



# Palisades Charter High School

## Board Meeting

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### **Date and Time**

Tuesday October 17, 2017 at 5:15 PM PDT

### **Location**

Gilbert Hall, Palisades Charter High School, 15777 Bowdoin St., Pacific Palisades, CA 90272

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*REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board of Palisades Charter High School may request assistance by contacting the Main Office at (310) 230-6623 at least 24 hours in advance.*

### **SUPPORTING DOCUMENTATION:**

*Supporting documentation is available at the Main Office of the School, located at 15777 Bowdoin Street, Pacific Palisades, CA 90272, (Tel: 310- 230-6623) and may also be accessible on the PCHS website at <http://palihigh.org/boardrecords.aspx>.*

### **ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:**

*Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.*

**DIAL-IN NUMBER:** (605) 475-5900. **ACCESS CODE:** 660-0134

*Please note that the conference dial-in number above is only active when a Board Trustee has indicated they will calling from an off-site location to participate.*

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### **Agenda**

## I. Opening Items

### Opening Items

#### A. Call the Meeting to Order

#### B. Record Attendance and Guests

##### Trustees:

Emilie Larew (Chair)	Rocky Montz
Leslie Woolley (Vice Chair)	Andrew Paris
Deanna Hamilton (Secretary)	Robert Rene
David Carini	Camille Schoenberg
Emily Hirsch	Mystic Thompson
Shawn McClellan	

Student Liaison: Taylor Torgerson

##### PCHS Management:

Dr. Pamela Magee, Executive Director / Principal  
Gregory Wood, Chief Business Officer

#### C. Public Comment

*Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.*

#### D. Approve Minutes

September 26, 2017 Regular Meeting

Approve minutes for Board Meeting on September 26, 2017

## II. Organizational Reports

#### A. Student Report

#### B. Parent Report



- C. Classified Staff Report
- D. Faculty Report
- E. Human Resources Director (HR) Report
- F. Director of Operations Report
- G. Director of Development Report
- H. Chief Business Officer (CBO) Report
- I. Executive Director/Principal (EDP) Report

**III. Board Committees (Stakeholder Board Level Committees)**

- A. Budget & Finance Committee Report
- B. Charter Committee Report
- C. Election Committee Report
- D. Academic Accountability Committee Presentation
- E. Post-Retirement Healthcare Benefits Committee Presentation

**IV. Board Committees (Board Members Only)**

- A. Audit Committee Presentation
- B. Bargaining Committee Presentation

**V. Academic Excellence**

Academic Excellence

- A. State Dashboard: Local Indicators
- B. Schoolwide Goals Update

**VI. Facilities / Operations**

- A. School Safety Plan
- B. Campus Security - Fences, Personnel, Assessment & Potential Update/Revision of Budget
- C. Campus Security Contract

**D. Transportation Update**

**VII. Finance**

Finance

**A. Fiscal Policies and Procedures Update**

**VIII. Governance**

Governance

**A. Annual Charter Office Oversight Visit Information Including Governance and Compliance Monitoring**

**B. Response to Notice of Concern - Filming & Other Activities from LAUSD CSD**

**C. Board Legal / Governance Training Updates**

**IX. Executive Director/Principal (EDP) Support and Evaluation**

**X. Consent Agenda**

**A. Approval of Updated Membership of Board Committees**

**B. Approval of reimbursements for Executive Director / Principal**

**C. Approval of Field Trips**

**XI. New Business / Announcements**

**A. Announcements / New Business**

- Date of Next Regular Board Meeting is Tuesday, November 7, 2017

**B. Board Chair to announce items for closed session, if any.**

**XII. Closed Session**

**A. Conference with Legal Counsel: Anticipated Litigation**

(Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9)

**XIII. Open Session**

- A. Return to Open Session
- B. Report Out on Action Taken In Closed Session, If Any.

**XIV. Closing Items**

- A. Adjourn Meeting

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on September 26, 2017

APPROVED



# Palisades Charter High School

## Minutes

### Board Meeting

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#### Date and Time

Tuesday September 26, 2017 at 5:00 PM

#### Location

Gilbert Hall, Palisades Charter High School, 15777 Bowdoin St., Pacific Palisades, CA 90272

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#### *REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:*

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**Trustees Present**

Andrew Paris, Camille Schoenberg, David Carini, Deanna Hamilton, Emilie Larew, Emily Hirsch, Leslie Woolley, Mystic Thompson, Robert Rene, Rocky Montz

**Trustees Absent**

Shawn McClellan

**Ex Officio Members Present**

Dr. Pam Magee

**Non Voting Members Present**

Dr. Pam Magee

**Guests Present**

Shelby Ladnier

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**I. Opening Items**

**A. Call the Meeting to Order**

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Sep 26, 2017 at 5:13 PM.

Robert Rene arrived @ 5:25pm

**B. Record Attendance and Guests**

Robert Rene is running late.

Shawn McClellan will not be in attendance.

**C. Public Comment**

No Public Comment

**D. Approve Minutes**

Rocky Montz made a motion to approve minutes from the Board Meeting on 07-18-17 Board Meeting on 07-18-17.

Emily Hirsch seconded the motion.

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

**Roll Call**

Emilie Larew            Aye

Camille Schoenberg   Aye

Robert Rene            Aye

Andrew Paris           Aye

**Roll Call**

Emily Hirsch	Aye
Shawn McClellan	Absent
Leslie Woolley	Aye
Mystic Thompson	Abstain
David Carini	Aye
Deanna Hamilton	Aye

**E. Approve Minutes**

Leslie Woolley made a motion to approve minutes from the Board Meeting on 08-22-17 Board Meeting on 08-22-17.

Mystic Thompson seconded the motion.

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

**Roll Call**

Camille Schoenberg	Aye
Emilie Larew	Aye
Andrew Paris	Aye
Emily Hirsch	Aye
Shawn McClellan	Absent
Robert Rene	Aye
Rocky Montz	Aye
David Carini	Aye
Mystic Thompson	Aye
Leslie Woolley	Aye
Deanna Hamilton	Aye

**F. Approve Minutes**

Emily Hirsch made a motion to approve minutes from the Special Board Meeting on 08-26-17 Special Board Meeting on 08-26-17.

David Carini seconded the motion.

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

**Roll Call**

Deanna Hamilton	Aye
Emilie Larew	Aye
Shawn McClellan	Absent
Camille Schoenberg	Aye
Leslie Woolley	Aye
Andrew Paris	Aye
Emily Hirsch	Aye
David Carini	Aye
Mystic Thompson	Aye
Rocky Montz	Aye
Robert Rene	Aye

## II. Organizational Reports

### A. Student Report

Football Fest/ food trucks last Friday was successful.

Blood drive went well.

Homecoming dance is scheduled for Oct 21, 2017 and take place at the California Science Center.

### B. Parent Report

Deanna reported Booster Club meeting was held on September 26th; Annual Phone-A-Thon will be held on Wednesday, November 8th and Monday, November 13th at 6:30pm at Coldwell Banker 15001 West Sunset Blvd., Pacific Palisades, 90272

### C. Classified Staff Report

No Report

### D. Faculty Report

David Carini read a letter from PE teacher Amanda Campbell. The letter is included in the Board Materials.

The PE Dept. is facing the issue of being displaced from their class space for special events. Amanda made the following recommendations to minimize the impact on the PE classes:

1. Better communication and planning with the Student Leadership when scheduling the Blood Drive and other events
2. Prioritizing PE facility repairs for summer or outside school hours
3. Involving PE Department Chair in event planning
4. Inform others of the impact to the PE department when planning events

### E. Human Resources Director (HR) Report

Stands as submitted

### F. Director of Operations Report

Stands as submitted

There were two questions from Board Members regarding the report:

**Regarding safety** - Do we have enough provisions for an overnight stay or extended day for students/faculty? Response: We have rations for 1 night. We also have a fully stocked cafeteria should we have a big emergency.



**Regarding pool renovations** - Are we starting to save for pool renovations? We do have a deferred maintenance contributions set up in our budget that are available for maintenance services.

**G. Director of Development Report**

Stands as submitted

Raised \$130K as of today, which is a good start. Donor Brick Campaign- \$93,375 raised and The PCHS Fund-\$37,622 raised.

Engaged 150 freshman parents during the Back to School breakfast on August 27th. It was discussed that striving for success is not cheap. The PCHS Fund is there for sustainability and helping to pay for emergency supplies, transportation, tech equity, traffic mitigation and Diversity Director's salary.

We have a few more grants and donations forthcoming such as Pacific Palisades Women's Youth Club.

**H. Chief Business Officer (CBO) Report**

Stands as submitted

Greg Wood noted he is setting up some proposals to bring to the CCSA Conference.

**I. Executive Director/Principal (EDP) Report**

Stands as submitted

**III. Board Committees (Stakeholder Board Level Committees)**

**A. Academic Accountability Committee Presentation**

Report Tabled

**B. Budget & Finance Committee Presentation**

Sara Margiota presented. The purpose of the Budget and Finance Committee is to ensure stakeholders participate in decisions related to revenues, expenditures and fund balances. Everything that is presented to the Board should be presented and discussed with Budget/Finance Committee. The committee meets second Monday of each month. There are six open seats.

**C. Charter Committee Presentation**

Deanna Hamilton presented- It is recommended that we maintain this committee. The purpose of the committee is to consider and recommend to the Board of Trustees changes to the PCHS Charter. The next charter renewal is 2020.

Open seats (3) PARENT SEATS. We should advertise to recruit members.

**D. Election Committee Presentation**

Rocky Montz presented: Election Committee is tasked with all aspects of yearly elections for the Board and Student elections.

Meetings are scheduled on an Ad-Hoc basis with the bulk of the meetings between February and May.

No current unfilled seats, but new members are welcomed

**E. Post-Retirement Healthcare Benefits Committee Presentation**

Report Tabled

**IV. Board Committees (Board Members Only)**

**A. Audit Committee Presentation**

Tabled presentation until October

**B. Grade Appeal Committee Presentation**

Stands as submitted

**C. Survey Committee Presentation**

Tasked with revising the annual Columbia Survey and any other major survey requested by the Administration or Ad hoc Committee. The annual survey has been used as our schoolwide stakeholder satisfaction survey. It is recommended that the committee remain active. The committee has one open position: Parent Trustee.

**D. Risk Management Committee Presentation**

Emilie Larew described the purpose of the Risk Management Committee as regularly meeting with EDP to stay informed as to any risk of pending or threatened litigation. The committee may advise the EDP, and may, in its discretion, bring any matter to the full Board of Trustees. There are currently no open positions.

**V. Academic Excellence**

**A. Discussion of Class Rankings**

Ruth Grubb raised the point that rankings is inconsequential for high performing high schools like PCHS. More students are taking AP classes and College Center is not sure how beneficial ranking is. Colleges are focusing on collaboration and kindness versus competitiveness. Area high schools that are not ranking students: SAMO, Campbell Hall and Crossroads. Harvard-Westlake and Brentwood probably do not rank either.

Robert Rene mentioned that giving optionality is important. Some kids want to have ranking maintained, so why not give them the option. Per Robert the National Association of College Admission Counseling fully endorses high school ranking.

Mystic Thompson noted eliminating class ranking does not mean we are not focused on academic excellence.

Emily Hirsch suggested we keep the ranking and only provide it to the colleges, not the students.

David Carini suggested we take a student/parent survey to determine the importance of class ranking to our stakeholders.

Dr. Magee agrees we should provide survey at the next Student Summit Meeting and at the Curriculum Council Meeting. Maybe we can create a hybrid.

Overall - we need to gather some extra research to determine the benefits or drawbacks of class ranking to make an informed decision.

## **B. Columbia Survey Results**

Emilie Larew reported that the survey committee worked with Columbia to gather this data. It is our 5th year. This year we focused on student participation. Our participation with staff and students has grown exponentially each year.

David Carini, Rocky Montz, Andrew Paris and Deanna Hamilton highlighted the survey results:

- Increases of positive feedback from the teachers/faculty was massively impressive.
- 85% Parents rated the school B rating or higher in 2017.
- 65% Parents felt they could not approach the administration.
- Parents feedback - want more parent/teacher involvement.
- Employee feedback - cliff notes: data should be used as descriptive; suggested better communications between Administration and employees.
- Students were concerned about assessments that the teachers used to finalize their grades. The students felt there was some inconsistency and that the Math department has a need for some changes. The request that the Administration look at the faculty that the students surveyed and recommended needed improvement.

- Faculty evaluations seem unfair.
- Bathroom cleanliness needs to be improved.
- Teacher effectiveness; lack of communication on child's academic progress.
- Comparing 2016 to 2017 - staff has concerns with Administration and felt there was not enough transparency and collaboration with staff members.

### C. PCHS Educational Philosophy & 2017-2018 Schoolwide Goals

Mystic Thompson made a motion to approved as submitted the PCHS School wide Goals for 2017-2018.

David Carini seconded the motion.

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

#### Roll Call

David Carini	Aye
Emilie Larew	Aye
Mystic Thompson	Aye
Deanna Hamilton	Aye
Shawn McClellan	Absent
Andrew Paris	Aye
Emily Hirsch	Aye
Robert Rene	Aye
Leslie Woolley	Aye
Rocky Montz	Aye
Camille Schoenberg	Aye

The PCHS school wide goals have been instrumental in the progress we have made.

They are the roadmap that will keep us focused. The goals are developed annually by the Board of Trustees and the School Leadership Team. Goal 1: PCHS to foster appropriate types of communication for all stakeholders is a goal we should continue to work on.

These goals will assist use with our 6th year evaluation study and upcoming charter renewal.

Robert Rene commented- providing updates on Goal progress is effective during the Board Meetings.

### D. PCHS Current Enrollment and Class Size Updates

Jeff Hartman discussed class size averages. Concerns were raised at the last Board meeting about class size.

Classes are typically capped at 30 students for Math and English. PE classes have 30-63 students. It was requested that we gather more data to review classes that have more than 35 students in each class room.

Dr. Magee chimed in that we are dealing with an anomaly - as we have 3060 students and this is higher than normal. We had a greater number of students from Paul Revere that were eligible to matriculate to PCHS and we had locals show up in June/July after PCHS made enrollment decisions in May/June. To prepare for another perfect storm in the future, we will try to gather more information from Paul Revere.

## **VI. Facilities / Operations**

### **A. Campus Security Fences**

Don Purcell is recommending Security Fencing for 3 priority areas:

1. Parking Lot Fence- this fence would provide the most security and be opened during rush hours.
2. PE Fence
3. Mercer Music Fence- close off people from sleeping overnight on campus.

The fences will mitigate theft and intruders and provide some extra security, create an entrance and exit for parents and provide a sense of security for students and teachers. The fencing will be kept off the front of the school and be aesthetically pleasing.

Leslie Woolley mentioned the money could be spent on other items. David Carini expressed a concern that our current open campus would feel like a prison and would fencing create a bottleneck in the event of an active shooter or fire. Mystic Thompson mentioned it is pretty scary when you run into a stranger on the field or campus during school hours.

Don asked the Board to provide direction as to whom to speak to for guidance or expert input about the fencing. The Board recommended seeking guidance from LAPD, LAUSD Police, ALICE consultants, Architect or the like for a diagram to see what the fencing would look like.

### **B. Update on Transportation & Planning for the Future**

The Operation Report included in the meeting materials provides an update on the Transportation to PCHS.

Don Purcell reported we have 828 riders on the school bus. The number is stable now. We have 45% scholarship riders: 24% with full scholarships and 21% with partial scholarships. Costs are higher and transportation is not likely to decrease in cost - moving forward, unless we find ways to subsidize ridership. We need an ongoing dialogue regarding transportation cost and services and we may need to promote public transportation. The first 3 weeks of school, there were issues with the online payment processing system, but that has been resolved. Also per Leslie, bus drivers did not know

how to get to PCHS; Don will look into this issue. Four buses are full and 6 buses are partially full with 1-2 seats remaining. Only 39 students were registered and did not pursue bus service, but they found other alternative transportation to Pali.

Greg Wood reported we have similar levels of ridership as last year, but we are \$200,000 over our budgeted amount for transportation.

## VII. Finance

### A. 2017-2018 Prop 30 EPA Budget Approval

Robert Rene made a motion to approve the EPA- Prop 30 Budget as recommended by the Budget and Finance Committee.

Mystic Thompson seconded the motion.

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

#### Roll Call

Leslie Woolley	Aye
Camille Schoenberg	Aye
Mystic Thompson	Aye
Emilie Larew	Aye
Rocky Montz	Aye
Deanna Hamilton	Aye
Andrew Paris	Aye
David Carini	Aye
Robert Rene	Aye
Shawn McClellan	Absent
Emily Hirsch	Aye

Greg Wood reported EPA Funding-Prop 30 requires that we have a formal budget for funds. The budget is included in the Board Materials. The funds are primarily used for Teacher Salary and Benefits. Greg clarified that Indirect Cost included in the budget is basically rent due to LAUSD.

### B. 2016-2017 ASB Financial Updates

Greg Wood and Arleta Ilyas reviewed the ASB Budget for 2017-2018. Last school year the ASB had over \$414K in income and \$361K in expenses (excluding cost of Goods Sold). The net income was \$1,283.76. All money goes back to students to have a positive experience outside the classrooms. The students review what they will be funding and what is good for the entire student body when creating this school year's budget. The Finance Department facilitates the process during the creation of the budget.

### C.

## **Fiscal Policies and Procedures Update**

There were no Fiscal Policies and Procedures updates. The updates did not make it out of the committee.

## **VIII. Governance**

### **A. Notice of Concern - Filming & Other Activities from LAUSD CSD**

Don Parcell discussed the Notice of Concern received from LAUSD regarding our current practice related to public use of the school facilities for filming. LAUSD has requested information for the last 5 years (audit) regarding filming on the campus. One of the issues is that LAUSD feels they are entitled to a portion of the revenue generated from permits.

Greg Wood stated we have a letter from LAUSD (from 2004) allowing us to operate independently of Film LA and retain all revenue from permits. We are unique, because we do not need to use Film LA as an agent to solicit filming contracts, for Production Companies come directly to PCHS. The letter is being brought to the Board for transparency and assurance that the concerns are being addressed. The deadline to respond to the concerns of LAUSD was September 29, 2017, but per Dr. Magee we were granted an extension until October 6, 2017. Rocky Montz will help with the response to the Notice of Concern and assured the Board that over the last 6 years there is more transparency when issuing permits. Also, some Use Agreements have a separate third party agreement that is paid separately. Greg Wood mentioned checks and balances have been created, we do not co-mingle the Civic Center Permit funds with general PCHS funds and we have financial statements available.

### **B. Review & Update of Governing Policies**

Emilie Larew reported that she reviewed our Board Meeting Minutes from 2014 to present to determine if any Board approved governance policies had not been incorporated into our current Board of Trustee Governance Policies. Revised governance policies are included in the Board Materials:

1. Missing polices are highlighted in red and
2. Recommended minor changes are highlighted in yellow.

It is a requirement to review our governance policies. Changes were reviewed and approved by our attorney.

Robert Rene made a motion to approve the revised Board of Trustees Governance Policies.

Camille Schoenberg seconded the motion.

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

#### **Roll Call**

Emily Hirsch            Aye

**Roll Call**

Deanna Hamilton	Aye
Rocky Montz	Aye
Mystic Thompson	Aye
Emilie Larew	Aye
Leslie Woolley	Aye
Andrew Paris	Aye
Robert Rene	Aye
Shawn McClellan	Absent
Camille Schoenberg	Aye
David Carini	Aye

**C. Review of Board Retreat**

We reviewed minutes/goals from the retreat and no additional information needed.

**D. Board Legal / Governance Training Updates**

All annual training is completed.

One item that came out of our training: We can add more items to Consent Agenda that will not require discussion. This will enable us to pass a number of items faster.

Board members can participate in training offered through CCSA. Let Emilie Larew know if you want more training. It was agreed (as a special meeting) we will bring someone in for Financing Training for the Board.

**IX. Consent Agenda**

**A. Approval of Updated Membership of Board Committees**

Robert Rene made a motion to approve Consent Agenda as submitted.

Emily Hirsch seconded the motion.

