

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

2020-2021

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Nevada City School of the Arts  
Comprehensive School Safety Plan  
2020-2021

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## SIGNATURE PAGE

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Holly Pettit  
*School Director*

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LeeAnne Haglund  
*Charter Governance Council President*

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Clayton Thomas  
*Penn Valley Fire Chief*

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Jeff Pettitt  
*Captain, Sheriff's Office*

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## **I INTRODUCTION**

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

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

The developed guidelines and procedures for dealing with existing and potential student and school incidents, and incidents that may occur at Nevada City School of the Arts or in the outlying county are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. An assessment reviewed by the NCSOS School Safety Planning Committee and the NCSOS Collaborative Safety Committee in relation to the current status of school crime committed on campus and at school related functions is completed by reviewing school discipline, suspension and expulsion data, and the California Healthy Kids Survey. Local law enforcement has been consulted (Ed. Code 39294.1) and participates on the collaborative safety team. Other local agencies, such as health care and emergency services, are consulted as needed. (Ed Code 39294.2) Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Nevada City School of the Arts regularly schedules in-service training for faculty, staff, and students. School sites conduct earthquake, fire, and intruder drills as required by California education codes.

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

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

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

## 1. Definitions

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

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

## 2. School Board Policy Statement

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

### Mandated Policies and Procedures

The Nevada City School of the Arts Planning Committee has reviewed the site safety plan from 2018-19 and made necessary updates and revisions. The safety plan includes the following Components (school site policies and procedures in reference to Ed Code 35294.2) available upon request).

- Child abuse reporting consistent with Penal Code 11164 (Online training conduct through Human Resources Department).
- Policies pursuant to Educational Code 48915 and other school designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Educational Code 212.6 (Online training conducted through Human Resources Department).
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school.
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
  - Emergency and Disaster Preparedness Plan
  - Fire Drills
  - Bomb Threats
  - Earthquake Emergency Procedure System
  - Transportation Safety and Emergencies

## C. Situation Overview/Hazard Analysis Summary

### 1. Office Population

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

### 2. School Population

#### General Population

Nevada City School of the Arts is a Transitional Kindergarten through 8th grade school with a population of between 420 and 455.

#### Special Needs Population

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

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

### 3. Operations Plan

#### Building Information

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

Building 8 has five parking areas totaling 49 parking spaces, 5 of those are handicapped. There is an overflow parking area that is available when not used as a play area that accommodates an additional 19 spaces. At building 2 there are two parking areas within easy walking distance to building 3 that contains a total of 34, 2 of those are handicapped. Building 3 has undefined parking that will accommodate approximately 41, that includes one marked handicapped. There is overflow parking in the pick-up areas that accommodate approximately 15 additional vehicles. Building 9 has two large parking lots plus 3 other smaller parking areas. Overflow parking is also available in several parking areas below the school site that can accommodate up to 189 vehicles. See map for locations. Total parking spots available is 347.

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

### **Hazard Analysis Summary**

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

Disaster Mitigation Act of 2000 and maintains the eligibility of Nevada County and all other participants in the Plan for FEMA Pre-Disaster Mitigation (PDM) and Hazard Mitigation Grant Programs (HMGP). The Plan preparation process followed a methodology recommended by FEMA. The planning process examined the recorded history of losses resulting from natural and selected human-caused hazards and analyzed the future risks to the county by these hazards. The planning effort undertaken for the Nevada County Fire Plan was an integral part of the plan.

