



# Teach Las Vegas

## TEACH LV Regular Board Meeting

Published on January 16, 2024 at 12:13 PM PST

Amended on January 18, 2024 at 9:09 AM PST

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### Date and Time

Tuesday January 23, 2024 at 5:00 PM PST

### Location

At the school site: 4660 N Rancho Dr, Las Vegas, NV 89130

and via zoom at:

Topic: TEACH Las Vegas Regular Board Meeting

Time: Jan 23, 2024 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://teachpublicschools-org.zoom.us/j/86907509360>

Meeting ID: 869 0750 9360

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4660 N Rancho Dr, Las Vegas, NV 89130

and Via Zoom

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<https://teachpublicschools-org.zoom.us/j/87595158536>

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b> Call the Meeting to Order		Trishawn Allison	
<b>B.</b> Record Attendance		Beth Bulgeron	1 m
<b>C.</b> Public Comment		Trishawn Allison	5 m
<p><i>Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The TEACH LV Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.</i></p>			
<b>II. CONSENT ITEMS</b>			<b>5:06 PM</b>
<p>Consent Items- Items under Consent Items will be voted on in one motion, unless a member of the Board request that an item be removed and voted on separately, in which case the Board Chair will determine when it will be balled and considered for action. Due to the set-up of Board On Track, approval of any board meeting minutes will be done throughout consent and listed as items B-Z (as needed) under Consent Items.</p>			

	Purpose	Presenter	Time
<b>A.</b> Approval of Board Agenda	Vote	Trishawn Allison	3 m
<b>B.</b> Approve the Minutes from the December 5, 2023 Regular Board Meeting	Vote	Trishawn Allison	2 m
<b>III. ITEMS SCHEDULED FOR INFORMATION &amp; POTENTIAL ACTION</b>			<b>5:11 PM</b>
<b>A.</b> Financial Report	Discuss	Richard McNeel	10 m
<b>B.</b> Meet New Board Member Candidates	Discuss	Trishawn Allison	5 m
<b>C.</b> Approve the School Emergency Plan	Vote	Frank Williams	5 m
<b>D.</b> Approve the Suspension and Expulsion Appeals Process	Vote	Beth Bulgeron	5 m
<b>E.</b> Interim ED Report	Discuss	Frank Williams	5 m
<b>F.</b> Update from the Board Chair on Candidate Search and Approval of New ED Contract	Vote	Trishawn Allison	7 m
<b>G.</b> Update on Monthly Reports to SCPSA	Discuss	Matthew Brown	5 m
TEACH LV will be providing updates in the following areas at each SPCSA Board Meeting:			
- Board Reconstitution			
- Debt			
- Executive Director Search			
- Compliance			
- Teacher Staffing and Licensure			
<b>IV. Closing Items</b>			<b>5:53 PM</b>
<b>A.</b> Upcoming Meeting Date	FYI	Trishawn Allison	5 m
The next Regular Board Meeting will be held on February 20 at 5 pm.			
<b>B.</b> Public Comment	FYI	Trishawn Allison	5 m
Public Comment is limited to three minutes per person.			
<b>C.</b> Board Member Comments	FYI	Trishawn Allison	5 m
<b>D.</b> Adjourn Meeting	Vote	Trishawn Allison	

# Coversheet

## Approval of Board Agenda

**Section:** II. CONSENT ITEMS  
**Item:** A. Approval of Board Agenda  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2023\_12\_05\_board\_meeting\_minutes.pdf

DRAFT



## Teach Las Vegas

### Minutes

#### TEACH LV Regular Board Meeting

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##### Date and Time

Tuesday December 5, 2023 at 5:00 PM

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4660 N Rancho Dr, Las Vegas, NV 89130

and Via Zoom

Join Zoom Meeting

<https://teachpublicschools-org.zoom.us/j/87595158536>

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### **Directors Present**

T. Allison

### **Directors Absent**

*None*

### **Guests Present**

B. Bulgeron (remote), E. Robles (remote), FWilliam@teachlv.org, M. Brown (remote), R. Carranza (remote), R. McNeel (remote)

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## **I. Opening Items**

### **A. Call the Meeting to Order**

T. Allison called a meeting of the board of directors of Teach Las Vegas to order on Tuesday Dec 5, 2023 at 5:01 PM.

### **B. Record Attendance**

### **C. Public Comment**

Ms. Davis complimented the efforts of the staff and expressed gratitude for how the school was running and the direction of where it was headed.

