AGENDA

1. Meeting called to order
2. Establish quorum
3. Salute to the flag
4. Adoption of the Agenda
   5. Open public forum – Recognition of members of the audience wishing to address an agenda item may do so at this time or at the time the agenda item is heard. After being recognized by the Board president, please identify yourself. A member of the public may at this time make brief comments regarding items not on the agenda, although no action may be taken.
6. Close public forum
7. Presentation
   A. SELPA, Eli Gallup, Assistant Superintendent
8. Approval of the Consent Agenda
   These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion, unless a Board member or citizen requests that an item be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items.
   A. Approval of minutes of the Regular meeting of January 21, 2015 (page 1)
   B. School Accountability Report Card – 2013/14 (page 6)
      1. Sugarloaf Mtn. Juvenile Hall Program
      2. Edge Academy
      3. Launch
9. Staff Reports
   A. Alternative Education, Sanford
   B. Educational Services, Johns
   C. Business Services, Somers
10. Superintendent’s Report
    A. Union Hill Superintendent Search
    B. Facilities Update

All times approximate
11. Action Items 10 min.
   A. Shall the Nevada County Board of Education Approve the Comprehensive Safety Plans for Earle Jamieson Educational Options – Edge Academy and Launch, which is operated under the County Office of Education? (page 7)
   B. Shall the Nevada County Board of Education Approve Resolution No. 15-01 Calling for Removal on Local Reserves Cap for School Districts SB 858, Section 27/California Education Code 42127.01 (Rev. 09.22.14)? (Roll Call Vote) (page 109)
   C. Shall the Nevada County Board of Education reschedule the May 20th, 2015 regularly scheduled meeting?

12. Information/Discussion Items 10 min.
   A. Budget Review
      1. NCSOS Program Budget review (page 111)
   B. Twin Ridges Home Study Charter School

13. Reports 10 min.
   A. Board Reports
      1. SARB, Lapiere
      2. Legislative, Sexton
      3. NCSBA, Meek
      4. Charter Liaison, Allieri
      5. Individual Board Reports

14. Correspondence
    1. NCSOS Quarterly Investment Report as of December 31, 2014 (page 114)
    2. Writing and Math Tournament Results (page 135)

15. Future Agenda Items
   A. Approval of Annual Donation for NCSBA dues in the amount of $100
   B. Resolution No. 15-02, Education Protection Account (Roll Call Vote)

16. Adjournment

   Next Meeting Date: March 11, 2015, 3:00 p.m., 112 Nevada City Highway, Nevada City

   This agenda was posted at least 72 hours in advance of the meeting at the Nevada County Superintendent of Schools office, 112 Nevada City Highway, Nevada City.

   Posted: 2-12-2015
   Date

   Notice: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Nevada County Superintendent of Schools office – reception desk, located at 112 Nevada City Highway, Nevada City, CA. For more information please call 530.478.6400 ext.203.

   Notice: In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, contact the Nevada County Superintendent of Schools office at 530.478.6400 ext. 203 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate your needs. [G.C. §54953.2, §54954.2(a)(1); Americans with Disabilities Act of 1990, §202 (42 U.S.C. §12132)]
1. **Meeting called to order** by Board President Michael

2. **Establish quorum**
   - Trevor Michael present
   - Tracy Lapierre present
   - Larry Meek present
   - Shelly Sexton present
   - Bob Altieri present

3. **Salute to the flag**

4. **Adoption of the Agenda**
   On a motion by Sexton and seconded by Lapierre, the agenda was adopted as presented. The motion carried unanimously.

5. **Opened public forum** – Recognition of members of the audience wishing to address an agenda item may do so at this time or at the time the agenda item is heard. After being recognized by the Board president, please identify yourself. A member of the public may at this time make brief comments regarding items not on the agenda, although no action may be taken.

   The Board heard comments from Marianne Slade-Troutman on FCMAT and Facilities.

   The Board heard comments from Calvin Clark on FCMAT; Penn Valley Update; Health and Safety; and Complaint Procedures.

6. **Closed public forum**

7. **Presentation**
   A. FY 2013-14 Audit Report, *Elizabeth Sav, Crowe Horwath (under separate cover)* (page 1)

   Senior Manager for Crowe Horwath, Elizabeth Sav, walked the Board through the Financial Audit Report. Sav referenced the two accounting standards, GASB 66 and GASB 67 noting there was no impact on the COE this year. Next year however, GASBE 68 will be enacted and may have a significant impact.

   There were no corrected misstatements; no uncorrected misstatements. It is Crowe Horwath's opinion that the financials presented led to an unmodified opinion, the best opinion to see on an audit report. Internal controls and Federal compliance were unmodified.

   B. Presentation on EPIC Charter School, *David Villarino, President/CEO*

   Tiffany Tosti and Felix Garcia, FIELDS Staff, provided the Board with an update on FIELDS and EPIC de Cesar Chavez Charter School which included a review of EPIC’s assessment policy, student and staff testimonials, enrollment and ADA figures and courses offered.

   EPIC serves students ages 18 and older. Current average enrollment including all sites is 79; average daily attendance (ADA) is at 62.31.

8. **Approval of the Consent Agenda**

   These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion, unless a Board member or citizen requests
that an item be removed for discussion and separate consideration. In that case the
designated item(s) will be considered following approval of the remaining items.
A. Approval of minutes of the Regular meeting of December 10, 2014 (page 2)
B. During the fourth quarter of 2014 October-December, there were no complaints filed to be
reported, pursuant to Williams Uniform Complaint Procedures (E.C. 1240(H); Board Policy
1010 – Uniform Complaint Procedures) (page 8)

On a motion by Altieri and seconded by Lapierre, the agenda was adopted as presented.
The motion carried unanimously.

9. Staff Reports
A. Alternative Education, Sanford
Sanford provided a handout detailing the population and attendance at EJ and Sugarloaf.
School Site Council meeting was held; School Safety Plan approved; LCAP process reviewed;
and SPSA goals for 2014-15 discussed.
CAHSEE preparation is underway for the February administration.
Graduation was held for a Sugarloaf student. This is the 7th graduation from Alt Ed this school
year.
Staff development day coming up with both Sugarloaf and EJ staff.
B. Educational Services, Johns
Johns led the Board through a ppt presentation which included updates and activities on the
Director of Curriculum and Instruction; Alt Ed; Sierra College CDC; TKM Full Inclusion
Preschool & Science Discovery Preschool; Student Support Services; Safety & School Climate
Coordinator; Behavioral Specialist; PBIS; Foster Youth/Indian Ed/ILP; Academic Tournaments;
Health Services Coordinator; Safe Schools/Healthy Students/FRC; County Arts Coordinator;
Adventures in Learning Summer Program; LCAP; Grant Proposals; and Williams Review.
Johns also noted that as they continue to monitor the LCAP and Alternative Ed has made
great progress as they continue to meet and improve on goals.
C. Business Services, Somers
With the start of the year the business office is seeing a lot of activity as they review district
interims and charter’s 1099’s.
Pleased to say that Lisa Lahue was hired for the business office and for the time being will split
her time between the business office and charter business services.

10. Superintendent’s Report
A. Library Tax Measure
Measure C was passed in Nevada County 15 years ago and is set to expire in 2016. A group
of individuals determined to see that it is extended are meeting to see that it gets on the 2016
ballot.
B. Malakoff Environmental Center
Supt. Hermansen and Shar Johns continue to meet with Sierra Streams, SYRCL, and TRSD.
Efforts are to create a pilot 4th Grade Outdoor Education Program. Plans are moving along
well. Sierra Streams is writing a grant; at 2nd interim we may ask that NCSOS help in funding
for teachers and funding to offset transportation. Currently we fund transportation for 3rd
graders attending In-Concert Sierra and 4th graders attending Music in the Mountains. This
would be another way to provide something to all school districts.
C. Jr. Achievement
There is high interest in the school districts for this entrepreneurial skill building program.
Moving forward, they are currently enlisting local businesses as the look to raise funds to pay
for materials and volunteers.
D. Union Hill Superintendent Search

Public input meetings were held for both the public and staff. Results were reported to the UHSD Board. Deadline was extended one week and is set to close the first week in February.

E. Penn Valley Update

The PVUESD Board released the Superintendent; and took action to appoint two co superintendents. Teena Corker and Susan Clarabut will work together and our office will work closely with them.

F. CCSESA Federal Task Force

Conversations are taking place on reauthorization of NCLB; Forest Reserve Funds no longer coming in; funding continues to be increased for special needs students as costs go up and funding remains the same. Federal Legislation is important this year.

G. League of Women Voters CCSS Presentation

On January 10th, Shar Johns, Kathleen Kiefer and Devin Bradley (Ready Springs Teacher) gave a presentation. There was incredible turnout. League of Women Voters summarized the program presentation in a handout which was shared with the Board.

H. School Site Visitations

With a goal of visiting each school site, this month’s visits included Truckee sites of Forest and Twin Ridges Home Study Charter. Supt. Hermansen also met with the TTUSD Superintendent.

11. Action Items

A. Shall the Nevada County Board of Education accept the FY2013-14 Auditors Report of Nevada County Superintendent of Schools as presented at the regular Board meeting of January 21, 2015?

On a motion by Meek and seconded by Sexton, the Nevada County Board of Education accepted the FY203-14 Auditors Report of Nevada County Superintendent of Schools as presented at the regular Board meeting of January 21, 2015. The motion carried unanimously.

B. Shall the Nevada County Board of Education schedule a special meeting in June for Public Hearings for LCAP and Budget?

On a motion by Altieri and seconded by Lapierre, the Nevada County Board of Education scheduled a Special Board meeting on June 17th at 3:00 PM for Public Hearings of the LCAP and Budget; and a Regular Board meeting for June 30th at 2:00 PM. Motion passed unanimously.

12. Discussion/Information Items

A. Governor’s January Budget Proposal

Somers noted that the Governor’s January Budget Proposal is just a proposal, and still needs to go through committees and may change in the June adoption.

The continuing commitment by the Governor is strong as he is steadfast in his commitment to funding LCFF and reducing the wall of debt.

Revenue for January is over $2Billion higher. The $2Billion will likely come to schools in the form of one time monies. Most of the additional money goes to Prop 98 funds. Prop 98 is the minimum level of funding.

There is also a proposal to provide funds for Adult and Career Education which is needed as many ROP's were decimated or severely reduced in the recent years.

The governor provided some additional funds to COEs to defray additional costs related to LCAP work now and ongoing.

There may be a change in legislation regarding school district reserves to return local control to districts.
Good news, California has been 50th in the nation in student funding; we’ve moved up to 46th based on 2012 data. The national average in 2012 was $11,735 per student; Nevada County is well below that average.

We are well into the 7th year in expansion in California and traditionally there is some retraction every 7 years.

Prop 30 new taxes are set to expire in 2016 for sales tax and 2017 for the personal income tax. We will see if Prop 30, sales and property taxes, gets renewed.

B. Budget Review
   a. NCSOS Program Budget review (page 9)

C. Twin Ridges Home Study Charter School
   NCSOS continues to provide business services and work closely with the director and the charter council. The outlook is excellent. Somers continues to attend all council meetings and each meeting does a little more training; and meets with the director weekly. They are very responsive and open to suggestions. Their enrollment is stable. At budget time the ADA was 97; they had a strong stable ADA increasing to 107; and finished P1 at 116. Council and director have been cautioned on how to treat one-time money; trends need to be established.

D. Facilities update
   In talking with Susie Richards, local realtor, there are two buildings that may meet the parameters of NCSOS needs.
   Sexton had asked what the work space industry’s standards were at the last meeting. After some research, Supt. Hermansen discovered there are standards and codes; and will be working with an architect.
   Supt. Hermansen asked if there were 1-2 Board members who wish to form a sub-committee to work with staff and visit potential options. Altieri, a licensed real estate broker, volunteered.

E. FCMAT Review of County Office Operations
   Public comment was heard from Slade-Troutman and Clark.
   Michael asked what the will of the Board was, to close item or place on agenda for future activity. All Board members unanimously agreed there is no need to revisit this item.

13. Board Member Reports
   A. SARB, Lapierre – no report.
   B. Legislative, Sexton
      January 1st, 2015 several bills took affect for training volunteers at school sites on the EpiPen. Mandated reporter training annually for other employees.
   C. NCSBA, Meek – next meeting is scheduled for February 5th at 9 AM
   D. Charter Liaison, Altieri – no report.
   E. Individual Board member reports

14. Correspondence
   A. Nevada County Board of Education Meeting Calendar for 2015, as approved 12/10/14 (page 23)

15. Future Agenda Items
   A. Lapierre needs to see if the May 20th 2015 can be rescheduled, as she has a conflict.

16. Closed Session
   A. Real Estate Negotiations
      (G.C. 54956.8)
      Leased Property described as 117 New Mohawk, Suite F, Nevada City, California 95959

17. Open Session
Report out from closed session – after discussion, no action was taken.

18. **Adjournment**

Next Meeting Date: March 11, 2015, 3:00 p.m., 112 Nevada City Highway, Nevada City

Approved:  

Trevor Michael, President  

Date: **February 18, 2015**
To view the SARC:

Copy and paste into browser:  http://www.sarconline.org/Home/Search

Type in the schools name in the SEARCH box:

1. Edge Academy
2. Launch
3. Sugarloaf Mountain, Juvenile Hall Program

At least 24 hours prior to the meeting; or after the meeting, if you would like a hard copy of these documents, please notify Samie White at swhite@nevco.k12.ca.us or call 530-478-6400 x203. Thank you.
Earle Jamieson Educational Options
Comprehensive School Safety Plan
January 2015
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Comprehensive School Safety Plan

January 2015
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Holly Hermansen  
Nevada County Superintendent of Schools

Christine Espedal  
Safety and School Climate Coordinator  
NCSOS

Diana Ely  
Office Manager

Sherry Forther  
Teacher

Shar Johns  
Associate Superintendent, NCSOS

Lisa Sanford  
Principal

Sam Naszady  
Teacher

Breeanna Essary  
Transitional Assistant

Date Approved by School Site Council: 1-15-15
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INTRODUCTION

A. Purpose of the Plan
The purpose of the Earle Jamieson Educational Options Comprehensive School Safety Plan (School Safety Plan) is to identify and respond to incidents by outlining the responsibilities and duties of the Earle Jamieson Educational Options 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 Earle Jamieson Educational Options has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents, and incidents that may occur at Earle Jamieson Educational Options 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. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Earle Jamieson Educational Options regularly schedules in-service training for faculty, staff, and students.