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

### **Mitigation Assessment**

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

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

This Plan Update was prepared pursuant to the requirements of the Disaster Mitigation Act of 2000 (Public Law 106-390) and the implementing regulations set forth by the Interim Final Rule published in the Federal Register on February 26, 2002, (44 CFR §201.6) and finalized on October 31, 2007. (Hereafter, these requirements and regulations will be referred to collectively as the Disaster Mitigation Act (DMA) or DMA 2000.) While the act emphasized the need for mitigation plans and more coordinated mitigation planning and implementation efforts, the regulations established the requirements that local hazard mitigation plans must meet in order for a local jurisdiction to be eligible for certain federal disaster assistance and hazard mitigation

funding under the Robert T. Stafford Disaster Relief and Emergency Act (Public Law 93-288). This planning effort also follows FEMA's 2013 Plan Preparation Guidance. Because the Nevada County Planning Area is subject to many kinds of hazards, access to these programs is vital.

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

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

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

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

Priority list based on likelihood of occurrence:

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

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

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

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

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

### **Wildland Urban Interface**

Throughout California, communities are increasingly concerned about wildfire safety as increased development in the foothills and mountain areas and subsequent fire control practices have affected the natural cycle of the ecosystem. While wildfire risk is

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

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

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

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

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

- Overstocked forests, severely overgrown vegetation, and lack of defensible space around structures;
- Excessive vegetation along roadsides and hanging over roads, fire engine access, and evacuation routes;
- Drought and overstocked forests with increased beetle infestation or kill in weakened and stressed trees;

- Narrow and often one-lane and/or dead-end roads complicating evacuation and emergency response as well as the many subdivisions that have only one means of ingress/egress;
- Inadequate or missing street signs on private roads and house address signs;
- Nature and frequency of lightning ignitions; and
- Increasing population density leading to more ignitions.

**Risk Assessment**

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

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

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

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

<b>Identified High – Priority Hazards</b>	
Urban and Wildfire	<p>“Fire hazards are the most prevalent type of hazard. “Accepting Nevada County’s terrain, climate, rainfall and forest land/urban mix, it is a certainty that significant wildland fires are going to continue as a threat. Generally, the fire season extends from early spring to late fall. Fire conditions arise from a combination of hot weather, an accumulation of vegetation, and low moisture content in the air. These conditions, when combined with high winds and years of drought, increase the potential for wildfire to occur”. Arson and or a commercial fire will continue to remain as serious threats to the commercial and business vitality of the county’s town and cities and developed commercial areas. Enforcement of the county and municipal building, hazardous materials and fire codes will greatly mitigate against future losses of this type.</p> <p>Weather components such as temperature, relative humidity, wind, and lightning also affect the potential for wildfire. High temperatures and low relative humidity dry out the fuels that feed the wildfire creating a situation where fuel will more readily ignite and burn more intensely. Wind is the most treacherous weather factor. The greater a wind, the faster a fire will spread, and the more intense it will be. Winds can be significant at times in Nevada County. North winds in Nevada County are especially conducive to hot, dry conditions, which can lead to "red flag" days indicating extreme fire danger. Winds coming from the southeast have also been noted as a concern in the western third of the County. In addition to wind speed, wind shifts can occur suddenly due to temperature changes or the interaction of wind with topographical features such as slopes or steep hillsides. Lightning also ignites wildfires, often in difficult-to-reach terrain for firefighters.</p>

