is continually referred to the Administration or Restorative Justice Group and/or Class Meetings aren't effective, and the student does not appear to be willing to change their behavior, they may be suspended in compliance with the suspension policy below and a Behavior Contract will be created.

### **Other Approaches**

While Charter School will employ restorative justice techniques whenever possible, practicable, we recognize that traditional discipline, up to and including suspension and expulsion, may be appropriate in some cases. Accordingly, while restorative practices will always be considered, the administration reserves the right to recommend suspension or expulsion for any of the enumerated offenses listed in the below Suspension & Expulsion Policy, even upon the first offense.

### **Suspension and Expulsion Policy and Procedures**

The Suspension and Expulsion Policy and Procedures have been established to promote learning and protect the safety and wellbeing of all students at Nevada City School of the Arts. In creating this policy, NCSA has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. NCSA is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as NCSA's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time

without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. NCSA staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be provided annually to parents via the Charter School's website and available upon request at the NCSA office and will clearly describe discipline expectations.

This policy and procedures process has been prepared to provide due process to all students. Adherence to the list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the Charter School's pupils and their parents/guardians.

The Charter School administration shall ensure that students and their parents/guardians<sup>1</sup> are notified in writing upon enrollment that all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are posted on the NCSA website and are available in hard copy upon request at the NCSA office.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and

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<sup>1</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and a Native American's child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below

## **PRODEDURES**

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended or recommended for expulsion when it is determined the student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes

but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school

property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference

with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this policy, “cyber sexual bullying” does not



include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
  - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
    - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
    - b) Brandished a knife at another person.
    - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
    - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4
  3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
    - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
    - b) Willfully used force or violence upon the person of another, except self-defense.
    - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
    - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as

defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcohol beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowing received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school policy, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death,

great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, or attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care,

- skill, and judgment in conduct for a person or their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with their academic performance.
  - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that

has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, or paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(B).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the School Director or the School Director’s designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Director or designee.

The conference may be omitted if the School Director or designee determines that an emergency exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference.

Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, the School Director or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Director or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

#### **4. Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

### **D. Authority to Expel**

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session, three (3) days prior to the date of the scheduled hearing.



Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non- attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the

hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be

represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

#### **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### **J. Written Notice to Expel**

The School Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- 1) Notice of the specific offense committed by the student
- 2) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

#### **K. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

#### **L. Right to Appeal**

A student expelled from Nevada City School of the Arts can appeal the decision of the Nevada City School of the Arts Board to the Nevada County School Board. The Nevada

County School Board will ensure that Nevada City School of the Arts followed all due process requirements.

#### **M. Expelled Students/Alternative Education**

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **N. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to re-admit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be the sole discretion of the School Director following a meeting with the pupil and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. If the School Director determines that it is not in the best interest to admit the pupil, the pupil may appeal the School Director's decision at the next Board meeting in closed session. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

#### **P. Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

## **Q. Involuntary Removal for Truancy**

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

## **R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

### **1. Notification of SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

#### 7. Procedures for students not yet eligible for special education services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the



Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent/guardian has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

### **Procedures to Notify Teachers of Dangerous Pupils (Ed. Code § 32282(a)(2)(D).)**

Nevada City School of the Arts desires to provide a safe, orderly working environment for all employees. The school shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Pursuant to Welfare & Institution Code section 827(b) and Education Code section 48267, a criminal court will notify school administration when a student has engaged in certain criminal conduct. This information is forwarded to the School Director, who is responsible for prompt notification of the student's teachers, other administrators, and the student's

counselor. This information must be kept confidential and may not be disseminated by any employee receiving such a notification to any other person.

Additionally, all teachers will be provided with a list of students in their classes who have one or more suspensions of a serious or violent nature in the current year or in the previous three years. This information will be provided at the beginning of the year or semester or whenever new students are enrolled or added to a class. Teachers will be advised that such information is confidential and not to be further disseminated.

## **Discrimination and Harassment Policy (Ed. Code § 32282(a)(2)(E).)**

### **HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Nevada City School of the Arts ("NCSOTA") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, NCSOTA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. NCSOTA school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom NCSOTA does business, and

all acts of NCSOTA's Governance Council ("Board") in enacting policies and procedures that govern NCSOTA.

NCSOTA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

### **Definitions**

**Harassment** means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student <sup>2</sup> or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by NCSOTA.

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<sup>2</sup> "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
  - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
  - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

### **Bullying and Cyberbullying Prevention Procedures**

NCSOTA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

### **Cyberbullying Prevention Procedures**

NCSOTA advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

NCSOTA informs its employees, students, and parents/guardians of NCSOTA's policies regarding the use of technology in and out of the classroom. NCSOTA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

### **Education**

NCSOTA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. NCSOTA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at NCSOTA and encourages students to practice compassion and respect each other.