Lastly, developing, maintaining, and exercising the School Safety Plan increases Earle Jamieson Educational Options legal protection. Earle Jamieson Educational Options 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.

B. Scope of the Plan
The Earle Jamieson Educational Options 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 Earle Jamieson Educational Options Comprehensive School Safety Plan operates within the framework of the approved Nevada County Office of Education School Board policies.

C. Situation Overview/Hazard Analysis Summary

1. Office Population
Earle Jamieson Educational Options is currently located in 4 portable single story type.

2. School Population

General Population: Earle Jamison Educational (EJ) Options, 12338 McCourtney Road, Grass Valley, CA has a transient population. EJ provides an educational placement for student grades 7-12 who have been expelled from their school, are on probation or have been referred by the Student Attendance Review Board. Generally, there are 10-15 student who attend daily.

Special Needs Population

Earle Jamieson Educational Options is committed to the safe evacuation and transport of students and staff with special needs on each school site. While there is rarely a student or staff member with specific special needs, the school is equipped with ramps to each classroom/office. Should the need arise to accommodate any other types of specific needs, the site will be evaluated and those accommodations will be implemented.
2. Building Information

Earle Jamieson Educational Options is located at 12338 McCourney Rd.; Grass Valley, CA. The site includes 9 buildings which includes student restrooms and the Western Sierra YouthBuild site) and 1 parking lot which is shared with the Western Sierra YouthBuild.

A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, 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 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.

The Nevada County Superintendent of Schools 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 Plan of Nevada County 2011 serves as a tool for assessing potential hazards affecting school sites. Earle Jamieson Educational Options 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 Plan of Nevada County 2011, circumstances in the school or near school sites that may present unique problems or potential risk to people or property rank wildfire as a 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.
The following is a history of mitigation assessments from the 2011 Local Hazard Mitigation Plan of Nevada County:

Since we published our 2006 plan, the County has responded to a national call for pandemic flu response preparedness. County efforts have included procurement, installation and tasking of new equipment and the preparation and practice of new policies and procedures that allow the County to respond effectively to future pandemic flu outbreaks. This work was conducted outside the scope of the Plan and whereas the program is maintained by the County, this work will remain outside the scope of the Plan.

Since we published our last Plan the County has been affected by the worldwide economic downturn which has resulted in reduced government funding, leaving County departments with fewer staff and financial resources to respond to potential disasters. Our systematic evaluation of the Plan and reassessment of risk prioritization has resulted in a realignment of risk mitigation priorities.

Moving forward the Plan will list Severe Weather before Floods and Drought will be listed independently following Floods on our priority list. These revisions are based on our experience over the last few years of the logistical challenges due to power outages from severe weather like snow and high winds as well as localized flooding from heavy rains.

Our revised priority list is:
a) Urban and wildland 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)
# Identified High-Priority Hazards

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Details</th>
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<tbody>
<tr>
<td>Urban and Wildfire</td>
<td>“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 wildfire 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. 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 &quot;red flag&quot; 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. Related to weather is the issue of recent drought conditions contributing to concerns about wildfire vulnerability. During periods of drought, the threat of wildfire increases” (Mitigation Plan 2011, p. 28).</td>
</tr>
<tr>
<td>Severe Weather</td>
<td>Records show that there have been 69 severe weather incidents affecting Nevada County in the period 1960 to 2000. 28 were incidents related to high wind; 8 incidents were related to freeze or extreme cold; lightning was the issue in 5 incidents; 21 incidents were reported as heavy rain; and 24 were incidents related to winter storm or snow. Some incidents included more than one cited cause (Mitigation Plan 2011, p. 28). 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.</td>
</tr>
</tbody>
</table>
Flood

Flooding is a natural feature of the climate, topography, and hydrology of Earle Jamieson Educational Options and its surrounding areas. Flooding predomnates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.

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).

Hazardous Materials

“Hazardous materials incidents may occur anywhere and at any time in Nevada County. The potential for a hazardous materials incident in Nevada County depends on the volume, distribution, and/or use of chemicals and other hazardous substances in a particular area. An assessment of the known hazardous material threats within Nevada County has been developed. In general, the likelihood of a hazardous materials incident is greatest in the following areas:

1. Transportation Routes
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 railroad tracks.

2. Illegitimate Business
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
Earle Jamieson Educational Options  
Comprehensive Safety Plan

| **Earthquake** | 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.  
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.  
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 un-reinforced 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). |
| **Human Health Hazards** | “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.  
**West Nile Virus**  
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.  
**Pandemic Flu**  
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).  
Key improvements to Nevada County's infrastructure and communication channels have been deemed confidential however the results of these efforts can be seen in improved epidemiological surveillance capabilities, more efficacious responses to anomalies and aberrations in both the healthcare and educational systems, and improved communication between public entities, with healthcare providers, and to the public at large” (Mitigation Plan 2011, p.34) |
| **Intruder** | While a hostile intruder incident has never occurred at Earle Jamieson Educational Options, like any educational site, it is vulnerable to intruders. |
| **Terrorism** | Earle Jamieson Educational Options, like other public institutions, is vulnerable to terrorist activity. |
## Vulnerabilities

| Fire | 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. |
| Severe Weather | 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. |
| Dam Break | An identified vulnerability would be a collapse of Upper Scots Flat Dam, which would immediately overflow Lower Scots 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). |
| HazMat | “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. 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. |
4. 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. Earle Jamieson Educational Options fosters preparedness at all levels. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Earle Jamieson Educational Options 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. Earle Jamieson Educational Options has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Earle Jamieson Educational Options 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 Earle Jamieson Educational Options. Regular drills are conducted with evacuation routes practiced with students and staff.
D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Earle Jamieson Educational Options 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.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of Earle Jamieson Educational Options 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.
- 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.
- 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.
- Proper prevention and mitigation actions, such as creating a positive office environment and conducting fire inspections, 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 Earle Jamieson Educational Options readiness to respond to incidents.
- A spirit of volunteerism among employees will result in their providing assistance and support to incident management efforts.
2. Limitations

It is the policy of the Nevada County Superintendent of Schools Office that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Earle Jamieson Educational Options 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, Earle Jamieson Educational Options 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.
Earle Jamieson Educational Options 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. Earle Jamieson Educational Options 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. Earle Jamieson Educational Options will make every effort to promote ICS 100 training on school sites. *Earle Jamieson is in the process of adopting the ICS, including completing the courses listed below.*
- 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, Earle Jamieson Educational Options 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 Earle Jamieson Educational Options will be delegated the authority to direct all incident activities until 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 Superintendent or other designated officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander or local law enforcement or fire service personnel.
C. Initial Response

Support personnel and teachers are usually first on the scene of an incident. Staff 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 District Superintendent 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 District Superintendent 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 District Superintendent and/or Associate Superintendent 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: Earle Jamieson Educational Options
- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The Superintendent, Associate Superintendent, and school Principals are 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. Superintendent of Schools

The Superintendent of Schools may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Superintendent of Schools 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 District Superintendent 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.

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.)

B. Teachers on school sites

On the Earle Jamieson Educational Options 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.

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:
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- 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 on school sites  
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 Superintendent 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.

K. Other Staff (Itinerant Staff, Substitute Teachers) on school sites
Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

L. 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.

M. Parents/Guardians of students on school sites
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

Provides Strategic guidance and resource support.

Policy Group
Holly Hermansen
(Supt) and Shar Johns
(Asst Supt)

Establishes incident objectives and directs all response actions

Incident Commander
Lisa Sanford
Principal

Operations Section
Diana Ely
Office Manager

Implements all response/tactical actions to achieve the incident objectives.

Planning Section
Nevada County Supt of Schools Board and Holly Hermansen

Activated, only as needed, to support the incident response directed by the Operations Section.

Logistics Section
Eric Neilsen
NCSOS
Paul Palmer
NJUHSD

Finance/Administration Section
Donna Somers
NCSOS Business Services
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.
As needed, the types of Strike Teams described in the following table may be established within the Operations Section. Earle Jamieson Educational Options staff may be assigned to specific sites to assist in operations.

**Operations Section Teams**

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<th>Strike Team</th>
<th>Potential Responsibilities</th>
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| Search & Rescue Team         | Search & 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 & 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:  
  - Identifying and marking unsafe areas.  
  - Conducting initial damage assessment.  
  - Obtaining injury and missing student reports from teachers. |
| First Aid Team               | First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:  
  - Setting up first aid area for students.  
  - Assessing and treating injuries.  
  - Completing master injury report.  
Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims. |
| Evacuation/Shelter/Care Team | 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:  
  - Accounting for the whereabouts of all students, staff, and volunteers.  
  - Setting up a secure assembly area.  
  - Managing sheltering and sanitation operations.  
  - Managing student feeding and hydration.  
  - Coordinating with the Student Release Team.  
  - Coordinating with the Logistics Section to secure the needed space and supplies. |
| Facility & Security Response Team | The Facility & Security Response Team is responsible for:  
- Locating all utilities and turning them off, if necessary.  
- Securing and isolating fire/HazMat.  
- Assessing and notifying officials of fire/HazMat.  
- Conducting perimeter control. |
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<td>Strike Team</td>
<td>Potential Responsibilities</td>
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| Crisis Intervention Team | The Crisis Intervention Team is responsible for:  
- Assessing need for onsite mental health support.  
- Determining need for outside agency assistance.  
- Providing onsite intervention/counseling.  
- Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief. |
| Student Release Team | Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:  
- Setting up secure reunion area.  
- Checking student emergency cards for authorized releases.  
- Completing release logs.  
- Coordinating with the Public Information Officer on external messages. |

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.
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- 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 for emergency responders, submitting documentation for reimbursement, 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 County Superintendent of Schools (NCSOS) 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 (NCSOS 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)

Earle Jamieson Educational Options maintains a site-specific Comprehensive School Safety Plan to address hazards and incidents. Staff members that maintain and exercise the plan are in frequent contact with Christine Espedal, Safety and School Climate Coordinator, Nevada County Superintendent of Schools. Direction in large-scale events is in cooperation with Nevada County Office of Emergency Services, local law enforcement and fire services personnel.

2. Coordination With First Responders

An important component of the Earle Jamieson Educational Options 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 NCSOS. Regular communication, collaboration, drills, and exercises maintain an active working relationship.

Various agencies and services include county governmental agencies such as mental 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 in an incident or traumatic event taking place in the community.

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

E. Source and Use of Resources

Earle Jamieson Educational Options will use their own 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 Earle Jamieson Educational Options 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:

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at the office. The tree originates with the Superintendent, who contacts the members of the staff.
- E-messenger is a phone system available to make all calls to programmed staff, schools, and parents.
- Emails may be sent to teachers in classrooms as an effective communication tool.
- Classroom phones may be used for communication between office staff and teachers.

2. Communication with specific school sites
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- Site specific staff will communicate with the District Office and 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 the site 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, Earle Jamieson Educational Options will:
- Develop a relationship with parents 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’s enrollment packet.
- 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 parents of the school site relationship with the NCSOS office.

In the event of an incident, Earle Jamieson Educational Options will:
- Disseminate information via automated phone calls, radio announcements, television, and emails to inform parents and staff 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.
- 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, NCSOS and/or designee will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with the Media
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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 Earle Jamieson Educational Options 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 District Superintendent’s administrative assistant. In the case of an incident, these media contacts will broadcast Earle Jamieson Educational Options 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, NCSOS will:
- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/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, NCSOS will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Earle Jamieson Educational Options frequently exercises 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 NCSOS so that it can estimate temporary space reallocation needs and strategies.
- 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.
- Earle Jamieson Educational Options will advise the County Office of recovery status.

Earle Jamieson Educational Options 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 Earle Jamieson Educational Options may use include the following:

- 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.

- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff are 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, Earle Jamieson Educational Options will request assistance from local emergency services, and other agencies. All requests will be approved by the Business Offices at District and County levels.

B. Recordkeeping

1. Administrative Controls

Nevada County Superintendent of Schools (NCSOS) Business Office 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 Earle Jamieson Educational Options. 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

Earle Jamieson Educational Options Principal or designee is responsible for the overall maintenance and revision of the School Safety Plan. Coordination of training, exercising, and drills are the responsibility of the Principal or designee.

The Earle Jamieson Educational Options safety committee, Site Council, and School Board are responsible for approving and promulgating the Comprehensive School Safety Plan. Community fire, law enforcement, and emergency managers’ suggestions for improvement will be requested.