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

**Roll Call**

Leslie Woolley	Aye
Robert Rene	Aye
Mystic Thompson	Aye
Emilie Larew	Aye
Andrew Paris	Aye
Rocky Montz	Aye
Camille Schoenberg	Aye
Emily Hirsch	Aye
Shawn McClellan	Absent
Deanna Hamilton	Aye
David Carini	Aye

**B.**



**Approval of reimbursements for Executive Director / Principal**

See the Consent Agenda Vote Above

**C. Approval of Field Trips**

See the Consent Agenda Vote Above

**D. Resolution Regarding Stale Warrants (Checks)**

LACOE asked that the Board approve - all stale dated warrants.

See the Consent Agenda Vote Above

**X. New Business / Announcements**

**A. Announcements / New Business**

Robert Rene and Rocky Montz asked for a presentation to the Board concerning the College Center/student's welfare.

Robert Rene and David Carini asked for a presentation on allocation of funding across sports/Title 9 for next meeting.

**B. Board Chair to announce items for closed session, if any.**

8:41pm -Closed Session

**XI. Open Session**

**A. Return to Open Session**

Open Session: 9:21pm

**B. Report Out on Action Taken In Closed Session, If Any.**

No action was taken in closed session

**XII. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:21 PM.

Respectfully Submitted,  
Emilie Larew

# Coversheet

## Human Resources Director (HR) Report

**Section:** II. Organizational Reports  
**Item:** E. Human Resources Director (HR) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** II\_E\_HR Board Report October 17 2017.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### Human Resources Board Report

October 17, 2017

#### Elections/New Hires:

Name	Classification/Position	Funding	Effective Date
Cody Wilcox	Tech I	General	October 9, 2017
Syndia Limon Olmos	Temporary Counselor to cover FMLA	General	October 16, 2017

#### Benefits:

Our insurance broker, Self Insured Schools of California, held a Flu Clinic at PCHS on Thursday, October 12<sup>th</sup> from 2 – 4 PM. It was open to all staff and their dependents. Over 40 staff members participated and opted to receive a no cost flu shot.

PCHS will begin soliciting brokers to bid on our employee medical, dental, vision and life benefits. We will be accepting bids over the next two months. Brokers will have an opportunity to first address the Health & Welfare committee then to address our faculty and staff, offering question and answer sessions.

#### Our Mission:

PCHS will empower our diverse population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth

# Coversheet

## Director of Operations Report

**Section:** II. Organizational Reports  
**Item:** F. Director of Operations Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** II\_F\_Part 1\_Operations Report\_10\_17\_17.pdf



# PALISADES CHARTER HIGH SCHOOL

## Board of Trustees Meeting Operations Report October 19, 2017

### Security/Safety:

- New Security Guard Company being sought. Current company appears to be getting out of the Security Business. Last day of service from them is Fri 10/27/2017.
- New Security Company being recommended is World-One. World-One Contract being submitted to the Board for a vote to approve.
- Additional Security Guard coverage at PCHS Campus recommended, to be put up for a vote at the 11/7 Board Meeting
- 2017-18 Safety Plan being submitted for Board review/approval
- Earthquake Drill (Great CA Shakeout) scheduled for Thu 10/19/2017 from 11:15am-12:15am
- Evacuation Drills to now be executed to the Primary Evacuation Location
- Safety/Security Fencing to be presented to Board in Nov for a Vote
- 2 Additional Safety/Evacuation Gates being planned for perimeter locations
- Integration of all additional cameras for Video Surveillance System has been completed
- Classrooms stocked with Emergency Supplies – Water/Crackers & Updated Evacuation maps

### Transportation:

- Ridership down 9 students from 828 to 817. Reasons for departures:
  - 2 Left PCHS All Together
  - 1 Moved to PCHS Virtual Academy and takes own Transportation
  - 3 Taking Public Transportation
  - 1 Driving Their Own Car
  - 2 Made Other Arrangements
- Scholarships up 10 students – Previous full-pay riders that applied for scholarships late
- New rider verification policy, process and procedure implemented
- Robo-Call Capability now fully functioning in Infinite Campus for notifying parents of Bus issues
- All Bus Route Schedules Set
- Fall Athletic Buses & Field Trips All Going as Planned/Needed
- Registration Info through 10/12/2017:
  - Number of Special Ed Buses/Riders – 2 Buses & 5 Riders
  - Number of To/From Buses – 16
  - Number of Registered & “Paid” Riders – 817
    - “Paid” means Family Paid or PCHS Scholarships
      - 206 PCHS Full Scholarships Provided
      - 173 PCHS Partial Scholarships Provided
  - Number of Routes Completely Full – 3
  - Number of Routes Almost Full (1-2 seats remaining) – 7



# PALISADES

## CHARTER HIGH SCHOOL

### MGAC/Pool:

- Tue 10/3 Power Outage caused Pool to be closed all day on 10/3
- Pool vandalized on Sun 10/8 in the 2:30am-4:00am time frame
- Soap, Hot Dogs & Tomatoes dumped in the pool, plus Lifeguard Stand, Chairs, etc. thrown in the pool
- No excessive damage, but pool had to be closed all day Sun 10/8
- PCHS should start accruing/saving for major repairs in the 3-5 year timeframe as major pool components start to reach their useful life of 8-10 years.
  1. Replace Lochinvar High Efficiency Heaters (2) that serve all pools (~\$40-\$50k)
  2. Re-Plaster All Pools (~\$160-\$200k)
  3. Replacement Competition Pool Pump (~\$25-\$35k)
- Waiting on Funding Plan for Possible Improvements of:
  - Shade for Bleachers on Temescal Side of Pool
  - Outdoor Showers Added under Scoreboard

### Permits & Setups:

- All Fall Sports Permits are Active & Underway
- Many Activities such as:
  - Community Day 9/26
  - Social Justice Rally 10/3
  - YMCA Youth & Government Program 10/4
  - SATs 10/7
  - College Fair 10/9
  - Mercer Play (various dates)
  - PSATs 10/14
  - Pep Rally & Homecoming 10/20
  - Catalyst Boot Camp 10/21-22
  - Dillon Henry Memorial Soccer Tournament 10/22
- No Major Filming Occurring, but a continuation of a USC Film Student Project
- Parking Lot Permit for Will Rogers Polo Event

### Facilities/Projects:

- **Campus Vandalism on Sun 10/8 (~2:30am - ~4:30am):**
  - Damage needing repair not too extensive, some broken glass in display cases, cut/ripped/stained banners, etched profanity, etc.
  - Lots of fake blood thrown everywhere, nails put in drinking fountains, hot sauce squirted around, graffiti, shaving cream in vending machine pay slots, TPing of trees, many trash cans emptied and trash thrown everywhere
  - Extra Janitorial Personnel called in Sun PM to cleanup campus



# PALISADES

## CHARTER HIGH SCHOOL

### Facilities/Projects - Continued:

- **General Facilities:**

- Clearly marked needed Handicapped Parking spots in Stadium Lot
- Eagle Scouts project to paint back staircases
- Power Outage Campus-Wide on 10/3 at ~1:00am, Power restored ~7:00am
- Main Power Switch Repair completed 10/10 from 10:00pm – Midnight
- Pali Academy broken sump pump replacement
- Continued Restroom improvements: Lighting, hand-dryers,

- **Stadium Repair:**

- Track & Field Resurfacing Completed
- Misc. minor punch list items still being completed
- Thanks to Beattie Painting for fantastic job in painting the Stadium Home Side Bleachers

- **School Accountability Report Card (SARC) Inspection** – LAUSD Annual SARC Inspection (Facilities State/Maintenance Inspection) prepared for and conducted in Sep. Inspection done on Fri 9/22/2017. Report to be issued in Oct 2017. **Update:** No report received yet

- **Garden Gateway Phase 3** – Landscape Architect design received, Electrician detail design almost completed (discussions ongoing with Landscape Architect). Project expected to be re-submitted to LAUSD in Oct 2017.

- **Security Fencing** – Security/Safety fencing plans being quoted and funding sources identified for planned 11/7 Board Meeting vote.

# Coversheet

## Director of Development Report

**Section:** II. Organizational Reports  
**Item:** G. Director of Development Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** II\_G\_Org\_Part 3\_CTE Budget.pdf  
II\_G\_Org\_Part 5\_CTEIGSelfReviewChecklist.xlsx  
II\_G\_Org\_Part 2\_CTE Teachers.pdf  
II\_G\_Org\_Part 6\_Blank CTEIG Budget Sheet.xls  
II\_G\_Org\_Part 1\_Development\_Board of Trustees101717.pdf  
II\_G\_Org\_Part 4\_CTEIGPolicy&ProceduresForFunding.pdf



**Palisades Charter High School**  
**CTE Budget 17/18**

<u>Revenue:</u>		<u>Comments</u>
17/18 Beginning Balance	\$ 258,700.95	(16/17 Carryover, Per 037 report)
17/18 Allocation	368,012.00	(Per 17/18 Adopted Budget)
<b>Total 2017/18 Revenue Available</b>	<b><u>626,712.95</u></b>	

**Expenses (Approved in 17/18 Adopted Budget):**

Theatre (Fracchiola)	\$ 6,000.00	IMA
Orchestra (Stoyanovich)	5,000.00	IMA
Photo (Steil)	10,000.00	IMA
Dance (Smith, C.)	5,814.00	IMA
Theatre (Smith, M. )	7,900.00	IMA
Programming Lab (Kuper, P.)	4,500.00	IMA
Dues/Memberships	2,000.00	DECA Membership
Rentals/Leases	1,000.00	DECA Equipment
Consulting Services	10,000.00	Career Consultant
Mercer VAPA Workstation	25,000.00	CapEX
STEAM Innovation	20,000.00	CapEX - TECH
Classroom Game Design Lab	126,000.00	CapEX - TECH
A/V System (VAPA PlayPro C. Barton)	40,000.00	CapEX - TECH
<b>Total 17/18 Expenses Committed</b>	<b><u>\$ 263,214.00</u></b>	

**Unbudgeted Amount-  
Available for Allocation**      363,498.95

**Revenue Allocation of budget:**

16/17 Carryover budgeted	258,700.95	
17/18 Allocation budgeted	4,513.05	
<b>Total 17/18 Expenses</b>	<b><u>263,214.00</u></b>	<b><u>\$ 526,428</u></b>

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

II\_G\_Org\_Part 5\_CTEIGSelfReviewChecklist.xlsx

**PCHS**  
**2017-2018**  
**CTE Qualified Teachers**  
**List Cost**

Student Load	Sections	CTE Ranking	TEACHER	Salary	Medical	Other Benefits	Total Compensation
143	5	1	Victor Casas				
			Karineh Masihi – Single Subject – Industrial and Technology Education _				
142	5	1					
130	5	1	E. Stoyanovich				
69	2	1	Brad Kolavo – CTE				
59 2(split)		1	Cheri Smith – CTE				
25	1	1	Lisa Saxon – CTE				
185 6 (split)		2	Rick Steil – Eminence				
178	6	2	Nancy Fracchiolla – Eminence				
151	5	3	Thomas Meier – CTE				
140	5	3	Patricia Kuper – CTE				
85	4	3	Chris Barton				
100	3	4	Smith, Monique				

\$ 710,322	\$ 153,000	\$ 127,858	\$ 991,179
CTE Overhead Allocation			\$ 42,026
			<b>\$ 1,033,205</b>

<b>2016-2017 CTE Match 1.5:1</b>	\$ 258,700	\$ 388,050
<b>2017-2018 CTE Match 2.0:1</b>	\$ 368,012	\$ 736,024
	<u>\$ 626,712</u>	<u>\$ 1,124,074</u>

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

II\_G\_Org\_Part 6\_Blank CTEIG Budget Sheet.xls



# PALISADES

## CHARTER HIGH SCHOOL



### Board of Trustees Meeting Development Report October 17, 2017

#### **Total Funds Raised to date \$164,676**

- \$40,818 – The PCHS Fund
- \$101,803 – Donor Brick Campaign
- \$11,603 – Donations to Athletic Teams
- \$6,938 – Donations to Classroom Teachers
- \$3,314 – Donations to Extra-Curriculars
- \$200 – Pali Cares

**Donor Brick Campaign** mailing to 3,524 families and local businesses sent out September and ½ page advertising campaign in the Palisadian Post and Palisades News were published in October. Direct email campaign to the Alumni Association will be sent out the week of September 18<sup>th</sup>. AYSO passed out Donor Brick brochures to all families at their Picture Day on October 8<sup>th</sup>. Link to the campaign will be placed on the PCHS Facebook account.

**The PCHS Fund Direct Mail** follow-up to commence this month. We will be incorporating a peer-to-peer engagement process through Thanksgiving.

#### **Fundraising for clubs, teams, and extra-curricular**

- New online donation portal for athletics, classroom teachers and extra-curricular has worked flawlessly on the school website. Donating is simple and easy and goes directly into the specific ASB account.

#### **PCHS hosting Community wide service event**

Palisades Charter School, in conjunction with the Palisades Lutheran Church and the Pacific Palisades Chamber of Commerce, will be hosting a community service project supporting Feed My Starving Children. Volunteers are needed. The event is scheduled for Saturday, November 4<sup>th</sup>. More information is available on the school website. Promotional video may be found at <https://vimeo.com/237496325>.

#### **Pending Grant Proposals**

Joseph Drown Foundation - \$10,000

Pacific Palisades Women's Club - \$1,000



# PALISADES

## CHARTER HIGH SCHOOL

William C. Bannerman Foundation - \$5,000  
CTE Facilities Grant - TBD



# PALISADES CHARTER HIGH SCHOOL

## **PCHS CTEIG FUND REQUESTS POLICY & PROCEDURES**

### **PROCEDURES FOR FUNDING REQUESTS:**

1. CTEIG Self-Review Checklist form should be completed in advance of submission. Teacher should be able to verify that the course meets the 11 elements of a High-Quality CTE Pathway.
2. Complete and submit the CTEIG Funds Request form with all pertinent supporting documents (see CTE Review Checklist)

### **POLICY FOR DISTRIBUTING CTEIG FUNDS:**

1. Priority is given to teachers as follows:
  - a.) Tier 1 (Meets all CTE and Teacher credential standards – Clear Credential)
  - b.) Tier 2 (Eminence credential but needs EL course to complete credential)
  - c.) Tier 3 (Needs to complete CTE required coursework)
2. Funds will be allocated based upon the number of sections served and student impacted.
3. Funds will be prorated based upon funds available and most critical needs.
4. Funding requests must be reviewed by the CTE Administrative Team (Pam, Jeff, Monica, Greg, Mike) and approved by the Executive Director / Principal.
5. Approved requests and amount granted will be submitted to the teacher.

# Coversheet

## Chief Business Officer (CBO) Report

**Section:** II. Organizational Reports  
**Item:** H. Chief Business Officer (CBO) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** II\_H\_Part 3\_Credit Card.pdf  
II\_H\_Part 2\_Transportation Update.pdf  
II\_H\_Part 4\_Cafeteria.pdf  
II\_H\_Part 1\_CBO Report 10.17.17.pdf



Palisades Charter High School  
 Credit Card Reconciliation Form  
 For the Period of: 9/1/17 - 9/30/17

PLEASE COMPLETE

\*\*For finance use only\*\*

Date	Vendor	Description of Expense	Cardholder	Requested By	Amount	Board Approval Required?	Resource	Budget Category
9/5/2017	DOMINO'S 8546 - 310-473-6575, CA	LTSP Meeting	PAM MAGEE	PAM MAGEE	231.37	NO	20150.0	4390
9/5/2017	HOSTMYSITE COM - 877-2154678, DE	recruiting database system	PAM MAGEE	PAM MAGEE	90.40	NO	00000.0	4390
9/5/2017	MAILCHIMP *MONTHLY - MAILCHIMP.COM, GA	monthly e-mail blasts	PAM MAGEE	PAM MAGEE	105.00	NO	00000.0	5920
9/5/2017	HOSTMYSITE COM - 877-2154678, DE	recruiting database system	PAM MAGEE	PAM MAGEE	359.40	NO	00000.0	4390
9/6/2017	INDEED - 203-564-2400, CT	HR job listings	PAM MAGEE	A. NGUYEN	86.70	NO	00000.0	5310
9/6/2017	WHOLEFDS BRT 10074 - LOS ANGELES, CA	admin meeting materials	PAM MAGEE	PAM MAGEE	20.87	NO	00000.0	4390
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	HILTON HOTEL SAN DIEGO - 619-5643333, CA	CCSA room block	PAM MAGEE	PAM MAGEE	606.45	NO	00000.0	5220
9/7/2017	IN *RAPTOR TECHNOLOGIES, - 713-8808902, TX	supplies for raptor machine	PAM MAGEE	PAM MAGEE	2,000.00	NO	20150.0	4390
9/11/2017	EB CRITICAL CHARTER S - 801-413-7200, CA	Personnel training	PAM MAGEE	A. NGUYEN	395.00	NO	00000.0	5220
9/14/2017	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Cards	PAM MAGEE	J. GEORGE	62.91	NO	00000.0	4390
9/15/2017	OMNI PARKER HOUSE - BOSTON, MA	NACAC Conference Lodging	PAM MAGEE	R. GRUBB	1,323.04	NO	ASB	COLLEGE CTR
9/15/2017	OMNI PARKER HOUSE - BOSTON, MA	NACAC Conference Lodging	PAM MAGEE	D. HURST	1,323.04	NO	ASB	COLLEGE CTR
9/15/2017	OMNI PARKER HOUSE - BOSTON, MA	NACAC Conference Lodging	PAM MAGEE	M. RANGEL	1,323.04	NO	ASB	COLLEGE CTR
9/15/2017	OMNI PARKER HOUSE - BOSTON, MA	NACAC Conference Lodging	PAM MAGEE	K. ELLIS	1,653.80	NO	ASB	COLLEGE CTR
9/22/2017	GELSON'S MARKETS #7 - PACIFIC PLSDS, CA	admin meeting materials	PAM MAGEE	PAM MAGEE	100.99	NO	00000.0	4390
9/22/2017	ANNAPOLIS PERFORMANCE SAI - 410-2683676, MD	operations supplies	PAM MAGEE	O. CABRERA	122.99	NO	00000.0	5510
9/22/2017	PALISADES POST - 213-7467121, CA	newspaper ad	PAM MAGEE	M. RAWSON	1,776.98	NO	91000.0	5890
9/26/2017	ANNAPOLIS PERFORMANCE SAI - 410-2683676, MD	operations supplies	PAM MAGEE	O. CABRERA	30.45	NO	00000.0	4390
9/26/2017	NOAH'S-ONLINE CATERING - 180-022-4356, CO	admin retreat meeting	PAM MAGEE	PAM MAGEE	107.27	NO	00000.0	4390
9/28/2017	THUMBPRINT - 805-5279491, CA	Unity day board	PAM MAGEE	G. STEWART	487.79	NO	00000.0	4390

Grand Total **19,484.89**

**2017-18 PCHS Transportation Costs**

Scholarship	# Students	# Students	Student Pays	PCHS Pays	Total/Mo	PCHS Cost/Mo.
					185	
Full	206	200	\$0	\$185	\$185	\$37,000
Partial	104	103	\$60	\$125	\$185	\$12,875
Partial	51	47	\$75	\$110	\$185	\$5,170
Partial	22	19	\$100	\$85	\$185	\$1,615
No	436	459	\$185	\$0	\$185	\$0
	819	828	Total Riders			\$56,660

vs.

