

# Northcoast Preparatory and Performing Arts Academy

## Comprehensive School Safety Plan

2023-2024

Revision adopted by the School Safety Council: Feb. 9, 2024

Revised plan formally adopted by the Board of Directors on February \_\_\_\_\_

Approved by:

Name	Title	Signature	Date
Michael Bazemore	Head of School		
Adam Hess	Site Director		
Patti Mackay	School Safety Council Member		
Elizabeth Illman	School Safety Council Member		

*This document is to be maintained for public inspection during business hours*

## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures
- Annual notification regarding firearm safety
- School protocol for dangerous, violent or unlawful activities

The Comprehensive School Safety Plan will be reviewed and updated by March 1<sup>st</sup> every year. A copy of the Comprehensive School Safety Plan is available for review in the Northcoast Preparatory Academy District Office and on our website [www.northcoastprep.org](http://www.northcoastprep.org)

## **Safety Plan Vision**

Northcoast Preparatory and Performing Arts Academy (NPA) is a positive, supportive and safe learning environment. We, the employees of NPA value each student who is recognized as an individual. We encourage responsibility and integrity in all members of our community. In the classrooms, a love of learning is fostered and academic potential is developed to its fullest. To this end, we commit to the components of the Comprehensive School Safety Plan (EC 32281).

The plan is designed to ensure a safe learning environment for all students. It outlines both preventative measures as well as responses to significant incidents or disasters and is intended to be in compliance with state and federal guidelines and policies. All employees of NPA have access to this plan and are expected to understand the policies, procedures, and methods contained in this plan before a significant incident or disaster occurs. Training is provided to personnel as required. In addition, periodic exercises are conducted to test the plan and procedures while also increasing

the readiness of school employees. All employees are vital to the success of the Comprehensive Safety Plan and are designated “Disaster Service Workers,” subject to such disaster service activities as may be assigned to them by supervisors, incident management or by law enforcement (Government Code, Section 3100-3101).

### ***Communication of the Plan***

The School Safety Council will inform the community of the school by email, and through school newsletters of the NPA Board Meeting which will consider the Comprehensive School Safety Plan.

### ***Evaluation of Plan***

The School Safety Council will evaluate the progress of the plan annually. An annual report of the status of the plan will be posted to the School Accountability Report Card on the website in March.

### ***NPA School Safety Council***

The Northcoast Preparatory Academy (NPA) School Safety Council was established by the site director, with input from teachers at both school sites, and local authorities. Our high school site is at the Arcata United Methodist Church. We work closely with their facilities manager, and pastors.

#### Arcata United Methodist Church

Facilities Contact: Larry Wood  
Pastor: Jason Cseh

#### Safety Council Members:

Michael Bazemore, Head of School  
Adam Hess, Site Director, High School Teacher  
Patti Mackay, Middle School Core Teacher  
Elizabeth Illman, High school parent

## **Components of Comprehensive School Safety Plan (EC 32281)**

### ***Assessment of Crime***

NPA and its community generally have low rates of crime and vandalism. As of January in the 2023-2024 school year, only minor issues that were quickly resolved have occurred.

### ***Annual Attendance Rates***

NPA is committed to promoting regular attendance by all students. Our district office maintains regular communication with families to ensure that students are on time to school and in attendance as required. In addition, we work with families to provide Independent Study packets (IS) for students to continue their learning when they are on planned or emergency times away from school. The Independent Study Policy allows for parents to request a IS packet for as little as one school day and for the duration of the time out of school.

## Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)2, items A-J)

### (A) Child Abuse Reporting Procedures (**EC 35294.2 [a] [2]; PC 11166**)

All staff members are considered 'mandated reporters' and are required, as required by law, to contact local agencies when child abuse is suspected. The Site Director shall ensure that all staff are trained and updated on procedures annually and have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies.

Employees follow reporting laws when child abuse is suspected.

The contact information for local reporting agencies and appropriate forms will be to all employees, in the staff office at both the middle and high school sites, and can be accessed on the [internet at this link](#).

### (B) Disaster Procedures (**EC 35295-35297; GC 8607 and 3100**)

Northcoast Preparatory Academy will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The Emergency Action Plan is shared in Appendix B through E and accomplishes the following:

Includes Emergency Contact numbers: Appendix B

Emergency Evacuation Off Site Locations: Appendix C

Emergency Response Map: Appendix D

Procedures that incorporate strategies of the Incident Command System, the Standardized Emergency Action Plan: Appendix E

Provides guidance for emergency response to a variety of potential hazards and incidents: Appendix E

Identifies emergency response training drill opportunities for students and staff. Appendix E

Disaster Procedures are practiced as a school community in alignment with required intervals. Middle school drills are conducted monthly and consist of 8 fire drills, two earthquake drills and two lock down drills per year.

High school drills occur monthly and consist of 4 fire drills, two earthquake drills and two lock down drills.

### Emergency Procedures for Students with Special Needs and Protocols for Adaptations for Pupils with Disabilities (SB323)

In compliance with Senate Bill 323, NPA has integrated adaptations into our disaster procedures to ensure accessibility and safety for pupils with disabilities. This aligns with the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act 1990.

Regular drills incorporate these adaptations to ensure that all students, including those with disabilities, can participate effectively. With assistance from all staff and families, the site director is responsible for identifying all students who will require additional assistance. When a concern about an individual student's access to disaster procedure is validated, a plan is created to implement tailored strategies to address their specific needs. The charter director is responsible for working with the designated staff to ensure that they are trained in how to implement the plan for all students who require accommodations.