A. Approval and Dissemination of the Plan

The Earle Jamieson Educational Options safety committee, Site Council, and School Board 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.

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 Superintendent.

B. Plan Review and Updates

The Comprehensive School Safety Plan will be reviewed annually by the Earle Jamieson Educational Options Safety Committee, Site Council, School Board, and others deemed appropriate by school administration. Compliance with education code Section 32286 requires, “each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update is plan by March 1 every year thereafter.”
The Earle Jamieson Educational Options 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

Earle Jamieson Educational Options 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.

Earle Jamieson Educational Options 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 and CPR 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 Website. 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 at least once per semester. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

All Earle Jamieson Educational Options 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. 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.
VIV. 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 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 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 County Superintendent of schools 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.
- 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:

- Olweus anti-bully prevention curriculum was introduced in the 2012-2013 school year and continues to be reviewed in many K-12 districts in Nevada County.
Second Step K-8 bully prevention curriculum is made available through NCSOS.

- NCSOS is working to provide training in the Positive Behavior Intervention and Support (PBIS) model. Several schools in the county have implemented the program already.

- Nevada County Mental Health Services works collaboratively with school sites to create a positive environment and support anti-stigma mental health and prevention strategies.

- 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).

- SMART (Special Multi-Agency Resource Team) meets with referred students and parents to create a multi-agency approach to help struggling students.

- Student Assistance Programs, intervention, and referrals are in place on school sites.

- NCSOS works together with families in the county through PARTNERS: People and Resources Together; a Network of Education, Recreation and Support. Family Resource Centers offer parenting classes and workshops, community resources and referrals, child development information, after-school enrichment, and parent/child classes and activities.

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.

- All staff are training in Nonviolent Crisis Intervention practices and are certified by the Crisis Intervention Institute.

- Surveillance cameras operate 24 hours per day on the Earle Jamieson campus.

- 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 County Superintendent of Schools 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 Jamieson Educational Options, T.K. McAteer Center, and 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. NCSOS 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 superintendent, will perform the essential functions.
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Determine when to close schools, and/or send students/staff to alternate locations.</td>
</tr>
<tr>
<td></td>
<td>Disseminate information internally to students and staff.</td>
</tr>
<tr>
<td></td>
<td>Communicate with parents, media, and the larger school community.</td>
</tr>
<tr>
<td></td>
<td>Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.</td>
</tr>
<tr>
<td>Associate Superintendent or</td>
<td>Ensure systems are in place for rapid contract execution after an incident.</td>
</tr>
<tr>
<td>designee</td>
<td>Identify relocation areas for classrooms and administrative operations.</td>
</tr>
<tr>
<td></td>
<td>Create a system for registering students (out of district or into alternative schools).</td>
</tr>
<tr>
<td></td>
<td>Brief and train staff regarding their additional responsibilities.</td>
</tr>
<tr>
<td></td>
<td>Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</td>
</tr>
<tr>
<td></td>
<td>Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</td>
</tr>
<tr>
<td></td>
<td>Reevaluate the curriculum.</td>
</tr>
<tr>
<td>Maintenance Personnel</td>
<td>Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</td>
</tr>
<tr>
<td></td>
<td>Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).</td>
</tr>
</tbody>
</table>
### Office Staff/Business Office
- Maintain inventory.
- Maintain essential records (and copies of records) including school’s insurance policy.
- Ensure redundancy of records is kept at a different physical location.
- Secure classroom equipment, books, and materials in advance.
- Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.
- Retrieve, collect, and maintain personnel data.
- Provide accounts payable and cash management services.

### Safety and School Climate Coordinator
- Establish support services for students and staff/faculty.
- Implement additional response and recovery activities according to established protocols.

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.
IV. 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 superintendent 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 superintendent 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. Each school site will have more than one potential relocation site, in different wind directions from the incident site.

C. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be determined by NCSOS Administration. Contingent alternative facilities are listed below:

<table>
<thead>
<tr>
<th>Alternate Facility</th>
<th>Can Replace This Primary Facility</th>
<th>Street Address</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada County</td>
<td>Earle Jamieson Educational Options</td>
<td>112 Nevada City Highway, Nevada City, CA 95959</td>
<td>Lisa Sanford, Principal Diana Ely, Secretary (530)272-5464</td>
</tr>
</tbody>
</table>

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
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for securing those resources. IT systems available at the site will need to be tested for compatibility with Earle Jamieson Educational Options backup data.

E. Interoperable Communications/Backup Sites

Earle Jamieson Educational Options 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, the Nevada County Superintendent of Schools Office is the first option for relocation.
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F. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

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.

H. 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/students 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.

IV. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will be available to offer expertise and help.
V. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff when directed by the superintendent 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 teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who 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 school day, all student and staff will be excused from school.
   - Encourage staff and students 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 students and staff return to their normal routine as soon as possible after the funeral.
   - Follow up with students and staff who 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.
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.

NATURAL HAZARDS: FLOOD

Flooding is a natural feature of the climate, topography, and hydrology of Earle Jamieson Educational Options 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 superintendent, will activate the EOP and implement the Incident Command System. The superintendent 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 superintendent 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 superintendent and 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 students and staff have 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 and students to return to the building until proper authorities have determined that it is safe to do so.
   - Communicate with bus drivers.
   - Determine whether school 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.
   - 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.
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- 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.
Earle Jamieson Educational Options
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A. Activating the plan for an External Spill
The superintendent 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
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Comprehensive Safety Plan

from the building. If evacuation does occur, do not re-enter the building until an
“all clear” signal is issued.

- Document all actions taken.

A. Activating the safety plan for an Internal Chemical Spill
The superintendent 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 and students.
   - Determine what procedures should be activated.
   - Activate the evacuation procedures using primary or alternate routes, avoiding
     exposure to the chemical fumes.
   - Consider an all-school 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
     students 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
Earle Jamieson Educational Options
Comprehensive Safety Plan

- Move staff and 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 superintendent.
- 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.
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 intruder on school or office sites.

III. CORE FUNCTIONS
Earle Jamieson Educational Options 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

1. Incident Commander Actions
   - Issue evacuation order 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.
   - Parent-Student Reunification

2. Staff Actions
   - Assist with ordered evacuation

C. Activating the safety plan for Fire/Wild Fire
The Superintendent 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
Earle Jamieson Educational Options
Comprehensive Safety Plan

- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to fire.
- Consider all-school site evacuation.
- Notify Maintenance to shut off utilities as appropriate.

3. Incident Management Teams and Section Chiefs Actions

- Follow evacuation 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 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.
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 Earle Jamieson Educational Options 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

Earle Jamieson Educational Options 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 7:00 a.m. and 4:30 p.m. must register at the Main Office.
- To help prevent intruders on school grounds, Earle Jamieson Educational Options 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 intruder, Earle Jamieson Educational Options 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 campus 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.
Earle Jamieson Educational Options
Comprehensive Safety Plan

- 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 principal 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 Earle Jamieson Educational Options 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

Earle Jamieson Educational Options 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 7:00 a.m. and 4:30 p.m. must register at the Main Office.
- To help prevent intruders on school grounds, Earle Jamieson Educational Options 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, Earle Jamieson Educational Options 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 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 by voice command.
- **Inform** – Principal or designee will give real time updates to affected school and office sites as approved by law enforcement.
Earle Jamieson Educational Options  
Comprehensive Safety Plan

- **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.
- **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 principal 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.
Local Hazard Mitigation Plan (LHMP) of Nevada County. (2011).
Retrieved from: http://www.myanesacounty.com

USING CLOSEST EXIT. MEET IN OPEN FIELD NEAR LARGE TREE.
Earle Jamieson
School
Safety
Binder
# EMERGENCY PHONE NUMBERS
For immediate/urgent emergency
dial 9 for outside line – 9-1-1

## ANIMAL CONTROL:
- Nevada County Animal Control & Protection: 273-2179

## FIRE:
- Cal Fire: 265-4623
- Grass Valley Fire: 274-4370
- Higgins Fire Dept (South County): 269-2488
- Nevada City Fire Department: 265-2351
- Nevada County Consolidated Fire:
  - McCartney Station: 273-3158
  - Ridge Road: 272-6958
- Wildland Fire Management: 265-6155

## MEDICAL:
- Sierra Memorial Hospital: 273-2219
- Sutter Roseville Medical Center: 916-781-1234
- UC Davis Medical Center: 916-734-2011

## POLICE:
- Auburn Police Department: 823-4237
- California Highway Patrol: 273-4415
- Grass Valley Police Department (County Dispatch): 265-7880
- Grass Valley Police Department (office): 477-4600
- Nevada City Police Department: 264-4700
- Nevada County Sheriff's Department: 265-7880
- Sierra College (Grass Valley campus): 274-5323

## Nevada County Office of Emergency Services: 265-1515

## TRANSPORTATION:
- Durham Transportation (School Buses): 273-7282

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**Snake Wrangler**

916-201-1524
WHEN CALLING FOR ASSISTANCE

1. Be prepared to answer these questions:
   - What happened?
   - How many people are/were involved?
   - When did the incident happen?
   - Where did the incident happen?

2. For intruders/missing students:
   - Physical description of people involved
   - Clothing description
   - Where and when was person last seen?
   - Parent Contacted?
   - Restraining/custody orders on file?

3. Out of control parents/students:
   - Are they threatening anyone?
   - Are they endangering themselves or others?

4. If a vehicle is involved:
   - Description of vehicle
   - License plate of vehicle
   - Description of occupants
   - Where is vehicle now?

5. If a weapon is involved:
   - Type? (handgun/rifle/shotgun/knife...)
   - Has weapon been confiscated? By whom?
   - If weapon is a gun, is it loaded?
   - If weapon is a knife, length of the blade?

6. If an explosive is discovered:
   - Where is it?
   - What does it look like?
   - Have students been evacuated?

7. If a bomb threat is received:
   - Exact time of call?
   - Exact words of caller?
   - Voice description?
   - Did you recognize the voice?

8. If you need to call 911:
   - Gather all information as soon as possible
   - Name of injured party
   - Reason for call
ACTIVE SHOOTER RESPONSE

Active Shooter:
- Be aware of your environment and any possible dangers.
- Take note of the two nearest exits in any facility you visit.

The following responses are NOT in order of protocol but are to be applied to specific incidents and needs (ALICE).

ALERT – when possible ALERT others of threat
- If possible, call 911 and leave the line open
- Use phone, cell phone, text message, email, or by shouting.

LOCKDOWN:
  a. If you are in an office and cannot safely evacuate, secure the door and barricade.
  b. If you are in a hallway, get into a room, secure the door and barricade.
  c. Find a place to hide where the shooter is less likely to find you;
     - Be out of the active shooter’s view
     - Provide protection if shots are fired in your direction (i.e. barricades, closed door, etc.)
     - Do not trap yourself or restrict options for movement.
     - Silence your cell phone but if possible keep line to 911 open.
     - Silence any source of noise.
     - Remain calm.

INFORM:
If it is safe:
- Provide as much information as possible to others regarding location of shooter
- Leave phone line open for dispatch to hear what is going on
- Collect information on shooter; i.e. clothing, name, description, etc.

COUNTER:
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

EVACUATE:
If there is an accessible escape route, attempt to evacuate the area.
- Have an escape route and plan in mind.
- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- Help others, if possible.
- Once safe, prevent others from entering the unsafe area.
- Keep your hands visible (this is important if law enforcement is on site).
• Follow the directions of law enforcement.
• Do not attempt to move wounded people.
• Call 911 when you are safe.
• When incident has cleared, report that you are safe.

When Law Enforcement Arrives:
Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.
• Officers usually approach in teams
• Officers may be in uniforms or plain clothes with identifying shirts and external bullet proof vests, Kevlar helmets, and other tactical equipment.
• Officers may be armed with rifles, shotguns, handguns.
• Officers may use pepper spray or tear gas to control the situation.
• Officers may shout commands, and may push individuals to the ground for their safety.
• Officers will NOT stop to assist victims.

How to react when law enforcement arrives:
• Remain calm, and follow officers' instructions.
• Put down any items in your hands (i.e. bags, jackets).
• Immediately raise hands and spread fingers
• Avoid making quick movements toward officers.
• Avoid pointing, screaming, or yelling.
• Proceed to safe area; do not ask officers’ questions.

Information to provide to Law Enforcement: (when asked)
• Location of active shooter.
• Number of shooters, if more than one.
• Physical description of shooter/s.
• Number and type of weapons held by shooter/s.
• Number of potential victims.
BOMB THREAT

1. If a bomb threat is received by phone, use the BOMB THREAT REPORTING FORM – do not disconnect phone – keep line open.

2. Get an outside line and call 911

3. Notify Administrator immediately

4. Administrator will designate an employee to conduct a cursory search of buildings. DO NOT touch any suspicious objects or packages. Report any suspicious object to the Administrator, 911 and dispatched authorities.

5. Administrator and Law Enforcement will determine whether to evacuate building or school site.

6. If evacuation is ordered, report to normal evacuation site in a calm orderly manner. Teachers will account for students at evacuation site.

7. Do NOT use electrical devices (i.e., radios, walkie-talkies, cell phones, PA systems) in an area where a bomb might be located.

8. Maintenance staff should shut off gas lines.

9. Do NOT return to buildings until Law Enforcement has cleared the incident.
RECEIVING BOMB THREAT

QUESTIONS TO ASK:

When is the bomb going to explode?
Where is the bomb located?
What does it look like?
What kind of bomb is it?
What will cause it to explode?
Did you place the bomb? Why?
What is your name?
What is your address?
What will prevent you from doing this?