Severe Weather	<p>Rain, snow, lightning and high winds are likely to continue as one of the natural threats to Nevada County. Transportation for students is one of the main concerns relating to severe storms. The Nevada County Office of Emergency Services, Cal Trans, Nevada County Superintendent of Schools, local school districts, and the California Highway Patrol work together to determine school closures as needed.</p>
Flood	<p>Flooding is a natural feature of the climate, topography, and hydrology of Nevada City School of the Arts and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.</p> <p>As identified in the Nevada County General Plan (1996); “Areas within Nevada County subject to 100-year and 500-year flooding are as follows: Deer Creek west from Scott’s Flat Reservoir through Nevada City towards Lake Wildwood; two tributaries bordering Alta Sierra and Highway 49 to the east and west; along Bear River to Rollins Reservoir; Little Greenhorn Creek; Greenhorn Creek; Steep Hollow Creek; the South Yuba River; the entire extent of the Truckee River through eastern Nevada County; and tributaries that run south into Prosser Creek Reservoir, Boca Reservoir, and Martis Creek Reservoir. Shorter stretches are located south of Nevada City; along Highway 20 near Penn Valley, and in the northwest area of the county. The flood hazard areas are generally confined to the areas adjacent to the County’s local rivers and streams.” Grass Valley identified the following flood hazards in its 2020 General Plan Update was as follows: “As indicated by Federal Emergency Management Agency Flood Insurance Rate Maps (FIRM), the City of Grass Valley and the General Plan Planning Area are relatively well drained. The 100-year flood designations are generally confined to narrow bands along local drainages. Few transportation corridors are susceptible to flooding in a 100-year flood event. Idaho-Maryland Road east of SR 49/20 and South Auburn Street south of Whiting Street will be flooded during a 100-year flood.” Some backyard flooding has occurred along Mill Street as it abuts Wolf Creek. “To the extent culverts and storm drains are not maintained, other localized flooding could occur. Structures located in the flood hazard areas would be subject to flooding in a 100-year flood event unless special mitigation is employed” (Nevada County EOP, p. 42).</p>
Hazardous Materials	<p>“Hazardous materials incidents may occur anywhere and at any time in Nevada County. The potential for a hazardous materials incident in Nevada County depends on the volume, distribution, and/or use of chemicals and other hazardous substances in a particular area. An assessment of the known hazardous material threats within Nevada County has been developed. In general, the likelihood of a hazardous materials incident is greatest in the following areas:</p>

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

	<p>can be seen in improved epidemiological surveillance capabilities, more efficacious responses to anomalies and aberrations in both the healthcare and educational systems, and improved communication between public entities, with healthcare providers, and to the public at large” (Mitigation Plan 2011, p.34)</p> <p><b>COVID-19</b>          Due to the COVID-19 Pandemic (beginning March 2020) NCSA has put into effect several site-specific COVID protocols that would likely cover other pandemic situations.</p>
Intruder	While a hostile intruder incident has never occurred at Nevada City School of the Arts, like any educational institution, it is vulnerable to intruders.
Terrorism	Nevada City School of the Arts, like other public institutions, are vulnerable to terrorist activity.

<b>Vulnerabilities</b>	
Fire	<p>The County's single largest risk for human life and financial loss is fire. Wildland fires and, in particular, fires that impinge on the wildland urban interface have cost County residents the most financially and in loss of life. The combined efforts of all involved parties maintain a tapestry of vigilance, preventative efforts and rapid response to the wildland fires threat. Residential developments in wildland areas and limited forestland management resources have created and will perpetuate an environment of dense fuel reserves with seasonal wildland fire risk to the County's residents and their improvements. Our best strategy to date has been to thin fuel sources at wildland urban interfaces, educate residents, and provide a rapid response to wildland fires when they start. <b>Potential emergency power shut off by Pacific Gas and Electric are in place for high fire danger days.</b></p> <p>If the school is notified of a potential PSPS day, we will notify parent via our mass communication system and the campus will be closed for safety.</p>
Severe Weather	<p>Severe weather across the County routinely leads to regional power outages, isolation of vulnerable regions (single access road closures), and white-out conditions on roadways. Deep snow, strong winds and severe cold have also created unsafe living conditions for vulnerable members of our community. The County recognizes these risks and supports a number of education and outreach programs targeted and reducing the continuing risks of severe weather across the County.</p>
Dam Break	<p>An identified vulnerability would be a collapse of Upper Scotts Flat Dam, which would immediately overflow Lower Scotts Flat Dam. Approximately 25% of Nevada City and 65% of the downtown historic district would be submerged in such a failure" (Mitigation Plan 2011, p19).</p>
HazMat	<p>"The intersection of State Highway 49 and State Highway 20 is of particular concern for hazmat incidents. State Highway 20 is an alternate route when Interstate 80 is otherwise closed. State Highway 49 is the primary access highway for western Sierra County. Increasing population and commerce will invariably result in increasing shipment of hazardous materials on these two significant local routes.</p> <p>The County's single largest risk for human life and financial loss is fire. Wild land fires and, in particular, fires that impinge on the wildland urban interface have cost County residents the most financially and in loss of life. The combined efforts of all involved parties maintain a tapestry of vigilance, preventative efforts and rapid response to the wild land fires threat. Residential developments in wild land areas and limited forestland management resources have created and will perpetuate an environment of dense fuel reserves with seasonal wild land fire risk to the County's residents and their improvements. Our best strategy to date has been to thin fuel sources at wild land urban interfaces, educate residents, and provide a rapid response to wild land fires when they start.</p>

