

**2024-25 Comprehensive School Safety Plan**

**School: Northern Summit Academy-Shasta (NSA)**

**District: Northern Summit Academy - Shasta**

**Address: 2301 Balls Ferry Rd**

**Board Approved On:**

February 28, 2024

Mike McMaster

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Board President Name

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Signature

Julia Knight

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Superintendent Name

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Signature

*Released September 11, 2015*

## Introduction

The *EOP ASSIST Interactive Workbook (Interactive Workbook)* was released by the REMS TA Center in September 2015 in order to expand the reach of the EOP ASSIST software application to schools and districts that prefer use of an offline version of the tool. The *Interactive Workbook* is accessible via Microsoft Word—with or without an Internet connection—and includes the same content of the Web-accessible version, including a blend of guidance and interactive forms that prompt users through the six-step planning process to develop a high-quality school emergency operations plan (EOP), as well as related resources to support that process. This workbook is available for download from the REMS Website ([rems.ed.gov](http://rems.ed.gov)), and is available for distribution to schools and districts either electronically or through USB flash drives and/or CD-ROMs.

**The *Interactive Workbook* includes two parts: (A) instructions and (B) worksheets for inputting plan information, which is this document. Please be sure that you have both parts of the *Interactive Workbook* before continuing.**

For any questions about how to use the *Interactive Workbook*, please contact the REMS TA Center Help Desk using our toll-free telephone number, 1-855-781-REMS [7367]. Our hours of operation are Monday to Friday, 9 a.m. to 5 p.m., Eastern Time. If you are prompted to leave a voice message, we will respond within 2 business days of receipt. Alternatively, you may email [info@remstacenter.org](mailto:info@remstacenter.org), or complete a TA request form at [http://rems.ed.gov/TA\\_Submissions/](http://rems.ed.gov/TA_Submissions/).

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### Core Planning Team Members

Name	Title	Organization	Email	Phone	Stakeholder Group
Julia Knight	Executive Director	Northern Summit Academy-Shasta	jknight@northernsummitacademy.org	530-338-1399	Administration
Melisa Armstrong	Credentialed CTE Teacher	Northern Summit Academy-Shasta	marmstong@northernsummitacademy.org	530-338-1399	Staff
Mike McMaster	Board President	Northern Summit Academy-Shasta	mmcmaster@co.shasta.ca.us	530-338-1399	NSA Board of Directors
Clarissa Loffmark	Director of Special Programs	Northern Summit Academy-Shasta	clloffmark@northernsummitacademy.org	530-338-1399	Administration
Scott Fowler	Staff, First Aid/CPR Instructor	Northern Summit Academy-Shasta	sfowler@northernsummitacademy.org	530-338-1399	Staff
Lois Rose	Board Member/Member Advisory Council	Northern Summit Academy-Shasta	lrose@northernsummitacademy.org	530-338-1399	NSA board member/parent

### Threats and Hazards

All Possible Threats and Hazards	<u>Probability</u>	<u>Magnitude</u>	<u>Warning</u>	<u>Duration</u>	<u>Risk Priority</u>	Address in the School EOP? (Check/Uncheck)
	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	High Medium Low	
Fire inside and outside the building	2	3	4	3	High	X
Active Shooter/Violent Intruder	2	4	4	4	High	X
I-5 Hazardous Waste Spill	2	3	4	4	Low	X
Earthquake	2.5	3.5	3	4	Medium	X
Air Crash	2	3	4	3	Low	X
Animal Disturbance	1	1	4	1	Low	X
Bomb Threat	2	2	4	3	Low	X
Disorderly Conduct	2.5	2	2	1	High	X
Explosion or Risk of Explosion	1	2	4	2	Low	X
Loss or Failure of Utilities	3	2	2	3	Medium	X
Motor Vehicle Crash	2	1	4	1	Low	X

**Function Tabulation**

Functions Addressed in Threat and Hazard Specific Annexes					
X	Evacuation	X	Family Reunification		Other:
X	Lockdown	X	Continuity of Operations (COOP)		Other:
X	Shelter-in-Place	X	Recovery		Other:
X	Accounting for All Persons		Public Health, Medical, and Mental Health		Other:
X	Communications and Warning	X	Security		Other:

**Basic Plan**

1. Introductory Material

# Northern Summit Academy-Shasta Safety Plan

Date: 2024-2025

School's Covered: Northern Summit Academy- Shasta

### 1.1 Promulgation Document and Signatures

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Mike McMaster  
**Name**  
President, NSA Board of Directors  
**Title**

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Julia Knight  
**Name**  
NSA Executive Director  
**Title**

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## 1.2 Approval and Implementation

### 1.3 Record of Changes

Change Number	Date of Change	Name	Summary of Change
<b>The Comprehensive Safety Plan was drafted</b>	5/10/17	Julia Knight	
<b>EOP Update</b>	2/15/2018	Melisa Armstrong, Julia Knight	
<b>EOP Update</b>	1/30/2019	Melisa Armstrong	Update to meet new laws and regulations
<b>EOP Update</b>	2/24/2020	Melisa Armstrong, Julia Knight,	Update for new site
<b>EOP Update</b>	2/24/2021	Melisa Armstrong, Julia Knight,	Annual Update
<b>EOP Update</b>	3/10/2022	Julia Knight, NSA Advisory Council	Annual Update
<b>EOP Update</b>	08/30/2022	Melisa Armstrong, Julia Knight, Advisory Council	Excessive Heat warnings and Public Health