EXACT WORDING OF THE THREAT:

________________________________________
________________________________________
________________________________________

Reported call immediately to:

________________________________________
DATE:____________________________________

Phone number: _____________________________

Your name: ________________________________

DESCRIPTION:

Sex of caller: __________ Race: ___________

Age: __________ Length of call: ___________

Number at which call is received:

CALLERS VOICE:

Calm ______ Nasal ______
Angry ______ Stutter ______
Excited ______ Lisp ______
Slow ______ Raspy ______
Rapid ______ Soft ______
Loud ______ Ragged ______
Laughter ______ Crying ______
Normal ______ Distinct ______
Slurred ______ Accent ______
Familiar ______ Clearing Throat ______
Disguised ______ Intoxicated ______
Deep Breathing ______
Cracking Voice ______

If the voice is familiar, who did it sound like?

BACKGROUND SOUNDS:

Street ______
Factory Machinery ______
Animals ______
Voices ______
Static ______
Music ______
PA System ______
Motor ______
Clear ______
Office Machinery ______
Other ______
Planes ______

THREAT LANGUAGE:

Well Spoken ______
Foul ______
Irrational ______
Incoherent ______
Taped ______
Message read ______
REPORT OF BOMB THREAT – School Principal’s Report

Call made to police or sheriff?

1. By whom? _____________________________________________

2. Name / Title of person contacted: ____________________________

3. Date: ___________________ Time: __________________________
   a. Did police or sheriff come to your school? _________________
   b. Name / Badge number(s) of person(s) who responded:

   c. Was a search made for the bomb?

   If yes, give details: by who, extent of search (all/part of the building, how thorough?)

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   d. What action did you take?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   e. Include other details and comments that might lead to identifying the caller.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Death of Staff Member or Student

1. Verify information
2. Call 911 and treat any medical needs if death occurs on school/office site
3. Inform Superintendent/Administration
4. Provide privacy and comfort for witnesses if death occurs on school/office site
5. Maintain confidentiality.
6. Superintendent or designee will notify family or verify information with family.
7. Refer media to Public Information Officer.
8. Superintendent will make all call to staff and parents.
9. Superintendent may provide grief counselors for students and staff when returning to site:
   a. Make arrangements for counseling areas
      i. Make arrangements for multiple counselors (Nevada County Mental Health, clergy, school counselors)
      ii. Provide food/water for those grieving in counseling areas
      iii. Provide paper, pens
      iv. Make arrangements for substitute teachers as needed
      v. Provide funeral information as appropriate
      vi. Consider workspace or classroom of deceased
      vii. Make arrangements for substitute teacher for deceased
      viii. Plan site memorial as appropriate
10. Attend funeral as appropriate.
11. Resume normal schedule as appropriate.
SUICIDE

Suicide attempt of staff or student on school/office site:
1. Verify information
2. Call 911 and treat any medical needs
3. Inform Superintendent/Administration
   a. Referral to counselor
4. Provide privacy and comfort for person. Do NOT leave suicidal person alone.
5. Maintain confidentiality.
6. Superintendent or designee will notify family.
7. Refer media to Public Information Officer.
8. Superintendent will make all call to staff and parents.

Suicidal death of staff or student:
1. Verify information
2. Call 911 and treat any medical needs if death occurs on school/office site
3. Inform Superintendent/Administration
4. Provide privacy and comfort for witnesses if death occurs on school/office site
5. Maintain confidentiality.
6. Superintendent or designee will notify family or verify information with family.
7. Refer media to Public Information Officer.
8. Superintendent will make all call to staff and parents.
9. Superintendent may provide grief counselors for students and staff when returning to site:
   a. Make arrangements for counseling areas
      i. Make arrangements for multiple counselors (Nevada County Mental Health, clergy, school counselors, chaplains)
      ii. Provide food/water for those grieving in counseling areas
      iii. Provide paper, pens
      iv. Make arrangements for substitute teachers as needed
      v. Provide funeral information as appropriate
      vi. Consider workspace or classroom of deceased
      vii. Make arrangements for substitute teacher for deceased
10. Attend funeral as appropriate.
11. Return to normal schedule as soon as possible.

SUICIDE HOTLINES
- National Suicide Hotline: 1-800-784-2433
- Nevada County Mental Health – 530-265-5811
Warning signs of depression, suicide risk

Intense feelings of:
- Hopelessness
- Desperation
- Sadness
- Being alone
- Anxiety, agitation
- Rage or anger
- Guilt, shame, worthlessness
- Reckless behavior

Risk factors: Untreated mental illness, alcohol or drug abuse, abuse, self-injury.

Suicidal Hotlines:
- National Suicide Hotline: 1-800-784-2433
- Nevada County Mental Health: 530-265-5811

Stages of Grief

Stage 1: Denial "This can’t be happening"
Stage 2: Anger "This is wrong and shouldn’t have happened"
Stage 3: Bargaining "If I promise to……will it all be better?"
Stage 4: Depression "Things will never get better"
Stage 5: Acceptance Moving forward with life

- Nevada County Mental Health: 530-265-5811
Death of Staff Member or Student

1. Verify information
2. Call 911 and treat any medical needs if death occurs on school/office site
3. Inform Superintendent/Administration
4. Provide privacy and comfort for witnesses if death occurs on school/office site
5. Maintain confidentiality.
6. Superintendent or designee will notify family or verify information with family.
7. Refer media to Public Information Officer.
8. Superintendent will make all call to staff and parents.
9. Superintendent may provide grief counselors for students and staff when returning to site:
   a. Make arrangements for counseling areas
      i. Make arrangements for multiple counselors (Nevada County Mental Health, clergy, school counselors)
      ii. Provide food/water for those grieving in counseling areas
      iii. Provide paper, pens
      iv. Make arrangements for substitute teachers as needed
      v. Provide funeral information as appropriate
      vi. Consider workspace or classroom of deceased
      vii. Make arrangements for substitute teacher for deceased
      viii. Plan site memorial as appropriate
10. Attend funeral as appropriate.
11. Resume normal schedule as appropriate.
SUICIDE

Suicide attempt of staff or student on school/office site:
1. Verify information
2. Call 911 and treat any medical needs
3. Inform Superintendent/Administration
   a. Referral to counselor
4. Provide privacy and comfort for person. Do NOT leave suicidal person alone.
5. Maintain confidentiality.
6. Superintendent or designee will notify family.
7. Refer media to Public Information Officer.
8. Superintendent will make all call to staff and parents.

Suicidal death of staff or student:
1. Verify information
2. Call 911 and treat any medical needs if death occurs on school/office site
3. Inform Superintendent/Administration
4. Provide privacy and comfort for witnesses if death occurs on school/office site
5. Maintain confidentiality.
6. Superintendent or designee will notify family or verify information with family.
7. Refer media to Public Information Officer.
8. Superintendent will make all call to staff and parents.
9. Superintendent may provide grief counselors for students and staff when returning to site:
   a. Make arrangements for counseling areas
      i. Make arrangements for multiple counselors (Nevada County Mental Health, clergy, school counselors, chaplains)
      ii. Provide food/water for those grieving in counseling areas
      iii. Provide paper, pens
      iv. Make arrangements for substitute teachers as needed
      v. Provide funeral information as appropriate
      vi. Consider workspace or classroom of deceased
      vii. Make arrangements for substitute teacher for deceased
10. Attend funeral as appropriate.
11. Return to normal schedule as soon as possible.

SUICIDE HOTLINES
• National Suicide Hotline: 1-800-784-2433
• Nevada County Mental Health – 530-265-5811
Warning signs of depression, suicide risk

Intense feelings of:
- Hopelessness
- Desperation
- Sadness
- Being alone
- Anxiety, agitation
- Rage or anger
- Guilt, shame, worthlessness
- Reckless behavior

Risk factors: Untreated mental illness, alcohol or drug abuse, abuse, self-injury.

Suicidal Hotlines:
- National Suicide Hotline: 1-800-784-2433
- Nevada County Mental Health: 530-265-5811

Stages of Grief

Stage 1: Denial “This can’t be happening”
Stage 2: Anger “This is wrong and shouldn’t have happened”
Stage 3: Bargaining “If I promise to......will it all be better?”
Stage 4: Depression “Things will never get better”
Stage 5: Acceptance Moving forward with life

- Nevada County Mental Health: 530-265-5811
EARTHQUAKE PROCEDURES

1. Take immediate action

INDOORS:
   a. DROP: Take cover under a nearby desk or table
   b. 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.
   c. HOLD: Hold onto the table legs or side of desk. Remain in position until the ground stops shaking or further directions are given.

   If there are no tables or desks available:

   DROP: Take cover under the chairs, and/or between the rows of chairs.

   If there are no tables, desks, or chairs:

   DROP: Take cover by dropping to the floor, against an interior wall.

OUTDOORS:

Move away from the buildings, power lines, block walls, and other items which might fall. Take the “drop” position.

2. Do not evacuate unless the directive is given by an Administrator

3. If evacuation order is given; follow evacuation protocol. Account for all staff and students at school sites.

4. Report missing or injured students or staff to Administrator. Call 911 if needed.

5. Use flashlights or natural lighting – no candles, matches, or other open flames.

6. All utilities should be shut down if damage to building has occurred.
Federal, State, and local emergency management experts and other official preparedness organizations all agree that "Drop, Cover, and Hold On" is the appropriate action to reduce injury and death during earthquakes. Great ShakeOut earthquake drills (www.shakeout.org) are opportunities to practice how to protect ourselves during earthquakes.

You cannot tell from the initial shaking if an earthquake will suddenly become intense...so always Drop, Cover, and Hold On immediately!

- DROP to the ground (before the earthquake drops you!),
- Take COVER by getting under a sturdy desk or table, and
- HOLD ON to your shelter and be prepared to move with it until the shaking stops.

If there is no table or desk near you, drop to the ground and then if possible move to an inside corner of the room. Be in a crawling position to protect your vital organs and be ready to move if necessary, and cover your head and neck with your hands and arms.

Do not move to another location or outside. Earthquakes occur without any warning and may be so violent that you cannot run or crawl. You are more likely to be injured if you try to move around during strong shaking. Also, you will never know if the initial jolt will turn out to be start of the big one...and that's why you should always Drop, Cover, and Hold On immediately!

These are guidelines for most situations. Read below to learn how to protect yourself in other situations and locations, or visit www.dropcoverholdon.org.

If you are unable to Drop, Cover, and Hold On: If you have difficulty getting safely to the floor on your own, get as low as possible, protect your head and neck, and move away from windows or other items that can fall on you.

In a wheelchair: Lock your wheels and remain seated until the shaking stops. Always protect your head and neck with your arms, a pillow, a book, or whatever is available.
Recommended Earthquake Safety Actions

In bed: If you are in bed, hold on and stay there, protecting your head with a pillow. You are less likely to be injured staying where you are. Broken glass on the floor has caused injury to those who have rolled to the floor or tried to get to doorways.

In a high-rise: Drop, Cover, and Hold On. Avoid windows and other hazards. Do not use elevators. Do not be surprised if sprinkler systems or fire alarms activate.

In a store: When Shaking starts, Drop Cover and Hold On. A shopping cart or getting inside clothing racks can provide some protection. If you must move to get away from heavy items on high shelves, drop to the ground first and crawl only the shortest distance necessary. Whenever you enter any retail store, take a moment to look around: What is above and around you that could move or fall during an earthquake? Then use your best judgment to stay safe.

Outdoors: Move to a clear area if you can safely do so; avoid power lines, trees, signs, buildings, vehicles, and other hazards.

Driving: Pull over to the side of the road, stop, and set the parking brake. Avoid overpasses, bridges, power lines, signs and other hazards. Stay inside the vehicle until the shaking is over. If a power line falls on the car, stay inside until a trained person removes the wire.

In a stadium or theater: Stay at your seat or drop to the floor between rows and protect your head and neck with your arms. Don’t try to leave until the shaking is over. Then walk out slowly watching for anything that could fall in the aftershocks.

Near the shore: Drop, Cover, and Hold On until the shaking stops. If severe shaking lasts twenty seconds or more, immediately evacuate to high ground as a Tsunami might have been generated by the earthquake. Move inland two miles or to land that is at least 100 feet above sea level immediately. Don’t wait for officials to issue a warning. Walk quickly, rather than drive, to avoid traffic, debris and other hazards.

Below a dam: Dams can fail during a major earthquake. Catastrophic failure is unlikely, but if you live downstream from a dam, you should know flood-zone information and have prepared an evacuation plan.

More information:
www.shakeout.org/dropcoverholdon
www.dropcoverholdon.org
www.earthquakecountry.org/dropcoverholdon

MYTH – Head for the Doorway:
An enduring earthquake image of California is a collapsed adobe home with the doorframe as the only standing part. From this came our belief that a doorway is the safest place to be during an earthquake. True – if you live in an old, unreinforced adobe house. In modern houses, doorways are no stronger than any other part of the house. You are safer under a table.
Key Earthquake Safety Tips for People with Disabilities
and Other Access or Functional Needs

If you have a physical disability or movement limitation:

During earthquakes it is important to protect yourself from falling, or being hit by falling objects. When shaking begins, if possible:

- **Drop** down to the floor (before the earthquake knocks you down);
- **Take Cover** under a table or desk (or cover your head and neck with your arms); and
- **Hold On** to the leg or other part of the furniture until the shaking stops.