## (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The policy is built on the premise of mutual respect through the implementation of a supportive system that incorporates restorative practices and trauma-informed settings. Additionally, restorative practices can be used to offer an alternative suspension when appropriate.

Disciplinary action may be taken for any behavior which is disruptive or violates the rights of others. School staff will follow the guidelines outlined in California Education Code (Ed. Code §48900), student discipline. A student may be removed from class, assigned early dismissal, suspended, excluded, or expelled from school for actions pursuant to Ed. Code §48900.

The NPA Code of Conduct is shared with all families upon enrollment at both school sites. The Code of Conduct may be found in the staff office and on the school's website. The Code of Conduct is shared in Appendix F.

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

The Head of School and/or site director will conference with staff when information on dangerous pupils is received. The Head of School or designee shall inform appropriate staff members pursuant to Section 49070 of the Education Code. That section requires notification of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 (Offenses that students may result in school suspension) or in Section 48900.2 (sexual harassment), 48900.3 (hate violence), 48900.4 (harassment, threats, or intimidation), or 48900.7 9 (suspension or expulsions for terroristic threats) that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. Such information will remain confidential and will not be further disseminated by school staff.

## (E) Protocol for Dangerous, Violent or Unlawful Activities (SB 671)

A threat assessment response team will respond in the event of dangerous, violent or unlawful activities occurring at school and during school-sponsored activities. In the event that a perceived threat is reported or experienced, the school's threat assessment team will be convened. Below lists out who serves on the school site Threat Assessment Team.

- Head of School or designees
- Site Director who serves on the school safety council
- School social counselor
- Resource teacher or other preferred, familiar adult on campus
- When necessary, members of law enforcement.

The team will evaluate the threat by using the [Humboldt County Office of Education \(HCOE\), Threat Assessment Tool](#). When necessary, the team will reach out to HCOE to form a Tier II Threat Assessment team.

If the threat is deemed credible, the school's safety measures will be implemented; including lockdowns, evacuations, or shelter-in place, tailored to the specific nature of the incident.

The plan for evaluating threats is updated on a regular basis as part of the ongoing work of the Safety Council that meets throughout the school year. Training for staff and students is in place, including prevention, reporting protocols and de-escalation techniques.

As part of the preparation for potential threats of violence or dangerous incidents the school maintains a strong partnership with local law enforcement agencies and staff at the HCOE prevention and intervention team.

## **(F) Policies prohibiting discrimination, harassment, intimidation, and bullying (EC 212.6 [b])**

Northcoast Preparatory Academy's non-discrimination, harassment, and intimidation policy, can be found in the Employee Handbook (Appendix H), located in the teacher's room.

The school's Right to a Safe Space Policy (Appendix G) that outlines prevention of and response to bullying and other discrimination and harassment can be found on the school website at <http://apps.humboldt.k12.ca.us/sites/fuentenueva/wp-admin/>.

Any student who feels that they are being harassed should immediately contact a school employee. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Head of School. Upon receiving a complaint of discrimination or harassment, the Head of School shall immediately investigate the complaint in accordance with site-level grievance procedures specified in the Right to Learn in a Safe Space, Harassment, discrimination, intimidation, and bullying prevention policy. Where the Head of School finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Head of School shall also advise the victim of any other remedies that may be available. The Head of School shall refer the matter to law enforcement where required.

## **(G) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

The school-wide dress code for NPA can be found in Appendix I.

## **(H) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Northcoast Preparatory Academy provides a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. The NPA Registration of visitors and guests policy can be seen in Appendix J.

In addition, the school has clear procedures for pick up and drop off of students before and after school. Students who travel to and from school on their own follow the procedure of checking in and out of the school office at the beginning and end of the school day. Classroom doors are locked when not in regular use during the school day and there is a clear procedure for locking all entrances and exits at the end of regular business hours.

## **(I) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

It is a priority of the administration and staff in the school that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our staff strives to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage achievement, participation in community projects, and positive student conduct.

Our school promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32228 – 3228.6, 35160, 35160.1, 44806).

## (J) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

### ***Guidelines for Success***

At NPA, we follow three pillars of respect: Respect for oneself, Respect for others, Respect for the environment. Students participate in regular discussions about what it looks like to follow these rules in all school settings. Students take responsibility for defining acceptable and unacceptable behaviors.

### ***Based on Mutual Respect***

Students demonstrate self-respect by coming to school prepared, well rested and on time, caring about the quality of their work, and following safety rules and directions carefully. Students demonstrate their respect for others by treating each other with dignity and concern, helping each other learn, and valuing each other's differences, talents and work. Students demonstrate respect for their school environment by using all equipment and materials appropriately, cleaning up after their work, and demonstrating concern for the entire school. Parents demonstrate their respect for the school by communicating with teachers regularly with both compliments and concerns, being active parent members in the school, and being positive role models for other children and parents in the way they treat others.

### ***Substance Abuse***

NPA is a drug- and alcohol-free school. Any suspected substance abuse will be reported to the appropriate authorities as mandated by California State Law. Students who abuse drugs or alcohol on campus are subject to school disciplinary action (see below).