2016-17 Costs		
# Students	PCHS Pays	PCHS Cost/Mo.
		140
129	\$140	\$18,060
195	\$70	\$13,650
524	\$15	\$7,860
848		\$39,570

Subsidy for difference between cost (\$140) and monthly payments

\$17,090	Amt PCHS Paying More Per Month in 2017-18 compared to 2016-17
x 10	For 10 months
<b>\$170,900</b>	<b>Total Annual Amt PCHS Paying More in 2017-18 compared to 2016-17</b>

**Note:** 169 Partial Scholarships

**Note:** 16 Regular Ed Buses at \$474/day @ 175 Days

**Other Bus Costs for 2017-18:**

- 2 Special Ed Buses at \$474/day @ 195 Days (20 extra ESY days)
- \$53,000 for 2 Special Ed Aids - 1 on each Bus
- 3 Late Buses at \$111/day @ 175 Days
- 1 Competition Bus at \$474/day @ 160 Trips
- 1 Field Trip Bus at \$474/day @ 10 Trips
- 5 Ninth Grade Orientation Buses at \$474/day @ 1 Day
- 1 Football Bus at \$474/day @ 17 Days

**Other Bus Costs for 2016-17:**

- 2 Special Ed Buses at \$373/day @ 195 Days (20 extra ESY days)
- \$53,000 for 2 Special Ed Aids - 1 on each Bus
- 3 Late Buses at \$109/day @ 175 Days
- 1 Competition Bus at \$373/day @ 160 Trips
- 1 Field Trip Bus at \$373/day @ 20 Trips
- 5 Ninth Grade Orientation Buses at \$373/day @ 1 Day
- 1 Football Bus at \$373/day @ 17 Days

Note: Tumbleweed would also charge overage for any bus runs over 5.0 hours/day

**PALSADES CHARTER HIGH SCHOOL  
CAFETERIA PARTICIPATION**

**SEPTEMBER 2017**

NSLP - National School Lunch Program					Daily Maximums				Attendance		Actual Enrollments			
Date	Paid	Reduced	Free	Total	Paid	Reduced	Free	Total	ADA	ADA %	Paid	Reduced	Free	Total
9/5/2017	77	52	319	448	1,923	229	785	2,937	2,937	95.894	2,005	239	819	3,063
9/6/2017	85	54	323	462	1,936	230	785	2,951	2,952	96.3728	2,009	239	815	3,063
9/7/2017	101	67	354	522	1,951	232	790	2,973	2,973	97.0588	2,010	239	814	3,063
9/8/2017	1	2	31	34	1,959	233	793	2,985	2,985	97.4401	2,010	239	814	3,063
9/11/2017	87	56	350	493	1,938	231	787	2,956	2,955	96.446	2,009	239	816	3,064
9/12/2017	90	49	300	439	1,865	222	758	2,845	2,845	92.8467	2,009	239	816	3,064
9/13/2017	77	53	344	474	1,964	234	798	2,996	2,995	97.7486	2,009	239	816	3,064
9/14/2017	84	57	365	506	1,970	234	800	3,004	3,005	98.0683	2,009	239	816	3,064
9/15/2017	96	65	351	512	1,941	231	788	2,960	2,960	96.5841	2,010	239	816	3,065
9/18/2017	85	76	364	525	1,943	231	788	2,962	2,962	96.6079	2,011	239	816	3,066
9/19/2017	95	89	367	551	1,961	233	796	2,990	2,990	97.5327	2,011	239	816	3,066
9/20/2017	105	80	388	573	1,967	234	798	2,999	2,999	97.8043	2,011	239	816	3,066
9/22/2017	87	76	344	507	1,933	230	785	2,948	2,947	96.1655	2,010	239	816	3,065
9/25/2017	91	81	361	533	1,941	231	788	2,960	2,960	96.6199	2,009	239	816	3,064
9/26/2017	94	80	371	545	1,954	232	791	2,977	2,976	97.1424	2,011	239	814	3,064
9/27/2017	113	75	355	543	1,999	217	782	2,998	2,999	97.8626	2,043	222	799	3,064
9/28/2017	106	67	358	531	1,998	217	780	2,995	2,995	97.7937	2,043	222	798	3,063
9/29/2017	101	60	323	484	2,007	219	787	3,013	3,012	98.3167	2,041	223	800	3,064
<b>Total</b>	<b>1,575</b>	<b>1,139</b>	<b>5,968</b>	<b>8,682</b>	<b>61,180</b>	<b>6,755</b>	<b>24,212</b>	<b>92,147</b>	<b>53,447</b>	<b>96.90%</b>	<b>2,041</b>	<b>223</b>	<b>800</b>	<b>3,064.17</b>
Sep-17	92.65	67.00	351.06	510.71	average per day									
	18.1%	13.1%	68.7%	100%	Participation by Type									
Sep-16	72.3	48.4	239.8	360.5	average per day									
	28.1%	38.4%	46.4%	41.7%	Increase 2017 vs. 2016									

NSBP - National School Breakfast Program					Daily Maximums				Attendance		Actual Enrollments			
Date	Paid	Reduced	Free	Total	Paid	Reduced	Free	Total	ADA	Factor	Paid	Reduced	Free	Total
9/5/2017	33	38	243	314	1923	229	785	2937	2937	95.894	2,005	239	819	3,063
9/6/2017	26	37	312	375	1936	230	785	2951	2952	96.3728	2,009	239	815	3,063
9/7/2017	25	50	294	369	1951	232	790	2973	2973	97.0588	2,010	239	814	3,063
9/8/2017	32	36	281	349	1959	233	793	2985	2985	97.4401	2,010	239	814	3,063
9/11/2017	27	38	224	289	1938	231	787	2956	2955	96.446	2,009	239	816	3,064
9/12/2017	29	36	269	334	1865	222	758	2845	2845	92.8467	2,009	239	816	3,064
9/13/2017	36	43	330	409	1964	234	798	2996	2995	97.7486	2,009	239	816	3,064
9/14/2017	34	42	343	419	1970	234	800	3004	3005	98.0683	2,009	239	816	3,064
9/15/2017	49	50	328	427	1941	231	788	2960	2960	96.5841	2,010	239	816	3,065
9/18/2017	42	39	327	408	1943	231	788	2962	2962	96.6079	2,011	239	816	3,066
9/19/2017	35	56	291	382	1961	233	796	2990	2990	97.5327	2,011	239	816	3,066
9/20/2017	29	57	305	391	1967	234	798	2999	2999	97.8043	2,011	239	816	3,066
9/22/2017	26	54	289	369	1933	230	785	2948	2947	96.1655	2,010	239	816	3,065
9/25/2017	27	65	317	409	1941	231	788	2960	2960	96.6199	2,009	239	816	3,064
9/26/2017	33	57	308	398	1954	232	791	2977	2976	97.1424	2,011	239	814	3,064
9/27/2017	36	55	338	429	1999	217	782	2998	2999	97.8626	2,043	222	799	3,064
9/28/2017	40	57	304	401	1998	217	780	2995	2995	97.7937	2,043	222	798	3,063
9/29/2017	54	61	331	446	2007	219	787	3013	3012	98.3167	2,041	223	800	3,064
<b>Total</b>	<b>613</b>	<b>871</b>	<b>5,434</b>	<b>6,918</b>	<b>2,007</b>	<b>219</b>	<b>787</b>	<b>92,147</b>	<b>92,149</b>	<b>97.0799</b>	<b>2,041</b>	<b>223</b>	<b>800</b>	<b>3,064</b>
<b>2017</b>	<b>36.06</b>	<b>51.24</b>	<b>319.65</b>	<b>406.94</b>	Ave per day Bfast									
	<b>8.9%</b>	<b>12.6%</b>	<b>78.5%</b>	<b>100.0%</b>										
<b>2017</b>	<b>128.71</b>	<b>118.24</b>	<b>670.71</b>	<b>917.65</b>	Total Meals 2017									
	<b>14.0%</b>	<b>12.9%</b>	<b>73.1%</b>	<b>100.0%</b>										
	<b>98.35</b>	<b>88.65</b>	<b>450.85</b>	<b>637.85</b>	Total Meals 2016									
<b>Increase P/Y</b>	<b>30.9%</b>	<b>33.4%</b>	<b>48.8%</b>	<b>43.9%</b>										



# PALISADES CHARTER HIGH SCHOOL

## CBO REPORT BOARD OF TRUSTEES MEETING OCTOBER 17 2017

### 2017-2018

Cash Balances for PCHS at the end of month end were \$8.4 million (\$7.8 million Unrestricted and \$5.34 million in Fund 20.0-Lifetime Benefits Account, excluding outstanding loan from Permit account) compared to \$7.8 million in August 2017 (\$7.4 Unrestricted). September Funding were received for both Quarterly EPA (Prop 30) funding of approx. \$1.05 million and monthly funding levels from September-June at 9% per month compared to 5% per month funded in July & August.

Common issues and best practices with the financial staff of El Camino, Granada & Birmingham are on-going discussion & communications with the CBO's and managers. Regular meetings have been scheduled for the remainder of the year.

PCHS has submitted 2 CCSA Conference Presentation proposals (one for Cafeteria operations, one for Finance Networking) for the March 2018 Conference. We understand that the notice of the acceptance of these proposals will be received in November.

### Cafeteria

Cafeteria Operations and participation are still positive. The Food Service Manager is also participating in the revised Wellness Policy development. A Farm to Table Demo was done last week with samples of fresh local products and nutrition information to our Students and staff. This demonstration held at the Quad was very well received.

### LACOE

PCHS successfully solicited and coordinated with LACOE to have a meeting with multiple Charter Schools to hear and discuss issues and learn more about LACOE staff. Additionally, LACOE staff was on site last Thursday to conduct more in depth training on the new BEST Financial software being implemented for select Districts in 2018-2019. PCHS is one of only 8 Districts and the only Charter School in LA County selected for this opportunity. Additionally, Finance staff will be attending multiple meetings in October in preparation for Budget, Purchasing & Payable planning and training

## CBO REPORT



# PALISADES CHARTER HIGH SCHOOL

**BOARD OF TRUSTEES MEETING  
OCTOBER 17 2017**

## **Special Education COP-(Option 3)**

As the Co-Chair of the Fiscal Committee of the LAUSD Option 3 SELPA, I presented the Fiscal Budget and Grant Allocation plan to the Executive Committee of the Option 3 SELPA. There was also a Sub-committee meeting held last week to decide on funding models for the Grants of this SELPA. This funding model, which features a new four tier matrix (by type of SpED student), will better allocate the \$3.1 million available to the 163 Option 3 Charters. I will be presenting this proposal to the Executive Council in November.

## **LAUSD**

PCHS lobbied the Charter School Director to convene a meeting with the other Conversion High School CBO's and the Charter Office to meet as a group, discuss our Fiscal interactions, communications, and promote best practices. LAUSD Charter Office is also hiring a new Charter Fiscal Manager who we will be at the meeting on November 15<sup>th</sup>.

## **Annual Audit**

Our External Auditors (VTD) will be on Campus the week of October to conduct their Year-end review of our 2016-2017 Financial statements in preparation of the Audited Financials due to the CDE by December 15, 2017.

## **Attendance**

The reported Month 2 attendance and ADA showed 3,051 Students Enrolled (2,973 in 2016/17) and an ADA of 2,960 at 97.0% (2,883 or 96.9 in 2016/17). Initial combined enrollment included 63 at Pali (Temescal) Academy and 51 in Virtual Academy. The Budgeted ADA for 2017-2018 is 2,854.

## **ASB**

It will be a busy couple of weeks for the ASB group. Highlights include Homecoming game & Pep Rally on 10/20 followed by the Dance on 10/21. Spirit Week & related fundraisers will take place next week as well.

# Coversheet

## Executive Director/Principal (EDP) Report

**Section:** II. Organizational Reports  
**Item:** I. Executive Director/Principal (EDP) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** II\_I\_Org Report\_EDP bdrpt \_10\_17\_17.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES MEETING EXECUTIVE DIRECTOR AND PRINCIPAL REPORT OCTOBER 17, 2017

**Goal 4: PCHS will continue to foster a positive school climate by maintaining a trust among students, parents, faculty, staff, administrators, and Board members by educating all stakeholders about the needs and concerns of other stakeholder groups, demonstrating respect for all types of diversity, and increasing cohesion, connectedness, and compassion at all levels.**

#### Community Days

PCHS has allocated time every other week for schoolwide activities and lessons designed to create a common language and understanding throughout the campus. The school follows a special bell schedule on these days. Recent events include the following:

- **Unity Assembly** - Campus Unification Director Gio Stewart hosted a school-wide assembly featuring the unveiling of the Staff Pledge for Social Justice and the Student Bill of Rights and Responsibilities Wall.
- **Digital Citizenship Lesson** - Ed Tech Coordinator John Vieira designed an engaging and impactful lesson to raise students' awareness of appropriate use and potential dangers of the misuse of social media. Students learned about digital footprints and how they might impact college admissions or job applications. The lesson was followed by a discussion of the kinds of information they would want included in their digital footprints and strategies for creating a positive online presence.
- **The Great CA Shakeout Earthquake Drill – 10/19 @ 10:19am**  
The Great California Shakeout is an annual safety earthquake preparedness drill practiced by all schools across the state of California. Its purpose is to practice and improve emergency and safety procedures in the event of an actual earthquake.

#### Campus Unification Update

- The **Justice League** is a super leadership organization made up of Pali's most prominent social and cultural groups including the Latino Student Union (LSU), Black Student Union (BSU), Asian Student Union (ASU), Genders Sexualities Alliance (GSA), Human Rights Watch (HRW) and He or She (an intersectional feminism group). This group was coordinated to show our campus and community that we are unified against hate, discrimination and bias. On October 3rd, we introduced the Justice League to our campus, giving the leaders from each club an opportunity to present their organization and their mission. Every month the Justice League will organize activities designed help break down self-segregation on our campus. The first activity is the coordination of Unity Lunches.



# PALISADES

## CHARTER HIGH SCHOOL

- **Unity Lunches** are hosted by the Campus Unification Director and supported by the ASB Leadership Advisor Rob King. The concept is a scaffolder invitational program designed to break down barriers that discourage students from interacting with students they do not know. An initial group of students are invited for a pizza lunch during which they learn about the outreach concept. These students are then encouraged to invite someone they do not know who is not part of their social circle to attend the follow up lunch the next day. The activity is complete after the second round of students invite a guest to the third luncheon for all of the students included attended the first two lunches. Unity lunches will be hosted on a monthly basis.
- **Honor Roll/Perfect Attendance** - Students who qualified for the Principal's Honor Roll, Honor Roll, and Perfect Attendance received a class summons to receive their certificate and Diddy Riese cookie during nutrition and lunch. Academic Counselors, Dr. Lee, Ms. Iannessa, and Dr. Magee were on hand to congratulate students on their accomplishments.

### EDP Professional Development

- **CCSA/FCMAT Fraud Oversight Workshop – October 4**  
This training addressed internal controls and how to institute them; best practices and red flags; how FCMAT conducts reviews and what things are looked for; what a “fraud audit” is, and is not, when called by a County Superintendent, and other related oversight issues.
- **LAAC and CCSA/LAUSD Regional Meeting - October 11**
- **Cyber Crime Prevention Symposium – October 16**  
Workshops and presentations on the ever-changing world of cyber space, including training tips by representatives from the FBI, U.S. Attorney's Office, LAPD, - Internet Crimes Against Children Task Force, Los Angeles City Attorney's Office, and many more. Pali students Katie Schwartz and Gabriel Dickey were panel presenters at the event.
- **CCSA Executive Leadership Summit – October 23 and 24 in San Francisco**
- **28<sup>th</sup> Annual CTE Fall Conference “The Future of Innovation” – November 15-17 in Rancho Mirage**

### Admin Team Professional Development

The members of the Admin Team are engaged in Myers-Briggs Personality Assessments and Team Analysis designed to provide a common language for considering approaches to communication, conflict, and time management as well as other areas. The team analysis





# PALISADES

## CHARTER HIGH SCHOOL

identifies team strengths, blind spots, problem solving abilities, as well as similarities and differences. The goal of this process is to reflect on current practices and identify ways to build on existing strengths as a school leadership team.

# Coversheet

## State Dashboard: Local Indicators

**Section:** V. Academic Excellence  
**Item:** A. State Dashboard: Local Indicators  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** V\_A\_Part 2\_Acad Excell\_Local Indicators Butte GO\_10\_17\_17.pdf  
V\_A\_Part 1\_Acad Excell\_Dashboard Flyer\_10\_17\_17.pdf



# California School Dashboard Local Indicators

Priority	Local Indicator	Tools for collecting and measuring priority	Process	Frequency	Reporting Requirements	Evidence to be Uploaded to Dashboard	Dashboard Indication "Met"/"Not Met"/"Not Met for two or more years"
1	Basic Conditions at School	SARC: Facility Inspection Tool (F.I.T.), Sufficiency of Instr. Materials, Highly Qualified Teachers	LEA measures progress in meeting the Williams settlement requirements at 100% at all of its school sites	Annually	Reports progress in meeting this standard to governing board at a regularly scheduled meeting and to stakeholders & public	Report: Number/percent of teacher misassignments; Number/percent of students without inst. materials; Number of deficiencies identified at school facilities *	"Met" "Not Met" "Not Met for two or more years"
2	Implementation of State Academic Standards	Option 1 Narrative Summary Option 2 Reflection Tool	1. LEA uses a local measure and provides a narrative summary of results 2. LEA completes the district reflection tool found in the Evaluation Rubric	Annually	Report results to governing board at a regularly scheduled meeting and to stakeholders & public	Provide Option 1 Narrative or Option 2 Reflection Tool	"Met" "Not Met" "Not Met for two or more years"
3	Parent Engagement	Option 1 Parent Survey given to at least one grade level (K-5,6-8,9-12) Option 2 Local Measure (examples found in Evaluation Rubric)	Both options require LEAs to measure progress related to seeking input from parents/guardians in school and district decision making and promoting parental participation in programs	Annually	Report results to governing board at a regularly scheduled meeting and to stakeholders & public	Provide a narrative summary and analysis of either the parent survey or the local measure	"Met" "Not Met" "Not Met for two or more years"
6	School Climate	Local climate survey that addresses perceptions of school safety and connectedness or CA Healthy Kids Survey	Survey students in at least one grade within the grade spans the LEA serves (e.g., K-5, 6-8, 9-12) regarding their perceptions of school safety and connectedness	At least once every other year	Report results to governing board at a regularly scheduled meeting and to stakeholders & public	Provide a narrative summary; include differences among student groups; provide overall score for all students and student groups	"Met" "Not Met" "Not Met for two or more years"

\*LEAs that use CDE's SARC online template, Priority 1 information will auto-populate Dashboard Web-based system

# Getting to Know the California School Dashboard



The California School Dashboard ([www.caschooldashboard.org](http://www.caschooldashboard.org)) is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

## 10 Indicators of School Success

### State Indicators

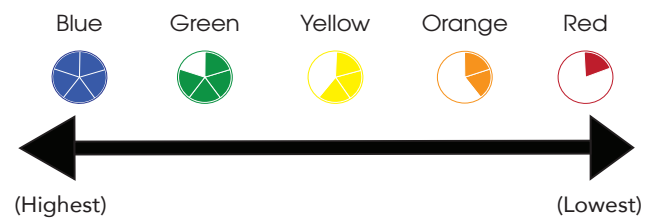
- **SIX** indicators allow for comparisons across schools and districts.

- ★ High School Graduation Rate
- ★ Academic Performance
- ★ Suspension Rate
- ★ English Learner Progress
- ★ Preparation for College/Career
- ★ Chronic Absenteeism

- Based on information collected statewide.

- Results for all districts, all schools, and all defined student groups (e.g., ethnic groups, low income, English learners) with more than 30 students.

- Schools and districts receive **one of five color-coded performance levels** on each of the six state indicators.



- The color and amount that the circle is filled are two ways of showing the performance level. For example, Green will always have four segments filled and Red will always have one segment filled.
- The overall performance level is based on how current performance (status) compares to past performance (change).

### Local Indicators

- **FOUR** indicators based on information collected by school districts, county offices of education and charter schools.

- ★ Basic Conditions
  - Teacher qualifications
  - Safe and clean buildings
  - Textbooks for all students
- ★ Implementation of Academic Standards
- ★ School Climate Surveys
- ★ Parent Involvement and Engagement

- Districts receive **one of three performance levels** on the four local indicators based on whether they have collected and reported local data.
  - Met
  - Not met
  - Not met for two or more years
- School and student group information is not available for local indicators.

The California School Dashboard provides four different reports that allow custom views of school success. Users can also look at performance of all student groups on a single indicator by clicking on that indicator. Clicking on a single student group shows the performance of that student group across all six state indicators.