## **II. CONSENT ITEMS**

### **A.**

### **Approval of Board Agenda**

T. Allison made a motion to Approve.  
The board **VOTED** to approve the motion.

### **B. Approve the Minutes from the September 19, 2023 Regular Board Meeting, the September 29, 2023 Emergency Board Meeting, the October 17th Board Meeting and the November 6, 2023 Meeting**

T. Allison made a motion to Approve the minutes listed in the agenda item.  
The board **VOTED** to approve the motion.

#### **Roll Call**

T. Allison Aye

T. Allison made a motion to approve the minutes from Nov 6th TEACH Las Vegas Special Board Meeting on 11-06-23.

The board **VOTED** to approve the motion.

#### **Roll Call**

T. Allison Aye

T. Allison made a motion to approve the minutes from Sept 19 TEACH LV Regular Board Meeting on 09-19-23.

The board **VOTED** to approve the motion.

T. Allison made a motion to approve the minutes from 9/29/23 TEACH LV Emergency Board Meeting on 09-29-23.

The board **VOTED** to approve the motion.

#### **Roll Call**

T. Allison Aye

T. Allison made a motion to approve the minutes from 10/17/23 TEACH LV Regular Board Meeting on 10-17-23.

The board **VOTED** to approve the motion.

#### **Roll Call**

T. Allison Aye

## **III. ITEMS SCHEDULED FOR INFORMATION & POTENTIAL ACTION**

### **A. Financial Report**

Richard McNeel gave the financial report and included the key indicators, an update on the PERS payoff and projected negative year end balance.

### **B. Consider and Approve New Board Member Candidates**

T. Allison made a motion to Approve adding Constance Jackson and Kimberly Bass as new board members.

The board **VOTED** to approve the motion.



**Roll Call**

T. Allison Aye

**C. Approve the Special Education Policies and Procedures Manual**

T. Allison made a motion to Approve the SPED Policies and Procedures Manual. Beth Bulgeron presented the updated SPED policies and procedures manual aligned to NV law.

The board **VOTED** to approve the motion.

**Roll Call**

T. Allison Aye

**D. Approve the Foster Child Policy**

T. Allison made a motion to Approve the Foster Child Care Policy. Beth Bulgeron presented the Foster Care Policy and described the policies and procedures within the policy.

The board **VOTED** to approve the motion.

**Roll Call**

T. Allison Aye

**E. Interim ED Report**

Frank Williams provided the Interim ED report and described the parent meetings he had when he initially took over the position. He described the school's culture and climate and the focus on decreasing chronic absenteeism.

**F. Approve the English Language Learner Policies and Bill of Rights**

T. Allison made a motion to Approve the EL Learner Policies and Bill of Rights. Frank Williams presented the EL Policies and explained that was a hiring priority. The board **VOTED** to approve the motion.

**Roll Call**

T. Allison Aye

**G. Update from the Board Chair on Candidate Search and SPCSA Meeting**

Board Chair Allison gave an update on the ED search and stated that two excellent candidates have been interviewed and that the search was still open and ongoing. She also stated that both TEACH LV and TEACH Inc will be sharing at the upcoming SPCSA board meeting.

**IV. Closing Items**

**A. Upcoming Meeting Date**

The next regular TEACH LV board meeting is scheduled for January 23rd at 5 pm.

**B. Public Comment**

There was no public comment.

**C. Board Member Comments**

Board Chair Allison welcomed the two new board members and expressed her enthusiasm for their commitment to TEACH Las Vegas.