### ***Violence***

The NPA community is committed to a non-violent lifestyle. Violence of any kind is not tolerated, even in play. Play that involves pretend weapons will be discouraged. Children who provoke fights or commit acts of violence will be immediately removed from the situation, and their parents will be informed. Incidents of violence will be grounds for disciplinary action, including possible suspension or expulsion from the school. Weapons are unacceptable at school and will result in immediate disciplinary action.

### ***Disciplinary Action***

Disciplinary action may be taken for any behavior which is disruptive or violates the rights of others. School staff will follow the guidelines outlined in California Education Code (Ed. Code §48900), student discipline. A student may be removed from class, assigned early dismissal, suspended, excluded, or expelled from school for actions pursuant to Ed. Code §48900.

## (K) Hate Crime Reporting Procedures and Policies

Hate Crime reporting is an essential element to maintaining a safe school campus. The policy and procedures for doing so are outlined in The Right to Learn in a Safe Space policy which is referenced above in section (E) and can be found in Appendix G.

## (L) Crisis Response Plan

The Site Director will coordinate counseling with school staff and HCOE. The site director will be responsible for both staff notification and media communication. The site director can coordinate the efforts of school personnel and parents with those of police officers, mental health agencies and medical professionals to address the emotional responses that evolve from traumatic and critical situations.

Schools are better able to function with minimal disruption in the immediate aftermath of a crisis if they have sufficient structure in place to coordinate services when the crisis occurs. Although adjustments will need to be made to student activities, such as postponing exams or substituting instructional activities with supportive classroom discussions about the crisis event, it is best to continue routine school activities as much as possible.

## Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan will be reviewed, evaluated and amended (if necessary) each school year. A table that demonstrates the review process can be found in the Appendix A Pursuant to Education Code Section 35294.6[a], Northcoast Preparatory Academy will review and adopt this annual comprehensive school safety plan no later than at the regular meeting of the Board held in February.



# Safety Plan Appendices

## Appendix A: Safety Plan Review, Evaluation and Documentation

Activity	Date (s)	Activity Description (i.e. review steps, meetings conducted, approvals, etc)
<b>Safety Council Meeting</b>	8/17/23	Review Emergency Action Plan for both middle and high school sites.
<b>Safety Caouncil Meeting</b>	12/14/23	Council reviewed new mandates to the Comprehensive School Safety Plan. The plan was updated to meet these mandates.
<b>Board Meeting</b>	2/13/24	Board received plan and provided feedback Board approved plan

## Appendix B: Emergency Contact Numbers

### Utilities, Responders and Communication Resources

Vendor	Number	Comments
HCOE	445-7000	
PG&E	1(800) 743-5000	Outages
Public Works	707-822-5957	Arcata
Police-Parking	9-1-1 or * 822-2424	*24 Hour Non-Emergency
Animal Control	707-822-2424	
Child Welfare Service	707-445-6180 (24hr abuse line)	445-6182 business
Environmental Services	707-822-8184	Hazardous limbs/fallen trees
County Health Dept.	707-445-6200	
Fire Station CDF	<b>9-1-1</b>	
Arcata Fire Dept	707-825-2000	
American Red Cross	707-443-4521	Disaster Assistances
<b>Radio Stations</b>	707-826-4807 707-786-5104	KHSU KHUM
We Tip	800-78-CRIME, 800-47-ARSON and 800-US-FRAUD	
Wildlife Care Center	707-822-8839	For injured/sick animals
Mad River Comm Hospital	707-822-3621	
United Indian Health Service	707-825-5000	

## Appendix C: Emergency Evacuation off Site

Off-Campus Evacuation/Assembly Location

In the event of an emergency at one school site, the second site will be considered as a primary evacuation location.

### **Primary Off-Site Location**

Organization	NPA Middle School
Address	285 Bayside Road, Arcata CA 95521
Contact	Patti Mackay
Phone No.	707-822-0861

## Appendix D: NPA Middle and High School Emergency Action Map

Site maps are on file at both campuses in the main offices.

## Appendix E: NPA Middle and High School Emergency Action Plan

### **Emergency Action Plan (EAP)**

Northcoast Preparatory Academy Middle School  
285 Bayside Rd, Arcata, CA 95521

### **Primary Evacuation Sites:**

Lockdown: Arcata Community Center 321 MLK Jr. Parkway, Arcata, CA 95521

Fire/Earthquake: Masonic Lodge Parking Lot, if unsafe, proceed to Arcata Community Center.

**Primary Safety Coordinator:** Patti Mackay, (707) 273-3864,  
[pmackay@northcoastprep.org](mailto:pmackay@northcoastprep.org)

**Communication:** All shelter-in-place and lockdown incidents should be reported immediately to head of school, Michael Bazemore (707) 498-7458,  
[mbazemore@northcoastprep.org](mailto:mbazemore@northcoastprep.org)

**First-Aid/Emergency Supplies:** First-Aid and emergency supplies can be found in the main office and in each classroom. Each classroom has a red go-bag that includes basic first-aid and emergency supplies, a copy of this EAP, and appropriate paperwork for current students.