# 4 Reports Provide Custom Views of School Success

Equity Report

Status/Change Report

Detailed Reports

Student Group Report

## Equity Report

- Shows:
  - The performance of all students on the state indicators
  - The total number of student groups for each state indicator
  - The number of student groups in the Red/Orange performance levels
  - Performance on local measures (school district level only)
- Allows selection of information by indicator

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		9	2
<a href="#">English Learner Progress (K-12)</a>		1	0
<a href="#">Graduation Rate (9-12)</a>		6	4
<a href="#">College/Career</a> <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
<a href="#">English Language Arts (3-8)</a>		8	0
<a href="#">Mathematics (3-8)</a>		8	1
<b>Local Indicators</b>	Ratings		
<a href="#">Basics (Teachers, Instructional Materials, Facilities)</a>	Met		
<a href="#">Implementation of Academic Standards</a>	Not Met		
<a href="#">Parent Engagement</a>	Not Met for Two or More Years		
<a href="#">Local Climate Survey</a>	Met		

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		Low 2.2%	Increased +0.3%
<a href="#">English Learner Progress (K-12)</a>		Very High 90.2%	Increased +2.7%
<a href="#">Graduation Rate (9-12)</a>		High 93.1%	Declined -1.5%
<a href="#">College/Career</a> <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
<a href="#">English Language Arts (3-8)</a>		Very High 49 points below level 3	Maintained +6.2 points
<a href="#">Mathematics (3-8)</a>		High 31 points above level 3	Increased +6.5 points

## Status/Change Report

- Shows for each state indicator:
  - All student performance
  - Status (Current Performance)
  - Change (Difference from Past Performance)

## Detailed Reports

- Shows information about performance over time on state indicators
- Shows the locally collected performance information on the local indicators
- Organized into three categories:
  - Academic Performance
  - School Conditions and Climate
  - Academic Engagement

## Student Group Report

- Shows the performance of all students and each student group on the state indicators
- Allows selection of student groups by performance level
  - Blue/Green (i.e., meeting standards)
  - Yellow
  - Red/Orange

# Coversheet

## School Safety Plan

**Section:** VI. Facilities / Operations  
**Item:** A. School Safety Plan  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
VI\_A\_School Emergency Operations Plan for 2017-18 vPublic as of 2017-10-12.pdf



**PALISADES**  
CHARTER HIGH SCHOOL

# Palisades Charter High School

## School Emergency Operations Plan

**Revised Fall 2017**

**Our Mission:**

PCHS will empower our diverse population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth

# PALISADES CHARTER HIGH SCHOOL

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## PALISADES CHARTER HIGH SCHOOL

### School Emergency Operations Plan **Introduction**

The purpose of the School Emergency Operations Plan is to provide a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies.

It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans.

## Promulgation

The School Emergency Operations Plan addresses Palisades Charter High School's responsibilities in emergencies associated with natural disaster, human-caused emergencies, and technological incidents. It provides a framework for coordination of response and recovery efforts within the district in coordination and with the county of Los Angeles, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel. The School Emergency Operations Plan:

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing school sites clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

## Requirements

The Plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

## **Purpose**

The Purpose of the School Emergency Operations Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students at PCHS, and to ensure the preservation of public property.

## **Scope**

The Scope encompasses all PCHS school sites and facilities. It addresses a broad range of major emergencies. Such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

## **The objectives of the plan are to:**

- Protect the safety and welfare of students, employees, and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between the school, District, City, and/or County Emergency Operation Center (EOC).

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

## **Responsibility**

School administrators have the responsibility to ensure the safety of their students and staff in an emergency. Law requires developing emergency plans and training staff in all-hazards emergency response procedures.

The principles of NIMS, SEMS and ICS are incorporated in this plan and school personnel must be trained in how the system works. All PCHS school sites must also have drills and exercises in order to practice using the system. Periodic training will be available to help orient new employees and provide refresher training to current employees on an annual basis.

# Emergency Management Resolution

## Emergency Management Resolution

Palisades Charter High School  
Los Angeles, California

### RESOLUTION : Emergency Plan

WHEREAS, Palisades Charter High School has implemented a School Emergency Operations Plan for all school sites and facilities. The objectives of the plan are to: 1) protect the safety and welfare of students, employees and staff, 2) provide a safe and coordinated response to emergencies, 3) protect the district's facilities and property, and 4) Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

WHEREAS, In an effort to fully implement the School Emergency Operations Plan, Palisades Charter High School, supports planning, training and exercising the plan at the school site level.

WHEREAS, Palisades Charter High School participates with all responding agencies within the State of California and in the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS).

NOW, THEREFORE, BE IT RESOLVED, that the Board of Palisades Charter High School does hereby support the School Emergency Operations Plan.

Revised Plan presented to and adopted by the Board of Trustees October, 17<sup>th</sup> 2017

\_\_\_\_\_

Date

\_\_\_\_\_

Emilie Larew  
Board of Trustees Chair

\_\_\_\_\_

Dr. Pamela Magee  
Executive Director & Principal

Original was adopted on 9/16/2013 by the Governing board of Palisades Charter High School.



# Statement Letter

Dear Palisades Charter High School Families:

The safety of our students continues to be of utmost importance to Palisades Charter High School. As Executive Director and Principal, my focus is "**smart, safe schools**". Schools that are smart and safe open doors for all students by building a foundation of high *expectations*, rigorous *content*, and persistent *support*. We employ a variety of security measures in our daily efforts to provide safe and secure learning environments. These measures reflect our community's high expectations for school safety and include the following:

**Palisades Charter High School Security and Safety Committee:** This committee focuses on crisis planning and management and continues to develop proactive community partnerships that assist with overall school safety. Its members include representatives from School Security, Administration, Transportation, Community Relations, Instructional Staff, Police and Fire Departments, and a member of the Board of Trustees.

**School Security Officers:** PCHS has an effective and efficient school security staff. School security consists of a partnership with the Los Angeles School Police Department, two full-time deans, one full-time campus supervisor, and six (6) "rover" School Security Aides who respond to any event at our school site.

PCHS has Crisis Management Plans in place at the school and a Crisis and Emergency Response Plan. I develop the Crisis Management Plan with my staff to meet and exceed the standards established by state law. The plan serves as an operating guide for a wide range of emergencies and reflects each school's unique characteristics. My staff recently revised and expanded the Crisis and Emergency Response Plan. We audit and practice these plans throughout the year.

**Physical Security Improvements:** We use proven physical security survey checklists to determine low- to no-cost improvements that will tend to make the area "unattractive" to criminal activity. In addition, we are expanding our camera surveillance system to help deter, detect and investigate school crimes.

**School Safety Tip Line:** Students and their families may text **310 570 6111** or call **1 800 465 1645** to report a crime or threat made anywhere in the USA. This **anonymous** line is staffed 24 hours a day and is meant for anyone having ANY information about a possible crime. In the event of an emergency, the school will use all types of available sources to update parents and community. If notified of an emergency at PCHS, do not go to the school unless the notification instructs you to do so. If you go to the school when not instructed to, you may put your child, yourself, or others at risk.

To help keep your family safe, I encourage you learn and prepare for emergencies that might happen in the community or your home. Excellent resources are available at [www.redcross.org](http://www.redcross.org); and [www.nsc.org](http://www.nsc.org).

Please be assured that we take many other precautions to help ensure the safety of our students. If you have questions or concerns about school safety, please contact me.

Thank you for your understanding and assistance.

Sincerely,

Dr. Pamela Magee

## Section 1

# Legal Requirements

## **Legal Requirements: Authorities and References**

The following are brief summaries of emergency crisis related Education Codes and Government Codes you should be familiar with. Review the entire citation for specific requirements.

### **California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code)**

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

### **California Government Code (Section 3100, Title 1, Division 4, Chapter 8)**

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

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

The law has two ramifications for School employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government, Office of Emergency Services, but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

### **Petris Bill (Section ~ 8607 of the California Government Code)**

This law requires that state and local government including special districts (i.e.: schools) be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). SEMS must also be used in school planning, training and exercising (California Code of Regulation 2400-2450).

SEMS requires that each organization understands and uses the following:

- The Incident Command System, a method of organizing any emergency response effort into five basic functions: command, planning/intelligence, operations, logistics, and finance/administration.
- An Emergency Operations Center (or Incident Command Post in the field), the staff of which is organized according to the same five functions as the Incident Command System.
- Coordination of the school district Emergency Operations Center with the Operational Area (county) Emergency Operations Center, or with city Emergency Operations Centers and/or county Offices of Education, as needed.
- Incorporation of SEMS into all school plans, training and exercises.
- Documentation of the use of SEMS in planning, training, exercising, and during an actual emergency.

### **California Civil Code, Chapter 9, Section 1799.102**

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

### **Katz Act (Sections ~ 35295-35297) of the California Education Code**

This law requires applies to the governing boards of public and/or private elementary and high schools that have school buildings with over 50 students or more than one classroom, and to all county school superintendents. In 1988, the legislature amended the law to require that training in earthquake preparedness procedures should be for both certified and classified staff. The law requires that schools do the following:

- Develop a disaster plan to maintain the safety and care of students and staff. The plan should outline emergency roles, procedures for students and staff, and appropriate, ongoing training for all employees and students.
- Conduct periodic drills in “drop and cover” procedures, the evacuation procedure, and other emergency response actions (such as search and rescue, communication, and damage assessment) to train students and staff. Simple drills should be held once a quarter in elementary schools and once a semester in secondary schools; more complicated drills should be held once or twice a year.
- Provide training programs to ensure that staff and students are aware of, and properly trained to follow, your plan and the emergency response procedures.
- Be prepared to have your school serve as a possible public shelter for the community during disasters or emergencies.
- Take mitigation measures now to ensure the safety of students and staff, and the viability of the school facility during and after an earthquake or other emergency.

### **California Emergency Plan**

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that “...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof.” Therefore, local emergency plans are considered extensions of the California Emergency Plan.

## **Comprehensive School Safety Plan Section ~ 32280 of the California Education Code**

This law states that each school district and county office of education is responsible for the overall writing and development of comprehensive school safety plans for its schools operating kindergarten and grades 1-12. Comprehensive plans include strategies and programs designed to maintain a high level of school safety. Plans should address procedures for: disaster response; safe ingress and egress to/from school; reporting child abuse; sexual harassment; school discipline; provision for school-wide dress code; policies related to suspension, expulsion or mandatory expulsion, etc.

### **No Child Left Behind Act of 2001**

This federal law is designed to improve student achievement, facilitate accountability, and ensure a safe and orderly school by implementing programs that protect students and teachers. Under No Child Left Behind, states must report school safety statistics to the public on a school-by-school basis and districts must use federal school-safety funding to establish a plan for keeping schools safe and drug-free. Having a crisis management plan for responding to violent or traumatic incidents on school grounds is a requirement.

### **Board Policies**

#### **1. Certain policies governing emergency preparedness and response within the school are established.**

The safety of students is paramount. All actions taken shall bear this in mind as well as the safety and well-being of employees.

If a disaster occurs during school hours, school will not be dismissed without the express approval of the Principal or designee. Students will remain under the supervision of school authorities until released to parents or their pre-authorized representative. The following entities shall be notified as soon as a closure decision is made through the Executive Director's Office, as needed:

- Board of Education
- Local area media
- Police, fire, and other agencies
- State & Federal legislators and other officials
- California Office of Emergency Services
- California Department of Education

- Local hospitals and County Emergency Medical Services

If parents or guardians come to the school and properly identify themselves, students will be released.

Since school personnel are expected to assist in post-disaster care of students, arrangements for the care of their own family should be prearranged in order to permit discharge of this emergency responsibility. We take these steps to ensure employees are ready to fulfill their disaster responsibilities:

The Principal or designee shall prepare a list of staff to be assigned specific emergency response roles as outlined in this plan.

Each Principal or designee shall conduct a survey of certificated and classified personnel to determine each employee's status in terms of first aid training, disaster preparedness training, and other emergency experience and training. Records will be kept current as changes of personnel occur. Copies of records will be kept on file in the HR office.

Solicit cooperation of the PTA and other parent groups in organizing disaster response activities and assignments.

In preparation for the possibility of a long stay at schools, the Executive Director and Principal or designee shall prepare a list of students and staff who have special conditions requiring medications and/or special attention.



Section 2

**National Incident Management System  
(NIMS) and the Standardized  
Emergency Management System  
(SEMS)**

## **NIMS Purpose and Scope**

The National Incident Management System (NIMS) was issued by Department of Homeland Security on March 1, 2004 to provide a comprehensive and consistent national approach to all-hazard management at jurisdictional levels and across functional disciplines. The NIMS will enable responders at all levels to work together more effectively to manage domestic incidents no matter what the cause, size or complexity.

In September 2005, the State of California obtained certification and compliance for SEMS/NIMS integration from the United States Department of Homeland Security, for FY 2005. Certification and compliance is an annual process that the California Office of Emergency Services performs.

## **SEMS Purpose and Scope**

These regulations establish the Standardized Emergency Management System (SEMS) based upon the Incident Command System (ICS) adapted from the system originally developed by the Firefighting Resources of California Organized for Potential Emergencies (FIRESCOPE) program including those currently in use by state agencies, the Multi-Agency Coordination System (MACS) as developed by FIRESCOPE program, the operational area concept, and the Master Mutual Aid Agreement and related mutual aid systems.

SEMS is intended to standardize response to emergencies involving multiple jurisdictions or multiple agencies. SEMS is intended to be flexible and adaptable to the needs of all emergency responders in California. SEMS requires emergency response agencies use basic principles and components of emergency management including ICS, multi-agency or inter-agency coordination, the operational area concept, and established mutual aid systems. State agencies must use SEMS. Local government must use SEMS by December 1, 2006 in order to be eligible for state funding or response-related personnel costs pursuant to activities identified in California Code of Regulations, Title 19, §2920, §2025, and §2930. Individual agencies' roles and responsibilities contained in existing laws or the state emergency plan are not superseded by these regulations.

SEMS is the overall system in which many agencies, levels of government, and information systems fit. The parts of SEMS are:

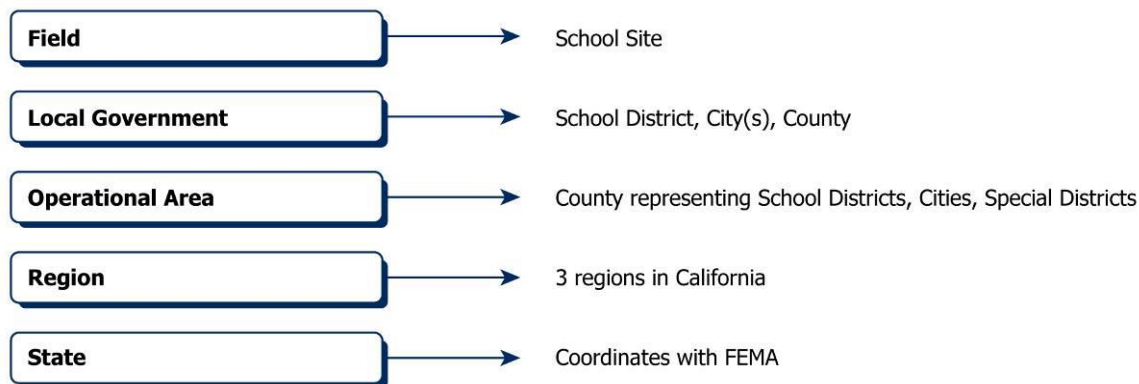
- Incident Command System
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

Public schools have mutual aide agreements for shelter, counseling, and other items and must participate in inter-agency coordination. It is important to understand this and be prepared to participate.

## Organizational Levels

Information regarding a disaster and the school site conditions are reported from the site level all the way up to state and federal levels and become part of the larger information picture. Thorough documentation and accuracy is very important.

### Order of Coordination:



### Field Level (School Site)

Involves:

- Utilizes the Incident Command System
- Tactical on-scene response
- Establish and maintain Incident Command Post (school site) and Field Command Post (fire, police, etc.)
- Requests support from the Local Government EOC (fire, police, EMS, Public works, etc).

### Local Government Level (School District, City(s), County)

Involves:

- City(s), County, County Office of Education, Community College District, School District
- Establish and maintain Emergency Operations Center (EOC) and District Emergency Operations Center (EOC)
- Implement Local Emergency Plans
- Requests support from the Operational Area

## **Operational Area Level (County representing School Districts, Cities, Special Districts)**

Involves:

- The County and ALL political sub-divisions
- Coordinating information, resources, and priorities among all local governments
- Brokering resources within the Operational Area
- Functioning as the intermediate level between the Region and Local Government

**The Region Level** is tasked with:

- Coordination between Operational Areas in each Mutual Aid Region
- Coordination between Operational Area and State Level
- Coordinating overall State Agency Support within the Region.

California Office of Emergency Services  
Southern Region, Los Alamitos, California.  
[www.oes.ca.gov](http://www.oes.ca.gov)

## **State Level**

Will:

- Coordinate support between Administrative Regions as required
- Act as the initial point of communication and coordination between California and the Federal Response System

## **SEMS and Schools**

The Standardized Emergency Management System is based on a number of concepts, three of which are pertinent to schools:

- 1). a management tool called the Incident Command System (ICS);
- 2). Mutual aid systems, in which similar organizations assist each other in emergencies; and
- 3). Multiple agency coordination, under which diverse organizations work together and communicate with each other.

### **1) Incident Command System (ICS)**

ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts – duplication of efforts – by giving each person a structured role in the organization, and each organization its piece of the larger response.

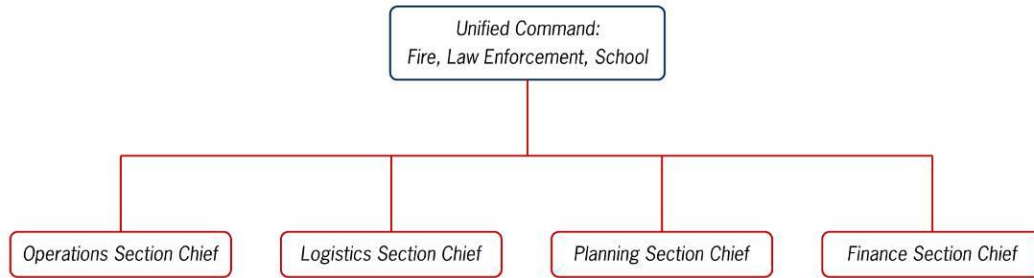
The Incident Command System is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, designed to aid in domestic incident management activities. It is used for a broad spectrum of emergencies, from small to complex incidents, both natural and manmade, to include acts of catastrophic terrorism. ICS is used by all levels of government -Federal, State, tribal, and local - as well as by many private sector and non-governmental organizations.

The five ICS functions are required at all NIMS levels. They are: command, planning, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand.

Incident Command System

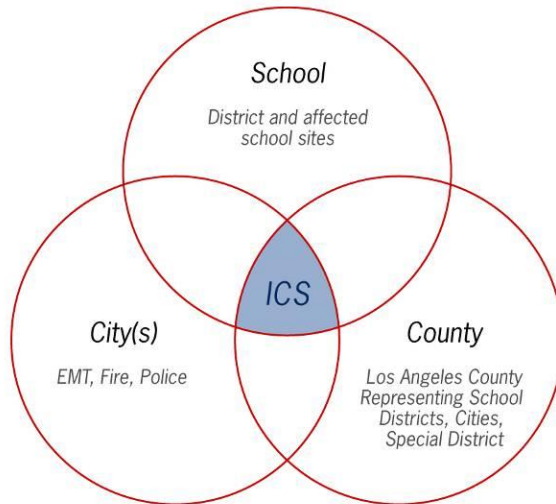
ICS Unified Command

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ICS Principles

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\* Diagram indicates activation of operational area

### **Command** (The “leaders”)

Responsible for the overall policy, direction, and coordination of the emergency response effort in school Command Post. Command staff is also responsible for interacting with each other and other Emergency Operations Center’s (EOC), to ensure the effective function of the EOC organization. Example: police, fire, DCEMA.

### **Operations** (The “doers”)

Responsible for coordinating all operations in support of the emergency response and for implementing action plans. Operations include response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

### **Planning** (The “thinkers”)

Responsible for collecting, evaluating, and disseminating information; maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future. This team also develops school site action plans for implementation by the Operations team.

### **Logistics** (The “getters”)

Responsible for providing all types of support for the emergency response operation (facilities, services, personnel, equipment, transportation and materials).

### **Finance/Administration** (The “payers”)

Responsible for financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This team is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

### **Major Concepts**

1. Every emergency, not matter how large or small, requires that certain tasks called management, planning, operations, logistics, and finance/administration be performed.
2. The system can be expanded or contracted, depending on the situation and the immediate needs. One person can do more than one function.
3. Every incident needs a person in charge, called the Incident Commander at the site level.
4. No one person should be in charge of more than seven people (the optimum number is five). Note: this does not apply to Student Supervision.