#### 1.4 Record of Distribution

Title and name of person receiving the plan	Agency (school office, government agency, or private-sector entity)	Date of delivery	Number of copies delivered
<b>All NSA Board Members</b>	School Office	2/28/2024	
<b>All Advisory Council Members</b>	School Office	3/1/2024	
<b>Education Partners</b>	School Office	3/1/2024	

## 2. Purpose, Scope, Situation Overview, and Assumptions

### 2.1 Purpose

The purpose of the Northern Summit Academy-Shasta Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Northern Summit Academy-Shasta and employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeable. 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 property owners and other members of the community with assurances that Northern Summit Academy-Shasta has established guidelines and procedures to respond to incidents/ hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and hazard-specific annexes, outline an organized systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Northern Summit Academy- Shasta regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Northern Summit Academy-Shasta's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

### 2.2 Scope

The Northern Summit Academy-Shasta Emergency Operations Plan outlines the expectations of staff/ faculty, roles and responsibilities; direction and control systems; internal and external communication 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, responses and 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 Emergency Operations 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 inter-agency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

#### 2. School Board Policy Statement

The Northern Summit Academy-Shasta Emergency Operations Plan operates within the framework of Northern Summit Academy-Shasta.

## 2.3 Situation Overview

### 1. School Population

#### a. General Population

Northern Summit Academy-Shasta's current enrollment is approximately 214 students located in (1 building). These students are supported by a committed staff and faculty consisting of:

- 17 Teachers and specialists
- 2 Administrators
- 3 Office/ Support Staff
- 10 Instructional Assistants

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is also located in Appendix (X).

#### b. Special Needs Population

Northern Summit Academy-Shasta is committed to the safe evacuation and transport of students and staff with special needs. 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).

The school's current enrollment of students with special needs is approximately 35; however, this number will fluctuate. Students and/ or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. Classrooms containing students and staff that require extra assistance during an incident will be noted by an asterisk next to the room number during the applicable class period (s) on the master schedule. The list of students and staff names with special needs along with their schedules can be found in Registrar's Office and EOP bag.

## 2.4 Planning Assumptions

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. Northern Summit Academy-Shasta fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Northern Summit Academy-Shasta is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that

undermine the safe haven of our school. Recent upgrades to security systems offer greater protection of our students. In addition, Northern Summit Academy- Shasta requires all adults to display identification badges.

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.

Northern Summit Academy-Shasta ensures that every staff member is certified in CPR and First Aid. The school building has a monitored AED unit and a Stop the Bleed Kit. All staff are trained in its use. First Aid kits are located in the facility and every school vehicle.

### 3. Concept of Operations (CONOPS)

Coordination of multiple organizations. During a field response operation, an Emergency Operations Center (EOC) may or may not be activated depending on the severity and type of event. Generally, if day-to-day response activities can resolve an emergency situation, response will remain at the field level. Further information regarding EOC and Department Operations Center (DOC) responsibilities and activation procedures are described later in this section.

#### Local Government

Local governments include cities, counties, and special. They are responsible for management and coordination of the overall emergency response and recovery activities within their jurisdiction. Local governments must adopt SEMS and demonstrate use of SEMS protocols when activating their EOCs or when a local emergency is declared eligible for State reimbursement of response-related personnel costs

#### Operational Area

The OA is an intermediate level of the State's emergency services organization, which is defined by SEMS as the county and all political subdivisions located within the county, including special districts. The OA coordinates information, resources, and priorities among local governments within the area and serves as the communication link between local and regional government. Governing bodies of the county and the political subdivisions within the county make OA-level decisions. The CCSF Department of Emergency Management (DEM) serves in the capacity of the OA emergency management agency and is referred to as the Office of Emergency Services (OES) in other jurisdictions.

#### Region

The California Emergency Management Agency (CalEMA) provides administrative coordination and support through designated, discipline-specific, mutual aid.

The CalEMA administrative regional level manages information and supports the coordination of resources among OAs within the region and between the OAs and the State. Regional activities are generally carried out at a Regional Emergency Operations Center (REOC), which serves as a link between OAs and the State Operations Center (SOC).

#### State

CalEMA manages State resources at the State level in response to the emergency needs of the other SEMS levels. CalEMA manages and coordinates mutual aid among the mutual aid regions and between the regional levels and State level, and serves as the coordination and communication link with the Federal disaster response system. In the event that OAs and the region require Federal assistance, requests are made from the local level through the appropriate SEMS channel to the SOC, where the request is then made to the Federal Government.

## The National Incident Management System

Incidents typically begin and end locally and are managed on a daily basis at the jurisdictional level. Incident management includes prevention and protection, as well as response, mitigation, and recovery. However, successful incident management operations often depend on the involvement of multiple jurisdictions, levels of government, functional agencies, and/or emergency responder disciplines.

The National Incident Management System (NIMS) is a comprehensive, national approach—applicable to all jurisdictional levels across functional disciplines—designed to improve the effectiveness of emergency management/response personnel across the full spectrum of potential incidents and hazard scenarios. NIMS is based on the premise that using a common incident management framework will give emergency management/response personnel a flexible but standardized system for emergency management and incident response activities.



#### 4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes: 1) A list of the kinds of tasks to be performed by position and organization. (2). An overview of who does what.

The director is not able to manage all the aspects associated with an incident without assistance. School staff may be required to assist in an incident. In the event that this school EOP is activated, staff will be assigned to serve within the Incident Command System based on their experience and expertise and training, and needs of the incident.

##### A. Director:

The director may serve as the Incident Commander or delegate the authority to a qualified individual.