### **Emergency Team:**

Patti Mackay, Primary Safety Coordinator, First Aid/CPR, CDC Concussion Certified. Duties:

- Primary contact with law enforcement and head of school
- Provide first-aid as needed
- Coordinate any other efforts or needs required

Alex Fisher, student location, family communication. (525)325-9185

Duties:

- Account for all students using information provided by teachers
- Report missing students to Patti
- Report first-aid needs to Patti
- Communicate as needed or as directed by Patti with families

Other Personnel On-Campus:

- Provide support and assistance to Alex and Patti
- Provide support to students as needed
- Report missing students, students in need of first aid to Alex

\*other personnel contact information can be found in appendix A. \*

\*\*A copy of the current MS and HS schedule will be included each year. This will allow the Emergency Team to identify which staff members are on-campus\*\*

## **Fire:**

Due to the unique location of our building, evacuation procedures are location dependent.

Students:

- should calmly walk towards the nearest, safest exit and proceed to the designated evacuation location:  
LAB & EAST ROOM: Masonic Lodge Parking Lot  
MIDDLE & WEST ROOMS: Storage Shed and/or parking lot adjacent to Union Street School \*\*if fire is encroaching on this area, students should proceed to the Arcata Community Center;
- remain in two lines, facing away from flames;
- remain quiet and calm until teacher or staff member arrives.

Teachers:

- should be the last to leave classroom;
- turn off lights, take red go-bag, close doors;
- exit the building, and proceed to designated evacuation location;
- take attendance and note missing and extra students;
- text Alex with list of missing and extra students if possible;
- text Alex with first-aid needs if possible;
- remain at evacuation location until all-clear or further instructions are received.

## **Earthquake**

Duck, Cover, Hold

When the shaking has stopped, evacuate. Due to the unique location of our building, evacuation procedures are location dependent.

Students:

- should calmly walk towards the nearest, safest exit and proceed to the designated evacuation location:  
LAB & EAST ROOM: Masonic Lodge Parking Lot  
MIDDLE & WEST ROOMS: Storage Shed and/or parking lot adjacent to Union Street School \*\*if fire is encroaching on this area, students should proceed to the Arcata Community Center;
- remain in two lines, facing away from flames;
- remain quiet and calm until teacher or staff member arrives;

Teachers:

- should be the last to leave classroom;
- turn off lights, take red go-bag, close doors;
- exit the building, and proceed to designated evacuation location;
- take attendance and note missing and extra students;
- text Alex with list of missing and extra students if possible;
- text Alex with list of first-aid needs;
- remain at evacuation location until all-clear or further instructions are received.

### **Shelter-In-Place-Inside**

Shelter-in-place is initiated when teachers or law enforcement believe there is some type of emergency that does not directly impact the interior of the school. Shelter-in-place is typically used when police are engaged in an operation nearby outside of the school, or when a national disaster has been declared. The goal is to keep students and staff safe and indoors.

It is important to remain calm and explain to students that we shelter in place out of an abundance of caution. Please be mindful of students' responses, some may need extra care, time, and space before continuing with class activities.

Activation: teacher or law enforcement

Procedure:

- all students brought and remain inside
- all doors and windows locked
- curtains closed if applicable
- classes continue as normal

Deactivation: given all-clear by teacher or law enforcement

### **Lockdown- Outside/Inside-Situation Dependent**

A school lockdown is issued when there is a threat to students and school staff and faculty members. Our building presents a unique situation due to the layout and design of the building. It is advised that when an intruder is present in the building, the best course of action is immediate evacuation. It is important to keep in mind that some students may have responses that require extra care and attention during a lockdown.

Activation: teacher or law enforcement

There are two types of lockdown scenarios: lockdown with warning, lockdown with intruder. Please see the next two pages for specific procedures of each.

**Lockdown with warning:** The threat is outside the school building. The goal is to keep students and staff safe indoors until evacuation can proceed safely, or until given the all-clear by teacher or law enforcement.

Immediately direct all students, staff, and visitors into the nearest classroom or secured space.

Classes that are outside of the building SHOULD NOT enter the building and proceed to the primary evacuation site. (Community Center)

Teachers should glance in the hallways for students, students should enter the nearest classroom.

Lock all doors and windows, close curtains, turn off lights, silence all electronics including cell phones.

Move all students to lockdown area. Students should sit on the floor and remain quiet.

Lab: Up against and flush under the windows, or if possible move to the East Hallway.

East: Amy's Office, East Hallway

Middle: West Hallway, Copy Room, close all adjacent doors.

West: West Hallway, Copy Room, close all adjacent doors.

Office: West Hallway, Copy Room, close all adjacent doors.

Keep students calm and silent.

Take attendance.

Teachers should prepare a list of missing and extra students in the room.

Teachers should prepare to take this list with them once they are directed to leave the classroom.

DO NOT respond to anyone at the door until "all clear" is announced.

Keep out of sight.

Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.

When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.

Remain in place until all-clear is given by teacher or law enforcement.

**Lockdown with intruder:** The threat or intruder is inside the school building. The goal is to keep students and staff safe and to evacuate as quickly as possible. As stated previously, due to the layout of our building, experts advise immediate evacuation of the building. If you cannot evacuate, please see below:

Classes that are outside of the building SHOULD NOT enter the building, they should move to the primary evacuation site. (Community Center)

Inside Classes:

If possible, experts say that the safest step, due to building design is to exit the building and go to the primary evacuation site using one of the two paths:

Masonic Lodge to Union, Road to Nowhere, creek, forested, paths, Union Street parking lot.

If evacuation is not possible:

Teachers should glance in the hallways for students, students should enter the nearest classroom.

Lock all doors and windows, close curtains, turn off lights, silence all electronics including cell phones. If your classroom door does not lock, push something heavy against it if possible.