If you have mobility or balance issues, the shaking motion may increase your difficulties. Get to the floor in a seated position (and against an inside wall if possible). Protect your head and neck with your arms.

**If you are unable to “Drop, Cover, and Hold On”:**

If you have difficulty getting safely to the floor on your own, get as low as possible, protect your head and neck, moving away from windows or other items that can fall on you.

- If in a recliner or bed, do not try to move during the shaking. Stay where you are until the shaking stops.
- If using a wheelchair, lock your wheels and remain seated until the shaking stops.
- Always protect your head and neck with your arms, a pillow, a book, or whatever is available.

**Deaf or hard of hearing:**
Be sure to have more than one method to receive warnings and evacuation information.

**Blind or low vision:**
Earthquakes can cause items to fall and furniture to shift. Regular sound clues may not be available afterwards. Move with caution.

**Developmental/Cognitive/Intellectual disabilities:**
For anyone who has difficulty understanding, remembering, or learning - keep simple, short instructions and important information with you and in your kits. If they use augmentative communication supports, include these in your planning.

Additional Guidance: [www.earthquakecountry.org/disability](http://www.earthquakecountry.org/disability)
FIRE PROTOCOL

In the event a smoke from a fire or a fire has been detected:

1. Activate fire alarm

2. Use fire extinguisher if safe to do so

3. Evacuate staff, students, visitors to evacuation sites
   a. Bring First Aid Kits to evacuation site
   b. Follow an alternate route if normal route is too dangerous

4. Account for all staff, students, and visitors
   a. Report attendance to appropriate team
   b. Report any missing staff, students, visitors

5. Remain in evacuation area unless directed to re-locate

6. No one may re-enter the building(s) until entire building(s) is declared safe by fire or law enforcement.

Administration Procedures:

1. Follow protocol above
2. Alert District Office and Superintendent of Schools
3. Initiate reunification plan if appropriate
4. Initiate an all-call home to staff and students
   a. Information regarding incident
   b. Reunification plan if initiated
   c. Plan for the next school/work day
5. Refer media to Public Information Officer or Superintendent
Fire Alarm Instructions

Fire Alarm Sounds:

- Everyone evacuates!
- Check main box display to see if the alarm is from smoke or pull station
- If main box indicates smoke, evacuate and call “911”.
- If main box indicates pull station, go to the pull station and reset
- Return to main box, press “alarm silence” button when certain that it’s not an actual fire
- Finally, press “system reset” button to reset alarm system
- Make an additional all call that all is clear to allow students and staff to return to class

Trouble Alarm Sounds:

- Check main box display to identify trouble location
- Press “acknowledge” button to acknowledge trouble
- Write down trouble issue
- Call Gray Electric at 530-273-0686 to report trouble and request service
- The trouble alarm will continue to beep every 40 seconds until trouble issue is resolved by technician.

Drill:

- Press and hold “drill” button for 2 seconds
- Evacuate all buildings
- Press “Silence Alarm” button in main box when drill is complete and all have evacuated
- Press “Reset System” button in main box to reset alarm system
- Make an all school call that all is clear to allow students and staff to return to class

Keys are the same for the main box and all pull stations
Hazardous Materials Event

**Incident occurred on site:**
1. Remove all staff and students from event area
2. Call 911
3. Inform Maintenance of Incident
   a. Maintenance takes charge of area until fire personnel arrive
4. Notify Administration/Superintendent
5. Seal off area of leak/spill
6. Fire official will recommend shelter or evacuation actions
7. Follow protocol for sheltering or evacuation.
8. Account for all staff
9. Resume normal operations when cleared by fire or police personnel

**Incident near office site:**
1. Fire or police will notify Administration/Superintendent
2. Fire or police in charge of scene will recommend shelter or evacuations actions.
3. Follow protocol for sheltering or evacuation as recommended by fire personnel.
4. Account for all staff
5. Resume normal operations when cleared by fire or police personnel.
Lockdown procedures

Lockdown is appropriate for threats posed from outside or inside the building. These threats could include a violent person attempting to enter the school, a perpetrator already inside, or nearby criminal or terrorist activity.

Lockdown Procedures:

✔ Direct students to a position out of the line-of-sight of doors and windows.

✔ Check outside of the classroom/office door (i.e., hallways) for nearby students, staff, and visitors; move them into classroom/office.

✔ Close and lock all doors and windows.

✔ Cover door window and close window blinds.

✔ Turn off room/office lights and remain quiet if threat indicates necessity.

✔ Take attendance and report it to the principal/designee (include missing or additional students).

Administrative Procedures:

✔ Determine if threat is imminent or if office business and classrooms can operate within locked environment.

✔ Alert district offices and Superintendent of Schools of lockdown status.

✔ Initiate an all-call to parent/guardians to alert of lockdown status. No visitors, staff, or students should report to campus during a lockdown.

✔ Initiate an all-call and email of status report to all staff.

✔ Remain in communication with law enforcement for frequent updates.

✔ Elevate lockdown status to “active shooter” if appropriate.

✔ Keep staff, district offices, Superintendent of Schools and parents informed with updated information.

✔ Lockdown must be cleared by law enforcement. Administrative team unlocks each room with key announcing “all clear”.
Shelter in Place

Reaction to the atmospheric or environmental release of chemical, biological or other hazardous materials, dangerous animal, inclement weather, or suspicious activity in the community may require a Shelter in Place procedure.

**When to activate Shelter in Place procedures:**
- When notified to do so by local law enforcement, fire service, or government
- When notified by Superintendent or designee.
- When notified through radio, television, or other emergency communication system.
- When a hazardous chemical has been released.
- When threat of inclement weather dictates.

**What to do:**

Atmospheric or environmental release of chemical, biological, or other hazardous material:

- Seal off doors and windows
- Turn off heating, air conditioning
- Close all vents
- Be prepared with food, water, toilets, blankets

Inclement weather:
- Be prepared for power outages (flashlights, generators)
- Be prepared with food, water, toilets, blankets

Suspicious activity in the Community:
- Remain in classroom or office
- Be alert for additional information which may lead to “lockdown protocol”
MEDICAL EMERGENCIES
(Get an outside line by dialing 9, call 911)

The following are quick references for medical emergencies that may occur in the workplace. It all situations, for serious medical emergencies, call 911. First Aid Kits are located in bathroom of Main Office and kitchen of Business Office.

ALLERGIC REACTION:
Allergic reactions can be life threatening. Common triggers include foods, insect stings or bites, and more.

Symptoms of Anaphylaxis
MOUTH: itching, swelling of lips and/or tongue
THROAT: itching, tightness/closure, hoarseness
SKIN: itching, hives, redness, swelling
GUT: vomiting, diarrhea, cramps
LUNG: shortness of breath, cough, wheeze
HEART: weak pulse, dizziness, passing out
MENTAL ORIENTATION: anxiety, sense of apprehension

If the victim is known to have a severe allergy and requires epinephrine, support him/her in administration.

CALL 911 AND SEEK EMERGENCY CARE IMMEDIATELY!

DIABETIC EMERGENCY:
Symptoms of low blood sugar (Hypoglycemia) may include:
Dizziness, nausea, irrational behavior, confusion, personality change, pale color, sweating, poor coordination, hunger, sluggishness

1. If person is conscious and a known diabetic, encourage them to check his/her blood sugar (<70mg/dl). Ask them to take what they use to increase his/her blood sugar (i.e. sugar, coke, fruit juice, candy, glucose tabs) Support him/her in administration. Wait approximately 15 minutes and have him/her retest blood sugar.
2. If symptoms of low blood sugar are displayed and a meter is not available- TREAT THE POTENTIAL LOW!

SEVERE HYPOGLYCEMIC EMERGENCY may include:
Seizure, unconsciousness, inability to swallow, incontinence of bladder/bowel

1. If person is unconscious, DO NOT GIVE ANYTHING TO EAT OR DRINK
2. Obtain Glucagon Emergency Kit (known diabetics should have)
3. Administer Glucagon per instructions by trained individual
4. Check breathing and pulse. Place on side in recovery position and call 911.

FAINTING:
1. Check for breathing and pulse; call 911 as needed.
2. Loosen tight clothing; clear area for privacy.
3. Treat for shock.

SEIZURES:
Medical Emergencies

Seizures can range from mild black outs to sudden, uncontrolled muscle spasms called convulsions. Convulsions may last for several minutes causing a loss of bladder and bowel control.

1. Call 911 as needed
2. Note start/stop time of seizure if possible to report duration of event following incident
3. Clear area and maintain privacy.
4. Do not hold or restrain the person. Protect person from further harm by clearing area of anything that might get in the way.
5. Do not place anything in their mouth.
6. When seizure is over, place person in recovery position on their side. Watch for vomiting, clear if necessary.
7. The person will be drowsy and disoriented and will need rest.
8. Reassure and comfort.
<table>
<thead>
<tr>
<th>The Basics</th>
<th>What to evaluate</th>
<th>Action to take</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A: Airway</strong></td>
<td>Assess the airway&lt;br&gt;Look, listen, and feel</td>
<td>Open the mouth and airway&lt;br&gt;Remove any foreign bodies or loose teeth&lt;br&gt;Use head tilt-chin lift or jaw thrust maneuver if cervical spine injury is suspected.</td>
</tr>
<tr>
<td><strong>B: Breathing</strong></td>
<td>Assess breathing&lt;br&gt;Is the chest rising &amp; falling?</td>
<td>Provide assisted respirations if the patient is not breathing</td>
</tr>
<tr>
<td><strong>C: Circulation</strong></td>
<td>Check pulses</td>
<td>Start CPR if you don’t feel a pulse</td>
</tr>
<tr>
<td><strong>D: Disability</strong></td>
<td>Is the victim able to talk?&lt;br&gt;Is victim moving extremities?</td>
<td>Prevent neurological injury by making sure not to unnecessarily move the patient, especially don’t turn the head.</td>
</tr>
<tr>
<td><strong>E: Exposure</strong></td>
<td>Look for all stab wounds and gunshot wounds in armpits, groins, etc.</td>
<td>Direct pressure if bleeding wound&lt;br&gt;Do not remove impaled objects.</td>
</tr>
</tbody>
</table>
If a victim shows signs of severe airway constriction and has very little or no air exchange, lack of sound, and the inability to speak or cough forcefully – CALL 911 and proceed with the following.

Foreign Body Airway Obstruction

Recognize Choking.
- Ask patient, “Are you choking?”
- If so, stand behind patient. Wrap arms around his waist.
- Make a fist with one hand. Place thumb side of fist just above the patient’s navel and well below his breastbone.
- Grasp fist with your other hand.

Perform Thrusts
- Quickly thrust inward and upward. Each thrust should be distinct and given with the intent of forcing object out.
- Repeat thrusts until patient can breathe normally or becomes unresponsive.

If Patient Becomes Unresponsive...
- Protecting the head, lower patient to the ground as gently as possible.
- Activate EMS or occupational emergency plan.
- Begin CPR. Every time an airway is established for ventilations, inspect his mouth, remove any visible material and resume CPR.

Pregnant or Obese Patient
- Use chest thrusts. Stand behind patient, reach under armpits, and place thumb side of fist on lower half of breastbone. Grasp fist with other hand and thrust straight backward.
- Continue thrusts until patient can breathe normally. If patient becomes unresponsive, lower her to the ground and begin CPR.
Health Care

Clinics and Referral Programs

Chapa-De Indian Health Program, Inc.
1350 East Main St., Grass Valley, CA 95945
www.chapa-de.org
530-477-8545
Accepts patients who are American Indian or non-Indian. Provides services regardless of ability to pay. Accepts new patients on the first of every month.

Sierra Family Medical Clinic, Inc.
15301 Tyler Foote Rd., Nevada City, CA 95959
530-292-3478
info@sierraclinic.org
www.sierraclinic.org
Family practice clinic in San Juan Ridge area. Accepts MediCal, Medicare and has sliding scale for fees.

Western Sierra Medical Clinic, Inc.
Miners Family Health Center
1345 Whispering Pines, Grass Valley, CA 95945
530-274-9762
wsmc@wsmclinic.org
www.wsmcmed.org
Downieville Clinic and Mobile Health Services
209 Nevada St., Downieville, CA 95936
Offers comprehensive medical and dental services. Accepts Medi-Cal and Medicare.
Crisis and Help Lines

**California Missing Persons Hotline**
800-222-FIND (3463) or 916-227-3290
missing.persons@doj.ca.gov
ag.ca.gov/missing

**California Youth Crisis Line**
California Coalition For Youth
For youth 12 – 24 yrs and adults supporting youth.
24 Hour Crisis Line: 1-800-843-5200
Free and confidential.

**Domestic Violence and Sexual Assault Coalition (DVSAC)**
530-272-3467 - 24 Hour Crisis Line

**National Runaway Safeline**
Crisis Line: 800-786-2929

**National Suicide Prevention Lifeline**
24 Hour Crisis Line: 1-800-273-8255
TTY 1-800-799-4889
Auburn, CA 530-885-2300
Text the word “HOPE” to 916-668-4226

**Nevada County Behavioral Health**
530-265-5811 or 888-801-1437 - 24 Hour Mental Health Crisis Line

**Nevada County Child Protective Services (CPS) Hotline**
Hotline operates 24/7 530-273-4291 or 888-456-9380
If you are concerned that a child is experiencing abuse or neglect, make a report by calling the CPS hotline.