**Preparedness, Prevention, and Mitigation Overview**

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action.

Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Nevada City School of the Arts fosters preparedness at all levels. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementation of drills and exercises. Nevada City School of the Arts maintains a cooperative and collaborative relationship with local law enforcement, fire, and emergency medical services, etc.

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

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

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

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

### **1. Planning Assumptions**

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

- The community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning. Code Red serves as the county emergency notification system. Education is in place to inform community members of process for registration. Drills using the system occur during the school year to encompass that population group (students and staff).

- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of Nevada City School of the Arts affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the offices may have to rely on its own resources to be self-sustaining for up to 72 hours. Education and training is conducted throughout the school year on disaster preparedness including Go-Bags.
- There may be a number of injuries of varying degrees of seriousness to students, staff, and visitors. Rapid and appropriate response will reduce the number and severity of injuries. There are staff members on each site that are trained in CPR/AED, First Aid and Community Emergency Response Team (CERT).
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the staff to be prepared to carry out the initial incident response until responders arrive at the incident scene. Annual training is conducted to provide compliance in CPR/AED and First Aid.
- Proper prevention and mitigation actions, such as creating a positive office environment, Continuity of Operations plans, fire inspections and drills, will prevent or reduce incident-related losses.
- Maintaining the School Safety Plan and providing frequent opportunities for stakeholders (staff, students, board members, first responders, etc.) to exercise the plan can improve Nevada City School of the Arts readiness to respond to incidents.
- A spirit of volunteerism among employees will result in their willingness to provide assistance and support to incident management efforts. School staff recognize their role as Disaster Service Workers.

## **2. Limitations**

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

## II CONCEPT OF OPERATIONS

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

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

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

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

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

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

- Adopt the use of the Incident Command System (ICS). ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. Nevada City School of the Arts will make every effort to promote ICS 100 training on school sites.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. NCSOS will make every effort to promote IS-700 training on school sites.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. School sites are charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

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

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

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

## **C. Initial Response**

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

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

### III ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

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

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

#### A. School Director

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

#### B. Incident Commander

**The Incident Commander responsibilities include:**

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

#### C. Teachers on school sites

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

**Responsibilities include:**

- Supervise students under their charge.

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

**D. Instructional Assistants on school sites**

**Responsibilities include** assisting teachers as directed.

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

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

**Responsibilities may include:**

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

**F. School Nurses/Health Assistants**

**Responsibilities include:**

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

**G. Custodians/Maintenance Personnel**

**Responsibilities include:**

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.

- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school

#### **H. Office Staff on school sites**

##### **Responsibilities include:**

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

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

##### **Responsibilities include:**

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

#### **J. Students on school sites**

##### **Responsibilities include:**

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

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

##### **Responsibilities include:**

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

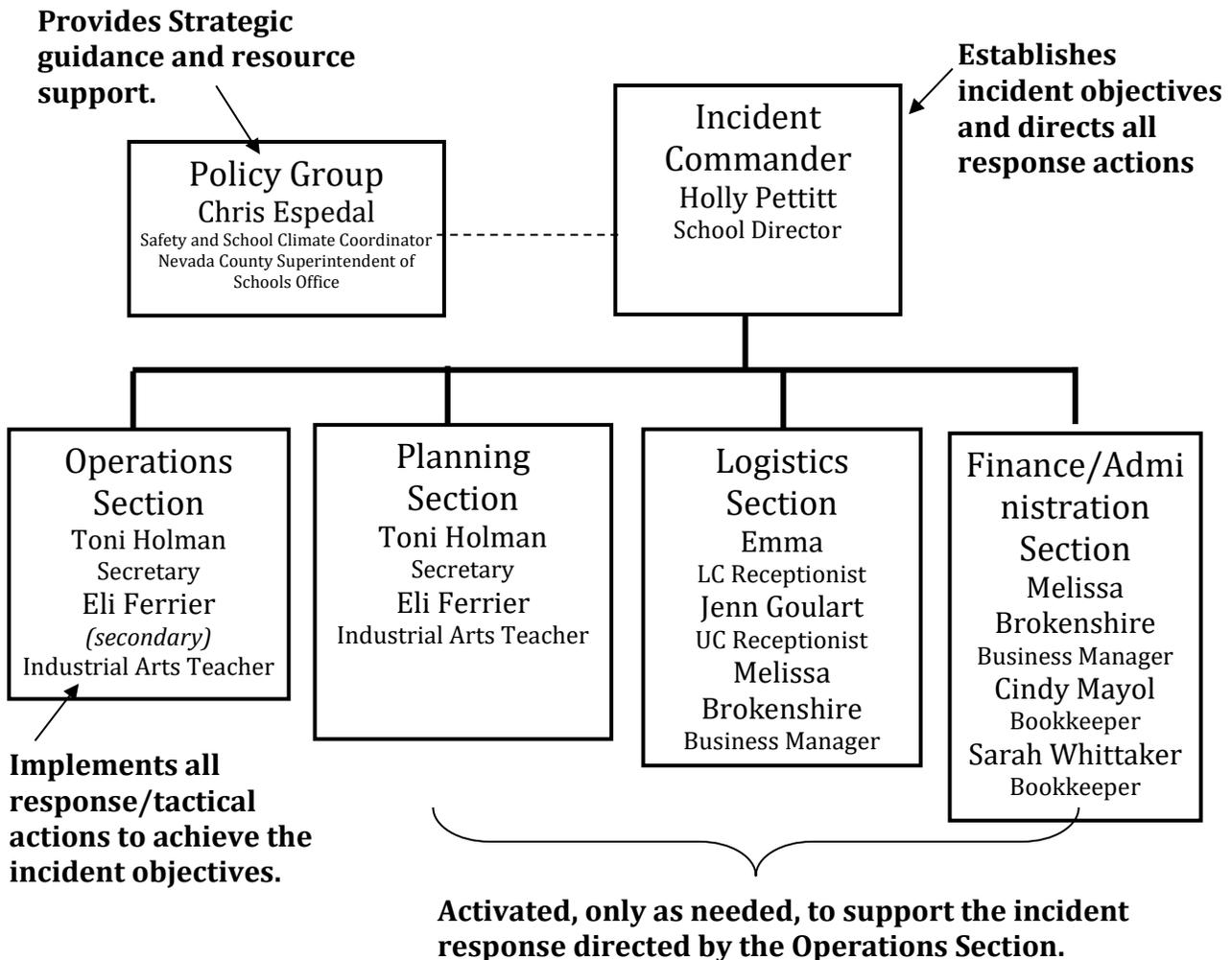
## IV DIRECTION, CONTROL, AND COORDINATION

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

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

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

#### Incident Management Team



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

**1. Incident Command:**

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

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

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

**2. Operations Section:**

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

**Specific responsibilities include:**

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

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

## Operations Section Teams

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

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

**3. Planning Section:**

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

**Duties may include:**

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

**4. Logistics Section:**

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

**Additional responsibilities include:**

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

**5. Finance/Administration Section:**

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

**Additional duties may include:**

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

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

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

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

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

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

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

**2. Coordination with First Responders**

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

Various agencies and services include county governmental agencies such as public health, mental health, behavioral health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting if an incident or traumatic event is taking place in the community. School staff fall under the role of Disaster Services Workers (DSW) and can be activated as needed by Nevada County Office of Emergency Services.