Move all students to lockdown area. Students should sit on the floor and remain quiet.

Lab: Up against and flush under the windows.

East: Amy's office-or the library if it is not possible to safely reach Amy's office.

Middle: Copy Room, Amy's Office, Teacher's Office

West: Copy Room

Keep students calm and silent.

Take attendance.

Teachers should prepare a list of missing and extra students in the room.

Teachers should prepare to take this list with them once they are directed to leave the classroom.

DO NOT respond to anyone at the door until "all clear" is announced.

Keep out of sight.

Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.

When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.

Remain in place until all-clear is given by teacher or law enforcement.

## Appendix A

### Staff & Faculty Contact List

Amanda Fisher, (707) 364-2566	9-11 History, 6/7 I&S, 7 Core
Amy Miller (Bazemore), (707) 498-8758	Ensemble, Drawing
Ana Juan, (323) 304-4924	6-8 Spanish
Bodhi Waller, (707) 616-5297	8 Math, Math Counts
Adam Hess (252) 619-4961	Site Director
Heather Quarles, (707) 267-0376	7/8 L&L
Oscar Lopez (702) 250-6262	6-8 Spanish
Sarah Burstein-Sinnott, (707) 498-0084	6/7/8 Science

### **Emergency Action Plan (EAP)**

Northcoast Preparatory Academy High School  
1761 11<sup>th</sup> Street, Arcata CA 95521

### **Primary Evacuation Sites:**

Lockdown: Arcata Community Center 321 MLK Jr. Parkway, Arcata, CA 95521 Fire/Earthquake:  
School parking lot. Stewart Park

**Primary Safety Coordinator:** Patti Mackay, (252) 619-4961     [ahess@northcoastprep.org](mailto:ahess@northcoastprep.org)

**Communication:** All shelter-in-place and lockdown incidents should be reported immediately to the head of school, Michael Bazemore (707) 498-7458, [mbazemore@northcoastprep.org](mailto:mbazemore@northcoastprep.org)

**First-Aid/Emergency Supplies:** First-Aid and emergency supplies can be found in the main office.

### **Emergency Team:**

Adam Hess, Primary Safety Coordinator, First Aid/CPR

Duties:

- Primary contact with law enforcement and head of school
- Provide first-aid as needed
- Coordinate any other efforts or needs required

Bridget Quinn, student location, family communication.

Duties:

- Account for all students using information provided by teachers
- Report missing students to Adam
- Report first-aid needs to Adam
- Communicate as needed or as directed by Adam with families



#### Other Personnel On-Campus:

- Provide support and assistance to Adam and Bridget
- Provide support to students as needed
- Report missing students, students in need of first aid to Bridget

\*other personnel contact information can be found in appendix A. \*

\*\*A copy of the current MS and HS schedule will be included each year. This will allow the Emergency Team to identify which staff members are on- campus\*\*

## **Emergency Drill Preparation for Faculty and Staff**

### **Prepare yourself *before* the drill**

- Check that the School Emergency Evacuation Route map is posted in your room. On it mark your room clearly in a contrasting color. If you do not have a copy, please obtain one from the school office.
- Classroom teachers may consider keeping a blanket, supply of bottled water, non-perishable food or snacks and other supplies in your room in the event an emergency requires a sustained lock-down.
- Check that you know the location of the nearest fire extinguisher, any other emergency supplies, and first aid supplies.

### **Student Preparedness:**

- Encourage your students to take every drill very seriously.
- Practice is necessary to help us remember how to act when an actual emergency arises.
- Drop down to your knees and make yourselves small.
- Cover your face, head and neck, closing your eyes. Keep your body under or below the level of desk/table/chairs, with your back to windows.
- If outside, get clear of buildings, power lines, trees, light poles and other dangers, drop down to your knees and cover your head and neck.
- Make sure that your students know the 4 rules for building evacuation: don't talk, don't push, don't run, don't turn back.
- Students should know that if there is an emergency when they are outside of a classroom (during break or lunch or if they are somewhere), they should exit with the nearest class and should NOT go back inside.
- If they are between classes, they should assemble in the outdoor emergency assembly area with their next period class.
- Review the emergency evacuation routes. Monitor the route to ensure the route is clear.
- Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Contact will be allowed to pick them up from school in a real emergency.

## **Prepare parents**

- Parents will be notified of drill dates and preparation at the start of each school year.
- Confirm with parents that their Emergency Contact Form is up-to-date, and explain the importance of the reunification procedures.
- Reassure parents that their children will be safe at school until they arrive.

## **Earthquake Drill Instructions**

***Read and practice in advance with your class. The “drill scenario” will help you to imagine the variety of possibilities in the event of a real earthquake.***

ACTUAL EARTHQUAKE: In the event of a real earthquake, your signal will be the beginning of shaking itself. (In the case of a drill, the signal to begin will be an emergency bell that will continue for 10 seconds, followed by an “all clear” bell.)

Teacher or staff member present shouts the command “Earthquake! Drop, Cover, and Hold On!” Students should follow instruction as they have practiced during preparation. If an aftershock occurs while you are exiting, drop and cover until the shaking stops.

When the shaking has stopped (or when the all clear bell rings) IMMEDIATELY and before you exit your room take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to open the airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be transported with class if staying would be dangerous, otherwise assure injured that help is on its way.

The Emergency Assembly Area (EAA) is the West parking lot.