**D. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:41 PM.

Respectfully Submitted,  
T. Allison

# Coversheet

## Approve the School Emergency Plan

**Section:** III. ITEMS SCHEDULED FOR INFORMATION & POTENTIAL ACTION  
**Item:** C. Approve the School Emergency Plan  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** TEACH LV Safety Plan.docx

## **TEACH Las Vegas Charter School**

### **SCHOOL SAFETY PLAN**

#### **INTRODUCTION**

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills, and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of this School Safety Plan and each school's Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train, practice, and exercise ERPs in order to respond quickly before, during and after an incident. A well developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. TEACH Las Vegas Charter School uses the State of Nevada suggested planning format to assist schools in meeting legislative mandates contained in the Nevada Department of Education's School Crisis and Emergency Operations Plan and provides the use of best practices to improve outcomes following emergency situations.

The content, organization, and terminology provided in the State of Nevada Guide to School Emergency Response Planning aligns with the Federal Emergency Management Agency's "Guide for Developing High-Quality School Emergency Operations Plans (2013)". The organization of this guide supports key practices that were adopted in State of Nevada. The guide provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting in each Building ERP aligns critical information necessary to improve rapid response to emergencies.

The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures have been developed by TEACH Las Vegas Charter School based on potential circumstances and resources. Tools to manage an emergency include response procedures that are developed through threat assessments, safety audits, planning, and training before an incident occurs. TEACH Las Vegas Charter School uses the recommended State of Nevada Functional Annexes in order to standardize the terminology used by the Charter School employees and emergency responders during an emergency. Functional annexes focus on critical operational functions and the courses of action developed to carry them out.

Actions and best practices are outlined in each of the Charter School's Building Plans Threat/Hazard Annexes section, detail what to do in the event of various emergencies.

These ERP's provide current information about school response team members, students and staff with special needs and any other information critical to each school building. The school has also identified appropriate staff to fill specific roles related to Incident Command and appropriate response teams. All of the Charter School's building principals, assistant principals and other key members have been trained in the Incident Command System. The school has also appointed a Chief Emergency Officer as required in order to coordinate and communicate between staff, law enforcement and first responders. The Chief Emergency Officer is responsible for ensuring the completion and yearly update of the Building-Level Emergency Response Plans. All Building-Level Emergency Response Plans are confidential but are submitted to State of Nevada and local emergency responders for review. Appropriate training and drilling is required to ensure that all district personnel and students understand the plan and their roles and responsibilities.

### **SUMMARY OF LAWS**

Development of School Safety Plans.

Every board of education of a school district, every board of cooperative educational services and county vocation education shall adopt by July 1, 2001, and shall update by Sept 1<sup>st</sup> of each succeeding year, a district wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.

School Emergency Response Plan. A school Emergency Response Plan shall be developed by the school safety team and shall include the following elements:

Policies and Procedures for Safe Evacuation

Designation of Response Teams

Procedures for Emergency Responder Access to Building Plans Communication in Emergencies

Definition of the Chain of Command Consistent with NIMS/ICS Coordinated Plan for Disaster Mental Health Services Procedures for Annual Review

Procedures for the Conduct of Drills

Procedures for Restricting Access to Crime Scenes

A copy of each building level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.

Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency

response procedures under each of its building level school safety plans, including sheltering or early dismissal.

## **RISK REDUCTION/PREVENTION AND INTERVENTION**

### **A. Prevention/Intervention Strategies**

The administration of TEACH Las Vegas Charter School believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a brief list of programs and initiatives that are in place at some or all of the Charter Schools that promote open communication and have a positive impact on the quality of life in our schools:

- ● Bullying Reporting Process
- ● Peer Mediation
- ● PBIS
- ● Restorative Practice
- ● National Incident Management System (NIMS)
- ● Incident Command System (ICS)
- ● Restorative Justice

### **B. Training, Drills, and Exercises**

#### Training

The Charter School understands the importance of training. All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident. The annual training will review the Building-Level Emergency Response Safety Plan, The Charter School also submits certification to the NYSED that all school staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff will receive this training by September 15<sup>th</sup> of each school year.