# SCHOOL EMERGENCY RESPOND TEAM (SERT)

School Telephone: (310) 230-6623

Date: Aug. 15, 2017

Note: This chart complies with the Operations section of the Standardized Emergency Management System (SEMS)

**Public Information Officer**  
Executive Director & Principal  
Assistants: Main Office Staff  
Tech Supervisor  
Infinite Campus Data Manager  
Alt: HR Director

**INCIDENT COMMAND CENTER**  
**Location TBD**  
**INCIDENT COMMANDER**  
Director of Operations  
Liaison: Andrea King

**First Aid at Flag Pole**  
Nurse  
Nurse Assistant  
Finance Office Personnel  
Carolin Herrmann

**Assembly Area**  
**Athletic Field**  
Monica Iannessa  
Chris Lee  
Deans

**Backup Incident Commanders**  
Russ Howard  
Monica Iannessa  
Pam Magee  
Chris Lee

**Morgue behind J-101**  
Kim Thomas  
Crystal Estrada

**Request Gate**  
**Visitors Upper Gate**  
Jeff Hartman  
Alt. Jean Maninger  
Heather Schon  
Elva Pouya, Linda Ello

**SEARCH & RESPOND**  
Co-Leaders: Steve Yusi & Jennifer Peeks  
Assistant: Anthony Burch / Cheryl Onoye  
Radio Operator: Minh Ha Ngo

**Mental Health /Crisis Team**  
Leader: Mary Bush  
School Psychologist  
MHS providers

**PSA (Personnel Staging Area)**  
Leader: HR & Library Assistants  
All Staff/Personnel without SERT  
assignment

**Reunion Gate**  
**Visitors Lower Gate**  
Leader: Tom Seyler  
Jill Barker, Nicole Newble  
Adelina Aleman

**All S&R members report to outdoor stage  
3-person teams will be assigned by team leaders**

Chris Berry	David Carini
Christina Costa	Sarah Crompton
Josh Elson	Steve Klima
Ray Marsden	Michael Mashbaum
Erika Najar	Minh Ha Ngo
Cheryl Onoye	Karen Perkins
Eva Pichelbauer	John Rauschuber
Jeanne Saiza	Lisa Saxon
Rick Steil	Dave Suarez
John Vieira	Mike Voelkel
Brooks Walker	Larry Wiener
Greg Wood	

**Utilities**  
Leader: Oscar Cabrera  
Rocky Montz  
Walter Donez

**Fire Suppression/Haz Mat**  
Leader: Rocky Montz  
Science Dpt.: Dave Schalek  
Pool: Brooke King

**Security/Traffic Control and perimeter supervision**  
Leader: LASPD Officer  
Campus Aids Supervisor  
All campus Aids & Security  
Guards

## ICS responsibilities of the School Site

The following chart outlines the responsibilities within each of the five ICS functions of the School Site:

<b>Function</b>	<b>School Site Command Post</b>
COMMAND	Overall responsibility for all incident activity on site
OPERATIONS	Directs the tactical response of all incident operations on site
PLANNING	Collects, processes, and documents information at that site for use on the incident
LOGISTICS	Provides services, personnel, and equipment in support of the incidents on site
FINANCE / ADMINISTRATION	Provides financial accounting and cost control at incident site

## 2) Mutual aid systems

Voluntary and reciprocal agreements which provide services, resources, and facilities when existing resources prove to be inadequate.

## 3) Multiple Agency Coordination (MAC)

Agencies working together at any SEMS level to facilitate decisions.

## Section 3

# Emergency Phases

## General Information Regarding Emergencies

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the Emergency Operations Plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

### Mitigation Phase

Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents as well as education of parents, students, and teachers on the emergency plans and contact information.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

### Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

## Response Phase

**Pre-Impact:** Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized; EOCs may be activated and evacuation may begin.

**Immediate Impact:** Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

**Sustained:** As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

## Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

## Section 4

# School Emergency Response Team

## **The School Emergency Response Team (SERT)**

### **Selecting the Members of the School Emergency Response Team**

The principal and his/her leadership team are responsible for assembling the School Emergency Response Team (SERT).

### **Who Should Be On The Team?**

Staff members who are good SERT candidates are recognized within the school, respond well to a crisis, are calm, accepted by staff and students as impartial and fair, good listeners and communicators, skilled negotiators, and adept at crowd control. One of the SERT members should be a bilingual staff person. Also, include members who do not have supervisory duties or whose groups can be canceled in an emergency is important, such as:

- Office Manager
- Special Education Coordinator
- Technology Support Manager
- School Resource Officers
- Speech Therapist
- Occupational Therapist/Physical Therapist
- Outreach Consultant
- Program Facilitators
- Reading Coaches
- School Secretary
- Counselors/Social Workers
- Custodians/Security Personnel
- School Nurse
- Psychologist

The names and locations of any staff members trained in CPR and first aid must be laminated and posted in a prominent place in each classroom and in the school office.

### **How Many People Should Be On The School Emergency Response Team?**

The number of members on the team should be in relationship to the number of students in the school. If any of the members of the team are classroom teachers, substitutes will need to be chosen and their names should be listed as alternate SERTs.

***NOTE:*** *The NIMS/SEMS ICS structure (School Emergency Response Team) may expand or contract depending on the scope of the emergency and number of staff available. Staff members may be assigned multiple roles in an emergency.*

## **The Roles of the Members of the School Emergency Response Team**

### **COMMAND TEAM**

#### ***Incident Commander (IC):***

Job Description: Responsible for emergency operations to ensure safety of students, staff and others who are on campus.

#### Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community
2. Activate emergency plan and Incident Command System
3. Establish a Command Post
4. Develop and communicate the Incident Action Plan (IAP)
5. Provide School District Site Specific Status Report Form jhmg
6. Authorize any release of public information
7. Begin student release procedures (when it is safe to do so)
8. Make provision for mental health counseling
9. Make provisions for language translations
10. Release teachers and staff as appropriate
11. Declare end of emergency – initiate recovery when appropriate
12. Remain in charge of your campus until released by fire or law enforcement incident commander.

*Note: Incident Commander for Police or Fire will take control of emergency once they have arrived at the site. IC (school site) will remain in charge of school procedures (accountability of students, etc.), but will work with First Responders and provide any necessary assistance. Once Police/Fire Incident Commander is on site all decisions regarding evacuations, relocations, declaring an 'All Clear' will be made with the expressed approval and coordination of First Responders.*

**Remains in the Command Post and manages the crisis.**



***Safety Officer:***

Job Description: Responsible for monitoring the safety and conditions for students and staff.

Responsibilities:

1. Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
2. Monitor operational activities to assess potential danger and unsafe conditions.
3. Correct unsafe acts or conditions through regular lines of authority when possible.
4. Monitor stress levels of personnel involved in the response.

Safety Considerations:

- Are people performing out of role or responsibility?
- Is there enough manpower available to perform the prescribed tasks?
- Are the prescribed tasks being performed properly (such as proper lifting techniques)?
- Is appropriate personnel protection equipment (PPE) being used?

***Public Information Officer (PIO):***

Job Description: Conduit for information flow between the school and community; including the media.

Responsibilities:

1. Work closely with the IC (if not performing both roles) and first responders in providing information to the media and community.
2. Establish a media information center.
3. Provide press briefings and news releases as appropriate.
4. Obtain copies of all media releases and post them in the Command Post for review.
5. Prepare information summary on media coverage for SERT personnel.
6. Arrange for meetings between news media and incident personnel as directed by the IC.
7. Coordinates press conferences.
8. Prepares information for distribution to parents and students.
9. Coordinates with the City/County PIO, if appropriate.
10. Maintain a log of all activities.

## ***Liaison***

Job Description: Liaison between the school site, unified command, EOCs, and all other agencies. Position may be performed by the PIO and/or IC.

### Responsibilities:

1. Identify representatives from and maintain contact with each responding agency, including communication links and locations of assisting personnel.
2. Handle requests from Command Post for inter-organizational contacts.
3. Monitor operations to identify current/potential inter-organizational problems.
4. Provide information to appropriate governmental agencies.
5. Maintain an activity log.

## **OPERATIONS TEAM**

### ***Operations Section Chief:***

Job Description: Manages and directs emergency response activities on campus (Note: the IC may also perform this job).

### Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search & Rescue
4. Coordinate Campus Check and Security
5. Coordinate School Emergency Response Team response
6. Coordinate Medical Aid
7. Coordinate Student Care
8. Coordinate Student Release
9. Coordinate mental health counseling
10. Make sure teams have enough supplies
11. Reassign staff as needed
12. Schedule breaks and back-ups for staff

***Site Coordinator:***

Job Description: Manages emergency at the crime scene.

Responsibilities:

1. Respond to the scene of emergency
2. Control access to the affected area
3. If necessary, preserve crime scene until police arrive and assume control
4. Keep IC updated on status of emergency
5. Assist medical team, if necessary
6. Assist First Responders at the scene

***First-Aid Coordinator:***

Job Description: Provide emergency first aid until medical assistance arrives.

Responsibilities:

1. Provide emergency first aid.
2. Keep site coordinator updated on status of victim(s).
3. Update First Responders, upon arrival at the scene.
4. Keeps log of status of the victim(s) and all aid administered.

***Note:*** *In the event of multiple injuries the First Aid Coordinator will manage the First Aid Team. Members of the First Aid Team may be any adults who have received First Aid/CPR training.*

Responsibilities for First Aid Team (to be managed by First Aid Coordinator):

1. Assist the First Aid Coordinator with administering first aid and with his/her other duties and responsibilities.
2. At the direction of the First Aid Coordinator, organize an Emergency First Aid Station.
3. Obtain first aid supplies and bring them to the Emergency First Aid Station. First Aid supplies will be maintained in a visible area and will be known to all SERT members.
4. Coordinate efforts with the SERT and First Responders.
5. Provide the IC with periodic updates as to the status of those who are and were treated at the Emergency First Aid Station.
6. Keep accurate records of the medical attention required by each person and will complete an Emergency Medical Release Form for each individual treated.
  - a. If an individual requires hospitalization, the first aid team will contact the paramedics for transportation to a hospital.
  - b. Complete the Emergency Medical Release Form for all individuals who received medical treatment and are returning to the assembly area.
7. If necessary, will set up a Casualty Collection Point and Morgue.

## **OPERATIONS TEAM (Continued)**

### ***Police/Fire/Medical Coordinator:***

Job Description: Assist emergency personnel and direct them to the scene.

Responsibilities:

1. Meet emergency personnel and take them to the scene – utilizing the most efficient route
2. Follow emergency personnel instructions (i.e., locking or unlocking doors, turning off water, electricity, etc.)
3. Keep IC updated on status of police/fire/medical personnel
4. Once released by emergency personnel, return to the Command Post and assist with emergency as directed by the IC.

*Helpful Hint: Meet first responders with site map and master keys*

### ***Search & Rescue Team Coordinator:***

Job Description: Manage the search efforts.

***Note:*** members of the Search Team will be comprised of any adults who do not have supervisory responsibilities at the time the emergency is declared. If additional adults are needed, consider combining classrooms to release additional staff members to assist in the search activities.

Responsibilities:

1. Assemble adults who do not have supervisory duties into Search Teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
2. Perform visual check of outfitted team(s) leaving Command Post; include radio check. Advise teams of known injuries.
3. Coordinate the efforts of all Search Teams to ensure all areas of the school campus have been searched and are secure.
4. Assemble the emergency attendance forms and begin reconciliation of student and staff accountability. During the reconciliation phase of the student lists, he/she will ensure the Early Release Log and Visitor Log are included in the process.

## **OPERATIONS TEAM (Continued)**

### ***Search & Rescue Team Coordinator (continued):***

#### Responsibilities for Search Team in the event of a fire:

1. Until the police and Fire Department have arrived, the search team will direct the firefighting efforts.

#### Responsibilities for Search Team in the event of an earthquake or other emergency requiring evacuation:

1. Conduct a pre-established search pattern of the school buildings and property. Do not enter severely damaged buildings. If you are in doubt about personal safety, DO NOT ENTER!

Generally, the team will begin at the center of the building destruction, search the immediate area and then move to the next building (moving clockwise). If the search team coordinator determines that a secondary location requires immediate relocation, the team will move to the location and then proceed clearing buildings using the North search procedures until all buildings have been cleared or until the arrival of the Police and Fire Departments.

#### Procedures for Searching a Room:

- a. ½ of a chalked X will be marked on the door as the team enters the room to indicate that the room is in the process of being searched.
  - b. The team will search the room in a clock-wise direction.
  - c. When the room has been searched and cleared, the team will place a second mark with chalk so that a large 'X' will indicate that the room has been cleared by the team.
  - d. When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use the names of students or staff. Follow directions from the Command Post.
  - e. Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information onto the Command Post.
2. Bring the emergency containers to the evacuation site.
  3. Once the Police and Fire Departments have arrived, the search team coordinator will report their findings and assist first responders as needed.
  4. Keep the IC updated on the status of the team's effort and assist with the emergency as directed.

## **OPERATIONS TEAM (Continued)**

### ***Site Security Coordinator:***

Job Description: Secure the school campus and all buildings.

#### Responsibilities:

1. Lock gates and all external doors.
2. Locate/control/extinguish small fires as necessary.
3. Check gas meter and, if gas is leaking, shut down gas supply.
4. Shut down electricity only if building has clear structural damage or advised to do so by IC.
5. Post yellow caution tape around damaged or hazardous areas.
6. Verify that the campus is 'locked down' and report to IC.
7. Keep IC updated of all activities and precautions taken.
8. Ensure that the entire campus has been checked for safety hazards and damage.
9. No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
10. Route fire, rescue, police, etc. as appropriate.

### ***Parent Coordinator:***

Job Description: Liaison with the parents on site.

#### Responsibilities:

1. Meet with the parents and arrange for their needs (i.e., if approved by First Responders, bring them into a classroom or portable)
2. Advise parents of the situation and if their child is or isn't involved in the emergency
3. Keep IC updated on the status of parents
4. After the 'All Clear' has been given, assist those parents who wish to take their children home

## **OPERATIONS TEAM (Continued)**

### ***Student Supervision Team:***

Job Description: Remains with and supervises students.

Responsibilities:

1. Remains with and supervises students after the evacuation. Ideally each classroom teacher is supervising their class, but teachers who are needed on other teams will combine their classroom with another teacher.
2. Organize and supervise student activities

***Note:*** *As other team members are no longer needed for other assignments, they will join the Student Supervision Team. Supervision Team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC. All personnel not assigned to a team will be assigned to the Student Supervision team.*

### ***Student Release Team Coordinator:***

Job Description: Release students to authorized adults.

Responsibilities:

1. At the direction of the IC, release students to authorized adults.
2. Maintain a log of all students who have been released and who they were released to.
3. Set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips).

Procedures for releasing students

- a. Parent or guardian reports to the Student Release Station identifying the student(s) he/she desires to pick up.
- b. Check the emergency cards to verify the adult is authorized and the student(s), may be released to that person.
- c. Bring student to release point (use runners).
- d. Instruct the parent to sign the register, verifying that the student(s) has/have been removed from campus.
- e. Document the whereabouts of any student transported from the site by any agency to a hospital, shelter, or Collection Point.
- g. Any student having a triage tag should have one of the serial numbered corners taken off and attached to release team documentation.

### Procedures for teachers when releasing students

- a. Complete Emergency Release Form
- b. Identify parent (or other authorized adult) and have form signed. If a positive identification cannot be made, teacher needs to refer to child's emergency card for authorized adult release. (if adult cannot be verified, put a large "?" on the Emergency Release Form, so student release team can verify adult).
- c. Release student to parent pick up station (or runner) and remove name from class list

### Procedures for Adults when picking up student(s)

- a. Proceed to student release station at the evacuation site
- b. Fill out and sign release form/register as soon as teacher/adult in charge is available
- c. Upon receiving copy of release form, parent or authorized adult will meet child at release point to verify ID and be released.

**Note:** *It is important to create a secure area for student release. If the school grounds do not afford physical barriers use staff members until police can secure the area. Also consider using yellow caution tape and/or orange cones.*

## **PLANNING TEAM**

### ***Planning Section Chief:***

Job Description: Keep current on situation at all times. Analyze information, prepare necessary reports, and manage status reports. (Note: the IC may also perform this job).

### Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports



## **LOGISTICS TEAM**

### ***Logistics Section Chief:***

Job Description: Secure supplies, personnel and equipment and arrange for transportation and lodging of resources. (Note: the IC may also perform this job with assistance from members of the Search Team and/or Police/Fire/Medical Coordinator).

#### Responsibilities:

1. Open disaster container.
2. Distribute supplies, kits, etc.
3. Set-up various staging areas(s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance.
5. Determine whether additional equipment, supplies, or personnel are needed. Provide this information to the Liaison.
6. Make arrangements for transport of supplies and lodging of personnel.

## **FINANCE and ADMINISTRATIVE TEAM**

### ***Finance and Administrative Section Chief:***

Job Description: Track all costs and staff time redirected to emergency. (Note: the IC may also perform this job).

#### Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items, upon approval of IC
5. Document all activities

### ***School Secretary, Scribe, and other Office Staff:***

Job Description: Assist IC in managing crisis, making necessary notifications and recording all events.

#### Responsibilities:

1. Upon the direction of the IC, place a telephone call to 911 and advise the dispatcher of the nature of the emergency.
2. Keep 911 dispatcher informed of any changing conditions until police/fire or medical assistance arrives at the school.

***Note:*** *The individual on the phone with 911 will stay on the phone until released by 911 (usually when First Responders have arrived at the scene). This individual will not be able to assist with any other tasks until*

*released by 911. Therefore, it is important to ensure that at least 2 additional adults are in the Command Post to assist the IC.*

3. Shut off school bell system
4. Make other required telephone calls (i.e., to school district)
5. Maintain a Chronological Event Log. The following information will be recorded in the Log:
  - Time IC was advised of the emergency
  - Time Lock-Down (or other emergency signal) was declared
  - Time all outgoing calls were made and to whom, their phone numbers, and the information that was furnished
  - Time all incoming calls were received, from whom, and nature of the call
  - Time School Emergency Response Team arrived at the Command Post
6. Advise the IC of any new information

**Note:**

It is important for each member of the SERT to have a way of identifying themselves as members of the team. In an emergency, responding police or other emergency personnel will need to be able to ascertain who is authorized to be roaming the building.

## School Emergency Response Team Master List

(information is for school personnel only)

## Positions in a Lock Down - Response

### **IC (Incident Commander)**

- Remains in command center
- Manages emergency
- Deploys team members
- Liaison with district first responders

### **Site Coordinator**

- Goes to crime scene
- Updates IC with status
- Restricts access to crime scene

### **First Aid Coordinator**

- Goes to crime scene
- Renders medical assistance

### **Front Office Staff**

- (1) Call 911
- (2) Call District
  - Keep event log
  - Assist IC

### **Search & Rescue Team Coordinator**

- Remains in command center
- Deploys search teams
- Reconciles accountability of staff and students

### **Police/Fire/Medical Coordinator**

- Secures perimeter (additional adults may assist in this)
- Greets police officer in front of building and brings them directly to crime scene

### **Parent Coordinator**

- Waits outside of perimeter
- Liaison with parents

### **Media Coordinator**

- Waits outside of perimeter
- Liaison with media, until PIO arrives

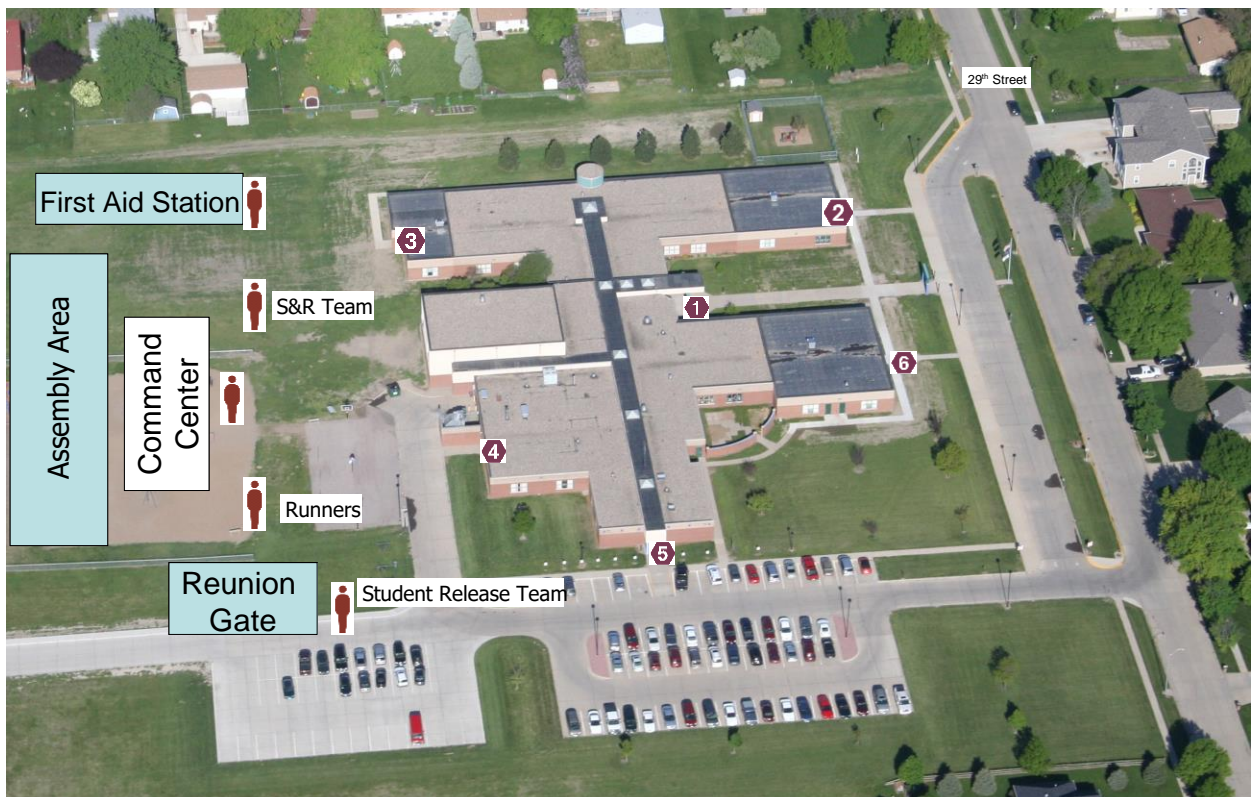
### **Search Team**

- Collects emergency attendance forms
- Ensures all students and adults are in classroom

Note: See School Emergency Operations Plan for complete list of roles and responsibilities

School Emergency Response Team positions for evacuations: If the school evacuates to an assembly area on school campus, ensure that the following areas are pre-identified on an emergency map:

- Assembly Area for Students
- Command Center
- First Aid Station (including triage, treatment, and a morgue)
- Student Release Team
- Reunion Gate
- Staging areas for team members (search team, runners, etc.)