NCSOTA educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

NCSOTA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

NCSOTA informs NCSOTA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **Professional Development**

NCSOTA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other NCSOTA employees who have regular interaction with students.

NCSOTA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

NCSOTA also informs certificated employees about the groups of students determined by NCSOTA and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

NCSOTA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for NCSOTA's students.

### **Complaint Procedures**

#### **Scope of the Complaint Procedures**

NCSOTA will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized

representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

- Submitted to the NCSOTA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

NCSOTA will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of NCSOTA's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of NCSOTA's Title IX Policy and UCP is available in the main office.

### **Submitting a Report or Complaint**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director (or the Secretary of the Board if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and NCSOTA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

NCSOTA acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the

identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by NCSOTA on a case-by-case basis.

NCSOTA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

### **Investigation and Response**

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at NCSOTA will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

### **Consequences**

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from NCSOTA or termination of employment.

### **Right of Appeal**

Should a complainant find NCSOTA's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of NCSOTA's decision or resolution, submit a written appeal to the Chair of the NCSOTA Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

## **TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX**



This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Nevada City School of the Arts (“NCSOTA”) to address sex discrimination, including but not limited to sexual harassment, occurring within NCSOTA’s education program or activity.

NCSOTA does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.<sup>3</sup>

This Policy applies to conduct occurring in NCSOTA’s education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom NCSOTA does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the NCSOTA Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

## **Definitions**

### **Prohibited Sex Discrimination**

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by NCSOTA.

### **Prohibited Sexual Harassment**

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of NCSOTA conditioning the provision of an aid, benefit, or service of NCSOTA on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to NCSOTA’s education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

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<sup>3</sup> NCSOTA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through NCSOTA.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

**Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in NCSOTA's education program or activity or signed by the coordinator alleging sexual harassment against a respondent and requesting that NCSOTA investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in NCSOTA's education program or activity.

**Party** means a complainant or respondent.

**Respondent** means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Supportive Measures** are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to NCSOTA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or NCSOTA's educational environment, or deter sexual harassment.

### **Title IX Coordinator**

The Governance Council of NCSOTA ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Angie Defeyter  
Assistant Principal  
13032 Bitney Springs Road, Nevada City, CA 95959  
530-273-7736 ext.1018  
[Angie.defeyter@ncsota.org](mailto:Angie.defeyter@ncsota.org)

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Scott Mertz  
General Education Councilor  
13032 Bitney Springs Road, Nevada City, CA 95959  
530-273-7736  
[scott.mertz@ncsota.org](mailto:scott.mertz@ncsota.org)

The coordinator is responsible for coordinating NCSOTA's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to NCSOTA, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

### **Reporting Sex Discrimination**

All employees must promptly notify the coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within NCSOTA's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the School Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the coordinator. NCSOTA will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

### **Privacy**

NCSOTA acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information

confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

### **Retaliation**

NCSOTA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

### **Response to Sexual Harassment**

NCSOTA will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

NCSOTA's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

### **Supportive Measures**

Once notified of sexual harassment or allegations of sexual harassment occurring in NCSOTA's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. NCSOTA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair NCSOTA's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

### **Grievance Procedures**

## Scope and General Requirements

NCSOTA has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with NCSOTA's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

NCSOTA requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by NCSOTA to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

NCSOTA will treat complainants and respondents equitably. NCSOTA presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

NCSOTA may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

NCSOTA allows for the temporary delay of the grievance process or limited extension of time frames on a case-by-case basis for good cause. Requests for extensions must be submitted to the coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by NCSOTA, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

NCSOTA will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.<sup>4</sup> Credibility

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<sup>4</sup> Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

determinations will not be based on a person's status as a complainant, respondent, or witness.

### **Dismissal**

NCSOTA must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in NCSOTA's education program or activity; or
- Did not occur against a person in the United States.

NCSOTA may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by NCSOTA;
- A complainant notifies the coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent NCSOTA from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable NCSOTA policy.

### **Notice of the Allegations**

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- NCSOTA's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that NCSOTA prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

## **Emergency Removal**

NCSOTA may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with NCSOTA's policies.

NCSOTA may remove a respondent from NCSOTA's education program or activity on an emergency basis, in accordance with NCSOTA's policies, provided that NCSOTA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

## **Informal Resolution**

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under NCSOTA's Title IX grievance procedures, NCSOTA may offer an informal resolution process to the parties. NCSOTA will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, NCSOTA will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

## **Investigation**

In most cases, a thorough investigation will take no more than thirty (30) business days. NCSOTA has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:



- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless NCSOTA obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, NCSOTA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

### **Determination of Responsibility**

Before making a determination of responsibility, the decision maker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after NCSOTA sends the investigation report to the parties, the decisionmaker, who will not be the same person as the coordinator or investigator, will

simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of NCSOTA's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that NCSOTA provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## **Appeals**

Either party may, within five (5) business days of their receipt of NCSOTA's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the NCSOTA Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or NCSOTA's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decision maker for the appeal will not be the same person as the Coordinator, the investigator or the initial decision maker.