##### B. Incident Commander:

Assumes overall direction of all incident management procedures based on actions and procedures outlined in this EOP. The Incident Commander communicates with the NSA Board of Directors.

##### C. Teachers:

Teachers shall be responsible for the supervision of students and shall remain with the students until directed otherwise, as well as perform tasks delegated to them by the Incident Command Officer.

##### D. Instructional Assistants/ Specialty Staff

Responsibilities include assisting teachers as directed.

##### E. Office Staff:

Answer phones and assist in receiving and providing consistent information to callers. Provide for the safety of essential school records and documents.

##### F. Students:

Cooperate during emergency drills and exercises, and during an incident. Learn to be responsible for themselves during an incident. Understand the importance of not being a bystander by reporting situations of concern.

##### G. Parents/ Guardians:

Encourage and support school safety, violence prevention, and incident preparedness programs within the school.  
Participate in volunteer service project for promoting school incident preparedness.

## 5. Direction, Control, and Coordination

### School 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 Incident Commander with strategic guidance, information analysis, and the needed resources.

1. Incident Command: Directs the incident management activities using strategic guidance provided by the Policy Group.

- \* 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.

- \*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 assessing services when the need arises.

2. Operations: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures, protocols, care of students, first aid, crisis intervention,

Search and rescue, site security, damage assessment, evacuations and the release of students to parents.

- \*Analyze school staffing to develop a Parent-Student Reunification Plan and implement an incident action plan.

- \*Monitor site utilities.

- \*Establish medical triage with staff trained in first aid and CPR.

- \*Provide and access psychological first aid services for those in need.

- \*Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of plumbing failure, and request needed supplies.

- \*Document all activities.

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.

4. Logistic Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution.

5. If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified responders.

## 6. Information Collection, Analysis, and Dissemination

Internal Communication: Faculty, staff, and board members will be notified when an incident occurs and kept informed as additional information becomes available and as plans for the management of the situation evolve.

1. Telephone Tree
2. Faculty Meetings
3. Text Message and/or email using Parent Square Communication Program.
4. Earpiece Radio's

External Communication: 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 NSA about the incident, what is being done about it, and the safety of the children and staff.

Communication With Parents: Inform parents about the school's EOP plan. Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, including training, use of Parent Square blanket notification.

Communication With The Media: The director will be the designated Public Information Officer.

Communication With First Responders: The director or second in command (Melisa Armstrong or Clarrisa Loffmark) will maintain communication with first responders during an incident.

Communication After An Incident: Notify parents. A comprehensive assessment of the physical and operational recovery needs will take place. Review policies and protocols. Make adjustments as necessary.

## 7. Training and Exercises

Emergency/Disaster Plans Ed Code 32287;CCR Title 8, Sec 3220;ADA

### EMERGENCY LOCKDOWN PROCEDURE

In some emergency situations, an evacuation of a building and/or classroom is not advisable. These include a hostile intruder, hazardous release outside, terrorist attack or criminal activity near the school. General Emergency Lockdown procedures are as follows:

#### Communication

- to announce an emergency lockdown, other voice communication
- If a situation that may require an emergency lockdown is discovered, the individual making the discovery shall immediately alert the director and the decision to contact police/security will be determined.
- Fire evacuation alarms are not to be sounded.

#### Procedures

- Lock/door stop classroom and other doors
  - Close windows and window treatments
  - Turn off lights
  - Everyone is to remain quiet and not enter hallways
  - Should the fire alarm sound, do not evacuate the building unless:
    - o You have firsthand knowledge that there is a fire in the building, or
    - o You have been advised by Police/Security to evacuate the building.
  - Crouch down in areas that are out of sight from doors and windows
  - Students in hallways are to seek shelter in the nearest classroom
  - Students in outdoor areas should immediately take cover. Return to the classroom when it is safe to do so. If the threat is outside on campus grounds, all outdoor activities will be cancelled.
  - When the situation is stable, the office will call your classroom room number order to determine which students are missing. If you have students that are not normally in your class, report their names to the office.
  - Make sure students do not use cell phones to call or to text or use computers.
- Do not go onto internet to access information or share unnecessary information with your students.

### FIRE

1. Sound the local and/or auxiliary fire alarms. Evacuate the building.
2. Maintain control of staff and students at a safe distance from the fire, away from the firefighting equipment.
3. All staff will follow fire evacuation protocol. Gather students in a calm manner, move to the nearest exit and meet outside at evacuation point.
4. Notify:  
Fire Department: 911  
Police/sheriff 911
5. Keep access roads open for emergency vehicles.
6. Take roll of students and staff. Teachers will remain with their classes at all times.

STUDENTS AND STAFF SHALL NOT RETURN TO THE BUILDING UNTIL THE FIRE DEPARTMENT OFFICIALS DECLARE THE AREA SAFE.

## Fire Drill

In some emergency situations, the evacuation of a building and/or classroom is necessary. These could include a fire, bomb threat, and activities that make remaining in the classroom dangerous. General Fire Drill procedures are as follows:

### Communication

- The School's fire evacuation alarm will sound.

### Procedures

- In an orderly fashion exit the classroom, turn off the lights and close the doors.
- Follow the closest route identified on the emergency evacuation plan to the staging area
- Maintain control of students a safe distance away from the emergency situation and emergency equipment.
- Carry out the emergency EOP Bag containing your classroom rosters and basic emergency supplies.
- Take roll of your class to determine if a student is missing.
- A signal will be given when it is safe to return to class in an orderly fashion.