#### Multi-Hazard Training

The Charter School will provide annual multi-hazard school safety training for staff and students. The components of this training will be consistent. Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills will focus on our standard response actions to a potentially threatening incident to include: early dismissal, lockdown procedures, hold-in-place procedures, shelter-in-place procedures, lockout procedures, and evacuations. The use of tabletop drills to accomplish or compliment this training will be considered when live drills are impractical or not sufficient to meet the training goals.

## Drills and Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- - Education Law mandates twelve emergency drills each school year to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute requires that four of the twelve drills be lock-down drills. The remaining eight are evacuation drills. Eight of the required twelve drills must be completed in the first half of the school year (by December 31<sup>st</sup>).
- - Building-Level Emergency Response Plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal). The district will ensure that each building conducts drills and other exercises to test the components of their Building-Level Emergency Response Plan.
- - A lockdown drill will be conducted in the 1<sup>st</sup> marking period and 3 lockdown drills will be unannounced (1 each quarter) following the first announced drill.
- - Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.
- - Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school is in an actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “may I have your attention, this is a drill – LOCKDOWN – this is a drill”). Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

### **C. Implementation of School Security**

#### Security Personnel – Hiring and Training

TEACH Las Vegas Charter School contracts with a licensed NYS security company to provide security guards to the school. These guards are trained consistent with the State of Nevada Security Guard Act of 1992 and the requirements set forth in the State of Nevada Division of Criminal Justice Services.

#### Security Personnel – Responsibilities and Authority

The Charter School employs a licensed security company to provide security personnel in order to assist the schools in dealing with all manners of security and safety issues.

The principal role of our security personnel is to safeguard the district's students, staff and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and State of Nevada Law; and to protect the district's assets from theft and damage. Security personnel employed by the school are authorized to carry out this role consistent with the Policies and Regulations of the district, applicable with State of Nevada Law.

#### Video Surveillance

All school buildings provide video surveillance to enhance the safety of our students and staff. The cameras may/may not be actively monitored, but the recordings are available for school officials and local law enforcement use.

#### Intrusion Detection

The Charter School's buildings are protected by an intrusion detection alarm system that is linked to a central monitoring station.

### **D. Vital Educational Agency Information**

The Charter School maintains certain information about each school building including, but not limited to: school populations, transportation needs, and business and home telephone numbers of key personnel that are listed in the confidential Building-Level Emergency Response Plans.

### **E. Early Detection of Potentially Violent Behaviors**

TEACH Las Vegas Charter School acknowledges the importance of

early recognition and intervention into conflicts and potentially violent behaviors.

- The school will ensure that appropriate school violence prevention and intervention training will be incorporated into teacher conference days and be provided to all staff during regularly scheduled staff training sessions. All threats of violence are taken seriously and investigated.
- Students and staff are encouraged to share information regarding any conflicts or potentially violent behaviors with a teacher or administrator (and law enforcement when appropriate) so an investigation can commence.
- The school has developed policies and procedures for contacting parents, guardians or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.

### **F. Hazard Identification**

The list of sites of potential emergencies include all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses and off-site field trip



locations. These hazards (and how to handle each issue) will be documented in each Building-Level Emergency Response Plan.

## GENERAL RESPONSE PROCEDURES

### GENERAL RESPONSE ACTIONS FOR EMERGENCIES

TEACH Las Vegas Charter School Safety Plan lists specific responses for emergencies actions for individual emergency situations. If an emergency situation occurs at the building-level, it is the responsibility of each and every employee to take those actions which are geared toward preserving the health and safety of all students and staff.

#### A. Concept of Operations

The overall strategy of the School Safety Plan and Building-Level ERP's is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. These plans are based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily 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 from those routine functions will be redirected to accomplish assigned incident management tasks.

#### Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In general, the initial Incident Commander at the school will be the Executive Director and will be the delegated authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, 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 more qualified Incident Commander. [8 NYCRR Section 155.17 \(e\)\(2\)\(v\)](#) requires a definition of a chain of command consistent with the Incident Command System.

#### Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Assistant principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police,

Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the Building-Level ERP.

## **B. Organization and Assignment of Responsibilities**

The operational organization and assignment of responsibilities during an emergency will be delegated by the building principal or their designee.

The building principal or designee (Incident Commander) is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles are pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

## **C. Direction, Control, and Coordination**

### **School Incident Command System**

To provide for effective direction, control and coordination of an incident, the School Building-Level ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the Incident Command System structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school ICS responsibilities are listed in the Building-Level Emergency Response Plan.

### **Coordination with Responders**

The Schools Building-Level Emergency Response Plan may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another.

In the event of an incident involving outside agencies, a transfer of command from the School Incident Commander to a responding agency will occur.

### **Source and Use of Resources**

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

#### **D. Information Collection, Analysis and Dissemination**

The School will collect, analyze, and disseminate information during and after an incident.

##### **Types of Information**

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

##### **Information Documentation**

The assigned staff member will document the information gathered including:

- ● Source of information
- ● Staff member who collected and analyzed the information
- ● Staff member to receive and use the information
- ● Format for providing the information
- ● Date and time the information was collected and shared

#### **E. Administration, Finance and Logistics**

##### **Agreements and Contracts**

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials. The School's Executive Director will be responsible for documenting these agreements and costs.

##### **Preservation of Records**

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

## F. Authorities and References

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

- The State of Nevada Safe Schools Against Violence in Education (Project SAVE) and [8 NYCRR Section 155.17](#) require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to [Appendix B](#) for the defined chain of command.
- ● State of Nevada Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

## G. Communications

### Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander or Chief Emergency Officer will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. Other communication procedures are listed in the confidential Building- Level Emergency Response Plans.

### Communication with the Media

In the event of an incident, the School Incident Commander, or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to:

- ● Provide regular updates to the media and school community.
- ● Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- ● Monitor the release of information and correct misinformation.

## H. Multi-Hazard Response

There are many variables that could impact the manner in which the School Emergency Response Team responds to a particular occurrence. These variables could include (but are not limited to): time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it would be not be practical to try and map out the steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff.

The building principal or their designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority. The principal or designee will provide leadership, organize activities and disseminate information with the assistance of the school's Emergency Operations Group or Chief Emergency Officer.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive.

### **I. Responses to Acts of Violence: Implied or Direct Threats**

Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the school to deal with all threats and potentially threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff are responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible.

### **J. Acts of Violence**

When an act of violence has occurred, regardless of whom it involves, the principal or designee must quickly obtain all essential information to try to determine the degree of threat or danger and decide on what actions might mitigate further risk.

### **K. Specific Response Protocols**

TEACH Las Vegas Charter School has established appropriate response actions to a variety of emergency situations. They are detailed in each Building- Level ERP as recommended by the Safe Schools Template.

### **L. Obtaining Advice and Assistance from the Local Government**

In the event of an emergency where additional advice, assistance is needed TEACH Las Vegas Charter School will seek assistance from local resources such as the Rochester Police Department or the Rochester Fire Department.

### **M. Functional Annexes**

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. In State of Nevada, to ensure consistency, schools are provided with standardized definitions and suggested best practice of the following functional annexes:

- Shelter-in-Place - Hold-in-Place
- Evacuation - Lockout
- Lockdown

These five functional annexes provide a common foundation for response to all emergencies. These annexes are defined in detail in the Building-Level ERP's and quick reference guides. Other Annexes available and listed in this section are Crime Scene Management, Communications, Accounting for all person, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section the District-Wide Safety Plan.

### **N. Crime Scene Management**

Crime Scene Management procedures are listed in the confidential Building-Level Emergency Response Plans. In general, staff will make every attempt to safe guard a potential crime scene.

### **O. Emergency Evacuation of Non-Ambulatory Disabled Individuals with Disabilities**

TEACH Las Vegas Charter School identifies non-ambulatory disabled staff or students and lists that information in the Building-Level Emergency Response Plan. This includes assigning an area of rescue assistance for such person on floors above or below the level of discharge. Since building level ERP's are provided to local emergency responders, this information will be readily available during an emergency.