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

**C. Source and Use of Resources**

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

## V COMMUNICATIONS

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

### A. Internal Communications

#### 1. Communication Between Staff

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

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

#### 2. Communication with specific school sites

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

### B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Nevada County Superintendent of Schools and Nevada City School of the Arts about the incident, what is being done about it, and the safety of the children and staff.

#### 1. Communication with Parents

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

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

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

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

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

**2. Communication with the Media**

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

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the school site principal and Policy Group.

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

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

### 3. Handling Rumors

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

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

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

### 4. Communication With First Responders

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

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

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

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

- Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the Nevada City School of the Arts so that it can estimate temporary space reallocation needs and strategies. NCSOS will serve as a resource to assist with any needs.

- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Nevada City School of the Arts will advise the District and County Office of recovery status.

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

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

**C. Communication Tools**

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

- NCSOS has registered and can activate Government Emergency Telecommunication Systems (GETS) and Wireless Priority Service (WPS) for specified employees
- Standard telephone - landline
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site. The use of text messaging is the most effective form of communication when systems are overwhelmed.
- Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school, to District and County Offices, and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the District and County offices. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.

- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated.
- Alarm systems on school sites: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
- Runners—hand-carried notes may be used for communication as need dictates.

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

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

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

### **B. Recordkeeping**

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

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

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

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

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

### **C. Incident Costs**

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

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

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

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

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

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

**D. Preservation of Records**

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

## VII PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

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

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

### A. Approval and Dissemination of the Plan

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

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

#### 1. Record of Changes

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

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

#### 2. Record of Distribution

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

### B. Plan Review and Updates

The Comprehensive School Safety Plan will be reviewed annually by the Nevada City School of the Arts Safety Committee. Compliance with education code Section 32286 requires, "each school shall adopt its comprehensive school safety plan by March 1, of 2000, and shall review and update is plan by March 1 every year thereafter."

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

### C. Training and Exercising the Plan

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

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

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

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

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

## VIII AUTHORITIES AND REFERENCES

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

- California Senate Bill 187 (Chapter 736, Hughes, Statutes of 1997) requires that all California schools to develop and implement comprehensive Safe School Plans. (Education Code Section 35294.2). *Education Code* Section 35294.6(a) requires that the plan be reviewed and updated annually by March 1.
- California Education Code 33031 requires that school principals formulate and submit to the District Superintendent for approval a civil defense and emergency preparedness plan for that school. Plans must be tested two times during the school year.
- California Government Code Title 1, Division 4, Chapter 8, section 3100 deems public workers to be disaster service workers subject to such disaster services activities as may be assigned to them, and that school districts have a responsibility to be prepared as possible to meet emergencies .
- Because all schools are integral components of every community and its government, it is recommended that all schools— regardless of whether or not they are recipients of Federal preparedness funding — implement NIMS. The Standardized Emergency Management System mandates the use of the National Incident Management System and the use of the Incident Command System (ICS) for managing all disaster/crisis situations.
- Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:
  1. Assessing the current status of school crime committed on school campuses at school-related functions.
  2. Identifying appropriate strategies and program that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety.

## **IX SCHOOL CLIMATE**

### **I. PURPOSE**

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

### **II. SCOPE**

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

### **III. CORE FUNCTIONS**

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

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

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

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

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

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

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

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

- Mindfulness and Positive Discipline anti-bully prevention curriculum was introduced in the 2016-17 school
- STOP!T Bulling Reporting System has been implemented since the 2017-18 school year.