The decision maker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

### **Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from NCSOTA or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by NCSOTA.

### **Training**

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

### **Recordkeeping**

NCSOTA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

## **Provisions of Dress Code Prohibiting Gang-Related Apparel (Ed. Code § 32282(a)(2)(F).)**

### OUR VALUES ARE:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal “distractions” without regulating individual students’ clothing/self-expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.

### I. GOALS OF A STUDENT DRESS CODE

A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

### II. RECOMMENDED DRESS CODE POLICY

The primary responsibility for a student’s attire resides with the student and parents or guardians. The school is responsible for seeing that student attire does not interfere with the health or safety of any student and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

1. Basic Principle: Certain body parts must be covered for all students. Clothes must be worn in a way such that private parts and bottoms are covered with opaque material.

All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear:

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes: activity-specific shoe requirements are permitted (for example for sports). No heels over 2 inches.

3. Students May Wear:

- Hats, including religious headwear
- Hoodie sweatshirts (over head is allowed, unless it hinders the education process)
- Fitted pants, including leggings, yoga pants, and “skinny jeans.”
- Midriff-baring shirts – touching tops of pants
- Ripped jeans, as long as underwear is not exposed.
- Tank tops, including spaghetti straps.
- Athletic attire
- Clothing with commercial or athletic logos.

4. Students Cannot Wear:

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear. (Visible waistbands or straps on undergarments worn under other clothing are not a violation).
- Bathing suits
- Helmets or headgear that obscures the face (except as a religious observance).

### III. GANG INFLUENCE

In order to discourage the influence of gangs, school staff shall take the following measures:

- Any student displaying behavior, gestures, apparel, or paraphernalia indicative of gang affiliation shall be referred to the director or designee.
- The student’s parent/guardian shall be contacted and may be asked to meet with school staff.
- The student may be sent home to change clothes.

### **Procedures for Safe Ingress and Egress (Ed. Code § 32282(a)(2)(G).)**

## **Classroom and School Volunteer, Visitation, and Removal Policy**

While Nevada City School of the Arts (“NCSOTA” or the “Charter School”) encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, NCSOTA also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the NCSOTA Board of Directors has established the following procedures, to facilitate volunteering and visitations during regular school days: Volunteering Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with NCSOTA a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the School Director, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and Director or designee, at least forty-eight (48) hours in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide the volunteer may leave their volunteer position for that day.
5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act (“FERPA”) Policy.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
7. Volunteerism by parents is encouraged but not mandatory.
8. This Policy does not authorize NCSOTA to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

## Visitation

1. Visits during school hours should first be arranged with the teacher and Director or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents/guardians seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Director or designee.
2. All visitors (including volunteers) shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.
3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. NCSOTA shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by NCSOTA, consistent with the law. The NCSOTA Board of Directors and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
4. For purposes of school safety and security, the Director or designee may design a visible means of identification for visitors while on school premises.
5. Except for unusual circumstances, approved by the Director, NCSOTA visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.
6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Director's written permission.
7. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
8. The Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
9. The Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has

willfully disrupted or is likely to disrupt NCSOTA's orderly operation. If consent is withdrawn by someone other than the Director, the Director may reinstate consent for the visitor if the Director believes that the person's presence will not constitute a disruption or substantial and material threat to NCSOTA's orderly operation. Consent can be withdrawn for up to fourteen (14) days.

10. The Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
11. Any visitor who is denied registration or has his/her registration revoked may request a conference with the Director. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Director within fourteen (14) days of the denial or revocation of consent. The Director shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Director shall be held within seven (7) days after the Director receives the request. If no resolution can be agreed upon, the Director shall forward notice of the complaint to the NCSOTA Board of Directors. The NCSOTA Board of Directors shall address the Complaint at the next regular Board meeting and make a final determination.
12. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required.
13. The Director or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

### Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified, which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction, by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.
3. Disruptive conduct may lead to NCSOTA's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.



## **A Safe and Orderly Environment Conducive to Learning (Ed. Code § 32282(a)(2)(H)) and Rules and Procedures on School Discipline (Ed. Code § 32282(a)(2)(I).)**

NCSOTA maintains a safe and orderly learning environment by, among other things, enforcing its rules and procedures on student discipline as set forth in this safety plan and in the Student Handbook.