## EARTHQUAKE

1. Give the Take Cover/Drop Hold command.
2. Check for injuries. Do not move seriously injured persons unless they are in immediate danger of injury. Cover injured with blankets or clothing. Give first aid help.
3. Take roll. Report missing students to administration.
4. Check for hazards. Seal off hazardous area. Post warning signs.
5. Check for availability of emergency/disaster supplies.
6. You may be ordered by the Incident Command Officer to evacuate when the earthquake is over. Special consideration should be given to exit routes. Do not run! Wear shoes at all times.
7. Do not light any fires after the earthquake due to possible gas leaks.
8. Avoid touching wires that may have fallen.
9. Take roll again if evacuation takes place.
10. Request assistance as needed through the Incident Command Officer.
11. Notify, if possible, utility companies of any break or suspected break in service lines: Gas, Power, Water.

12. The school director shall be notified and will determine the advisability of closing the building.

13. The Incident Command Officer will decide if student release from school custody is or is not authorized. Adults calling for students must present identification or some form of verification before students will be released to them. A record of students released must be kept.

If Outdoors:

1. Move to open area away from buildings, trees, fallen wires, etc.- designated evacuation area
2. Do not enter building until it is determined to be safe.

#### OFFICE STAFF BOMB THREAT

Upon receiving a bomb threat (by telephone or other means):

1. Try to ascertain as much information from the caller or source as possible, noting caller's voice (sex, age, tone and whether it is familiar or not). Any background noise should also be noted. Verbatim responses to the following questions are especially desired:

#### BOMB OR SUSPICIOUS PACKAGE FOUND ON CAMPUS:

Characteristics of a suspicious package may include:

Are unexpected or from someone unfamiliar to you.

Have no return address, one that doesn't match the postmark, or can't be verified as legitimate.

Are marked with restrictive endorsements such as "Personal," "Confidential," or "Do not X-ray."

Have inappropriate or unusual labeling such as threatening language

Have protruding wires or aluminum foil, strange odors or stains.

Have excessive postage or packaging material, such as masking tape and string.

Are of unusual weight given their size or are lopsided or oddly shaped.

Are not addressed to a specific person.

If a suspicious package is found on campus the following actions should be taken:

1. Stay away from the package
2. Evacuate the immediate area
3. Notify the ICO - DO NOT USE RADIOS OR CELL PHONE because this may trigger the bomb
4. ICO or a designee will order building evacuation with either the fire alarm or a bullhorn
5. ICO or a designee will call 911 to notify law enforcement
6. School staff should take roll and maintain control of students under their supervision until directed by ICO to release students to a parent or designated emergency contact
7. Do not communicate with media. ICO will handle communications.

#### SOCIAL MEDIA BOMB THREAT.

If there is a threat, follow the steps outlined below:

- a. Notify the ICO immediately to determine next steps.
- b. ICO or designee will notice Anderson Police Department and determine next steps.
- c. If the threat is authentic, next steps will likely include notifying the school community of the threat, canceling all campus activities until the threat is resolved, and communicating with local media



## INTRUDER ON CAMPUS

In some emergency situations, an evacuation of a building and/or classroom is not advisable. These include hostile intruders, hazardous release outside, terrorist attacks or criminal activity near the school.

Intruder outside building

1. If a situation that may require an emergency lockdown is discovered, the individual making the discovery shall immediately alert the director and the director will make the decision to call 911. Fire alarms should not be sounded.
2. Notify the front office immediately.
3. When it is determined that there is an intruder on campus, the administration makes an 'all call' to alert all employees.
4. Front office will automatically lock the front door, then proceed to the business office for further lockdown procedures and monitoring with outside cameras.
5. All students will return to the closest classroom available. Teachers will take roll and check PLSIS Attendance on a cell phone.
6. Teachers are to lock their doors/doorstops.
7. Lights are to be turned out.
8. Everyone will remain away from windows and doors, if possible lay flat and get undercover.
9. Do not use cell phones or computers. (students)
10. Do not go onto the internet to access information or share unnecessary information with your students.
11. All classes will wait for further instructions/updates via intercom or classroom phone.

## INTRUDER INSIDE THE BUILDING

(Main Front door)

1. Notify the director and state if there is a visible weapon.
2. Students and staff in the reception area, study pods, and resource area pods move to the high school classroom and shelter in place until directed otherwise.
3. Students and staff in open areas and K-3 classrooms proceed through the CTE area to the back of the building to the 4-5th grade classroom and shelter in place until directed otherwise.
4. All student classrooms will lockdown and shelter in place until directed otherwise.
5. All teachers offices will lockdown and shelter in place until directed otherwise.
6. All other exit doors are locked from the outside at all times.

## AIRCRAFT CRASH

In the event an aircraft crash in proximity to the school, school community members should shelter in place by bringing all people on campus in the buildings, closing all exterior doors, and blocking gaps at the bottoms of doors with fabric to keep smoke out the building unless evacuation is the better decision. When time permits, this decision shall be made by the Incident Command Officer. All staff should employ school radios and await additional instructions. Students should be released using the emergency release procedure unless otherwise directed by the ICO

## ANIMAL DISTURBANCE

In the event of an animal disturbance outside the school (i.e. dangerous domestic or wild animal), all people on campus should be brought into the school buildings or be directed to stay in their cars. Staff should alert the ICO and he or she will assess the threat and determine if Shasta County Animal Control should be contacted. All staff should monitor the school radios for situation updates. Students should not be allowed to leave until the ICO has resolved the disturbance and announced that the campus is safe.

## DISORDERLY CONDUCT

If disorderly conduct occurs on the NSA campus, staff will strive to peacefully deescalate the situation. The ICO should be notified on the conflict as soon as possible of the event and should direct the resolution efforts. If resolution of conflict is impossible, staff should contact Anderson Police Department for assistance from law enforcement.