- If the school evacuates to the off-site evacuation site (another school or facility), ensure that the receiving school or facility is provided with the following information:
  - Anticipated time of arrival
  - Number of students and staff members evacuating
  - Report on injuries, if any
  - Any special needs (medication, food, etc.)

## Section 5

# Emergency Management

## Buddy System

Only teachers serving on the S & R team will have a buddy teacher evacuating and supervising their students.

(Information is only available to S&R team members)

## Emergency Signals

Palisades Charter High School will use the following signals in responding to an emergency

<b>Signal</b>	<b>Description</b>	<b>Signal</b>
Lock-Down TEAM RESPONSE	Crisis that activates the School Emergency Response Team	Verbal Command (radio, PA, phone)
LOCK DOWN – NO TEAM RESPONSE	Does NOT activate the School Emergency Response Team (threat is too dangerous). Is used in one of the following scenarios: <ol style="list-style-type: none"> <li>1. Shots being fired</li> <li>2. Gunman in the building</li> <li>3. Hostage situation</li> </ol>	Verbal Command (radio, PA, phone)
Fire	Fire	Verbal Command or Fire Alarm System
Duck, Cover & Hold On	Threat requiring the protection of the body (i.e.: earthquake)	Verbal Command or movement of the earth
Shelter-in-Place	Threat requiring the school and community remain indoors. Similar to lock down, but instead of keeping individuals out of the school; they would be invited into the school.  External threats such as airborne contaminant or wild fire.	Verbal Command
All Clear	Signals that the crisis/emergency has ended	Verbal Command



## Section 6

# Emergency Maps

## Emergency Maps

Maps of the interior of all buildings, exterior of school grounds, and aerial photos are essential to develop an emergency evacuation plan. In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire extinguishers, fire alarm pull boxes, telephones, telephone network hubs, tool storage, camera locations, fire suppression system in kitchen, evacuation routes (primary and secondary), utility shut offs, access roads, Command Post locations, and emergency supply storage locations shall be developed and kept with the emergency vital records to be deployed with the Incident Commander in the event of an emergency.

In addition to maps covering the entire facility, evacuation maps shall be placed in each classroom. These maps will include the primary and secondary evacuation routes, and interior safe area, and placed near the door at eye level of the students.

### School Floor Plan

School floor plans should be attached to this School Emergency Operations Plan. You may need to use several different floor plans to complete and identify all of the necessary components of the School Emergency Operations Plan.

#### 1. Evacuation Sites and Routes.

This floor plan should include the following:

- a. Entrances (including perimeter fencing). Be sure to number all entrances and gates.
- b. Master evacuation routes
- c. Command Posts
- d. Fire extinguishers
- e. Fire alarm pull boxes
- f. Shut-off valves (electric, natural gas, water, etc.)
- g. Telephones (if every room has a telephone – include telephone extensions in the plan)
- h. Telephone and Network hubs
- i. Tool storage
- j. Camera locations
- k. Fire suppression system in kitchen
- l. Dead communication areas
- m. First Aid and Emergency Supplies

**Identify the Emergency Operations at your evacuation site. This map should include the following:**

- a. Command Post
- b. First Aid Station
  - i. Triage
  - ii. Casualty Collection Point/Morgue
- c. Emergency supplies
- d. Student release point
- e. Assembly area

**Aerial Maps**

These maps will identify additional threats and resources surrounding your facility.

Map  
Intentional  
not shown

Insert the location and contact information for each of the following areas:

<i>Command Post or Emergency Control Area</i>	<i>Location/Contact Information</i>
Primary Command Post	TBD by IC
Secondary Command Post	Information not available to public
Primary Evacuation Site	Information not available to public
Secondary Evacuation Site	Information not available to public
Off-Site Command Post	Information not available to public
Media Staging Area (outside school)	Information not available to public
Parent Staging Area (outside school)	Information not available to public
Media Staging Area (inside school)	Information not available to public
Parent Staging Area (inside school)	Information not available to public
Interior Safe Area *	Information not available to public
Other: Off-Site Evacuation Site	Information not available to public

\* List alternate site for each classroom inside the school. Include diagram of floor plan

### **Primary Command Post**

The primary Command Post is always the \_\_\_\_\_. The secondary Command Post will only be used if the primary Command Post is taken out (hostage situation, explosion, etc.).

### **Secondary Command Post**

The secondary Command Post must meet the following criteria:

1. Access to the secondary Command Post without passing the primary Command Post
2. Ability to house 8-10 adults
3. Communication system (telephone, fax line, etc.). Ideally the room will have access to the P.A. system.
4. An Emergency Response Kit should be kept in both Command Posts, as well as emergency contact information for both students and staff.

### **Primary Evacuation Site**

Evacuation site located on school property – ball fields and playgrounds are excellent examples. Choose an area that is farthest away from the building and can house your school's population. Avoid sites that pass through or are in parking lots (emergency vehicles will need access to these areas). The evacuation route for each classroom must be posted in the classroom.

### **Secondary Evacuation Site**

A secondary evacuation site must be identified in the event the evacuation must take students and staff further away from the building than the primary evacuation site or in the event of inclement weather during an evacuation. Consider another school, public building or church. Arrangements must be made with the administrators of that building

as part of the planning process. A safe passage route must be mapped out and included in this plan. Include a copy of the site map for the secondary evacuation site in this plan.

### **Off-Site Command Post**

Indicate the area where the Command Post will be set up during an emergency that requires an evacuation. Notate the Command Post in both your primary and secondary evacuation sites.

### **Media and Parent Staging Area-**

#### *Outside of School*

Identify an area where parents and media can congregate during an emergency. Portable classrooms and other buildings that are not connected to the affected area are excellent examples.

#### *Inside of School*

Identify an area within the school where parents and media can congregate during an emergency. This area must be away from the affected area within the school. Parents and Media will only be allowed into the building with police approval.

*Note:* Staging areas for parents and media should be separate. Ensure the parent/media coordinator remains in this location.

### **Interior Safe Location:**

Each classroom should have a designated safe location inside the school in the event that the classroom must be evacuated to a safer area. This location would be used in the event of an exterior hazard in the school area. Avoid areas with a great deal of glass or ceiling span (gymnasiums or lunchrooms).

## Section 7

# Evacuation Procedures

## Evacuations

### **Evacuations will be conducted as follows:**

#### **1. General evacuation**

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation procedures are followed.

**Fire:** Evacuate at least **50 feet** from the building.

**Bomb Threat:** Evacuate at least **300 feet** from the building.

**Multi-hazards:** Evacuate at least **300 feet** from the building.

#### **2. Controlled evacuation**

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat. Areas/classrooms closest to the threat are evacuated first.

### **General procedures:**

1. Remain calm.
2. Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door and should be at the student's eye level.

### **Evacuation procedures for IC:**

1. Responsible for organizing the School Emergency Response Team during an evacuation.
2. Coordinates and manages the overall evacuation of personnel from the building.
3. Members of the School Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
4. Relays evacuation information to first responders.

## Evacuation procedures for Teachers:

Evacuate the area immediately. Take your Safety Pole and emergency roll sheets. All staff and students are to report to the evacuation site and deliver the appropriate attendance roll sheet to the request gate. The office staff must take the emergency cards, radios, and keys. All staff and students must be accounted for.

Teachers should quickly check neighboring classroom to ensure everyone has evacuated and assist or evacuate the class yourself if necessary.

### Evacuation responsibilities and procedures for Teachers

1. The teacher will review with all student the fire, earthquake, lock-down – Team Response, Lock Down – No Team Response drill procedures during the first week of attendance at the school.
2. The teacher will review with all students the procedures and exit routes at least once each month.
3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct during a drill.
4. The teacher will give the Drop, Cover, and Hold command during an earthquake, a surprise attack or when deemed necessary.
5. The teacher is responsible to see that all students are safely evacuated
6. The student files, the classroom waters, and sanitation materials (i.e.: bucket, kitty litter, toilet paper) will remain in the classroom. If such items are needed the Search Team or IC designee will retrieve the items. Accordingly, these items should be maintained in a visible area to assist with their collection during an emergency.
7. If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with a secondary evacuation route.
8. The teacher will supervise his/her students and will remain with the students. Those teachers who are members of the SERT and their presence is required elsewhere, will turn over his/her students to his/her assigned buddy teacher for supervision before reporting to duty at their SERT location.
9. Procedures for moving to the evacuation area:
  - Students are to line up silently and in single file. No talking, running or pushing is allowed.
  - The teacher will take the safety pole.
  - The teacher will take the current grade book and any additional vital information.
  - The teacher will take the room keys.
  - The teacher will turn off the lights.



- The teacher will leave the door opened and unlocked, or in the case of a fire or other appropriate emergency, will close the door.
  - The teacher will check the evacuation route to make sure it is safe.
  - The teacher will direct the students to move to the evacuation site in accordance with the route or other safe route as determined by the teacher. DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.
  - The teacher will be the last to leave the room, making sure all students have exited.
  - The teacher will check to make sure that other teachers and staff are not injured before evacuating the building.
10. If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.
  11. If there is an injured, immovable teacher, the students will evacuate with a neighbor Teacher. This Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.
  12. Upon arrival at the evacuation site:
    - The teacher will direct students to form a line and sit on the grass.
    - The students are to remain silent and attentive.
    - The teacher will take roll call of the students, using the Emergency Attendance Form, to ensure every member of the class is present or accounted for.
    - The teacher will report the results of the Emergency Attendance Roll by sending a runner to the request gate. The Emergency Attendance Roll will be collected by members of the Counseling Team.
    - The teacher will render first aid if necessary or if the school nurse of First Aid Team is not available.
    - Students on the athletic fields should proceed to their previously designated area and assume regular emergency procedure discipline.
    - During any drill, the teacher will remain with the class.
  13. The teacher will assist others as directed by the IC.
  14. An All Clear signal will be given to return to your classrooms.
  15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

## Evacuation of Disabled Students

### General Procedures

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special education teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

Options include:

1. Overriding discontinuance of elevator (physical disability).
2. Carrying student (physical disability).
3. Adult and student waiting for fire department in prearranged area (physical disability)
4. Staff person assigned to specific student(s) to assist student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly advised.

### Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheel chairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- Identify students or staff needing evacuation assistance
- Develop an evacuation plan for each student or staff member
- Post a list of these individuals and their evacuation plan on the Fire Panel
- Put list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.
- Inform the classroom teacher of each student or staff member of the evacuation plan
- Inform students and parents of the evacuation plan

## **Evacuation of Wheelchair-Confined Individuals**

To accomplish a safe evacuation from the second floor of a building, the following procedures should be followed:

1. Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).
2. A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students down stairs, unless necessary, they should not be transported.
3. If it is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.
4. If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:
  - Chair carry
  - Fore-and-aft carry
  - Two-handed and four-handed seats.
  - Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

## Evacuation Routes for Disabled Students and Staff END ROUTE TO FLAG POLE (where blue arrows converge)

This is a site map showing the primary and backup evacuation routes from all offices in all buildings leading to the primary and secondary assembly areas. Mark the location of students and staff members with mobility impairments and note plans to get those people out of the buildings safely.

Map intentionally not shown

## Evacuation Resources

### **Durham School Services**

16627 S Avalon BL.  
Carson, CA 90746  
(310) 767-5820

### **Red Cross**

11355 Ohio Avenue  
Los Angeles  
(310) 445-9900

## **CERT CONTACT AND TRAINER**

**Name of Program:**

**Point of Contact:** Brad Davis

**Phone Number:** 3104562489

**E-mail address:** bdavis@ci.malibu.ca.us

**Brief Description:**

City Team supports the City of Malibu. Meets monthly. CERT trainings for the public are offered regularly. Call 310-456-2489 ext 260 for more information.

## Section 8

# Emergency Response Supplies

## Emergency Response Supplies

### CLASSROOM EMERGENCY

First Aid Kit, small (minor cuts and wounds) 345-32-48300  
3 pressure dressings (severe wounds) 475-09-69480  
2 Flashlights, "D" cell batteries 450-32-11380  
3 Water, boxes or pouches (i.e., Aquablox)  
1 Hard hat, OSHA approved 5 colors: 345-56-39420,22,25,30,35  
1 Pair of gloves, leather palms 895-72-410000  
1 Whistle 680-62-90200  
1 Class Roster  
1 Waterproof pen  
1 Clipboard (including paper)  
1 AM Radio (portable) 725-55-00950  
1 Scissor  
1 Tweezers  
Identification (1 per student)

### TOILET FACILITIES AND SUPPLIES

Toilet, "privacy" room, plastic Tarp and poles  
Five gallon cans (plastic) 450-87-23490 or try and salvage the floor wax containers  
Emergency toilet lid 345-32-48352  
Bags/ties, plastic 665-24-52150  
Disinfectants 485-42-12010  
Chemical for portable toilet (such as kitty litter) 485-32-38150  
Chlorine bleach 505-25-38151  
Powdered chlorinated lime  
Toilet paper 640-75-56175  
Wipes, wet  
Germicidal hand cleaner 435-70-38040  
Sanitary Napkins 485-82-47140  
Cleaning cloth 850-92-30130  
Plastic Gloves (med) 475-41-47079  
Disinfectant Cleaner 485-42-13000  
Deodorizer 485-42-14150  
Facial tissues 640-50-77100

### SUPPLIES DISTRICT SUPPLY CATALOG

#### COMMODITY CODE

#### BASIC SEARCH AND RESCUE (SAR Tools)

Supplies per 2-4 member team  
Adjustable pliers (10") 445-52-54115  
Lineman pliers (8") 445-52-35140  
Pliers (6") 445-52-48158  
Folding hacksaw (mini)  
Bolt cutters (18")  
Hammer (3 lbs.)  
Duct Tape ("Do Not Enter") 832-24-09077  
Plastic Bags (6) 665-24-52120  
Folding shovel  
Anglehead flashlight  
Phillips Screwdriver (4") 445-64-61180  
Screwdriver (6") 445-64-65257  
Hatchet  
Utility Knife 445-42-48214  
Duffle Bag

Stretcher

## **BASIC SEARCH AND RESCUE**

(SAR Supplies)

(Supplies per team member)

Hat, hard, OSHA approved – 5 colors 345-56-39420,22,25,30,35

Vest, SAR printed on back

Gloves, leather palms 895-72-41000

Flashlight 450-32-11380

Dusk mask 345-72-51110

Safety goggles 345-64-60050

First-aid kit (small) 345-32-48300

Whistle 680-62-90200

Triage tag (6) 966-12-26135

Pouches/boxes, water (3) (i.e., Aquablox)

Extra Batteries 450-06-11040

Duct Tape 832-24-09077

Rope 450-24-53051

## **SUPPLIES DISTRICT SUPPLY CATALOG**

### **COMMODITY CODE**

### **ADDITIONAL SUPPORT SUPPLIES AND EQUIPMENT**

Plastic tarps, 12 x 100 for ground cover/shelter 665-78-70120

Solar blankets (Mylar) 345-30-25575

Camping lanterns

Flashlight batteries (“D”) 450-06-11040

Storage container (s), various sizes (outside supply storage)

Gas generator

Luminous tape (glows in the dark), signs and arrows

Emergency lights, for use during and after earthquake

First-aid kit, emergency, large plastic tub (3 days / 100 injured) 345-32-48275

Plastic bags (various sizes)

can be used as rain gear, storage or body bags

665-24-52804

Nylon rope, (50 & 100)

Yellow Barrier Type Tape, Plastic (“Do Not Enter”) 832-20-80911

Measuring spoons ½ and 1 tsp (water purification) 240-91-56065

Emergency First Aid Kit

Cart with wheels 560-69-00100

Storage crates 100-06-59522

Shovel – pound point 445-61-74810

Shovel – square point 445-61-77160

Pick 445-03-42150

Portable PA 803-60-00125

Air Horn 345-73-13064

Also Consider: Board games, cards, etc., to keep kids busy

Sites should have one kit per 400 enrollments. It contains sufficient supplies for 100 injured for three days.

The following items in this kit need to be replaced on a regular basis:

144 ea Antibiotic ointment, contains bacitracin, polymyxin and neomycin, 1/32 oz foil packet (boxed)

200 ea Antacid /nausea/diarrhea tablets (Pepto-Bismol), chewable individually sealed or 2/packet (boxed)

2 bx Alcohol wipes, individual foil packets (50/box)



Aspirin tablets, 5 gr., 2/packet (boxed)  
1 btl Eye wash, isotonic, ophthalmic irrigating solution, sterile, plastic bottle (4 oz)  
3 ea Petroleum jelly, white (1 oz tube)  
50 ea Water purification tablets (germicidal)  
All of the above items can be ordered in one package:  
First Aid Kit Replacement Supplies 245-32-48280  
This will allow replacement of all expired items at once.

## EARTHQUAKE SUPPLIES VENDOR LIST

The Office of Emergency Services compiled this sample vendor's list. To ensure the best quality and price for your needs, request brochures and a price list. It is recommended that price comparison, availability and product quality is considered before making purchases. Wherever possible, local vendors have been included.