### **P. Accounting for all persons**

The Building-Level Emergency Response Plan has procedures in place to:

- • Take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place.
- • Report to the Incident Commander when a student, staff member, or guest cannot be located.
- • Dismiss students if they have been relocated in the building.

## **Q. Family Reunification Plans**

During any building evacuation it is important to have a family reunification plan. In general, families should be reunified at each buildings evacuation site and will require assigned personnel and plans that should be detailed in each building level emergency response plan.

## **R. Crisis's Occurring Outside of Normal School Hours**

Due to the many uncertainties about building occupancy during those times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. The Assistant Principal will work with the Chief Emergency Officer of the Crisis and the appropriate actions will be taken.

## **S. Procedures for Informing Other Educational Agencies of an Emergency.**

1. The Chief Emergency Officer/Assistant Principal will evaluate the impact of an emergency on other educational agencies within the area.
2. If the impact is evident, the Chief Emergency Officer or Assistant Principal will telephone the contact person at each affected educational agency and inform them of the status of the emergency.
3. If contact with other educational agencies cannot be made, the Chief Emergency Officer/Assistant Principal will contact the Rochester Police for assistance in communicating information to these educational facilities.
4. If transportation, sheltering and other types of assistance are to be provided to other educational agencies, the Chief Emergency Officer or Assistant Principal will make arrangements to implement this assistance.

## **T. Procedures for School Cancellation**

When it becomes necessary to close our schools and cancel classes, the decision to close will be made at the earliest possible time. Decisions to close are made after extensive review of conditions and consultation with other agencies, but always with the best interest of our students and staff in mind.

## **U. Procedures for Sheltering Students, Staff, and Visitors**

In the event that it becomes necessary to shelter students, staff, visitors, or other individuals, the Building Principal or their designee will coordinate this effort and take appropriate actions during such incidents.

## **V. Continuity of Operations Plan (COOP)**

TEACH Las Vegas Charter School will develop a Continuity of Operations plan to ensure that operations will return to normal as soon as possible after an emergency occurs.

## **W. Recovery**

TEACH Las Vegas Charter School will develop recovery procedures in place after an emergency has occurred.

## **THREAT AND HAZARD PLANNING GUIDELINES**

### **A. Introduction**

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students and staff to injury and causing damage to public or private property.

Possible threats and hazard specific responses are listed in the Building-Level Emergency Response Plan.

Each Building-Level Emergency Response Plan is customized to address specific threat and hazard protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials to assist in the development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

### **B. Planning Assumptions and Limitations**

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The Eugenio Maria de Hostos Charter School's individual School ERP's are established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards 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, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.



- • There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- • Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- • Actions taken before an incident can stop or reduce incident-related losses.
- • Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

### **C. Initial Response**

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the principal, or designee, until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school and emergency responders. Any staff person or faculty in a building that sees or is aware of an emergency shall activate the Building-Level ERP.

## **BUILDING-LEVEL EMERGENCY RESPONSE PLAN**

### **1. Introductory Material**

#### **Plan Development and Maintenance**

TEACH Las Vegas Charter School Building-Level Emergency Response Team will develop each Building-Level Emergency Response Plan requires that each school shall have a Building- Level Emergency Response Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building- Level Response team and Post Incident Response team will also be appointed.

The Building-Level Emergency Response Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

#### **Distribution of the Plan**

A copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the State of Nevada Police within thirty days of adoption. This function will be completed by the Director of School Safety and Security.

**Send Building-Level Safety Plans to:**

State of Nevada Police  
1851 Stella Lake St,  
Las Vegas, NV 89106

**Or by email to:**

[info@safeschools.nv.gov](mailto:info@safeschools.nv.gov)

**Record of Distribution**

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the Executive Director and any other persons deemed appropriate by the School Safety Team.