## EXPLOSION ON CAMPUS

If There is an Explosion on Campus, take the following actions, as appropriate:

1. Get under a sturdy table or desk if things are falling around you. When they stop falling, leave quickly, watching for obviously weakened ceilings.
2. Stay low if there is smoke. Do not stop to retrieve personal possessions or make phone calls.
3. Check for fire and other hazards.
4. Once you are out, do not stand in front of windows, glass doors or other potentially hazardous areas.
5. If you are trapped in debris, use a flashlight, whistle or tap on pipes to signal your location to rescuers.
6. Shout only as a last resort to avoid inhaling dangerous dust.
7. Cover your nose and mouth with anything you have on hand.
8. Evacuate the building, if it looks safe to evacuate, following the school evacuation plan.
9. Give first aid/ CPR if you are able, trained, and willing
10. Follow directions from ICO or designee, law enforcement and EMS

## LOSS OR FAILURE OF UTILITIES

1. Follow "Shelter in Place" procedure
2. Wait for instruction from ICO/Teachers
3. If outage last longer than 1 hour then staff will contact guardians for student pick up.

## MOTOR VEHICLE CRASH

In the event of a vehicle crash in proximity to the school, school community members should shelter in place by bringing all people on campus in the buildings. All staff should employ school radios and await additional instructions. Students should be released using the emergency release procedure unless otherwise directed by the

ICO.

#### INGRESS AND EGRESS OF PUPILS

Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site.

The school shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property which are ADA compliant. Facilities shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion. Additionally, the school shall maintain a visitor record at both site to assist in site security.

#### POLICY'S

##### EMPLOYEE FINGERPRINT AND BACKGROUND CHECK

###### Criminal Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

##### CHILD ABUSE REPORTING PROCEDURE

###### Child Neglect and Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services' 24-hour hotline at (530) 225-5144 or local law enforcement. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to local law enforcement or the above-referenced Child Protective Services. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to local law enforcement of Child Protective Services.

##### SUSPENSION/EXPULSION POLICIES AND PROCEDURES

## Pupil Suspension and Expulsion

### Introduction

The NSA Suspension and Expulsion Policy promotes learning and protect the safety and wellbeing of all its enrolled students. The language that follows closely mirrors the language of Education Code Section 48900 et seq. NSA is committed to an annual review of its policies and procedures surrounding suspensions and expulsions and, as necessary, to modification of the lists of offenses for which students are subject to suspension or expulsion.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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 the 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director’s office.

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 Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom 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.

### 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; d) during, going to, or coming from a school-sponsored activity.

### B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

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 on school property or at a school event. This section does not prohibit the use of his or her own prescription products by a pupil.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

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.

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

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.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Made terroristic threats against school officials and/or school property. For purposes of this section, "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 his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

"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: 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 his or her age, or for a person of his or her age with exceptional needs) 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 his or her physical or mental health.

Causing a reasonable student to experience substantial interference with his or her academic performance.

Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"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 subparagraph (1) above.

Creating a credible impersonation of another actual pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above.

"False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of cyber sexual bullying.

For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), 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.

For purposes of this clause, "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 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.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Possessed, sold, or otherwise furnished any knife 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 Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of

possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

Unlawfully possessed, used, sold 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.

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.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

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 his or her own prescription products by a pupil.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

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.

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

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.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or

disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

Made terroristic threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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“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:

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 his or her age, or for a person of his or her age with exceptional needs) 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 his or her physical or mental health.

Causing a reasonable student to experience substantial interference with his or her academic performance.

Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

“Electronic Act” means the creation or transmission 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 subparagraph (1) above.

Creating a credible impersonation of another actual pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above.

“False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of cyber sexual bullying.

For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), 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.

For purposes of this clause, “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 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.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Possessed, sold, or otherwise furnished any knife 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 Executive Director or designee’s concurrence.

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

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

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm 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 dangerous 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### Investigations

The Director shall investigate the incident and determine whether or not it merits suspension. In order to investigate an incident, a student's attire, personal property, vehicle or school property, including books, desks, computers and other electronic devices may be searched by the Director or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. Illegally possessed items shall be confiscated and turned over to the police.

#### Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her, the other means of correction that were attempted before the suspension and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### Notice to Parents/Guardians

At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. 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 committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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.

#### Suspension Time Limits/Recommendations for Placement/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 Director or Director's designee resulting in an extended suspension exceeding 10 days, the following procedural safeguards are required: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process. Upon this determination, the pupil's suspension will be extended pending the

results of an expulsion hearing.

#### Authority to Expel

A student may be expelled either by the Northern Summit Academy, Inc Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense. Generally, the Board anticipates that it will rely upon the recommendations of an Administrative Panel rather than conducting the hearing itself.

#### 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 Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil 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 pupil. The notice shall include:

The date and place of the expulsion hearing;

A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of Charter School's disciplinary rules which relate to the alleged violation;

Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the hearing;

The right to present testimony, evidence and witnesses;

The opportunity to confront and question all witnesses who testify at the hearing;

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 finding a 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 which shall be examined only by the Board of Directors, Administrative Panel, 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 pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. NSA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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.

The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

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 entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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 person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her 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 by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors 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 pupil, 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 his or her testimony heard in a session closed to the public.

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 who will make a final determination regarding the expulsion. The final decision by the Board shall be made 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, the pupil shall immediately be returned to his/her educational program.

#### I. Written Notice to Expel

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

Notice of the specific offense committed by the student

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 NSCTA.