Escort your class(es) to their designated place in the EAA. Use the suggested routes on your evacuation map or alternate route if yours is blocked or unsafe. Everyone is to stay together and to quickly and quietly evacuate.

Take your seat in your assigned area, keeping classes separate and take roll. Check again for injuries. If an injury needs medical attention, that will be addressed quickly.

Teachers are to remain with their class AT ALL TIMES. Students must remain seated together as a class throughout the duration of the drill. Periodically call roll as needed. Keep students quiet so that they can hear important information as it is shared. Children are to leave only in the company of a parent/guardian.

## Active Shooter Drill:

*Read and practice in advance with your class. The “drill scenario” will help you to imagine the variety of possibilities in the event of an active shooter.*

### HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life. Remember that customers and clients are likely to follow the lead of employees and managers during an active shooter situation.

#### 1. Evacuate

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

#### 2. Hide out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. This will depend on the room, but should follow the guidelines below.

Your hiding place should:

- Be out of the active shooter's view, and away from windows.
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

If the active shooter is nearby:

- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

If evacuation and hiding out are not possible:

- Remain calm

- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

### **3. Take action against the active shooter**

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

## **Tsunami Drill:**

***Read and practice in advance with your class. The “drill scenario” will help you to imagine the variety of possibilities in the event of a real tsunami.***

In the event of a tsunami, classes will evacuate according to the Emergency route posted in their given room. The teacher will bring the class to the EAA. Roll will be taken for each class. Once every student has been accounted for, the school will move as a group to Stewart Park.

It is a real possibility that an earthquake will precede a tsunami. Follow earthquake procedures, and give attention to the potential for a tsunami warning to follow. Should this happen, enact the tsunami evacuation plan.

## Fire Drill

***Read and practice in advance with your class. The “drill scenario” will help you to imagine the variety of possibilities in the event of a real fire.***

ACTUAL FIRE: In the event of a real fire, your signal will be either an alarm, any unusual burning smells, and/or smoke. (In the case of a drill, the signal to begin will be an emergency bell that will continue for 10 seconds, followed by an “all clear” bell.)

Teacher or staff member present states the command “Fire Drill!” Students should follow instruction as they have practiced during preparation.

The teacher of each class will need to quickly determine the status of the scenario to determine if alternate evacuation is required. Teachers should also determine if the given scenario has injured any students. Appropriate action will be taken as required.

The Emergency Assembly Area is the West parking lot.

- Should this area be unsafe, everyone will move to the next most appropriate location. This may be off site as needed. Greenview Park is a 5 minute walk, and will be our primary offsite emergency assembly area.

Escort your class(es) to their designated place in the EAA. Use the suggested routes on your evacuation map or alternate route if yours is blocked or unsafe. Everyone is to stay together and to quickly and quietly evacuate.

Take your seat in your assigned area, keeping classes separate and take roll. Check again for injuries. If an injury needs medical attention, that will be addressed quickly.

Teachers are to remain with their class AT ALL TIMES. Students must remain seated together as a class throughout the duration of the drill. Periodically call roll as needed. Keep students quiet so that they can hear important information as it is shared. Children are to leave only in the company of a parent/guardian.

## Reunification process

The reunification process will depend on the need presented by a given scenario. Here is a general overview of the process.

Teachers may be responsible for contacting parents of students who do not have phones, or who have phones that are not working.

All teachers may access the parent phone list in the emergency folder. Given access to the internet, they may also use the school shared drive to access parent/guardian phone numbers.

Should it be necessary to cancel the remainder of a school day, each student will contact a parent/guardian to plan their departure. It may be required that a teacher speak with a parent/guardian to receive permission to allow a student to go home on their own.

Students will remain in the EAA unless given permission to return to the building. Gathering of personal belongings from the classroom may occur when the building has been cleared as safe.

## Appendix F: Northcoast Preparatory Academy Code of Conduct

### NPA Code of Conduct and Disciplinary Policy

Attending any charter school is a choice. Understanding the mission and vision of a charter school should be of utmost importance in making the choice to attend that particular school. The mission of the Northcoast Preparatory and Performing Arts Academy is to nurture highly motivated individuals who are willing to take initiative and assume responsibility for their own learning. NPA does not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref. California Education Code §47605(d)(1)]*

Specifically, NPA's mission is:

- 1) to provide a rigorous international college preparatory and arts program
- 2) to foster and uphold the highest standards in regard to personal integrity and conduct
- 3) to promote a desire for excellence in one's chosen pursuits
- 4) to encourage responsibility for choices made
- 5) to create an atmosphere conducive to emotional, intellectual, and creative discovery
- 6) to provide opportunities for community involvement and leadership
- 7) create a caring, responsible community
- 8) initiate a journey toward lifelong learning, creativity, and individual and social awareness

NPA's code of conduct is based on the principle of learning while living respectfully in regard to oneself, to others, and to the environment. These areas--oneself, others, and the environment--are intimately interrelated and actions in one area have repercussions for the other two. Sections A through C clarify in more specific detail what respectful living entails in our particular context.