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

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

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

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

## FUNCTIONAL ANNEXES

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

### CONTINUITY OF OPERATIONS (COOP) PROCEDURES

#### I. PURPOSE

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

- Common procedures, and
- Specialized procedures.

All functional annexes address:

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

#### II. SCOPE

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

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

#### III. RESPONSIBILITIES

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

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

<b>Responsibilities</b>	
School Director	<ul style="list-style-type: none"> <li>• Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>• Disseminate information internally to students and staff.</li> <li>• Communicate with parents, media, and the larger school community.</li> <li>• Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.</li> </ul>
Administrative Secretary or designee	<ul style="list-style-type: none"> <li>• Ensure systems are in place for rapid contract execution after an incident.</li> <li>• Identify relocation areas for classrooms and administrative operations.</li> <li>• Create a system for registering students (out of district or into alternative schools).</li> <li>• Brief and train staff regarding their additional responsibilities.</li> <li>• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>• Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</li> <li>• Reevaluate the curriculum.</li> </ul>
Maintenance Personnel	<ul style="list-style-type: none"> <li>• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>• Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).</li> </ul>
Office Staff/Business Office	<ul style="list-style-type: none"> <li>• Maintain inventory.</li> <li>• Maintain essential records (and copies of records) including school's insurance policy.</li> <li>• Ensure redundancy of records is kept at a different physical location.</li> <li>• Secure classroom equipment, books, and materials in advance.</li> <li>• Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.</li> <li>• Retrieve, collect, and maintain personnel data.</li> <li>• Provide accounts payable and cash management services.</li> </ul>

Safety and School Climate Coordinator	<ul style="list-style-type: none"><li>• Establish support services for students and staff/faculty.</li><li>• Implement additional response and recovery activities according to established protocols.</li></ul>
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**To implement the COOP procedures:**

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

## **X PROCEDURES**

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

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

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

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

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

### **B. Relocation Sites**

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

#### **Reunification Sites**

Nevada City School of the Arts, Building 9

Twin Cities Church – MOU in place

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

Penn Valley School District

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

### **C. Alternate Facilities and Strategy**

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

Nevada City School of the Arts will relocate to another building on the property if available. If no building on campus is available Nevada City School of the Arts will pursue available locations with the surrounding school districts, possibly Penn Valley School District or Nevada City School Districts unoccupied schools, if available at that time. If no school sites are available in other school districts at the time of an incident Nevada City School of the Arts will pursue rental of an Industrial location large enough to accommodate our population or provide the ability to set in motion an Independent Study program and schedule rotation for teachers to meet with students. Nevada City School of the Arts is currently working on these arrangements.

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

**D. Interoperable Communications/Backup Sites**

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

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

**E. Vital Records and Retention File**

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

**F. Human Capital Management**

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

**G. Reconstitution**

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

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

## **RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES**

**I. PURPOSE**

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

## **II. SCOPE**

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

## **III. RESPONSIBILITIES**

To implement the recovery: psychological healing procedures:

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

## **IV. SPECIALIZED PROCEDURES**

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

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

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

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

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

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

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

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

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

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

### **California Government Code, Section 3100, Title 1, Division 4, Chapter 4.**

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

## **SITE COMPREHENSIVE SAFETY PLAN**

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

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

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school.

These circumstances apply only when a local or state emergency is declared.

## **NATURAL HAZARDS: FLOOD**

Flooding is a natural feature of the climate, topography, and hydrology of Nevada City School of the Arts and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

### **I. SCOPE**

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

## **II. CORE FUNCTIONS**

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

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

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

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

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

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

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

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

- Issue stand-by instruction. In consultation with the Sheriff and the Nevada County Office of Emergency Services determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all staff has been evacuated.
- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the site administrators of the status and action taken.
- Update the administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff to return to the building until proper authorities have determined that it is safe to do so.
- Determine whether offices will be closed or remain open.
- Document all actions taken.