The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

The student's name

The specific expellable offense committed by the student

#### J. 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 authorizer upon request.

#### K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Board of Directors' decision to expel shall be final.

#### L. Expelled Pupils/Alternative Education

Parents/guardians of pupils 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.

#### M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board 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 pupil may reapply to the Charter School for readmission.

#### N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. 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 pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## O. Additional/Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

### Notification of District

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

### 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, 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.

### 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, staff, 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 parents to determine:

If the conduct in question was caused by or had a direct and substantial relationship to, the child's disability; or  
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 staff, the parent, 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:

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;

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  
Return the child to the placement from which the child was removed, unless the parent 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, 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 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.

### Due Process Appeals

The parent 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 or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### Special Circumstances

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

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- 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
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### Interim Alternative Educational Setting

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

#### 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:

- 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 the 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. The parent has requested an evaluation of the child.
- 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 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

##### Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

At times, dangerous students may be part of the Northern Summit Academy student body. When a student that has a history of displaying dangerous behavior or is developing patterns of dangerous behavior, the staff member who becomes aware of the student shall notify the school administration. Administration shall then notify all staff that may have contact with the student of the history of the student, dangers posed by the student, and discuss appropriate response strategies. If a student that has not had a history of dangerous behavior acts in a dangerous manner toward anyone in the school community, the matter shall be investigated by school staff, as time permits. If the behavior is determined by school staff to need intervention by law enforcement, law enforcement shall be contacted by the school in an expeditious manner. If appropriate, an expulsion hearing may be conducted.

#### Discrimination and Harassment Policy

##### Board Governance Policy #13

##### Harassment, Discrimination, and Retaliation Prevention

It is the policy of Northern Summit Academy to create and maintain a work environment where employees are treated with dignity, decency and respect. It is also the policy of Northern Summit Academy to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination and Retaliation Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment and retaliation. Discrimination, harassment, or retaliation based on race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, or retaliation violates School policy and will not be tolerated. This policy applies to anyone an employee of the School comes into contact, including coworkers, third parties, supervisors, managers, and students.

Any form of retaliation against anyone who has complained or formally reported discrimination or harassment or has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

#### Definitions

**Discrimination:** Discrimination is adverse treatment of any employee based on the protected class or category of persons to whom he/she belongs with respect to the terms, conditions, or privileges of employment including, but not limited to hiring, firing, promoting, disciplining, scheduling, training or deciding how to compensate that employee.

**Harassment:** Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, an employee because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be the employee's supervisor, a manager, a co-



worker or someone who is not an employee of the School, such as a vendor, parent, or student.

Examples of such conduct include, but are not limited to:

Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, degrading or ridiculing another person or group

Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols

Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands  
Physical assault or stalking

Displays or electronica transmission of derogatory, demeaning or hostile materials

Unwillingness to train, evaluate, assist or work with an employee

**Sexual Harassment:** Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser.

The following is a partial list of violations:

Unwanted sexual advances

Offering employment benefits in exchange for sexual favors

Making or threatening reprisals after a negative response to sexual advances

Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters

Verbal conduct: making or using derogatory comments, epithets, slurs and jokes

Verbal sexual advances or propositions

Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations

Physical conduct: touching, assault, impeding or blocking movements

**Hostile Work Environment:** A hostile work environment results from harassing conduct that has the purpose or effect of unreasonably interfering with an employee's work performance, or creates an intimidating, hostile or offensive work environment.

**Retaliation:** Retaliation is any adverse action taken against an individual (applicant or employee) because he or she filed a charge of discrimination, complaint to the School or another agency about discrimination on the job, or participated in an employment discrimination proceeding (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived discrimination.

#### Reporting Discrimination, Harassment or Retaliation

Any employee who believes that he or she has been the victim of discrimination, harassment or retaliation prohibited by this policy, or any employee who has witnessed such discrimination, harassment or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

An employee may make a complaint, written or oral, to any of the individuals listed below:

The Human Resources Manager

The employee's direct supervisor

Any other supervisor

Complaints may be submitted to the Human Resources Manager by any of the following methods:

By phone at: (530) 377-5885

By email at: [jknight@northernsummitacademy.org](mailto:jknight@northernsummitacademy.org)

By mail at: 2877 Childress Dr., Anderson, Ca 96007

If the person to whom the complaint is directed has a personal relationship with the accused individual or otherwise has a conflicting interest, he or she will forward it to the Executive Director or Administrative Assistant

Any supervisor that receives any complaints of misconduct, or personally observe, learn about from others, or reasonably suspect has occurred, shall report the same to the Human Resources Manager, so that the School may attempt to resolve the claim internally.

#### Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s), will include an interview with the alleged employee-victim. It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination or harassment.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential.

The investigator will report his/her findings to the Executive Director and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Executive Director and/or Board of Directors will take prompt and appropriate remedial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to: reprimand/verbal counseling, training, censure, removal of privileges, letters of warning or suspension, and termination. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or discharge. This policy does not alter the at-will status of the employment relationship with the School.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation. The investigatory file will be maintained with the Human Resources Manager. The progress of the investigation shall be monitored by the Executive Director or Administrative Assistant through a periodic review of the investigatory file during the investigation.