A. Respect for oneself entails:

1. taking care of one's mind, body, and spirit
  - a. being truthful
  - b. allowing time for reflection and creativity
  - c. following the laws of California
2. being prepared for class and arriving on time
  - a. allowing adequate time to complete assignments
  - b. asking for help when it is needed
  - c. caring about the quality of one's work
3. learning from rather than punishing oneself for one's mistakes

B. Respect for others entails:

1. listening and being present when another is talking in class or performing
2. finding ways to understand, appreciate, and acknowledge the unique talents of each person in the school
3. increasing one's awareness of how one's particular behavior is affecting others and their activities, including how one's participation in class affects the learning of other students
4. using language and physical actions which are not intrusive or offensive
5. being sensitive to the needs of others and appreciating personal and cultural/religious differences
6. avoiding bullying of any kind, including verbal assaults, culturally insensitive remarks, unwanted physical contact, and any other action that belittles another student or makes him or her feel unsafe
6. being curious rather than defensive when one's ideas or views are challenged
7. sharing in set up and cleanup activities
8. helping others maintain the school's mission

C. Respect for the environment entails:

1. taking care of the physical environment
  - a. keeping the school room and grounds clean
  - b. thinking of ways to enhance the beauty and usefulness of our space
2. initiating projects related to the mission of the school
3. maintaining behavior that reflects positively on the school's mission and vision
  - a. behaving in a manner that is a credit to NPA when on field trips or other off-campus activities
  - b. remaining at the school site during school hours unless prior arrangements have been made with the school and parents

If the Code of Conduct outlined above is followed there should never be a need for disciplinary action. In the event of a breach of the Code of Conduct, however, a teacher or administrator may recommend such action.

As long as a student is enrolled in NPA it is understood that the student agrees to conduct himself or herself in accordance with the laws of California at all times. This agreement to conduct oneself in accordance with the



laws of California includes, but is not limited to, laws pertaining to the use, possession, transportation, sale, and cultivation of illegal substances. Any breach of the Code of Conduct, including any violation of the laws of California, can constitute cause for disciplinary action.

## Disciplinary and Academic Probation

At the discretion of a teacher or administrator, a student may be placed on probation for persistent or serious violations of the Code of Conduct. If, after having been placed on probation, the student continues to commit serious violations of the Code of Conduct, a teacher or administrator may recommend the initiation of the suspension/expulsion process. If the student ceases to commit the violation(s) in question, the probation status will be removed the following semester.

## The Suspension/Expulsion Process

For serious violations of the Code of Conduct, the suspension/expulsion process may be initiated by a teacher or administrator without first placing the student on probation. Once initiated, each step (1-3 below) of the suspension/expulsion process must be approved by the Site Director or Head of School. The Site Director or Head of School may stop the process at any time.

The suspension/expulsion process is as follows:

1. Student behavior causes the Site Administrator or Head of School to initiate suspension for a day
  - a. Teacher contacts parent by phone or in person and documents incident or behavior
  - b. Teacher delineates and documents needed changes in behavior
  - c. Parent meets with teacher and Site Director together to discuss student's status
  - d. If requested by any party a staff committee will be convened to review the incident. Parent may attend the review process.
2. Student repeats behavior--consequence is suspension for one to three days. This step may occur one or more times before moving to step three.
  - a. A joint meeting with parent, teacher, and Site Director seeking positive solutions to ongoing problem with clear delineation of needed changes and timetable for changes
  - b. Student may be present at part of meeting by request of teacher or parent
  - c. Parent and student will be informed if expulsion is a possible consequence for continued behavior that is incompatible with basic student responsibilities
3. Student is recommended for expulsion
  - a. Recommendation must be approved by the Head of School
  - b. May be a result of the failure of steps one and two with prior warning of expulsion

- c. May result, with no "warning", from extreme violation of student responsibilities
- d. School sends written notice of the facts, allegations, and student/parent rights to the parent or caregiver regarding the offense
- e. The Board of Directors holds a hearing to determine if the case merits expulsion
- f. At the conclusion of the hearing, the student will either be expelled or offered reinstatement, as appropriate

The suspension/expulsion process will be amended as required by law to protect the rights of students with an educational plan team if a suspension lasts beyond ten days or in the event that expulsion is recommended.

## Appendix G: Right to Learn in a Safe Space

### Harassment, Discrimination, Intimidation and Bullying Prevention Policy - In compliance with the Safe Place to Learn Act

It is the policy of Northcoast Preparatory Academy (NPA) to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of NPA to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

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

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

### Definitions

**Discrimination:** Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

**Harassment:** Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

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

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demand
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

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

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters

- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitation
- Physical conduct: touching, assault, impeding or blocking movements

**Intimidation:** Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

**Bullying:** Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.

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

#### Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance

with the procedure set forth below. The school will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

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

- Their teacher, site director or other school personnel
- The Head of School

Complaints may be submitted to the Head of School by any of the following methods:

- By email at [mbazemore@northcoastprep.org](mailto:mbazemore@northcoastprep.org)
- By mail at 285 Bayside Road, Arcata CA 95521

Any teacher, school counselor or other school employee that receives any complaints of misconduct as defined by this policy, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Head of School, so that the school may attempt to resolve the claim internally. Any school personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

***For more information on signs and symptoms bullying see please refer to:***

***<http://www.stopbullying.gov/laws/california.html>***

#### Investigation and Disposition of Complaints:

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

The school will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the school to the extent possible, but note that the investigation will not be completely confidential. The school shall ensure confidentiality with respect to a student's or family's immigration status.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Head of School shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors (NPA) of the school by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the school's resolution of the complaint. The Board of Directors (NPA) will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student

may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

#### Parental Notification:

Each year, the school shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The school shall also inform students who are the victims of hate crimes of their right to report such crimes.