NCSOTA students are required to adhere to the Student Code of Conduct, which is included in the Student Handbook.

The Rules and Procedures on School Discipline adopted pursuant to Ed. Code § 47605 are set forth in the Suspension and Expulsion Policy included above.

## **Procedures to Respond to Criminal Incidents (Ed. Code § 32282(a)(2)(J).)**

NCSOTA has included active shooter and other procedures to respond to potential criminal incidents as part of this safety plan's disaster response procedures.

## **Limitations on Active Shooter Drills (Ed. Code § 32282(a)(2)(K).)**

Education Code section 32282, subdivision (a)(2)(K), restricts the drill procedures that can be used to prepare students for active shooter situations. Accordingly, whenever a Lockdown or other drill is held to prepare students for responding to an active shooter, those drills shall be designed to comply with the following features:

- (1) Code-Red/Lockdown drills shall not be "high-intensity" drills, meaning they shall not include simulations that mimic an actual school shooter or other armed assailant, such as by using theatrical makeup, fake blood, actors, or participation of students in acting out active resistance to an assailant.
- (2) The drill shall not use real weapons, gunfire blanks, or explosions.
- (3) The drill shall be designed pursuant to a trauma-informed approach, meaning:
  - a. It shall be age and developmentally appropriate in content and terminology, as determined in consultation with school-based mental health professionals;
  - b. Advance notice of the drill (and its expected length of time) shall be provided to parents and guardians, teachers, administrators, and school personnel;
  - c. It shall offer the opportunity for parents/guardians to opt their students out of participation;
  - d. An announcement of the drill shall be given before and after the drill;
  - e. A notice shall be given to parents/guardians after the drill has concluded; and

- f. The school shall provide contact information for community-based resources to parents/guardians, pupils, and staff who are negatively impacted by the drills.

### **Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activities (Ed. Code § 32282(a)(2)(L).)**

NCSOTA takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of its's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the School Director.

A report can be sent by a legible written note, by email, or by telephone to the front office. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

The administration shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

### **Procedures to Respond to Life-Threatening Medical Emergencies (Ed. Code § 32282(a)(2)(M).)**

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or designee.
2. Dial 911 or direct someone to do so, provide the following information:
  - a. School name and phone number
  - b. Building address including nearest cross street(s)

- c. Exact location within the building
  - d. Your name and phone number
  - e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. If the victim is showing signs of cardiac arrest and is on a school site with an automatic external defibrillator (AED), procedures for retrieval and operation of the AED shall be followed and volunteers trained in the use of an AED shall be brought to the victim as soon as possible.
7. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
8. Do not move the victim unless there is danger of further injury.
9. Do not give the victim anything to eat or drink.
10. Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday. Whenever 911 is called, an incident report must be created within 24 hrs.

## **Protocol to Respond to Apparent Opioid Overdose (Ed. Code § 32282(a)(2)(N).)**

### **STEP 1: Evaluate for Signs of Overdose.**

- a. All employees will be trained to recognize the following signs of an opioid overdose:
  - Unconsciousness or inability to awaken;
  - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
  - Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
  - Calling the person's name;
  - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, consider providing rescue breathing if the person is not breathing on their own or get help from someone trained in emergency response techniques, and administer one dose of naloxone or get help from someone trained and comfortable administering a naloxone product

**STEP 2: Call 911.** Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is “Someone is unresponsive and not breathing” and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher’s instructions. If appropriate, the 911 operator may instruct you to begin CPR and implement rescue breathing, which you may perform or have another responsible and/or trained adult perform. Follow these and all instructions given by 911 operators until emergency responders arrive.

**STEP 3: Support the Person’s Breathing.** Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. If trained to perform rescue breathing and comfortable doing so, it is recommended that you administer it to someone experiencing opioid overdose symptoms if they are having difficulty breathing. If you are not trained in rescue breathing or are not comfortable administering rescue breathing, call for help from school medical personnel, if any, or other individuals who may be trained in rescue breathing or other emergency medical response techniques.

- a. Rescue breathing for adults involves the following steps:
  - Be sure the person’s airway is clear (check that nothing inside the person’s mouth or throat is blocking the airway).
  - Place one hand on the person’s chin, tilt the head back, and pinch the nose closed.
  - Place your mouth over the person’s mouth to make a seal and give two slow breaths.
  - Watch for the person’s chest (but not the stomach) to rise.
  - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
  - Place the person on his or her back.
  - Press hard and fast on the center of the chest.
  - Keep your arms extended.

**STEP 4: Assist Emergency Responders.** After emergency responders arrive on site, assist them with any requests they may have while tending to the individual experiencing the overdose. Keep other students and unnecessary persons out of the way and make sure the path is clear to the individual needing emergency assistance and back to an ambulance, if necessary. Continue to comply with 911 operator instructions until told to hang up.