**Poison Control Center**
800-222-1222
Transportation

Bus System

**Durham Transportation (School Buses)**
10701 E Bennett Rd, Grass Valley, CA 95945
(530) 273-7282

**Gold Country Lift**
Local Phone Number (530) 271-RIDE (7433)
Toll Free Number (855) 341-RIDE (7433)

**Gold Country Stage - Nevada County Transit Services Department**
13081 John Bauer Ave, Grass Valley, CA 95945
530-477-0103
GoldCountryStage@co.nevada.ca.us

Utilities

Communication

**KNCO 94.1 FM – News Talk Radio**
1255 E. Main St. #A, Grass Valley, CA 95945
Listener Line 530-477-5626 or Business Line 530-272-3424
www.knco.com
Broadcasts and lists on website the school snow closures when they are in effect.

**KVMR 89.5 FM – Voice of the Community**
401 Spring Street, Nevada City, CA 95959
530-265-9073
www.kvmr.org

**Grass Valley Union Newspaper**
The Union
464 Sutton Way
Grass Valley, CA 95945
530-273-9561
Energy/Utility Assistance

PG&E
Energy Assistance Programs
127 East Main St., Grass Valley, CA 95945
800-743-5000
www.pge.com
Offers energy assistance programs including CARE for low-income families and individuals, FERA residential single family assistance, Medical Baseline Allowance, and Energy Savings Assistance Program.

Water

Nevada Irrigation District (NID)
1036 West Main St., Grass Valley, CA 95945
530-273-6185 or Toll-Free from Placer Co. 800-222-4102
Emergency Calls: during business hours 530-273-6185, weekends and after hours 530-273-3346
General Suggestions for Parent-Student Evacuation and Reunification Plans for Schools

This list is a starting point for discussions between school officials and safety committees addressing evacuation plans.

LOCATION of evacuation/reunification site:

Select two locations (one primary and one back-up) for reunification based on the following criteria:

a) The ability of school buses to safely access the area. Have a Memorandum of Understanding (MOU) in place with the local bus school bus system (Durham) and a back-up transportation plan such as Gold Country Stage. Consider outlying areas as additional transportation needs arise (Placer and Yuba County) and consider an MOU with them.

b) Coordinate evacuation plans and drills with school transportation officials to address the capacity of that system to safely evacuate all students;

c) Coordinate evacuation plans and drills with school nursing and Special Education staff to address the needs of students and staff with disabilities so as to ensure that the reunification site is adequate for their needs;

d) The facilities are safe for students while they wait for parents to arrive (including shelter, access to restrooms, food as appropriate, etc.);

e) Sufficient parking for parents while they check in with school authorities;

f) Sufficient number of ingress/egress points to minimize traffic congestion;

g) Test the ability of the school’s two-way radio system (including the bus communication system) to ensure that the system is capable of operation between the district office, the sending location, and the reunification site.

h) Consider developing Memoranda of Understanding with local facilities to have a plan in place should there be a need for evacuation.

i) Post the evacuation/reunification sites (primary and secondary) on the school website so parents will know where to meet children in the event of an incident.

Plan for reunification:

Reunification occurs when events at the school or in the neighborhood demand that students are physically returned to parents. In the event of criminal activity, injury or death, additional time may be needed for law enforcement interviews or crisis counseling. Develop plans to manage the reunification process by considering:

- Accountability – who has permission to pick student up?
- Process for reuniting student and parent
- Forms for sign out of students

- Where to stage students at the reunification site
  - Consider process to communicate with teachers when parents arrive to pick up student
  - Develop a plan for media (consider assigned room or area)

- How to reduce parents’ drama and anxiety
  - Have counselors at reunification site

- What to anticipate regarding medical issues/special needs issues
**Power Failure:** Notify: Pacific Gas and Electric (PG & E) 1-800-743-5000
When a major power failure occurs, contact the appropriate emergency community response agency. Advise Administration, District and County Superintendents. Staff shall move to area of natural light and remain on site until dismissed by Superintendent or until power is restored.

When downed power lines are involved, it may be necessary to initiate evacuation or shelter protocol. **DO NOT ATTEMPT TO MOVE OR TOUCH THE LINE.** Close off the area where the downed line is located.

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**Telecommunications Failure:** AT & T – 530-274-8255

When the main telephone system fails, advise Administration, District and County Superintendent. Use alternative operational phone and advise utility company.

**NCSOS Phone System:** Primo Companies
Contact: Adrian Lima – 530-477-2113
Email: alima@primocompanies.com

**Water Contamination:** Nevada Irrigation District – 530-273-6185
After hours: 530-273-3346
If water contamination is suspected:
1. Notify Maintenance who will:
   a. Notify Health Department as required
   b. Notify Water Control Board
   c. Call in experts as required
2. Notify Administration, District and County Superintendents
3. Instruct all staff NOT to use water
   a. Arrange for potable water as required

**Water Outage:** Nevada Irrigation District – 530-273-6185
After hours: 530-273-3346
1. Notify Maintenance of water outage.
   a. Notify NID
2. Notify Administration, District Superintendent
3. Staff will remain on site until dismissed by Superintendent
4. Notify Health Department as necessary.
PERSONNEL

County Office of Education Safety

A. Employee Safety

Employee safety is a primary concern and a high priority of the Nevada County Board of Education and the County Superintendent. The obligation of the County Superintendent is to provide and maintain safe working conditions and equipment at all times, to comply with standards prescribed by applicable state and local laws and regulations affecting employee safety, and to conduct regular and frequent education and training to develop safe attitudes and practices. Concern for safety must be a part of any function or work.

B. Violence-Free Workplace

The Nevada County Superintendent of Schools and the County Board of Education have adopted a zero tolerance policy for workplace violence. Workplace violence is a growing nationwide problem which needs to be addressed by all employers and employees. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect employees or which occur on county or district property will not be tolerated.

Acts or threats of violence include conduct which is sufficiently severe, offensive or intimidating to alter the employment conditions or to create a hostile, abusive, or intimidating work environment. This prohibition against threats and acts of violence applies to all persons involved in county operation, including but not limited to personnel, contract, and temporary workers and anyone else on county property.

C. Drug Free Work Environment

The Nevada County Office of Education shall provide and make a good faith effort to continue to maintain a drug free work environment. To that end, a statement shall be published and prominently displayed stating that it is unlawful to manufacture, dispense, distribute, possess, use, or be under the influence of a controlled substance during business or after school hours at school or in any other district work place.
D. Tobacco Free Work Environment

Tobacco use is prohibited in all facilities owned and/or operated by the Nevada County Office of Education, including indoors, outdoors, and in all County Office of Education vehicles, whether located on or off the premises. Included in this prohibition is tobacco use in privately owned vehicles located on County Office of Education owned and/or operated property. This policy applies to employees, students, and the general public.


Adopted by the Board: 12/10/03
STUDENTS

Student Safety Plan

A. Student Safety

Student safety is a primary concern and a high priority of the Nevada County Board of Education and the County Superintendent of Schools. The obligation of the County Superintendent is to provide and maintain a safe learning environment at all times, and to comply with standards prescribed by applicable state and local laws and regulations affecting student safety.

B. Violence-Free School

The Nevada County Board of Education and the County Superintendent of Schools have adopted a zero tolerance policy for school violence. School violence needs to be addressed by all employees, students, parents, and community. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect employees and/or students or which occur on county or district property, will not be tolerated.

Acts or threats of violence include conduct which is sufficiently severe, offensive or intimidating to alter the employment or learning conditions or to create a hostile, abusive, or intimidating work or learning environment. This prohibition against threats and acts of violence applies to all persons involved in county operations, including but not limited to personnel, contract, and temporary workers, students, and anyone else on county property.

C. Drug Free School

The Nevada County Office of Education shall provide and make a good faith effort to continue to maintain a drug free environment. To that end, a statement shall be published and prominently displayed stating that it is unlawful to manufacture, dispense, distribute, possess, use or be under the influence of a controlled substance during business or after school hours at school or in any other district work place.
D. Tobacco Free School

Use of tobacco and tobacco products is prohibited in all facilities owned and/or operated by the Nevada County Office of Education, including indoors, outdoors, and in all County Office of Education vehicles, whether located on or off the premises. Included in this prohibition is tobacco use in privately owned vehicles located on County Office of Education owned and/or operated property. This policy applies to employees, students, and the general public.

F. Search and Seizure

The Board recognizes that incidents may occur where the health, safety and welfare of students and staff are jeopardized and which necessitate the search and/or seizure of students and/or their property. Student searches and/or seizure shall be conducted in accordance with State law and administrative regulations.

Legal Reference: E.C. §§ 49000 et seq.

Adopted by the Board: 12/10/03
RESOLUTION NO. 15-01
OF THE NEVADA COUNTY BOARD OF EDUCATION

Resolution Calling for Removal on Local Reserves Cap for School Districts
SB 858, Section 27/California Education Code 42127.01 (Rev. 09.22.14)

WHEREAS, School district governing boards have the obligation to provide a quality education that is essential for an informed citizenry, a competitive economy, a fulfilling life for all students, and the foundation of our democratic society; and

WHEREAS, School district governing boards are responsible for maintaining fiscal solvency of the school systems they govern; and

WHEREAS, The Local Control Funding Formula (LCFF), based on the principle of subsidiarity, provides governing boards, working with interested stakeholders, with the authority to prioritize funds in order to provide quality education for all students, especially those who are English learners, from low income households and who are Foster Youth; and

WHEREAS, Funds for crucial services for school operations, such as payroll, classroom materials, school construction projects, technology, home-to-school transportation, deferred maintenance, etc. often require successful ongoing cash-flow management and disciplined planning, including the creation and maintenance of prudent financial reserves; and

WHEREAS, School district reserve levels, as well as their fund balances, are determined by governing boards to meet local priorities and allow districts to save for potential future expected and unexpected expenditures and for eventual economic downturns; and

WHEREAS, community funded schools (Basic Aid Districts) receive funds only twice a year and must rely on adequate reserves to manage cash flow for normal daily operations and for future purchases and unforeseen events; and

WHEREAS, the statutory minimum for school district reserves for economic uncertainties ranges from 1 to 5 percent, depending on district enrollment, and covers between one to five weeks of payroll, or less than 20 days of total cash flow; and

WHEREAS, Prudent budgeting raises expectations for school districts to establish and maintain reserves above the statutory minimum; and

WHEREAS, On June 20, 2014, the Governor signed into law SB 858 (Committee on Budget and Fiscal Review, Chapter 32, Statutes of 2014), now embodied in California Education Code 42127.10: and

WHEREAS, SB 858, Sec. 27 Education Code 42127.01, will become operative should voters pass Proposition 2 on the November 2014 state ballot, and will require school districts to spend their assigned and unassigned account balances down to no more than two to-three times the minimum level of the Resolution No. 15-01
statutory reserve for economic uncertainties (depending on district size) in the fiscal year following the fiscal year in which the State of California makes a payment of any amount to the Public School System Stabilization Account; and

WHEREAS, Under SB 858 this provision, a deposit by the State of California of even $1 to the Public School System Stabilization Account would result in school districts throughout California having to spend down billions of dollars in their reserves and ending balances; and

WHEREAS, It could take many years for the State of California to build up an adequate Public School System Stabilization Account; yet, in one year, school districts would be forced to spend down their reserves and ending balances to levels that could jeopardize fiscal solvency; and

WHEREAS, The LCFF is not fully implemented, many school districts are still funded below their 2007-08 levels, and districts cannot survive another downturn without fiscally responsible reserves; now, therefore, be it

Resolved, That the Nevada County Superintendent of Schools and The Nevada County Board of Education calls upon the Legislature and the Governor to repeal the language contained in Sec. 27 of SB 858 (Chapter 32, Statutes of 2014) now in Education Code 42127.01 immediately.

Duly passed and adopted by the Nevada County Board of Education at a regular meeting held on February 18, 2015, by the following vote on roll call:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

______________________________
Trevor Michael, President
Nevada County Board of Education

ATTEST:

______________________________
Holly Hermansen
Nevada County Superintendent of Schools

Resolution No. 15-01
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## Nevada County Superintendent of Schools
### Program Budget Review
#### 2014/15

Data thru 1/31/15  58%

### SUGARLOAF MOUNTAIN JUVENILE HALL PROGRAM

<table>
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<tr>
<th>8</th>
<th>2014/15 Actuals</th>
<th>% Actual vs Budget</th>
<th>2014/15 Budget</th>
<th>2013/14 Actuals</th>
<th>2012/13 Actuals</th>
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### Revenues - Total

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**20 TOTAL REVENUES**

| 20 | $94,470 | 33% | $283,968 | $250,638 | $252,873 |

### Expenditures:

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</table>

### Total Expenses

| 63 | $132,773 | 47% | $283,968 | $265,625 | $261,241 |

### Surplus/(Deficit)

| 65 | ($38,303) | 0% | ($14,987) | ($8,368) |

### Projected Ending Fund Balance

| 67 | $0 | $14,987 |
Nevada County Superintendent of Schools
Investment Report as of December 31, 2014

The attached Treasury Report from the Nevada County Treasurer and Tax Collector details the portfolio of investments at the Nevada County Treasury as of December 31, 2014.