### VENDOR WEBSITE PHONE NO

Family/Employee Preparedness Training and Handbooks  
American Red Cross – Emergency Services (213) 739-5211  
Emergency Preparedness Society (EPS) Santa Fe Springs (800) 628-9111  
Lafferty and Associates Earthquake Preparedness (818) 952-1268  
Earthquake Preparedness Supplies  
Earthquake Preparedness Products, Santa Ana (714) 542-3200  
Earthquake Management (800) 925-9744  
Survival Industries [www.suvivorind.com](http://www.suvivorind.com) (805) 484-6977  
SOS Survival Products [www.sosurvivalproducts.com](http://www.sosurvivalproducts.com) (800) 479-7998  
Sherman Safety Co. (800) 913-3342  
Quake-Kare, Thousands Oaks [www.quakekare.com](http://www.quakekare.com) (800) 277-3727  
Emergency Food Supplies  
Ready Reserve Foods [www.readyreservefoods.com](http://www.readyreservefoods.com) (800) 453-2202  
Simpler Life Emergency Provisions [www.simplerlife.com](http://www.simplerlife.com) (800) 266-7737  
Quake-Kare, Thousands Oaks [www.quakekare.com](http://www.quakekare.com) (800) 277-3727  
Specialty Products  
Quake-Kare, Thousands Oaks [www.quakekare.com](http://www.quakekare.com) (800) 277-3727  
LAUSD Supplies & Equipment Catalog  
(Storage Warehouse)  
(562) 654-9005  
Fastening Solutions, Inc. [www.fasteningsolutions.com](http://www.fasteningsolutions.com) (818) 996-1977  
Segull Security Systems, Sherman Oaks [www.seagullsecurity.com](http://www.seagullsecurity.com) (818) 991-1020  
American Innotek (Restroom Kits) (760) 741-6600  
Q-Safety (Fasteners) (626) 305-0881  
Fund Raising/Employee Discount Program  
Farsight International, Oxnard [www.1stfarsight.com](http://www.1stfarsight.com) (800) 735-0284  
Quake-Kare, Thousand Oaks [www.quakekare.com](http://www.quakekare.com) (800) 277-3727  
SOS Survival Products [www.sosurvivalproducts.com](http://www.sosurvivalproducts.com) (800) 479-7998  
Medical  
Zee Medical Services, Santa Monica [www.zeemedical.com](http://www.zeemedical.com) (888) 225-5933  
Masune First Aid [www.masune.com](http://www.masune.com) (800) 831-0894  
For additional information, contact the Office of Emergency Services (213) 241-3889, Procurement Services Group (562) 654-9007 or The Office of Environmental Health and Safety (213) 241-3199.

## Emergency Response Supplies

### 1. Emergency Response Kit

This kit should be kept in the Primary and Secondary Command Posts, in a location that is known to the members of the School Emergency Response Team. Contents of the kit should be kept in a heavy-duty backpack, or other container that holds all of the contents.

#### The Emergency Response Kits Should Contain:

Quantity	Contents	Quantity	Contents
1	Copy of the School Emergency Operations Plan	1	Instant Ice Pack
1	Updated class lists and emergency contact information	1	CPR Mouth barrier (kit)
12	Antiseptic Towelettes	2	Tongue Depressors (individually wrapped)
1 pair	Leather Pal Gloves	2	Sanitary Pads
2 pair	Latex Gloves	2	5x9 ABD Pad
1	1 ½" Masking Tape	2	2-inch sterile roller bandages
1	Flashlight w/ Batteries	2	3-inch sterile roller bandages
1	Rope (100')		Assorted sizes of safety pins
1	Safety Goggles	2	Antiseptic A&E cream
1	Dust Mask	1	Tweezers
1	First Aid Guide	1	Whistle
1	EMT Scissors 7 ½"	6	Safety vest
2	4x4 Gauze Dressing 2/s	2	Infectious waste bags & ties or large zip lock baggies
1	Light stick (12 hr)	1	FM Radio w/ Batteries
1	2" Duct tape	1 roll	Caution tape
1	½ x 10 yard Adhesive Tape	1	Pliers
1	Gauze forceps, Plastic	1 packet	Stick on name tags
10	Band Aids	1	Blank notebook
1	Emergency Blanket (Mylar)	1	Disposable camera with flash
2	Triangular Bandages	1	Bull horn
5	Cotton Q Tips	1	

## 2. Emergency Items for Classrooms

### a). Emergency Sleeves on the Safety Pole should contain:

Quantity	Contents	Quantity	Contents
1	Pen	1	Pencil
1	Emergency Procedure Plan		
6-7	Class rosters with emergency contact numbers. <i>Update Monthly.</i>		

### b). Classroom Lockdown Kit

Quantity	Contents
1	Toilette Bucket: Contains the necessary items a classroom should have in the event of a lockdown. Packaged in a 5-gallon bucket with toilet seat lid. Contains: 1 portable toilet in 5-gallon bucket 1 toilet paper roll 100 wet wipes 25 waste bags 1 duct tape 10 pair vinyl gloves 1 blue poly tarp - 5' x 7' 1 bag cat litter - 4 1/2 lbs.
1	Case of water 36 bottle count
1	Tub Clorox wipes
1	Box of Tissues
1	Waterless Hand sanitizer
1	Bandages
1	Crackers
1	Privacy screen

## 3. Emergency Supplies for barrels or containers

### a). Emergency Container Main Assembly Area

Quantity	Contents
20	55 gallon water containers with cap removal
58	cots
14	Cold pack cases (approx 24 per case)
1200	Emergency blankets
50	Privacy tents with stakes and poles

30	Safety goggles
2	Cases of Kleenex
1	Red bag; Contains: work gloves, injury tags for identification, safety Hi-Viz vests, flash lights (about 10) extra batteries, one electric fan
6	Blue plastic tarps

### b). Red Cross Container

Quantity	Contents
120	Classroom buckets
4	Cases adult Diapers
300	Army Blankets
100	cots
	Cooler
	Flashlights
	Space lights
	Extra batteries
1	Collapsible 20 in ramp

### c). SAR Equipment

Quantity	Contents
10	Bags each contains: 6 D - Batteries 2 Box Cutters 2 Chalk (Pieces) 1 Clipboard 1 Crowbar 1 Danger Tape 1 Duct Tape 3 Flashlight 4 Gloves (Pairs) 3 Glow sticks (30 min) 3 Goggles 3 Helmets 6 Masks 1 Rope 8 Triage Tags 3 Vests 3 Whistles

### 3. Emergency Supplies for barrels or containers

<b>Item</b>	<b>Quantity</b>	<b>Description/Usage</b>
Air Horn/Whistle	1	Signaling "all clear", getting attention, may give to S&R
Ax	1	
Band-Aids	25	Bandaging smaller wounds, placebo
Barrel Container with wheels	1	
Barrier Tape	1 roll	
Blankets (emergency)	3	Warmth, privacy
Blankets (solar)	5	
Bolt cutter	1	
Bottled Iodine	1	Cleansing wounds, antiseptic
Bucket (vinyl)	1	
Can Opener (two-way)	1	
Candles	10	
Chisel	1	
Clamps	12	Holding
Clorox Bottle	1	Sterilization in water
Crow Bar	2	S&R equipment, open doors and/or windows, remove debris from area around injured person
Drinking Cups	1 box	Dispersing liquids, covering injured eye
Drinking Straws	1 box	
Dust Mask	12	
Duct Tape	1 roll	
Eye Wash	1 bottle	
Face Mask	12	Sterilization
First Aid Book	1	Reference source

**3. Emergency Supplies for barrels or containers (continued)**

<b>Item</b>	<b>Quantity</b>	<b>Description/Usage</b>
Hacksaw	1	
Flashlight	4	
Flashlight Bulb	4	Replacement
Gauze Packs	1	Bandaging wounds, attaching splints, holding in place
Gloves	12	
Grease Marker	4	
Halogen Lantern	1	S&R, general night lighting/back up
Hammer	1	
Hard Hat	4	Protection for S&R team members
Hydraulic Jack (6-ton)	1	
Light stick	8	12-hour
Matches (weather proof)	1 box	Sterilize, light candles
Paintbrush	1	Removing glass fragments from skin surface
Plastic Trash Bags	1 box	Place in toilet bowls, then remove and bury; general trash containment; "coats" for smaller children, place on ground as tarp
Plier Set	1	
Rope	2	Closing off pedestrian entrances to campus, cordon off specific areas, S&R, bracing
Safety Goggles	4	Eye Protection
Safety Pins	1 box	Use with splints
Safety Vest	4	
Sanitary Napkins	1 box	Bandaging wounds, compresses for direct pressure of smaller wounds, hygiene
Saw (30")	1	
Scissors	2	Cutting tape and gauze, cutting clothes away from injured areas
Screwdriver Set	1	
Sewing Kit	1	Mending, Triage

**3. Emergency Supplies for barrels or containers (continued)**

<b>Item</b>	<b>Quantity</b>	<b>Description/Usage</b>
Shovel	1	S&R equipment, digging latrines, burying garbage and sanitary refuge area
Sling Cloth	2	Holding in place
Splints	6	Splinting broken bones
Table Cloth	2	Privacy, concealment
Tarp	1	
Toilet Paper	1 case	Hygiene
Toilet Seat	2	Latrine
Tongue Depressors	1 box (individually wrapped)	Finger splints, tourniquet stick
Tool bag	1	
Tool set	1	
Trash Can	1	Transportation of items
Tweezer	1	Removing glass, metal or wood splinters from skin
Utility Knife	1	
Water	3 day supply	
Whistle	4	
Wrench (pip)	1	
Wrench (adjustable)	1	

#### 4. First Aid Team Supplies

Emergency First Aid Supplies are located: \_\_\_\_\_

<b>Quantity</b>	<b>Contents</b>	<b>Quantity</b>	<b>Contents</b>
100	Adhesive Bandage 3/4x3"	4	Telfa pads 3x42
20	Adhesive Bandage sensitive 3/4x3s	20	Alcohol pads
5	Knuckle bandage	75	Antiseptic Towels
5	Band Aids large 2x3	3	4" Gauze roll
6	4x4 Gauze Pads 2/s	3	3" Elastic roll
10	2x2 Gauze Pads 2/s	3	Surgical tape
4	2" Gauze roll	8	First Aid Ointment 1/32
3	3" Gauze roll	4	5x9 Combine pad
3	Toothette	100 pair	Latex Gloves
6	Pk Face Tissue	5	Ammonia inhalant
1	Plastic Forceps	6	Safety pins
1	Plastic Splinter Tweezers	4	Infectious waste bag
1	EMT scissors	6	Eye pads
6	Eye wash	2	18" Arm splints
4	Cotton tip applicators 6"	5	Protector, Gauze pad & roll
6	Cotton tip applicators 3"	10	Tongue Depressor
3	Ice Pack	3	CPR mask kit
4	13" Arm splints	2	Emergency blankets
1	Carton cutter	1	Flashlight w/Batteries (D)
7	Antiseptic A&E Cream	1	Safety Vest
1	First Aid instructions	1	Dust Mask
2	Triangular Bandage	1	Isolation kit
4	Sanitary pads	1	Case
1	Wheelchair	1	Stretcher
1	Portable ice chest	1	Hand sanitizer
1 bar	Soap	1	Red Bag (body fluids)
100	Student Release Forms	100	Employee Injury/Illness Forms
100	Medical Release Forms	100	Triage Tags
1	Confidential list of student health problems, with extra copies for use as needed by First Aid Team.		
1	Student medications and documentation log		



## Food and Water Management

Meals will be prepared in a disaster situation from the food service inventory for food on premises: items such as cheese, peanut butter, canned fruits and vegetables, and any frozen products, if cooking is possible.

It is suggested that two gallons of distilled water be placed in each classroom along with paper cups. This would allow two cups of water per student in a 12-hour period. Four gallons more per classroom should be centrally stored for two more days drinking and cooking necessity.

### Suggested Items:

- Water purifier (1 case) tablets
- Charcoal – 200 pounds
- Matches – 1 small case
- Paper plates – approximately 3000 per day for estimated 1000 students
- Napkins – approximately 3000 per day for estimated 1000 students
- Crackers – 12 cases (500 each)

## Water Management

1. Provide an adequate supply of drinking water;
2. Control and, if necessary, limit use of water for other purposes;
3. Maintain purity of available water; and
4. Locate alternate water source.

*Water for drinking is your first priority.*

Because of the danger of dehydration, priority must be given to using available water for drinking purposes. If the water supply is limited, it should not be used for personal hygiene, sanitation, or fire fighting.

So far as undrinkable water is concerned, priority should be given to using it for fire-fighting, sanitation (e.g., flushing toilets), washing, bathing, and heating food containers, in that order.

## Human water requirements.

Each person or animal needs about 1 gallon of water per day to maintain body functions. Pregnant women, persons doing physical work, diabetics, the very young or very old, and ill persons all require more water and should be encouraged to drink it.

### **Dehydration is easy and quick in the young and old.**

Physical damage to the body becomes irreversible after a certain amount of time without water; increasing water intake after this will not help people recover. Symptoms of water deprivation range from the mild – impatience, emotional instability, fatigue, and apathy through headache, labored breathing and increasing weakness – to the extreme symptoms of mental confusion and hallucination. Death can follow.

### **Inadequate ventilation will raise water requirements.**

Water requirements are another reason to be concerned with air temperature in your facility. The warmer the temperature, the more people must perspire (and thus lose water) to reduce body heat. If your facility's temperature rises to about 82 degrees F., the water needed by each person increases above normal body requirements.

### **Diet and exercise affect water requirements.**

Salty or other thirst-provoking foods raise water requirements. Foods high in protein and fat greatly increase the amount of drinking water required to eliminate waste from the body. Vigorous physical exercise increases water requirements.

### **Controlling Water Use**

The IC will have to determine which outlets to cut off or place under guard (in cooperation with SERT members) so as to prevent or limit non-priority water use. It may be necessary to have team members monitor use of water that is not safe for drinking so that such use is properly restricted.

### **How to Purify Contaminated Water.**

The three most probable impurities of water which are not from the regular supply system are: bacteria, foreign bodies, and toxics, such as antirust chemicals.

### **To purify against bacteria.**

Use water purification tablets, several drops of chlorine household bleach, or tincture of iodine added to each quart of water; or boil water for at least one minute.

### **To purify against foreign bodies.**

Filter water through filter paper, gauze, Fiberglass, or finely woven fabric; or allow water to stand until sediment settles and then pour off "clean" water.

### **How to improve the taste of stored water.**

Drinkable water that has been stored in a closed system or closed container for any length of time may taste bad and appear undrinkable to many people. Exposing it to fresh air will improve its taste; carefully pour it from one container into another several times.

## **Food and Meal Management**

The following are the four traditional food groups:

- 1). **Milk Group:** evaporated, condensed, or dried milk. Processed cheese products if consumed immediately or refrigerated.
- 2). **Meat Group:** canned meats, poultry, fish and meat alternatives; canned meat with vegetables, rice, noodles, macaroni, or beans; condensed soups containing meat, poultry, fish, or legumes.
- 3). **Fruit and Vegetable Group:** canned fruits, vegetables, juices, and dried fruits.
- 4). **Cereal and Bread Group:** ready-to-eat packaged cereals, crackers, cookies, canned breads and macaroni, spaghetti, noodles, and rice.

Food service personnel should be able to provide information regarding menu planning, food preparation, and serving procedures. In addition, information from the Red Cross, civil defense, scouting organizations, and experienced military food service personnel is available pertaining to food service operational activities in an emergency situation.

### **Schedule meals on a regular basis.**

Serve meals on a regular basis, even if your food supply is limited. If your building has a feeding capacity, serve food five or six times throughout the day, either:

1. In the form of three larger servings at hours corresponding to normal mealtimes, with two or three smaller amounts between meals as refreshing, relaxing "coffee breaks" or

2. Five or six equal servings.

Serving smaller portions of food more often breaks the monotonous routine, raises morale by providing relaxing "coffee breaks" throughout the day, and reduces feelings of hunger if food supplies become limited. In larger facilities, you may need to feed the population in shifts.

**What to serve.**

If food is available, or if arrangements can be made for delivery, try to serve a beverage and simple snack to your incoming disaster service group as soon as the building is filled and order has been established (the beverage can be coffee, cocoa, milk, or soft drinks; the simple snack can be cookies, crackers, light sandwiches, hard candies, or other easy-to-serve items). If the food service personnel are not set up to serve hot meals in an extended feeding operation, use packaged, canned, and fresh foods that can be served without cooking, such as canned stews, hash, meats, beans, soups, vegetables, fruits, cereals, cheese, bread, crackers, other cold foods, and sandwiches.

Section 9  
**Emergency Contact Information and  
Communications**

## Communication Tools

Public Address System?

Yes

No

If yes, list any 'dead' communication areas:

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List procedures for contacting all 'dead' communication areas:

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Radios: HYT TC 610 Models

Frequency: Standard LAUSD-- 457.52500 (PL Tone)

Quantity: 34

Distribution: A building, Counseling Office, and Security Supervisor

Automatic Phone Tree?

Yes

No

If not, attach the manual phone tree for contacting parents and guardians.

Other communication Tools:

Cell Phones

Yes

No

Nextel two-way calling

Yes

No

Bull horn

Yes

No

Other: PA

Yes

No

Other: Emergency Messaging

Yes

No

Other: \_\_\_\_\_

Yes

No

## Emergency Telephone Numbers

### **EMERGENCIES – 911**

(If possible, call from a stationary phone. Calls from a cellular phone will go directly to the Highway Patrol first and may take longer for a response)

### **Police and Fire Departments**

LA School Police.....	213.625.8501
Los Angeles Police Department .....	310.444.0702
Los Angeles County Sheriff’s Department .....	310.444.0701
Fire Department (Station 69) .....	310.575.8569

#### **When calling in a major emergency to the police department, state the following:**

1. Dispatcher will ask: “Do you have an emergency?” (when phone is answered). Tell the dispatcher “Yes”.
2. I am calling from (Name of School/Site) Note: Address and phone number will come up on the computer screen if it is a 911 call. Just give the name of the school.
3. My name is: (state your name)
4. I am: (state your position)
5. I am reporting: (Describe the emergency – be specific): Be prepared to give the following:
  - a. What’s happening?
  - b. Suspect, locations, Room # and brief description of where it is, i.e.: north, south, east, west portion of the campus or building)
  - c. Suspect descriptions: i.e., hair, clothing, ethnicity, height, weight
  - d. Weapons and type
  - e. Injuries
6. If you are not at risk, then stay on the line until police have arrived at your location.
7. If there are any questions, the Dispatcher will ask as needed. Be prepared to provide updated information on the status of the event and/or injuries.

## NON-EMERGENCIES – 311\*

Department of Mental Health (Access Help Line).....	800-854-7771
Department of Public Works (Water Emergencies).....	800-342-5397
American Red Cross.....	310-445-9900
Telephone Repair.....	611
Electrical Company	
(customer service).....	DWP 800-DIAL-DWP(342-5397)
(Power outages).....	SAME AS ABOVE
(Life-threatening emergencies).....	SAME AS ABOVE
Poison Control Center.....	800-876-4766
Gas Company	
(customer service).....	SO. CAL GAS CO. 800-427-2200
(Natural Gas Emergency Number).....	SAME AS ABOVE
Los Angeles County Health Department.....	2-1-1
Bees.....	800-825-3400
Los Angeles Animal Shelter and Animal Issues (24-hours).....	888-452-7381
Fire Department.....	911 or 310-575-8569
Health Department.....	310-665-8450
Child Abuse Hotline.....	800-540-4000
CalTrans/Road Conditions.....	800-427-7623
<b>Hospital(s)</b> .....	
Cedars-Sinai Health Center.....	310-423-3277
St. John’s Health Center.....	310-829-5511
Santa Monica UCLA Medical Center.....	310-825-9111
L.A. County General Hospital.....	323-226-2622

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## Emergency Telephone Numbers (continued)

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### Radio Stations

Emergency Broadcasts can be received via the Emergency Alert System (ES).

List primary radio stations (FM/AM):

**CNN** (404) 827-1500

**KTLA** (323) 460-5500

**KMPC** (310) 452-7100  
2800 28th St Ste 308  
Santa Monica, CA

### Other Frequencies

NOAA Weather – 24 hours..... (162.550)

National Emergency Channel...

phone 1-888-225-5322.....(163.5125)

General Mobile Radio Service (emergency) ..... (95.179)

### Other Important Numbers

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\*311 is a toll-free phone number to request police services in non-emergency situations. These are situation that are not serious, not life threatening, or not currently in progress.

## Emergency Contact Information

### Employees and Students

Available in hard copy for internal use. Due to information privacy, this will not be available on website posting.

## Crisis Communication Guidelines

### Communication at the School Site

A crisis that takes place at a school impacts the entire community and is likely to draw media attention. Ineffective handling of a crisis can endanger the welfare of all involved and negatively impact the school's public image with parents, teachers, school boards, and communities. Each School Emergency Response Team must be prepared to deal with the media on site and create press statements for release to the public.

### Who Should Communicate?

A member of the School Emergency Response Team will be appointed as the Public Information Officer (PIO). This person will assist the IC in the preparation of a news statement for release to the public. On site the PIO will meet with the press and arrange for their needs. If possible, there should be a pre-designated area where the media can work and/or hold news conferences. The PIO will also be responsible for recording duties, noting when notification of the School Emergency Response Team took place and what other parties were notified. They will maintain a log of the sequence of events as they unfold. The PIO will ensure that the person who is answering the phones at the school has a prepared statement to read as well as a prepared notice for staff and parents.