## **DO’s and DON’T’s:**

- **DO** attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- **DO** put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- **DO** stay with the person and keep them warm.
- **DON'T** slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.
- **DON'T** put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- **DON'T** inject the person with any substance. The only safe and appropriate treatment is naloxone.
- **DON'T** try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

## • REFERENCES

- Local Hazard Mitigation Plan (LHMP) of Nevada County. (2017). *2024 Plan has not been released yet.*
- Retrieved from: <http://www.mynevadacounty.com>
- Sample School Emergency Plans. EL/361and G364: Mult hazard Emergency Planning for Schools. (March 2011). Retrieved from <http://www.training.fema.gov>

4898-2154-9075, v. 3

# 2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Nevada City School of the Arts	Nevada City School of the Arts		

## Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 1, 2025 and adopted by Nevada City School of the Arts on June 18, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

## Engagement with Pupils and Families

### Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Nevada City School of the Arts will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

## Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal

## Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The school has established contingency plans to address unforeseen events such as power outages or infrastructure damage (fire) to ensure the safety of students and staff while maintaining essential communication. In the event of such disruptions, the school will activate alternative methods of two-way communication, including the use of mobile devices, backup generators for critical systems, and communication through district emergency channels. Staff and families will be informed of procedures in advance to minimize confusion and ensure continued coordination during emergencies.

## Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Multi-tiered Systems of Support (MTSS) integrated intervention strategies have been developed for all of our students, noting specifically those with unique and exceptional needs. Many of these supports cross over special populations while still accounting for individual needs on a case-by-case basis. Our supports are inclusive and fluid to deter student labeling and sorting. The greater the learning challenge, the greater the support provided. Supports come in many formats. They may be a one-time lesson or a long-term individualized plan developed by a team.

The school's ELD coordinator will ensure the classroom teacher has the most current language development data and strategies for growth.

Another layer of support within our MTSS is positive attendance and engagement in learning. The school site has staff dedicated to monitoring student needs. Our Attendance, participation, and engagement system has three distinct tiers of support.

Tier one level of support is for the student who is missing 5-9% of school days for any reason. Staff work to maintain an engaging climate, a positive relationship with both the student and the family, education about the impact of absences on achievement, chronic absence data monitoring, celebration of good or improved attendance, and the identification and resolution of common barriers.

Tier two level of support is focused on students who are absent between 10-19% of the school days for any reason because they are considered to have moderate chronic absence and would benefit from more individualized supports. These may come in the form of personalized early outreach by more than the classroom teacher, an offer of more support here at school, an action plan, possibly via SST-to address barriers and increase engagement through incentives and/or connection with a caring mentor.

Tier three level of support is for students missing 20% or more of school because they have severe chronic absence. Tier 3 attendance supports are even more individualized and will be coordinated between the school and an interagency response, which may result in legal intervention as a last resort.

# Access to Instruction

## Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Nevada City School of the Arts will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

## Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Established Contingency Plan for Power Outage:

In the event of a power outage, the school has a clearly defined contingency plan to maintain safety, communication, and continuity of operations:

Immediate Safety Protocols:

Staff will ensure all students remain calm and in safe locations.

Emergency lighting will activate in hallways, restrooms, and key areas to guide movement and ensure visibility.

Communication Procedures:

Two-way radios will be used by key staff for internal communication.

Cell phones and school-issued mobile hotspots will serve as backup for external communication with families and the district office.

The school will send updates via text and phone using ParentSquare.

Instructional Adjustments:

Teachers will shift to non-digital, paper-based learning activities where feasible.



Students will remain in classrooms or designated safe zones unless relocation is necessary.

#### Facility Operations:

The custodian and administrative team will assess the cause and duration of the outage.

Backup power sources, such as generators, will be activated to support essential systems.

#### Dismissal or Evacuation Decisions:

If the outage is prolonged or affects safety (e.g., HVAC systems, food services), the principal will consult with district leadership to determine if early dismissal or evacuation is necessary.

Parents/guardians will be informed promptly through available communication channels.

This contingency plan is reviewed regularly to ensure staff are trained and families are aware of procedures in case of an emergency.

## Remote Instruction

### Plans for remote instruction.

As required, Nevada City School of the Arts remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

In order to ensure continuity of instruction throughout the school year, teachers will provide direct instruction using a learning management system (Google Classroom) to provide materials, examples, and resources to all students.

NCSA will continue to use the current curriculum as well as additional licenses for Lexia Core and iReady to support at-home learning. Teachers will provide standards-based instruction throughout the week and follow that up with individual and group interactions that support Inquiry-Based learning opportunities.