The investments for Nevada County Superintendent of Schools office are as follows:

Cash in County Treasury:

<table>
<thead>
<tr>
<th>Fund Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSoS - County School Service Fund, Special Ed, SELPA, Charter Fund</td>
<td>$11,243,072.76</td>
</tr>
<tr>
<td>NCSoS - CCCC Child Development Fund</td>
<td>$51,845.61</td>
</tr>
<tr>
<td>NCSoS - Deferred Maintenance Fund</td>
<td>-</td>
</tr>
<tr>
<td>NCSoS - Forest Reserve Fund</td>
<td>-</td>
</tr>
<tr>
<td>Capital Service Region Funds</td>
<td>-</td>
</tr>
</tbody>
</table>

Total NCSoS Funds in County Treasury: $11,294,918.37

Cash in Revolving Funds:

<table>
<thead>
<tr>
<th>Fund Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSoS - Petty Cash</td>
<td>$100.00</td>
</tr>
<tr>
<td>NCSoS - Revolving Account</td>
<td>$2,900.00</td>
</tr>
</tbody>
</table>

Total Cash in Revolving Funds: $3,000.00

TOTAL CASH AND INVESTMENTS: $11,297,918.37
January 2, 2015

Board of Supervisors  
County of Nevada  
Nevada City, CA 95959

Honorable Board of Supervisors:

In accordance with Government Code Section 53646 (b) (1), I hereby submit the attached Treasury report for the second quarter ending December 31, 2014. This report includes a listing of the investments in the treasury’s portfolio as required in Government Code Section 53646 (b)(4).

As required by Government Code Section 53646 (b) (2), I hereby state that the investments in the treasury’s portfolio are in compliance with the treasurer’s investment policy.

Furthermore, as required by Government Code section 53646 (b) (3), I hereby state that the treasury has sufficient funds available to meet the projected expenditures for the next six months.

Respectfully Submitted,

[Signature]  
Tina M. Vernon  
Treasurer & Tax Collector

cc:  Rick Haffey, County Executive Officer  
Marcie Salter, Auditor-Controller

Nevada County Treasurer & Tax Collector  
www.mynevadacounty.com/ttc
January 2, 2015

Board of Supervisors
County of Nevada
Nevada City, CA 95959

Honorable Board of Supervisors:

The following report represents the Treasury’s Portfolio as of December 31, 2014.

**Portfolio Review for Month Ending December 31, 2014**

*Portfolio Composition (does not include cash)*
- Book Value of Assets Held: $213,668,201.20
- Market Value of Assets Held: $213,631,139.09
- Assets Maturing Within 90 days: 51.25%
- Weighted Average Maturity: 457 days

*Return of Assets*
- Total Earnings Month Ended: $107,835.70
- Total Earnings Fiscal YTD: $576,046.77
- Yield to Maturity @ Cost Month Ended: 0.68%

The Treasury has received $79,125,416.29 in receipts and approved expenditures of $29,521,003.43 for a net increase of $49,604,412.86 for the month of December 2014. Of these funds, the average percent invested for the month of December 2014 is 92.39%. Please see attached reports for details.

Respectfully Submitted,

Tina M. Vernon
Treasurer & Tax Collector

**see next page for Apportioned Interest Information**

* Nevada County Treasurer & Tax Collector .................................................. www.mynevadacounty.com/nc/ttc

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### Apportioned Interest Information

<table>
<thead>
<tr>
<th></th>
<th>Reciprocal</th>
<th>Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First quarter interest apportionment</strong></td>
<td>0.1654591626</td>
<td>0.66%</td>
</tr>
<tr>
<td>First Quarter Interest Earned</td>
<td>$ 315,827.74</td>
<td></td>
</tr>
<tr>
<td>Cost of doing business-Treasurer</td>
<td>($ 57,525.01)</td>
<td></td>
</tr>
<tr>
<td>Cost of doing business- Auditor</td>
<td>($ 12,417.42)</td>
<td></td>
</tr>
<tr>
<td><strong>Net Interest Apportioned</strong></td>
<td>$ 245,885.31</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Reciprocal</th>
<th>Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second quarter interest apportionment</strong></td>
<td>0.1030831575</td>
<td>0.41%</td>
</tr>
<tr>
<td>Second Quarter Interest Earned</td>
<td>$253,894.60</td>
<td></td>
</tr>
<tr>
<td>Cost of doing business-Treasurer</td>
<td>($65,832.58)</td>
<td></td>
</tr>
<tr>
<td>Cost of doing business- Auditor</td>
<td>($12,231.31)</td>
<td></td>
</tr>
<tr>
<td><strong>Net Interest Apportioned</strong></td>
<td>$175,830.71</td>
<td></td>
</tr>
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</table>

### Third quarter interest apportionment

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Quarter Interest Earned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of doing business-Treasurer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of doing business- Auditor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net Interest Apportioned</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Fourth quarter interest apportionment

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Quarter Interest Earned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of doing business-Treasurer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of doing business- Auditor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net Interest Apportioned</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Nevada County Treasurer & Tax Collector .................................................................
[www.aynevadacounty.com/tc/ttc]*
The following reports reflect the County of Nevada's Treasurer's Investment Pool Portfolio for the period ending December 31st, 2014. These reports have two primary objectives: (1) to provide information regarding portfolio holdings as to compliance with California Government Code Sections 53601 and 53635, as well as the County Treasurer's Statement of Investment Policy, and (2) to detail portfolio characteristics of the portfolio's investment holdings.

Portfolio Holdings by Asset Class Summary
- Provides a snap shot of the Nevada County Portfolio at month end.

Distribution by Security Sector - Chart
- A month-to-month comparison of distribution by Security Sector for the Investment Portfolio. Calculates percentage of each sector to ensure compliance with Investment Policy.

Distribution by Maturity Range - Chart
- Provides an overview of portfolio liquidity and month to month changes for the Investment Portfolio.

Total Rate of Return - Book Value by Month - Chart

Transaction Summary by Action
- All transactions occurring for the month of report.

Portfolio Holdings by Asset Class - Detail Report
- Detailed listing of all securities held in portfolio at month end.
The market value listing is a "snapshot" of the investments from the viewpoint of what might be financially gained or lost if the County were to sell any of the investments on the date shown at the top of this report. It is a tool used to maximize on investment income and should not be considered as a statement of actual (or realized) profits or losses. The market value lists are received from the Safekeeping Bank - Bank of the West.

Just for a point of clarity:
Unrealized profits and losses are the differences between the book value and market value of a security and do not become realized unless the security is sold prior to maturity.

<table>
<thead>
<tr>
<th>Month</th>
<th>Market Value</th>
<th>Book Value</th>
<th>Unrealized Gain/Loss</th>
<th>YTM @ Cost</th>
<th>Treasury 3 Year</th>
<th>Interest Earned</th>
<th>Days To Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31/2014</td>
<td>140,165,320.51</td>
<td>140,054,290.57</td>
<td>111,028.94</td>
<td>0.62</td>
<td>0.88</td>
<td>139,850.01</td>
<td>714</td>
</tr>
<tr>
<td>11/30/2014</td>
<td>160,040,579.46</td>
<td>159,758,982.97</td>
<td>281,596.49</td>
<td>0.86</td>
<td>0.96</td>
<td>98,039.22</td>
<td>625</td>
</tr>
<tr>
<td>12/31/2014</td>
<td>213,831,139.09</td>
<td>213,688,201.20</td>
<td>-37,082.11</td>
<td>0.68</td>
<td>0.00</td>
<td>251,772.58</td>
<td>455</td>
</tr>
<tr>
<td>Total / Average</td>
<td>171,278,013.02</td>
<td>171,160,491.58</td>
<td>118,521.44</td>
<td>0.80</td>
<td>0.61</td>
<td>489,681.81</td>
<td>579</td>
</tr>
</tbody>
</table>

Tina M. Vernon, Treasurer

Date
The market value listing is a "snapshot" of the investments from the viewpoint of what might be financially gained or lost if the County were to sell any of the investments on the date shown at the top of this report. It is a tool used to maximize on investment income and should not be considered as a statement of actual (or realized) profits or losses. The market value lists are received from the Safekeeping Bank - Bank of the West.

Just for a point of clarity; Unrealized profits and losses are the differences between the book value and market value of a security and do not become realized unless the security is sold prior to maturity.

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Face Amount/Shares</th>
<th>Market Value</th>
<th>Book Value</th>
<th>% of Portfolio</th>
<th>YTM @ Cost</th>
<th>Days To Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD - Negotiable &gt;&gt; 30%</td>
<td>10,529,000.00</td>
<td>10,493,721.06</td>
<td>10,532,710.95</td>
<td>4.94</td>
<td>1.29</td>
<td>981</td>
</tr>
<tr>
<td>Corporate Notes &gt;&gt; 30% Limit</td>
<td>35,000,000.00</td>
<td>35,423,517.39</td>
<td>35,425,323.35</td>
<td>16.44</td>
<td>1.19</td>
<td>839</td>
</tr>
<tr>
<td>Liquid Assets &gt;&gt; 0%</td>
<td>109,492,675.44</td>
<td>109,492,675.44</td>
<td>109,482,675.44</td>
<td>51.42</td>
<td>0.19</td>
<td>1</td>
</tr>
<tr>
<td>Municipal Bonds &gt;&gt; 0% Limit</td>
<td>8,935,000.00</td>
<td>9,222,704.30</td>
<td>9,260,310.39</td>
<td>4.20</td>
<td>1.55</td>
<td>1,082</td>
</tr>
<tr>
<td>US Agency Bonds &gt;&gt; 0% Limit</td>
<td>49,000,000.00</td>
<td>48,998,520.00</td>
<td>48,977,181.07</td>
<td>23.01</td>
<td>1.10</td>
<td>968</td>
</tr>
<tr>
<td>Total / Average</td>
<td>212,956,675.44</td>
<td>213,631,135.09</td>
<td>213,686,291.20</td>
<td>100.00</td>
<td>0.68</td>
<td>457</td>
</tr>
</tbody>
</table>

Tina M. Vemon, Treasurer

Date: 1/6/15
## Security Sector Allocation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Of Deposit</td>
<td>10,050,221.39</td>
<td>6.26</td>
<td>10,493,721.96</td>
<td>4.81</td>
</tr>
<tr>
<td>Corporate</td>
<td>35,540,895.92</td>
<td>22.21</td>
<td>35,423,817.39</td>
<td>16.68</td>
</tr>
<tr>
<td>Local Government Investment Pool</td>
<td>32,030,704.53</td>
<td>20.01</td>
<td>84,530,705.00</td>
<td>39.57</td>
</tr>
<tr>
<td>Money Market</td>
<td>24,007,234.77</td>
<td>15.00</td>
<td>24,961,970.44</td>
<td>11.68</td>
</tr>
<tr>
<td>Municipal</td>
<td>9,259,712.86</td>
<td>5.79</td>
<td>9,222,704.30</td>
<td>4.32</td>
</tr>
<tr>
<td>US Agency</td>
<td>48,151,810.00</td>
<td>30.71</td>
<td>48,598,520.00</td>
<td>22.94</td>
</tr>
<tr>
<td><strong>Total / Average</strong></td>
<td><strong>160,049,579.46</strong></td>
<td><strong>100.00</strong></td>
<td><strong>213,631,139.09</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

### Portfolio Holdings as of 11/30/2014

- 6.26% - Certificate Of Deposit
- 22.21% - Corporate
- 20.01% - Local Government Investment Pool
- 15% - Money Market
- 5.79% - Municipal
- 30.71% - US Agency

### Portfolio Holdings as of 12/31/2014

- 4.91% - Certificate Of Deposit
- 16.59% - Corporate
- 39.57% - Local Government Investment Pool
- 11.68% - Money Market
- 4.32% - Municipal
- 22.94% - US Agency
### Nevada County
**Distribution by Maturity Range - Market Value**
**Report Group: Investment Portfolio**

<table>
<thead>
<tr>
<th>Maturity Range</th>
<th>Market Value 11/30/2014</th>
<th>% of Portfolio 11/30/2014</th>
<th>Market Value 12/31/2014</th>
<th>% of Portfolio 12/31/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 Month</td>
<td>56,037,939.30</td>
<td>35.01</td>
<td>109,492,675.44</td>
<td>51.25</td>
</tr>
<tr>
<td>3-6 Months</td>
<td>490,264.60</td>
<td>0.31</td>
<td>735,813.40</td>
<td>0.34</td>
</tr>
<tr>
<td>6-9 Months</td>
<td>6,750,376.15</td>
<td>4.22</td>
<td>8,502,675.60</td>
<td>3.98</td>
</tr>
<tr>
<td>9-12 Months</td>
<td>6,728,150.98</td>
<td>4.20</td>
<td>7,044,244.60</td>
<td>3.50</td>
</tr>
<tr>
<td>1-2 Years</td>
<td>26,453,153.31</td>
<td>16.53</td>
<td>24,049,403.10</td>
<td>11.25</td>
</tr>
<tr>
<td>2-3 Years</td>
<td>22,512,874.25</td>
<td>14.07</td>
<td>22,422,470.20</td>
<td>10.60</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>25,081,537.34</td>
<td>15.67</td>
<td>25,191,877.79</td>
<td>11.79</td>
</tr>
<tr>
<td>4-6 Years</td>
<td>16,986,160.50</td>
<td>9.99</td>
<td>16,192,368.96</td>
<td>7.58</td>
</tr>
<tr>
<td><strong>Total/Average</strong></td>
<td><strong>160,040,579.48</strong></td>
<td><strong>100.00</strong></td>
<td><strong>213,831,139.09</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