#### Student Policy #20

##### Suicide Prevention Policy

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the School Director or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In developing measures and strategies for use by the School, the School Director or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures shall include, but are not limited to:

1. Maintaining a safe school environment designed to prevent violence, bullying, and the abuse of alcohol and other drugs.
2. Staff development on suicide awareness and prevention. Staff shall include teachers, counselors, administrators and all other School employees who interact with students.
3. Creating a protocol for response for staff to assist students at risk of suicide.
4. Instruction to students in problem-solving and coping skills to promote students' mental, emotional and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others.
5. Designing programs to promote a positive school climate that enhances students' feelings of connectedness with the school.
6. Strategies to engage parents/guardians, including the provision of information regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis. As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

#### WEB SITES

K-12 Toolkit for Mental Health Promotion and Suicide Prevention:

<http://www.heardalliance.org/wp-content/uploads/HEARDToolkit2017.pdf>

Trevor Project:

<https://www.thetrevorproject.org/wp-content/uploads/2017/09/District-Policy.pdf>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration:

<http://www.samhsa.gov>

#### A SAFE AND ORDERLY ENVIRONMENT TO LEARN AT THE SCHOOL.

The mission of Northern Summit Academy - Shasta is to “provide a personalized approach to providing a standards-based education and career awareness and preparation to students who need the flexibility of independent study combined with the support of classroom teachers, classes, and an academic environment.”

#### Dress Code

- Clothing must be clean, neat, and not distracting to others.
- Students will dress in a business-like manner, in appropriate school clothes rather than clothes intended for nightwear, beachwear, or other non-school settings.
- . All pants should be secured at the waistline. NO sagging pants or exposed underwear.
- Clothing will be free of vulgar or obscene slogans or pictures, and references to sex, drugs, tobacco including marijuana or alcohol.
- Sleeveless, spaghetti strap, and any clothing that reveals undergarments is forbidden.

Shorts and pants with holes must cover the leg completely to the tips of the student's fingers.

Students will not wear flip-flops or slides in the resources center.

- Field trip and physical activity clothing will include appropriate and safe footwear with closed-toe and backs.
- Hats are to be removed when inside the resource center or any indoor field trip location. This applies to both males and females and includes do-rags, hoodies, and any other head garments.
- The dress code will be enforced in the resource center, at all school events, on field trips, and during distance learning classes.
- Uniform clothing will be required when students are working in the Concession Trailer or in the CTE Programs, including appropriate safety gear when using the equipment. Long hair must be pulled back and secured.
- The appropriateness of clothing is at the sole discretion of the director.

## 8. Administration, Finance, and Logistics

If school resources prove to be inadequate during an incident, NSA will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts. The ICS will maintain accurate logs, recording key incident management activities. Vital records will be protected

## 9. Plan Development and Maintenance

The Core School Emergency Operations Planning Team is responsible for the overall maintenance and revision of the NSA Emergency Operating Plan. The Planning Team is responsible for coordinating training and exercising the school EOP. The School Board and the Director are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

## 10. Authorities and References

The School Board adopts a policy for use of this EOP by the school.

Title 12 specifies implementing and using the Standardized Emergency Management System, which mandates the use of the National Incident Management System and the use of the Incident Command System for managing all disaster/ crisis situations.

Every building that houses more than 50 students will need to have an EOP available.

## Functional Annexes

### Evacuation

BEFORE	
<i>Goal:</i>	Staff and Students will understand evacuation procedures.
<i>Objective(s):</i>	Staff and students will practice procedures.
<i>Courses of Action:</i>	Staff and students understand evacuation procedures.
<i>Goal:</i>	Evacuation will be safe and orderly.
<i>Objective(s):</i>	Staff and students perform orderly evacuations.
<i>Courses of Action:</i>	Students and staff will be safe.
<i>Goal:</i>	Staff and students will evaluate the evacuation.
<i>Objective(s):</i>	Evacuations will be safe and orderly.
<i>Courses of Action:</i>	Students and Staff will be safe.



Lockdown

<b>BEFORE</b>	
<i>Goal:</i>	Staff and students will understand lockdown procedures
<i>Objective(s):</i>	Staff and students will practices procedures
<i>Courses of Action:</i>	Staff and students understand lockdown procedures
<i>Goal:</i>	Lockdown will be safe and timely
<i>Objective(s):</i>	Staff and students perform safe and timely lockdowns
<i>Courses of Action:</i>	Students and staff will be safe
<i>Goal:</i>	Staff and students will evaluate the lockdown
<i>Objective(s):</i>	Lockdowns will be safe and timely
<i>Courses of Action:</i>	Students and staff will be safe

## Shelter-in-Place

BEFORE	
<i>Goal:</i>	Staff and students will understand shelter-in-place procedures
<i>Objective(s):</i>	Staff and students will practice procedures
<i>Courses of Action:</i>	Staff and students understand shelter-in-place procedures
<i>Goal:</i>	Shelter-in-place will be safe and timely
<i>Objective(s):</i>	Staff and students perform a timely shelter-in-place
<i>Courses of Action:</i>	Students and staff will be safe
<i>Goal:</i>	Staff and students will evaluate the shelter-in-place
<i>Objective(s):</i>	Shelter-in-place will be safe and timely
<i>Courses of Action:</i>	Students and staff will be safe.