# Coversheet

## Approve the Suspension and Expulsion Appeals Process

**Section:** III. ITEMS SCHEDULED FOR INFORMATION & POTENTIAL ACTION  
**Item:** D. Approve the Suspension and Expulsion Appeals Process  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** TEACH LV APPEALS Proces for Disciplinary Cases.pdf

## **TEACH Las Vegas Appeals Policy**

TEACH LV has always recognized the right of a parent/guardian to appeal a suspension or expulsion decision in a student-discipline case, and will continue to do so.

Recently, Nevada enacted a law, AB 194 (2021), requiring TEACH to adopt a formal policy regarding the appeal process. The following policy traces the decisions leading up to a suspension/expulsion determination, the appeals process, and provides a summary of AB 194.

The following is an overview of the standard process:

### **School Leadership**

1. Incident control.
2. Investigation; gathering of facts.
3. Decision (if minor sanction) or delegation to the Central Office Safety Committee (if potentially major sanction).



### **Board of Directors**

1. Receipt of any student/parent appeal.
2. Appeal hearing.
3. Final CASLV Decision.

### **School Leadership**

The Executive Director and School Leadership Team (in relatively minor situations) and/or Disciplinary Committee (in major situations) has the right to make any initial discipline determination on the basis of each specific case. Each discipline case has many aggravating and mitigating factors and circumstances that may affect any decision. The school leadership team acts in good faith and fairness to protect all persons on campus, campus property, and general campus safety.

### **Appeal Notice & Timeline**

(The following provisions speak about the parent’s rights and/or options. The term “parent” includes a legal guardian. Also, if the student is 18 years or older, the student him/herself has the same rights and options as the parent.)

The student/parent has *five (5) calendar days* to appeal a suspension or expulsion decision by the Executive Director. A student/parent must notify the ED and School Board Chair *in writing* (e.g., by letter, fax, or email) of his/her request for an appeal. The school will liberally interpret a request to be an appeal, even if the word “appeal” (or similar terminology) is not used, but the request may not be done orally (e.g., by telephone).

If 5 days have passed without an appeal, the school may treat the discipline decision as final.

### **Interim Education**

If the student/parent(s) chooses to appeal a suspension, the student will be allowed to attend school until the appeal is heard, unless the student poses a danger and/or applicable law permits his/her exclusion (in which case the following paragraph applies). If the student attends school, TEACH LV reserves the right to place the student in a somewhat restrictive environment (e.g., in a classroom removed from his/her peers), in part to protect everyone’s safety and avoid disrupting other students’ educations.

If the student/parent(s) chooses to appeal a recommendation for expulsion, the student will work from home while receiving instruction until the appeal is heard. The student and teacher(s) will communicate at least once a day and follow other customary distance-learning protocols (similar to what quarantining students would experience).

### **No Contacts**

Whether or not a family appeals, in all cases, the student may not directly or indirectly interact with any witnesses, victims, or co-conspirators involved in the case. Any violation of this prohibition will be independent grounds for consequence (e.g., as a bullying charge), as well as taken into account as

an aggravating factor during the disciplinary appeal. This rule will be strictly enforced. A social media post may be considered a violation.

### **Board of Directors; Appellate Process**

If the family appeals, the Board of Directors will do its utmost to schedule and conduct a hearing as soon as possible, ideally within 5 days of receiving notice of the appeal (or on a timeframe otherwise agreed with the family).

In the hearing:

- Campus leadership will present the facts and evidence of the case. The school may read out any statements from the victim(s) of the incident, and should identify any other aggravating or mitigating circumstances. The school may ask its legal counsel to present arguments and address questions of law.
- The school reserves the right to interview and question the student facing discipline.
- The student/parents may state their case for appeal. Fundamental procedural due process (i.e., an “opportunity to be heard”) will be afforded.