#### Portfolio Holdings as of 11/30/2014

#### Portfolio Holdings as of 12/31/2014
### Nevada County
**Total Rate of Return - Book Value by Month**

**Nevada County - Fixed Income**

<table>
<thead>
<tr>
<th>Month</th>
<th>Beginning BV + Accrued Interest</th>
<th>Interest Earned During Period-BV</th>
<th>Realized Gain/Loss-BV</th>
<th>Investment Income-BV</th>
<th>Average Capital Base-BV</th>
<th>TRR-BV</th>
<th>Annualized TRR-BV</th>
<th>Treasury 3 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/31/2014</td>
<td>102,966,343.58</td>
<td>96,964.63</td>
<td>0.00</td>
<td>96,964.63</td>
<td>102,408,324.79</td>
<td>0.09</td>
<td>1.14</td>
<td>0.57</td>
</tr>
<tr>
<td>8/31/2014</td>
<td>102,724,671.41</td>
<td>92,806.02</td>
<td>0.00</td>
<td>92,806.02</td>
<td>101,434,032.22</td>
<td>0.09</td>
<td>1.10</td>
<td>0.93</td>
</tr>
<tr>
<td>9/30/2014</td>
<td>100,828,993.31</td>
<td>95,016.53</td>
<td>-19,044.05</td>
<td>73,972.88</td>
<td>102,629,050.32</td>
<td>0.07</td>
<td>0.87</td>
<td>1.05</td>
</tr>
<tr>
<td>10/31/2014</td>
<td>103,452,795.44</td>
<td>124,202.33</td>
<td>-21,064.01</td>
<td>103,138.32</td>
<td>102,599,900.60</td>
<td>0.10</td>
<td>1.21</td>
<td>0.88</td>
</tr>
<tr>
<td>11/30/2014</td>
<td>102,446,163.40</td>
<td>95,157.82</td>
<td>0.00</td>
<td>95,157.82</td>
<td>103,302,716.00</td>
<td>0.09</td>
<td>1.11</td>
<td>0.96</td>
</tr>
<tr>
<td>12/31/2014</td>
<td>104,136,716.91</td>
<td>247,036.44</td>
<td>0.00</td>
<td>247,036.44</td>
<td>103,879,108.19</td>
<td>0.24</td>
<td>2.89</td>
<td>1.06</td>
</tr>
</tbody>
</table>

### Annualized TRR-BV

- **Portfolio**
- **Treasury 3 Year**
## Nevada County Transaction Summary by Action

### Report Group: Investment Portfolio

**Begin Date:** 11/30/2014, **End Date:** 12/31/2014

### Buy Transactions

<table>
<thead>
<tr>
<th>Action</th>
<th>Settlement Date</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Description</th>
<th>Purchase Price</th>
<th>Principal</th>
<th>Interest / Dividends</th>
<th>YTM @ Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy</td>
<td>12/19/2014</td>
<td>6288257T9</td>
<td>245,000.00</td>
<td>NCB Savings Bank 1.85 12/16/2019</td>
<td>100.00</td>
<td>245,000.00</td>
<td>0.00</td>
<td>1.85</td>
<td>245,000.00</td>
</tr>
<tr>
<td>Buy</td>
<td>12/23/2014</td>
<td>87116AE9</td>
<td>245,000.00</td>
<td>Martin Business Bank 1.45 02/25/2018</td>
<td>106.00</td>
<td>245,000.00</td>
<td>0.00</td>
<td>1.45</td>
<td>246,000.00</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>490,000.00</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>490,000.00</strong></td>
</tr>
<tr>
<td>Deposit</td>
<td>12/1/2014</td>
<td>MM7323</td>
<td>4,735.67</td>
<td>Bank of the West MM</td>
<td>100.00</td>
<td>4,735.67</td>
<td>0.00</td>
<td>0.00</td>
<td>4,735.67</td>
</tr>
<tr>
<td>Deposit</td>
<td>12/1/2014</td>
<td>CAMP</td>
<td>0.47</td>
<td>CAMP LGIP</td>
<td>100.00</td>
<td>4.735.67</td>
<td>0.00</td>
<td>0.00</td>
<td>4.735.67</td>
</tr>
<tr>
<td>Deposit</td>
<td>12/31/2014</td>
<td>MA7623</td>
<td>850,000.00</td>
<td>Bank of the West MM</td>
<td>100.00</td>
<td>850,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>850,000.00</td>
</tr>
<tr>
<td>Deposit</td>
<td>12/31/2014</td>
<td>CAMP</td>
<td>35,000,000.00</td>
<td>CAMP LGIP</td>
<td>100.00</td>
<td>35,000,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>35,000,000.00</td>
</tr>
<tr>
<td>Deposit</td>
<td>12/31/2014</td>
<td>LAFI</td>
<td>17,500,000.00</td>
<td>LAFI California LGIP</td>
<td>100.00</td>
<td>17,500,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>17,500,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong> &amp; <strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>53,454,736.14</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>53,454,736.14</strong></td>
<td></td>
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### Interest/Dividends

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<th>Total</th>
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## Nevada County
### Transaction Summary by Action
#### Report Group: Investment Portfolio

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<th>Description</th>
<th>Purchase Price</th>
<th>Principal</th>
<th>Interest / Dividends</th>
<th>YTM @ Cost</th>
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# Nevada County
## Portfolio Holdings by Asset Class
### Report Group: Investment Portfolio

**Date:** 12/31/2014

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<th>Book Value</th>
<th>Market Price</th>
<th>Market Value</th>
<th>% Portfolio Un. Gain/Loss</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity Duration To Amt.</th>
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<td>3,208.33</td>
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<td>S&amp;P-AA+</td>
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<td>8,113.89</td>
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<td>17,068.90</td>
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Nevada County
Portfolio Holdings by Asset Class
Report Group: Investment Portfolio

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<th>CUSIP</th>
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<th>Settlement Date</th>
<th>Cost Value @ YTM @ Cost</th>
<th>Market Price @ YTM @ Market</th>
<th>Market Value Accrued Interest</th>
<th>% Portfolio Value</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity</th>
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<tr>
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<td>1,000,000.00</td>
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<td>Exxon Mobil 1.819 3/15/2019-19</td>
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<td>4/7/2014</td>
<td>995,810.00</td>
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<td>2,043,396.00</td>
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<td>IBM Corp 1.85 7/22/2016</td>
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<td>2,084,460.00</td>
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<td>Procter &amp; Gamble 4.85 12/13/2015</td>
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# Nevada County
## Portfolio Holdings by Asset Class
### Report Group: Investment Portfolio

**Date:** 12/31/2014

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<th>Description</th>
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<th>Cost Value / YTM</th>
<th>Market Price / YTM</th>
<th>Market Value / Accrued Interest</th>
<th>% Portfolio Unrec. Gain/Loss</th>
<th>Credit Rating</th>
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**Total:**

- **Corporate Notes:** 35,000,000.00
- **Liquid Assets:** 109,492,675.44
- **Municipal Bonds:** 109,492,675.44

**Percentage of Portfolio:**

- Corporate Notes: 35.48%
- Liquid Assets: 51.34%
- Municipal Bonds: 13.18%
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<th>Face Amount / Shares</th>
<th>Settlement Date</th>
<th>YTM @ Cost</th>
<th>Cost Value</th>
<th>Book Value</th>
<th>Market Price</th>
<th>Market Value</th>
<th>% Portfolio Gain/Loss</th>
<th>Credit Rating</th>
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<td>5/28/2014</td>
<td>1,136,010.00</td>
<td>1,107,170.00</td>
<td>110.72</td>
<td>21,639.11</td>
<td>-6,085.98</td>
<td>S&amp;P-AAA+</td>
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<tr>
<td>San Diego County CA Pension 5.728</td>
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<td>1/21/2014</td>
<td>1,143,290.00</td>
<td>1,107,170.00</td>
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<td>21,639.11</td>
<td>-6,085.98</td>
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<td>San Francisco 4.279 12/1/2018</td>
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Sub Total Municipal Bonds >> 5% Limit: 8,938,000.00 | 1.55 | 9,222,704.30 | 4.32% | 1091 |

US Agency Bonds >> 0% Limit:

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<th>Cost Value</th>
<th>Book Value</th>
<th>Market Price</th>
<th>Market Value</th>
<th>% Portfolio Gain/Loss</th>
<th>Credit Rating</th>
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<th>Days To Call/Maturity</th>
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<tr>
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<td>6/18/2014</td>
<td>2,000,000.00</td>
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Total US Agency Bonds >> 0% Limit: 2,000,000.00 | 1.79 | 722,222.22 | 3.31% | 420 |
# Nevada County

## Portfolio Holdings by Asset Class

### Report Group: Investment Portfolio

**Date:** 12/31/2014

<table>
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<tr>
<th>Description</th>
<th>CUSIP</th>
<th>Face Amount</th>
<th>Settlement Date</th>
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<th>Cost Value</th>
<th>Book Value</th>
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<th>Market Value</th>
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<tr>
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<td>1.24</td>
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<td>1,021,390.00</td>
<td>0.94%</td>
<td>Moody's-Aaa</td>
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<td>11/2/2012</td>
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<th>Market Value Accrued Interest</th>
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<tr>
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2015 Nevada County Writing Tournament Results
January 22, 2015

Thirty-eight seventh and eighth grade students from ten local public, private and charter schools competed in the countywide Writing Tournament today at Miners Foundry Cultural Center. The Nevada County Superintendent of Schools Office coordinated the annual event which was sponsored by Coldwell Banker Grass Roots Realty, Debbie St. John, Realtor and Miners Foundry.

The students were judged on three styles of writing:
♦ Expository Writing: Karen Ball of Heart and Soul Alpacas and Spinnery spoke to the students. Afterwards, the students were given time to write a paper on what they had heard and seen.
♦ Creative Writing: The students wrote compositions based on Miners Foundry
♦ Letter Writing: Students were asked to write a letter to the Editor of The Union expressing their views on the value of saving historical buildings such as Miners Foundry.

Winners:

Sweepstakes:
7th Grade: Amber Busse - Seven Hills
8th Grade: Keegan O’Sullivan - Chicago Park

7th Grade:
Expository Writing:
First: Grace Van Winkle - Magnolia
Second: Sonora Slater - Clear Creek
Third: Amber Busse - Seven Hills
Fourth: Elena Friedman - Forest Charter
Fifth: Kyla Karas - Union Hill

Creative Writing:
First: Amber Busse - Seven Hills
Second: Michelle Gonzales - Grass Valley Charter
Third: Mia Star - Yuba River Charter
Fourth: Aaron Stone - Magnolia
Fifth: Grace Billingsley - Mount St. Mary's Academy

Letter Writing:
First: Amber Busse - Seven Hills
Second: Kyla Karas - Union Hill
Third: Zara Katzenstein - Grass Valley Charter
Fourth: Leah Brown - Seven Hills
Fifth: Grace Van Winkle - Magnolia

8th Grade:

Expository Writing:
First: Aubri Johnson - Seven Hills
Second: Sarah Shine - Union Hill
Third: Sarah Scherzinger - Clear Creek
Fourth: Keegan O'Sullivan - Chicago Park
Fifth: Julia Kringle - Magnolia

Creative Writing:
First: Keegan O'Sullivan - Chicago Park
Second: Zoe Breeding - Forest Charter
Third: Sky Rosenberg - Forest Charter
Fourth: Sol Rios - Nevada City School of the Arts
Fifth: Miranda Hauke - Mount St. Mary's Academy

Letter Writing:
First: Keegan O'Sullivan - Chicago Park
Second: Jasper Waters - Nevada City School of the Arts
Third: Logen Hauer - Seven Hills
Fourth: Zoe Breeding - Forest Charter
Fifth: Natalie Webster - Magnolia
Press Release - Mathematics Tournament

5th/6th Grade – January 27th, 2015
7th/8th Grade – January 29th, 2015

Over one hundred of Nevada County’s top mathematic students from thirteen local public, private and charter schools recently competed in the countywide Math Tournament coordinated by the Nevada County Superintendent of Schools’ office.

The two-day event was sponsored by Telestream, Inc. and Miners Foundry Cultural Center. Mike Schmidt, a retired Pleasant Valley School teacher, served as emcee.

Competition consisted of Problem Solving, Geometry and Computation for grades 5 through 8 with Special Topics added for seventh and eighth graders.

After spending the morning testing their abilities, the overall high score sweepstakes winners were:

- **Grade 5:** Teanna Dummett – Union Hill
- **Grade 6:** Reaghan Moore – Forest Charter
- **Grade 7:** Eva Zlimen – Seven Hills
- **Grade 8:** Kelly Muir – Grass Valley Charter

Other First Place Winners were:

**Problem Solving:**
- **Grade 5:** Teanna Dummett – Union Hill
- **Grade 6:** Reaghan Moore – Forest Charter
- **Grade 7:** Jacob Knox - Magnolia
- **Grade 8:** Kelly Muir – Grass Valley Charter
  - Sarah Shine – Union Hill

**Geometry:**
- **Grade 5:** Teanna Dummett – Union Hill
- **Grade 6:** Reaghan Moore – Forest Charter
- **Grade 7:** Eva Zlimen – Seven Hills
- **Grade 8:** Kelly Muir – Grass Valley Charter

**Computation:**
- **Grade 5:** Teanna Dummett – Union Hill
- **Grade 6:** Sarah Day – Pleasant Valley
- **Grade 7:** Eva Zlimen – Seven Hills
- **Grade 8:** Sarah Shine – Union Hill

**Special Topics:**
- **Grade 7:** Sonora Slater – Clear Creek
- **Grade 8:** Kelly Muir – Grass Valley Charter