Students collected devices and school supplies while parents/students collected/submitted school documents. In order to ensure continuity of instruction throughout this year, teachers will provide scheduled live and/or direct instruction from their classrooms using a learning management system (example: Google Classroom and Zoom) to provide materials, examples, and resources to all students. NCSA placed careful consideration on the number of siblings and at-home work schedules within a family, and teachers included office hours to address systems, processes, and learning questions from students and/or parents. Art and Music continued to be offered to all grade levels through Live Zoom classes and pre-recorded videos.

The same standards-aligned core curriculum will be used to develop distance learning lessons provided live online, recorded for reference, and offered as self-guided experiences. This will allow for a smooth transition between distance learning and face-to-face learning. The core curriculum and instructional resources utilized to ensure instructional continuity for students, whether in-person or distance learning, are the school's adopted curriculum. Core curriculum includes Math in Focus and Simplify Writing, and iReady Math and Reading, as well as Lexia Core for additional reading support. Additional materials include Khan Academy, Reflex Math. Teachers will provide standards-based first instruction throughout the week and follow that up with individual and group interactions that support Inquiry-Based learning opportunities.

Video conferencing will be used as the video software to ensure quality continuity for families, ensure all interactions are secure, and provide robust teaching tools. Additional best practices for Distance Learning will be having time to work as a group, teacher presence, active learning such as robust discussions, hands-on exercises, and collaborative work and chunking content into smaller pieces, holding 'office hours', communicating smaller group memberships, careful monitoring of time, multimedia assignment options, and flexible pacing.

## **Access to Instructional Materials**

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

The administration will survey NCSA families to determine their equipment and internet access needs. The information from those surveys will inform our strategies to ensure accessibility for all students, including equipment and internet access.

## **Access to Schoolwork**

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

In order to ensure all students have equal access to TK-8, we have purchased and distributed additional Chromebook computers. When considering the availability of internet access, the school took a two-tiered approach. We have purchased 30 hotspots and would pay for a monthly service, and we allow a limited number of students to come to a designated location, dependent on the disaster location and extent, to receive in-person support.

Teachers will continually monitor and document student attendance and participation, with troubleshooting strategies implemented if any student faces distance learning challenges. Non-functioning equipment will be quickly 'traded out' for functioning equipment. Access to support will be provided to families challenged with internet accessibility. This type of troubleshooting will be coordinated through phone calls or safe distance on-site visits. The challenging efforts to ensure connectivity to all students have been met at this time. The school understands that equipment and accessibility issues are an ongoing reality and has the instructional technology staffing to maintain appropriate support. Most tech support can be provided through online chats or tutorials. In order to ensure internet safety for our students, the school will use web security filtering through the Nevada County Office of Education, as well as the school-operated GoGuardian for increased content filters while students are using personal networks.

During the school year, teachers and principals will contact families who were unable to access devices and connectivity. Materials will be prepared for pick up at the various sites. In those rare cases where contact could not be made by phone or there was an inability to pick up materials, a home visit would be done.

## Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Nevada City School of the Arts provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

NCSA will work with local area school districts and the County Office of Education to support families in transitions to other educational institutions if necessary as a result of emergency or natural disaster.

# Instructional Continuity

## Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Communication tools are important in this area! NCSA will publish a daily staff communication to share pertinent information school-wide. For school site leadership teams, we suggest emails, social media, websites, and apps you currently use to communicate; keep the communication clear, consistent, and constant. Provide critical communication in languages representative of student and family/caregiver populations. Administrative/leadership teams will confer frequently at times when important information needs to be shared with the public and with school staff. Having consistent messaging and clarity of the school's plan is critical. Site administrators will do a weekly group check-in with all staff.

## Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

As stated earlier, in order to ensure all students have equal access to TK-8, we have purchased and will distribute additional Chromebook computers. We have purchased 30 hotspots and would pay for the monthly service.

Teachers will continually monitor and document student attendance and participation, with troubleshooting strategies implemented if any student faces distance learning challenges. Non-functioning equipment will be quickly 'traded out' for functioning equipment. Access to support will be provided to families challenged with internet accessibility. This type of troubleshooting will be coordinated through phone calls or on-site visits. The school understands that equipment and accessibility issues are an ongoing reality and has the instructional technology staffing to maintain appropriate support. Most tech support can be provided through online chats or tutorials. In order to ensure internet safety for our students, the school will use iBoss through the high school to increase content filters while students are using personal networks. Teachers and principals contact families who were unable to access devices and connectivity by phone.

## Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

The same standards-aligned core curriculum will be used to develop distance learning lessons provided live online, recorded for reference, and offered as self-guided experiences. This will allow for a smooth transition between distance learning and face-to-face learning. The core curriculum and instructional resources utilized to ensure instructional continuity for students, whether in-person or distance learning, are the school's adopted curriculum. Core curriculum includes Math in Focus and Writing By Design, and iReady Math and Reading, as well as Lexia for additional reading support. Additional materials include Khan Academy. Teachers will provide standards-based first instruction throughout the week and follow that up with individual and group interactions that support Inquiry-Based learning opportunities.

Video Conferencing will be used to ensure quality continuity for families, ensure all interactions are secure, and provide robust teaching tools. Additional best practices for Distance Learning will be having time to work as a group, teacher presence, active learning such as robust discussions, hands-on exercises, and collaborative work and chunking content into smaller pieces, holding 'office hours', communicating smaller group memberships, careful monitoring of time, multimedia assignment options, and flexible pacing.

## Access (Equity, Accessibility, and Inclusion)

### Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Multi-tiered Systems of Support (MTSS) integrated intervention strategies have been developed for all of our students, noting specifically those with unique and exceptional needs. Many of these supports cross over special populations while still accounting for individual needs on a case-by-case basis. Our supports are inclusive and fluid to deter student labeling and sorting. The greater the learning challenge, the greater the support provided. Supports come in many formats. They may be a one-time lesson or a long-term individualized plan developed by a team.

The school's ELD coordinator will ensure the classroom teacher has the most current language development data and strategies for growth.

Another layer of support within our MTSS is positive attendance and engagement in learning. The school site has staff dedicated to monitoring student needs. Our Attendance, participation, and engagement system has three distinct tiers of support.

Tier one level of support is for the student who is missing 5-9% of school days for any reason. Staff work to maintain an engaging climate, a positive relationship with both the student and the family, education about the impact of absences on achievement, chronic absence data monitoring, celebration of good or improved attendance, and the identification and resolution of common barriers.

Tier two level of support is focused on students who are absent between 10-19% of the school days for any reason because they are considered to have moderate chronic absence and would benefit from more individualized supports. These may come in the form of personalized early outreach by more than the classroom teacher, an offer of more support here at school, an action plan, possibly via SST-to address barriers and increase engagement through incentives and/or connection with a caring mentor.

Tier three level of support is for students missing 20% or more of school because they have severe chronic absence. Tier 3 attendance supports are even more individualized and will be coordinated between the school and an interagency response, which may result in legal intervention as a last resort.

Each teacher will receive information indicating students with unique needs categories (Foster, Homeless, English Language Learner, Exceptional Needs). Teachers and/or Specialists will schedule one-on-one and/or small group sessions with these students to provide necessary supplemental academic support, which will build foundational skills and address serious learning loss. As allowable, students will meet in person with their teachers or specialists (one-on-one and in small groups). This personal contact will support learning needs while further building relationships and addressing social-emotional learning (SEL) needs. NCSA understands that students must feel safe and as though they belong before they are able to access learning. Students who are more than one year behind in progress will meet at least twice weekly, while those less than one year behind will meet once weekly.

Supports and frequency of delivery will be adapted as necessary. Students with exceptional needs may also benefit from curriculum such as 'Trauma-informed Compassionate Classrooms' or "Co-regulation for young children". People experience increased anxiety around change. Social stories and a gradual release process will be incorporated in transitions for specific students. Counselors & academic specialists will support some general education teachers in distance learning and pull out one or a small group of students for emotional support or front front-loading, or reteaching as needed. Another change is having specialized credentialed staff meet families at an off-campus location for one-on-one instruction.

Social-emotional instructional support was provided throughout the entire summer by our qualified specialists to our highest need students, as a means of reducing learning loss and anxiety. Many credentialed staff have noted their roles are much more intrusive because they are virtually "in" the students' homes or participating in home visits/instruction. Positive outcomes include deeper and more meaningful conversations in many situations and more personal relationship development. These positive outcomes are beneficial as teachers create distance learning plans aligned to individualized goals. To maintain this high level of social emotional learning support the special education department works with general education teachers on strategies to implement for at-risk students. Specialized intervention and special needs curriculum, and resources are implemented as needed, starting with Universal Design Learning and English language development tools aligned within the standards-based curriculum.

We recognize that some students, particularly the Low-income English learners, foster, homeless, or those with a disability or unique needs, may experience additional mental health or social-emotional challenges during this time, due to isolation, lack of resources, or lack of support at home. The School Psychologists and Counselors will also be connecting with families (by phone, virtually, and in person) to ensure individual needs are being met. Instructional Aides will be used to ensure our students with unique needs have reliable adult relationships, through focused and intentional support time.

## **Individualized Education Plans (IEP)**

How will IEPs continue to be provided and maintained.