Unless otherwise required by law, the Board is not required to follow Nevada’s or any Court’s civil procedure rules, rules of evidence, or similar laws or regulations—e.g., hearsay may be ruled admissible. Similarly, the the Board may freely adopt any burden(s) of proof and standard(s) of review which he/she/it deems appropriate, although in most cases, it should consider the following:

- The party appealing the existing decision will bear the burden of proof in favor of an alternative determination regarding guilt and/or consequence.
- Any factual determinations made by a prior decisionmaker will be reviewed for “clear error.” Any legal determinations will be reviewed *de novo* (i.e., with no deference to the earlier decision).

In accordance with applicable law, all meetings/hearings conducted under this Policy will be closed sessions and not subject to Nevada’s Open Meeting Law. (*See* NRS 388A.495(2); 392.467(4).) The school administration will nonetheless keep a general record of the proceedings, noting all major findings/conclusions in writing.

The Board will make a final decision on the appeal, and instruct the school’s administrative staff to provide the student/parents with written notice of its determination.

### **Designee**

Applicable law permits the Board to appoint a designee to handle disciplinary appeals. Although the school does not currently anticipate appointing a designee for that purpose, the Board (i) reserves the right to have a designee hear and decide an appeal in extraordinary circumstances (e.g., the volunteer Board of Directors cannot assemble in a prompt fashion); and (ii) hereby empowers the Executive Director to appoint such designee under such circumstances. The designee will not be a member of the relevant Campus Disciplinary Committee or the Central Office safety committee. The choice of

designee may be adjusted from time to time depending on workloads, PTO, recusals for conflicts of interest, and other factors. The designee may, but need not be, a member of the Board.

### **AB 194 (2021)**

Assembly Bill (AB) 194 from the 2021 Legislative Session creates a requirement for the governing bodies of charter schools to adopt a process for appealing a suspension or expulsion, Section 5 of that law outlines the requirements of that policy, noting that the timelines included in the policy that is adopted must align with timelines that are established by the Nevada Dept. of Education (“*NDOE*”) through regulation, as required in Section 8 of AB 194 (2021).

NDOE has issued interim guidance on temporary timelines, as allowable by Section 7 of AB 194 (2021), until such time that those timelines can be provided through regulations. These temporary timelines, to be used during the 2021-22 school year, are as follows:

- **Initial notification of right to appeal:** Information on the right to appeal a suspension or expulsion and the current process for doing so must be provided to the parent or guardian of the pupil on the same day that the suspension or expulsion is issued.
- **Filing of the appeal:** The student, or, if the pupil is under 18 years of age, the parent or legal guardian of the pupil, may file an appeal within five (5) days of the suspension or expulsion.
- **Hearing on the appeal:** The governing body of a charter school or designee of the body shall schedule a hearing on an appeal of a suspension or expulsion of a pupil within five (5) days of the appeal being filed. Note that AB 194 (2021) prohibits any increase in the length of the suspension or expulsion following an appeal (i.e., the final penalty may not be harsher than the original one).

### **Legal Information**

- TEACH LV reserves the right to amend this policy from time to time in its discretion, and will endeavor to keep the school community aware of any changes.
- In developing this policy, TEACH LV has endeavored to comply with its legal obligations, including those in (i) its Charter Contract with the State Public Charter School Authority; (ii) all applicable state and federal laws and regulations (including, e.g., NRS Chapters 388A and 392); and (iii) any Constitutionally-required due process. In the event this policy conflicts with an such authority, the authority controls. That means, among other things, if there is a change in an authority (e.g., a statutory amendment) and a conflict develops, then that change shall take effect immediately and automatically, regardless of whether or not CASLV has formally updated this policy and/or provided notice to the school community of the change.
- The fundamental aim of this Policy is to outline the school’s general practices in disciplinary matters, and to ensure each student/parent has an appellate right. This policy is not intended to and shall not provide a basis on which any person or entity may assert a negligence, liability, breach-of-contract, due process, or other claim. Any process or procedure described herein is only intended to describe a general set of practices, not a set of binding commitments, the technical violation of which would prevent the school from disciplining an individual. As long as the overall process provides fundamental due process and includes a reasonable right to appeal, the school reserves the right to deviate from any process or procedure described in this Policy, without notice and without creating any cause of action against the school.