#### Creation of a Safe Space Practices:

At NPA we strive to create a place where every student feels safe, secure and important. Preventing bullying is the most important part of our policy. Parents, teachers, staff and students are all engaged in the creation of a safe learning environment. By working together we aim to share a common language so that when challenges arise we can find solutions as a team.

#### Teachers and Staff:

- Create safe classroom environment
- *Nonviolent Communication* practice used school-wide
- *Restorative Practices* are used school-wide
- A school counselor is accessible
- Teachers and administrators make themselves available to parents and students

#### Classroom and school-wide instruction:

- Guidelines for Success
  - Respect for myself
  - Respect for others
  - Respect for the environment

#### Students:

- Develop self-regulation skills
- Develop a growth mindset
- Students use skills to solve and prevent conflicts
- Participation in weekly all school meetings with focused small group and whole group discussions on relevant topics.

#### Parents:

- Weekly school-wide newsletters and weekly class letters, at the middle school, keep parents informed of our school's efforts to promote a safe environment
- Once per semester parent dinners are times to learn about individual students needs and goals.

## Appendix H: Excerpt from Employee Handbook

### INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the school the opportunity to seek internal resolution of their work-related concerns. All employees have open access to the Head of School or the site director to express their work-related concerns.

#### ***Internal Complaints (Complaints by Employees Against Employees)***

This section of the policy is for use when a school employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Head of School:

1. The complainant will bring the matter to the attention of the Head of School as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Head of School will then investigate the facts and provide a solution or explanation;

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### ***Policy for Complaints Against Employees (Complaints by Third Parties Against Employees)***

This section of the policy is for use when a non-employee raises a complaint or concern about a school employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the Head of School as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Head of School shall abide by the following process:

- The Head of School shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Head of School finds that a complaint against an employee is valid, they may take appropriate disciplinary action against the employee. As appropriate, the Head of School may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Head of School's decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

### ***General Requirements***

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

## **Appendix I: Northcoast Preparatory Academy Dress Code**

### **Student Policy**

Appropriate dress contributes to a productive learning environment. NPA encourages students to wear clothing that they feel comfortable in and are able to participate in a wide range of movement activities. Parents are encouraged to support their students to be prepared for the variety of weather patterns that can

arise on any given school day.

NPA values each child's unique expression and seeks to have an inclusive Dress Code. If at any time a member of the community has feedback to improve the inclusiveness of the policy, we welcome the chance to improve.

**General:**

- Clothing is free of hate speech, curse words or phrases as well as advertising drugs, alcohol, tobacco, gang related activities and anti-school messages.
- The body is covered from above the bust down to the upper mid thigh. Clothing covering this area is opaque and skin does not show through.
- Students are encouraged to wear clothing that allows them to move their bodies and engage in the physical activities that they wish to with comfort.

The Head of School or site director reserves the right to make judgments on any article of clothing, which poses the potential for the disruption of learning and/or compromises a safe and orderly learning environment.

## **Appendix J: REGISTRATION OF VISITORS/GUESTS**

Northcoast Preparatory Academy (NPA) encourages parents/guardians and interested members of the community to visit the school and observe the daily educational programs. NPA endeavors to create a safe environment for students and staff. To provide a safe environment for our staff and students we must closely monitor movement within our school every day. The following policy is in place to ensure the campus safety, provide quality instruction to all students, and provide effective communication opportunities for our parents.

**Definitions**

A “*visitor*” is defined as any person seeking to enter the school building who is not an employee of the school, or a student currently enrolled in that building. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.

**Posting of Notice**

The Head of School or site director shall post a notice setting forth school hours, visitor registration location and requirements, penalties for refusing to leave the school premises, and any other announcements required by the local law enforcement agency in order to pursue the arrest of persons found loitering or trespassing.

**Procedures for Visitors to Charter School Premises**

1. Visits during school hours should first be arranged with the teacher and site director, in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time in advance. Parents/Guardians seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the site director
2. All visitors (including volunteers) shall fill in the sign in/out sheet, located in the teacher's room immediately upon entering school premises during regular school hours.
3. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be



required to wear personal protective equipment, such as masks, and practice social distancing. NPA reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

4. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. NPA shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by the NPA, consistent with the law. The School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

5. Before leaving campus, the visitor shall sign-out using the sheet in the teacher's room. Parents or Guardians picking-up a student early from school must also sign-out their child before leaving campus.

#### Procedures for Disruptive Visitors

1. The site director may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities.

2. The site director may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, to promptly leave school grounds.

3. Any possession of unauthorized dangerous instruments, weapons, or devices on school grounds shall be reported immediately to the site director and may be reported to the appropriate local law enforcement agency.

4. Any person who fails to leave upon the request of the site director, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to law.

5. School personnel shall report entry by immigration-enforcement officers to an appropriate staff member as would be required for any unexpected or unscheduled outside visitor coming on campus.

6. The site director shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

7. School employees and volunteers should at all times watch for strangers on the school premises. Employees and volunteers should immediately inform the Charter Director or designee of any visitor who refuses to comply with registration requirements.

#### Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, the visitor will be guilty of a misdemeanor, which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

3. Disruptive conduct may lead to the Charter School's pursuit of a restraining order against a visitor, which would prohibit the visitor from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.