NCSA will continue IEPs during remote learning, focusing on communication, adaptation, and collaboration. The school will regularly communicate with parents and students, gather assessments, and revise IEPs to reflect the new learning environment. Staff will adapt IEP goals to be achievable in a remote setting and consider using virtual accommodations. Finally, we will collaborate with IEP team members to ensure all needs are met during remote learning.

First, the school will establish clear communication channels and regular check-ins with parents and students to address concerns and provide updates on progress, conduct IEP meetings virtually, ensuring all team members can participate and have access to necessary information, and work with parents and students to revise IEP goals to be attainable within a remote learning context.

Next, staff will gather data on the student's current needs and areas of strength through assessments and IEP team input, modify IEP goals to be relevant and achievable in the remote learning setting, consider virtual accommodations like assistive technology, extended time, or modified assignments to support student learning, and utilize online tools and platforms to gather data on student progress and make adjustments to IEPs as needed.

Additionally, NCSA will provide parents with resources and training on how to support their child's learning at home, provide parents and students with access to remote learning resources, including online tools and platforms, and offer emotional support and resources for both parents and students during this challenging time.

Lastly, staff will provide regular updates on student progress and adjust IEPs as needed, clearly document all changes made to IEPs and the rationale behind those changes, and consider the need for compensatory services if students are not making adequate progress due to remote learning.

## English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

For our English Learner population, our School Director will personally reach out to appropriate teachers to ensure they have a grasp of the curriculum to be used and provide strategies for the teacher to differentiate ELD instruction. Where appropriate, Instructional Aides will be used to specifically support those students in online environments to ensure they understand the material being presented. Information will be provided in the students' home language to provide clarity where needed, and regular monitoring by the students' primary teacher will ensure every student receives adequate and appropriate levels of support; and for all of our at risk students, opportunities will be created for them to meet in person to ensure there is a safe, healthy, learning environment available. A determination of the frequency and length of time will be made based on the situation. This may include a safe, supervised location to complete school work, obtain meals, have access to the internet, or obtain instructional or social-emotional support.

## Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

A wide variety of professional development opportunities will be offered to staff, allowing them to choose those that best suit their needs. A Google Classroom / Distance Learning summer Academy offered through the county includes sessions around all content areas, implementing assessments online. Additional professional development opportunities could be offered, including a Project-Based Learning class, online training videos, web video conferencing tutorials, and Distance Learning Strategies. In addition, Professional Development for all staff around safety expectations and practices, anti-bullying training, sexual harassment prevention, suicide prevention, and Child Abuse reporting occurs throughout the school year via our SafeSchools platform.

Technological support from the school has been and will continue to be available to staff for the successful implementation of distance learning. Professional collaboration often resolves the most common tech issues, followed by site-based IT support. During the weekly site-based professional collaboration times, staff are afforded time to clarify confusions and work through challenges.

## Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

To best support our Low-income, English learners, foster youth/homeless, and students with disabilities who may be at greater risk of learning loss, NCSA has retained Certificated and Classified Specialists including Counselor, Special Education teachers, Nurse, Mental Health, Intervention, Enrichment teachers, Instruction Assistants for teacher & student support, Classified administrative support and IT Technology support from Supplemental and/or Concentration (S & C) in addition to Special Education funds and Base LCFF funds with a primary goal of serving our unduplicated at-risk students and to close the achievement gap. The most important service the school can provide to reduce learning loss/trauma is qualified staff.

Plans to provide access back-up, water and medicines in the event of an emergency.

Each classroom maintains enough food and water for 24 hours for each student as well as a portable toilet. Medications are kept in a locked cabinet on campus for the needs of the students. Additionally, the school has back up power and maintains its own water treatment facility.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

We will offer two different drive-thru services per week. Families would choose from a mid-afternoon service at a designated time and location, or late late-afternoon/early evening service at a centrally-located area. Each distribution is of 5 breakfasts and 5 lunches per week. We will continue this model of service even if a transition is made to hybrid education, with some students coming to school for two half days each week. Students qualifying for free or reduced meals have had multiple points of contact for outreach to encourage families to participate in our meal program this year through the National School Lunch Program and the School Breakfast Program.

## Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

A working group of parents, administrators, faculty, IT personnel, and student representatives will form a working group to collaborate in the development and implementation of any future changes and modifications of this ICP.

## Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

NCSA will work with county and state partners to ensure the campus is deemed safe for repopulation. All safety infrastructure must be operational including power, water, heating and air. If necessary, County Building Inspectors should be utilized to ensure safety of facilities damaged during the emergency. Educational and support staffing must be available to return to onsite work.

# Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Nevada City School of the Arts's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Nevada City School of the Arts's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

# Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan will be reviewed annually and updated every 5 years in collaboration with Educational Partners.