Accounting for All Persons

BEFORE	
<i>Goal:</i>	Staff and students will understand the procedures for accounting for all persons
<i>Objective(s):</i>	Staff and students will practice procedures
<i>Courses of Action:</i>	Staff and students understand the procedures for accounting for all persons
<i>Goal:</i>	Accounting for all persons will be done quickly and accurately
<i>Objective(s):</i>	Staff and students perform accounting for all persons quickly and accurately
<i>Courses of Action:</i>	Staff and student will be safe and accurate
<i>Goal:</i>	Staff and students will evaluate the procedures for accounting for all persons
<i>Objective(s):</i>	Accounting for all persons will be safe, quick and accurate
<i>Courses of Action:</i>	Students and staff will be safe, reports will be accurate

Communications and Warning

<b>BEFORE</b>	
<i>Goal:</i>	Staff and students will understand communication and warning procedures
<i>Objective(s):</i>	Staff and students will practices procedures.
<i>Courses of Action:</i>	Staff and students understand communication and warning procdeures
<i>Goal:</i>	Communication and warning will be timely and accurately
<i>Objective(s):</i>	Staff and students will understand procedures and communicate effectively
<i>Courses of Action:</i>	Staff and students will communicate clearly and effectively
<i>Goal:</i>	Staff and students will evaluate the communications and warning
<i>Objective(s):</i>	Communications and warnings will be clear and effective
<i>Courses of Action:</i>	Staff and students will communicate clearly and effectively

## Family Reunification

<b>BEFORE</b>	
<i>Goal:</i>	Staff and students will understand the family reunification plan
<i>Objective(s):</i>	Staff and students will practice the plan
<i>Courses of Action:</i>	Staff and student understand the family reunification plan. Exact location and details will not be posted publicly for the well being of students and staff.
<i>Goal:</i>	To reunite staff and students with their families
<i>Objective(s):</i>	To reunite staff and students in a precise, quick manner
<i>Courses of Action:</i>	Students and staff will be reunified with the proper family members. Exact location and details will not be posted publicly for the well being of students and staff.
<i>Goal:</i>	Staff and students will evaluate the family reunification
<i>Objective(s):</i>	Family reunification will be precise, quick and orderly
<i>Courses of Action:</i>	Students and staff will be reunited with the proper family members. Exact location and details will not be posted publicly for the well being of students and staff.

Continuity of Operations (COOP)

BEFORE	
<i>Goal:</i>	Staff and students will understand all operations procedures
<i>Objective(s):</i>	Staff and students will practice all operations procedures
<i>Courses of Action:</i>	Staff and students understand all operation procedures
<i>Goal:</i>	Staff and Students perform operations completely and safely
<i>Objective(s):</i>	Staff and students perform operations completely and safely
<i>Courses of Action:</i>	Staff and students are safe
<i>Goal:</i>	Staff and students will evaluate all the operations procedures
<i>Objective(s):</i>	Operation procedures are performed completely and safely
<i>Courses of Action:</i>	Staff and students are safe.

## Recovery

<b>BEFORE</b>	
<i>Objective(s):</i>	
<i>Courses of Action:</i>	
<i>Goal:</i>	Communication with all staff
<i>Objective(s):</i>	Supporting students and staff
<i>Courses of Action:</i>	Based on situation
<i>Goal:</i>	Safe in school instruction
<i>Objective(s):</i>	Post trauma support
<i>Courses of Action:</i>	Contact Catalyst and Community Connect for possible support services and referrals.

Public Health, Medical, and Mental Health

<b>BEFORE</b>	
<i>Goal:</i>	Inform students and staff
<i>Objective(s):</i>	Protect students and staff
<i>Courses of Action:</i>	NSA will adhere to Shasta County Health Department and CDC for guidelines
<i>Goal:</i>	Protect students and staff
<i>Objective(s):</i>	Protect students and staff
<i>Courses of Action:</i>	NSA will adhere to Shasta County Health Department and CDC for guidelines
<i>Goal:</i>	Inform students and staff
<i>Objective(s):</i>	Protect students and staff
<i>Courses of Action:</i>	NSA will adhere to Shasta County Health Department and CDC for guidelines



## Security

<b>BEFORE</b>	
<i>Goal:</i>	Prevent unauthorized access to students and staff.
<i>Objective(s):</i>	To protect students and staff.
<i>Courses of Action:</i>	Maintain installed security doors and surveillance equipment.
<i>Goal:</i>	Minimize unauthorized access to students and staff.
<i>Objective(s):</i>	To protect students and staff.
<i>Courses of Action:</i>	Shelter in Place or evacuate building according to ICO instructions.
<i>Goal:</i>	Staff and students will evaluate the security measures.
<i>Objective(s):</i>	Operation procedures are performed completely and safely
<i>Courses of Action:</i>	Staff and students are safe.

Excessive Heat/Cold Warnings

<b>BEFORE</b>	
<i>Goal:</i>	Inform students and staff about excessive heat/cold temperatures
<i>Objective(s):</i>	Protect students and staff from excessive heat/cold temperatures
<i>Courses of Action:</i>	Inform staff and students via parent square
<i>Goal:</i>	Protect student and staff from excessive heat/cold temperatures
<i>Objective(s):</i>	Protect students and staff from excessive heat/cold temperatures
<i>Courses of Action:</i>	Keep buildings cool, water and shade is provided, keep in doors
<i>Goal:</i>	Protect student and staff from excessive heat/cold temperatures
<i>Objective(s):</i>	Protect student and staff from excessive heat/cold temperatures
<i>Courses of Action:</i>	Discuss event and make changes as needed

### Threat- and Hazard-Specific Annexes

<b>BEFORE</b>	
<i>Objective(s):</i>	
<i>Courses of Action:</i>	
<i>Objective(s):</i>	
<i>Courses of Action:</i>	
<i>Objective(s):</i>	
<i>Courses of Action:</i>	

BEFORE	
<i>Objective(s):</i>	
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<i>Objective(s):</i>	
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<b>BEFORE</b>	
<i>Objective(s):</i>	
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<i>Objective(s):</i>	
<i>Courses of Action:</i>	

<b>BEFORE</b>	
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