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

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

## **3. Staff Actions**

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

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

- If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

# **TECHNOLOGICAL HAZARDS: CHEMICAL**

## **I. PURPOSE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **3. Staff Actions**

- Move staff away from immediate vicinity of danger.
- Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Report any missing or injured staff to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate staff to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

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

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

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

#### **1. Person Discovering the Spill**

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

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

- Issue stand-by instruction to all staff.

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

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

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

### **4. Staff Actions**

- Move staff away from immediate vicinity of danger.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the Director.

- If evacuation is implemented, direct all staff to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all staff have left the building.
- Upon arrival at evacuation site, account for all staff. Notify Incident Commander or designee of any missing or injured staff. Staff should remain together throughout the evacuation and relocation process until all clear is given.
- 

## **EARTHQUAKE**

### **I. Purpose**

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

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

A drop, cover and hold procedure is recommended as “best practice” in the event of an earthquake. “Drop, cover, and hold procedure” means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.

Protective measures and mitigating efforts are to be taken before, during, and following an earthquake. A program to ensure that the students, certificated and classified staff is aware of and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

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

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

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

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

## 2. Incident Management Team and Section Chiefs Actions

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

## 3. Staff Actions

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

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

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

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

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

5. Please keep your class outside of the building until a verbal “all clear” is given indicating that it is safe to return to your class. If it has been determined that it is not safe to return to class, you are then asked to escort your class to the nearest open area and supervise them until they are released to a family member or are delivered home by school personnel.

## **DROP, COVER AND HOLD**

### **Indoors:**

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

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

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

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

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

### **In the hallway:**

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

### **On the stairs:**

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

**Outdoors:**

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

Take the “drop” position or sit down.

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

**Evacuation:**

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

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

**DRILLS:**

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

## **FIRE/WILDFIRE EVACUATION**

**I. PURPOSE**

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

**II. SCOPE**

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

**III. CORE FUNCTIONS**

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

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

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

- Evacuation
- Relocation
- Shelter In Place

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

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

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

- Assist with ordered evacuation
- Assist with Shelter in Place

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

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

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

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

- Issue stand-by instruction to all office and school site staff
- Determine what procedures should be activated
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to fire.
- Consider all-school site evacuation.
- Activate Shelter in Place Protocol if recommended by Fire Department
- Notify Maintenance to shut off utilities as appropriate.

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

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

#### 4. Staff actions

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

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

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

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

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

2.

##### 3. Shelter-in-Place Procedures:

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

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

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

### **D. Administrative Procedures**

- Activate Incident Response Team
- Alert district offices and Superintendent of Schools of shelter-in-place status.
- Initiate an all-call to parent/guardians to alert of shelter-in-place status. No visitors, staff, or students should report to campus during a shelter-in-place.
- Initiate an all-call and email of status report to all staff.
- Remain in communication with law enforcement and fire service for frequent updates.
- Keep staff, district offices, Superintendent of Schools and parents informed with updated information.
- Be prepared for reunification protocol
- Keep up to date with injuries, missing students, etc.

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

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

### **I. PURPOSE**

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

### **II. SCOPE**

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

### **III. CORE FUNCTIONS**

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

- All visitors entering school grounds on school days between 8:00 a.m. and 4:30 p.m. must register at the Office.

- To help prevent intruders on school grounds, Nevada City School of the Arts will require sign-in sheets and name tags to be worn in a visible location. Name tags will be filled out by office staff and visitors will return to office to sign out and return name tags.
- Exit doors will remain unlocked for easy exit.

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

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

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

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

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

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

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

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

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.

- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the superintendent/Policy Group of the status and action taken.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and visitors to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

## **2. Staff Actions**

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

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

## **I. PURPOSE**

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

## **II. SCOPE**

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

## **III. CORE FUNCTIONS**

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

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

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

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

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

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

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

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

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

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

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.

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

## **2. Staff Actions**

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

## REFERENCES

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