See roles and responsibilities for Public Information Officer (Section 4).

### What Should Be Communicated?

Once verification of the crisis has taken place, a formal statement including minimal details, can be prepared for release to the entire school, indicating that more information will be forthcoming. The PIO, IC and the entire School Emergency Response Team should review this statement before it is released. Avoid using inflammatory words and phrases. A copy of this statement must be provided to staff members handling phone inquiries.

### General Guidelines for Dealing with the Media

1. Convey the message that immediate and appropriate actions are being taken to investigate and address the situation.
2. Information should be as up to date and complete as possible, focusing on the school's response to the situation and any changes in the school schedule for the following day.
3. The primary concern is for the safety and welfare of the students and staff.
4. The police or local authorities should address questions about the specifics of any crime.
5. Do not release the names of any students.
6. Do not be defensive or argumentative.
7. Do not confirm or deny statements from the media.

8. Do not give more information than is necessary.
9. Do not delay in responding to the media.

### **When Should Communication Happen?**

Communication with outside sources should occur once verification of the crisis has taken place and the School Emergency Management Team has been assembled and briefed.

### **Communications Equipment & Protocol for the school**

1. In the event of a crisis, all communications gear must be gathered and then redistributed to teams and/or personnel who will need to use it during an emergency.
2. Phone or radio communication, especially during the initial hours of a disaster, must be kept to essential message traffic only. During a wide-area emergency expect the land lines to be inoperable or overloaded. Cellular phone sites will probably be down or overloaded. It is probable that our own radios will be subject to heavy message traffic, jamming, and inaccurate or false messages.
3. Allowable message traffic will be at the discretion of the IC. Message traffic type and priority shall be as follows:

Type 1: Emergency medical or life or death situations

Type 2: Request for emergency services (not a life threatening situation)

Type 3: General medical or transportation needs.

Type 4: General message traffic

Communication mode priorities:

- a. Land lines
- b. Cellular Phones
- c. Amateur radio (if available)

While using any communication device, following these guidelines will make emergency communication more effective.

- a. Do not use any mode of communication unnecessarily
- b. Keep messages short and to the point
- c. Speak slowly and clearly. Keep your voice even – never yell.

- d. Remain calm
- e. Do not use 'CB' type jargon
- f. Before using a radio during a time of heavy traffic, say "is this frequency in use?," before transmitting a full message. If the frequency is in use, you will be told to "stand by". If the frequency is not being used, you will be told "go ahead with your traffic".
- g. Never transmit with a radio that has a broken or damaged antenna, you will destroy the radio.

When using any communications device, your speech can often become difficult to understand. Instead of continuously repeating something, the proper procedures are to spell is phonetically. Vital information should always be repeated phonetically.

*Emergency Alert System (EAS)*

Equipment at several area radio stations as part of its management of the Emergency Alert System, the partnership with local media in which emergency messages are broadcast over local media outlets.

## **Communications with Parents**

1. The Principal or Designee will make available to parents and discuss with the Site Council copies of the School Emergency Operations Plan.
2. As part of the emergency preparedness efforts, the Principal will send home an annual letter to parents providing the telephone numbers of the Police Department, and other emergency contact information, and the two radio stations where emergency information may be available.
3. If students are removed to an evacuation site or to the hospital notify the parents as soon as possible via the Student Release Team.
4. If students are removed from the school site, signs will be posted outside the school by the School Emergency Response Team giving a phone number to call for information.
5. The IC will direct the communications between the Student Release Team and First Aid Team when it is appropriate to begin parent notification of the evacuation of students.

## Section 10

# Incident Response Procedures

**Please Note:** *The five ICS functions are required at all NIMS/SEMS levels. They are: command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/SEMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/SEMS/ICS protocols must be activated when responding to any emergency.*

## Airborne Contaminants

### Background

The U.S. EPA's National Homeland Security Research Center (NHSRC) has conducted a comprehensive study that confirms the potential effectiveness of the U.S. Department of Homeland Security guidelines for safe havens to protect against a hazardous airborne release in the event of a terrorist attack or accident.

They include:

- Locking doors, closing windows, and shutting air vents
- Turning off fans, air conditioning, and forced air heating systems
- Going into an interior room with the fewest windows
- Sealing all windows, doors, and air vents with plastic sheeting and duct tape

Sheltering in place can be 500 times safer than staying outside under the following conditions:

- You enter the shelter before the arrival of the contaminant,
- You exit the shelter as soon as the contaminant passes over,
- The contaminant passes over quickly.

It is recommended to allow at least 10 square feet of floor space for each occupant in the sealed room. Occupants should maintain a low level of activity so breathing rates remain low. If the room is very well sealed following the DHS guidance, you can safely stay inside for approximately three hours. Persons with existing respiratory problems may have a shorter time.

Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

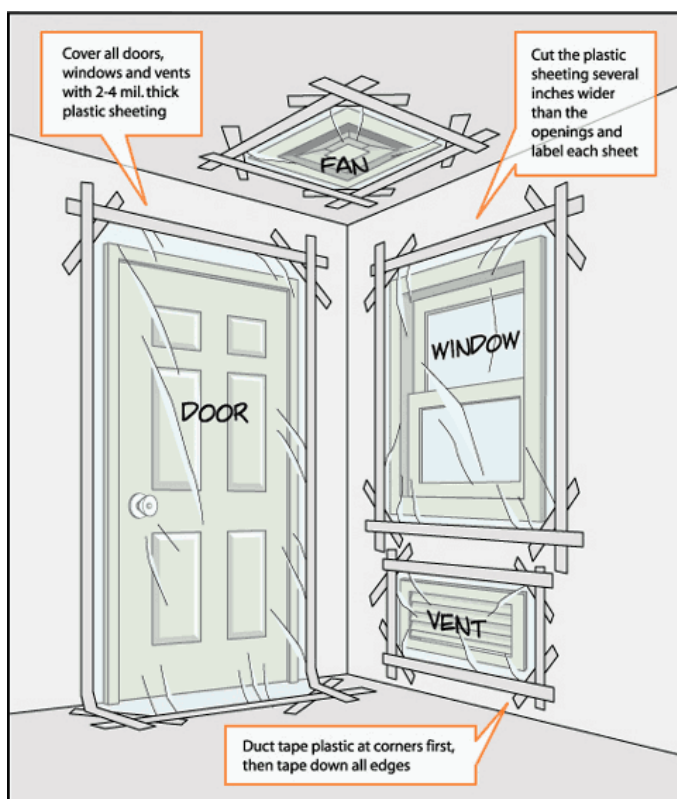
### General Procedures

1. Notify Main Office/Administration
2. Turn off all fans, close the windows and doors, shut down the building's air handling system.



## IC Responsibilities

1. Immediately direct staff to remove students to shelter in place. Utilize classrooms, offices, and other rooms within the school with the fewest number of windows (if possible).
2. Instruct staff to lock all doors, close windows and air vents.
3. Direct School Emergency Response Team members (search & rescue, police/fire/medical coordinator) to turn off fans, air conditioning, and forced heating systems.
4. Take emergency supplies kits unless you have reason to believe it has been contaminated.
5. Instruct all staff members to seal all windows, doors, and air vents with plastic sheeting and duct tape. Consider measuring and cutting the sheeting in advance to save time.



6. Be prepared to improvise and use what you have on hand to seal gaps so that you create a barrier between yourself and any contamination.
7. Local authorities may not immediately be able to provide information on what is happening and what you should do. However, you should watch TV, listen to

the radio or check the Internet often for official news and instructions as they become available.

8. Call 911.
9. Contact School Police (213) 505-8501

## Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

### General Procedures

1. Notify office and administration.
2. Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)

### IC Responsibilities

1. Call 911 and/or Animal Control
2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal.

### Rabies

Rabies is a serious disease that is caused by a virus. Each year, it kills more than 50,000 people and millions of animals around the world. Rabies is a big problem in Asia, Africa, and Central and South America. In the United States, rabies has been reported in every state except Hawaii. Any mammal can get rabies. Raccoons, skunks, foxes, bats, dogs, and cats can get rabies. Cattle and humans can also get rabies. Rabies is caused by a virus. An animal gets rabies from saliva, usually from a bite of an animal that has the disease. You cannot get rabies from blood.

### Rabies in Animals

Animals with rabies may act differently than healthy animals. Wild animals may move slowly or act tame. Also, some wild animals, like foxes, raccoons, and skunks, that normally avoid porcupines, may receive a face full of quills if they become rabid and try to bite these prickly rodents. A pet that is usually friendly may snap at you and try to bite.

There are two common types of rabies. The first type is called "furious" rabies. Animals with this type are hostile, may bite at objects, and have an increase in saliva. In the movies and books, rabid animals foam at the mouth. In real life, rabid animals look like they have foam in their mouth because they have more saliva.

The second and more common form is known as paralytic or “dumb” rabies. An animal with “dumb” rabies is timid and shy. It often rejects food and has paralysis of the lower jaw and muscles.

Signs of rabies include:

- Changes in an animal’s behavior
- General sickness
- Problems swallowing
- An increase in drool or saliva
- Wild animals that appear abnormally tame or sick
- Animals that may bite at everything if excited
- Difficulty in moving or paralysis
- Death

Animals in the early stage of rabies may not have any signs, although they can still infect you if they bite you. The incubation period is the time from the animal bite to when signs appear. In rabies, it is usually 1-3 months. But it can last as long as several years. Once the virus reaches the brain or spinal cord signs of the disease appear.

### **Rabies in Humans**

In humans, signs and symptoms usually occur 30-90 days after the bite. Once people develop symptoms, they almost always die. This is why it is very important for children to tell an adult and go to the doctor right away if they have been bitten by an animal that might be rabid.

Early symptoms of rabies include fever, headache, sore throat, and feeling tired. As the virus gets to the brain, the person may act nervous, confused, and upset.

Other symptoms of rabies in humans include:

- Pain or tingling at the site of the bite
- Hallucinations
- Hydrophobia (“fear of water” due to spasms in the throat)
- Paralysis

As the disease advances, the person enters into a coma and dies.

## Armed Intruder/Hostage Situation/Shots Fired

### General Procedures

1. Assess the situation and remain calm.
2. Move away from the threat.
3. Notify the Incident Commander (IC) of the situation
4. Call 911
  - Provide:
    - School Site name and location
    - Suspect description, direction of travel
    - Number of shots fired
    - Location on campus
    - Hostage situation: victims, etc.
  - Obey the Police.
  - Everyone may be treated as a suspect.
5. Obtain accurate information:
  - Where in the building is the event occurring?
  - How many are involved (both perpetrators and hostages)?
  - What demands, if any, have been made?
6. Render appropriate assistance.

### IC Responsibilities

1. Direct 911 to be called.
2. Declare a Lock-Down – NO RESPONSE.
3. Isolate the area.
  - If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police, and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so)
7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
8. **Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.**

## **Teacher/Staff Responsibilities**

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
5. If not directly involved, follow instructions quickly and without comment.
6. When notified of the Lock-Down – follow established procedures.
  - a. Quickly glance outside the room and direct anyone outside into the room
  - b. Lock Doors and barricade  
Door is not to be opened for anyone. All doors will remain locked until the “all clear” code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
  - c. Direct students to arm themselves with objects to counter in case intruder breaches the barricade and stay in the safest place possible away from doors and windows.
  - d. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.
  - e. Be able to account for all students under your control

## Assault

### General Procedures

1. Ensure the safety of students and staff first.
2. Notify office and administration.
3. Call police if necessary.
4. Notify First Aid Coordinator and provide medical assistance when necessary.
5. Seal off area where assault took place.
6. Defuse situation, if possible.
7. IC notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
8. IC notifies parents of students involved in assault.
9. Document all activities. Ask victim(s)/witness(es) for their account of incident.
10. Assess counseling needs of victim(s) and/or witness(es).

## Assault on Staff Member by Student

### General Procedures

1. Provide medical attention for staff member.
2. Notify office and administration.
3. Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
4. Complete intentional assault (where the student has attacked the staff member with intent to cause physical injury) or reckless assault (where the student has inadvertently struck a faculty member without personal regard) forms as appropriate.
5. Take statements and interview witnesses to consider depositions if the situation warrants.
6. Inform the student's parents or guardian.
7. Assess the need for disciplinary action.
8. Prepare for media coverage.

## Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

Multiple victims suffering from:

- Watery eyes
- Twitching
- Choking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:



## **Scenario 1: Substance Released Inside a Room or Building**

### **General Procedures**

1. Evacuate the building.
2. Notify Main Office/Administration
3. Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

### **IC Responsibilities**

1. Signal for the building to be evacuated.
2. Call 911.
3. Contact the School Police (323.887.7916)
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas.
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist.
8. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

### **Teacher/Staff Responsibilities**

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

### **First Aid Team**

1. Direct or assist individuals who have come into direct contact with hazardous substances to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

## **Scenario 2: Substance Released Outdoors and Localized**

### **General Procedures**

1. Notify Main Office/Administration
2. Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

### **IC Responsibilities**

1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911.
3. Contact the School Police (323.887.7916)
4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

### **Teacher/Staff Responsibilities**

1. Evacuate students away from the affected area, as directed by the IC.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

### **First Aid Team**

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

## **Scenario 3: Substance Released in Surrounding Community**

### **IC Responsibilities**

1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lock-Down Response.
2. Direct all students and staff who are outside when the Lock-Down Team Response is declared to return to their classrooms or other designated space.
3. Call 911 and advise them of the school's response to the event.
4. Contact the School Police (323.887.7916)
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems.
7. Turn on a radio or television station to monitor information concerning the incident.
8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so.

### **Teacher/Staff Responsibilities**

1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space.
2. Report any medical conditions or other concerns to the IC.

## Background Information

Bioterrorism (BT) is the use of biologic agents such as bacteria, viruses, parasites or biological toxins to intentionally produce disease or intoxication in a susceptible population to meet terrorist aims. Chemical terrorism (CT) employs certain classes of chemical compounds as weapons of mass destruction.

An act of biological (BT) or chemical terrorism (CT) might range from dissemination of aerosolized anthrax spores to food product contamination, and predicting when and how such an attack might occur is not possible. Although paramedics, ER physicians, primary health care providers, and the local health department will probably be the first to observe and report unusual illnesses or injuries, school physicians and nurses may occasionally encounter such cases in a school setting.

Early detection of and response to biological or chemical terrorism are crucial and preparedness for terrorist-caused outbreaks and injuries is an essential component of the U.S. public health surveillance and response system. Terrorists might use combination of agents. CDC has developed a list of critical BT and CT agents.

### **Environment Where Exposure May Have Occurred**

Law enforcement and public health officials work together to investigate the environment including envelopes and packages suspected of containing anthrax or other biological agents. Powder and other specimens collected from these sources usually are analyzed through the Public Health Laboratory Network. As a part of the investigation, environmental sample (where the exposure may have occurred) may be necessary. Testing of the environment is useful for detecting trace amounts of anthrax spores. Specimens obtained may include samples of air and/or swabs of material on various surfaces. The law enforcement and public health agencies will arrange for processing these samples.

### **Clean-Up of Contaminated Areas**

The U.S. Environmental Protection Agency with help from other federal agencies and departments, including the Center for Disease Control and Prevention (CDC) is responsible for environmental and clean-up issues. Federal agencies, in conjunction with local and state agencies, will determine the best approach to the cleanup.

### **Biological Agents**

BT agents are more likely to be covert because of the delay between exposure and onset of illness, known as the incubation period. Thus they present different challenges as there is no immediate impact: persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also

occur as announced events in which persons are warned that an exposure has occurred. BT agents include bacteria, viruses and toxins among others. Anthrax, Small Pox, Botulinum Toxin are some of the examples of BT agents.

The following are some examples of the indicators of a BT attack:

- Large numbers of ill persons with similar diseases or syndromes
- Unexplained disease, syndrome or death
- Unusual illness in a population
- Single case of disease caused by an uncommon agent
- Multiple unexplained diseases in the same patient
- Diseases transmitted through aerosol, food or water suggestive of sabotage

### **Detection of BT-related Outbreaks**

BT may occur as covert events, in which persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events, in which persons are warned that an exposure has occurred. The possibility of a BT event should be ruled out with the assistance of the FBI and state and local health officials.

Rapid response to a BT-related outbreak requires prompt identification of its onset. The most critical step in response is early recognition that something unusual is occurring. Response to a BT event will require a concerted effort of physicians, the health department, health care facilities, laboratories, and others to identify BT agent used, treat affected individuals, prevent additional transmissions, and bring the situation under control. Primary care providers and emergency room physicians will likely be the first medical responders.

### **Chemical Agents**

Chemical agents, like other substances, may exist as solids, liquids or gases, depending on temperature and pressure. CT effects are likely to be overt, immediate and obvious because CT agents are absorbed through inhalation or by absorption through the skin or mucous membranes are usually immediate and obvious. Such attacks elicit immediate response from police, fire, and EMS personnel. CT agents can also be delivered covertly through contaminated food or water. Chemical agents that might be used by terrorists range from warfare agents to toxic chemicals commonly used in industry.

There are at least six types of chemical agents described which include nerve agent and cyanide among others. Biological effects such as eye or skin injury and injury to lungs and other systemic effects can occur following exposure to chemical agents dispersed as

solids, liquids or vapor. Evacuation and triage are integral to the response along with decontamination and medical management.

CDC does not recommend hoarding antibiotics or buying a facemask. In the event of a biological or chemical emergency, the state and local public health departments will inform the public about the action(s) they should take.

## **Radiation Accident**

Radioactive materials are among many kinds of hazardous substances emergency responders might have to deal with in a transportation accident. Radiation is energy that comes from a source and travels through some material or space. Light, heat, etc. are types of radiation. Unstable atoms produce ionizing radiation. Unstable atoms are said to be radioactive.

Regardless of how radiation accident happens, three types of radiation-induced injury can occur:

1. External radiation: when all or part of the body is exposed to penetrating radiation from an external source;
2. Radiation contamination occurs where material containing radioactive material is deposited on skin, clothing or other places where it is undesirable. Contamination means that radioactive materials in the form of gases, liquids or solids are released into the environment and contaminate people externally on skin, internally in lungs, gut or wound, or both; and
3. Radiation injury is incorporation of radiation material, which refers to the uptake of radioactive materials by body cells, tissues, and organs.

These injuries can occur along with illness or physical injury and in such instances serious medical problems have a priority over concerns about radiation. Law enforcement and public health and safety agencies are involved in responding to these emergencies.

## Bomb Threats

### General Procedures

1. Evacuation route should be posted in every classroom.
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace).
4. If school has caller ID, note the number from which call was made.
5. Notify Main Office/Building Administration.
6. If threat is written, place it in an envelope or plastic bag.
7. Prepare media statement and flyer to inform parents.

### IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary.
2. If threat is deemed valid:
  - Call 911 – advise building is being evacuated because of a bomb threat.
  - Activate SERT.
  - Turn off school bell system.
  - Don't use PA system.
  - Turn off all two-way radios.

**NOTE: Do not utilize the fire alarm system to evacuate the building.**

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school.

## Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room.
2. Proceed to pre-designated evacuation point with class roll book.
3. Maintain control of students and advise SERT of any missing children.
4. Do not reenter the building until directed to do so by an SERT member or someone in authority.

## Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. **UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.**

## IC Responsibilities

1. Upon notification of a device found:
  - Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
  - Activate the SERT.
  - Turn off the school bell system.
  - Turn off all two-way radios.
  - **Do not use the fire alarm system to evacuate the building.**
2. Dispatch SERT to begin the evacuation process. The order of evacuation should be:
  - Classroom in which the device is located.
  - Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation.
4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building.

## Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book.
2. Maintain control of students and advise SERT of any missing or unaccounted for students.
3. Do not enter the school until directed to do so by an SERT or police/fire authority.



### **Letter/Package Bomb or Mailed Hazardous Substance**

Mail handlers should be trained on what could be suspicious. A suspicious letter/package could contain any of the following:

Foreign mail	Misspelling of common words
Excessive postage	Odd noises
Handwritten messages	Oily stains/discoloration/odor
Special delivery	Poorly typed addresses
Restrictive markings	Lopsided or uneven envelope
Incorrect titles	Protruding wires or tinfoil
No return address	Excessive weight
Excessive securing material (i.e.: tape)	Powder leaking

1. If any of the items listed above are identified on a package, do not open the package. Secure the area around the item and contact the principal.
2. Persons who touch the letter should wash their hands if powder or liquid is leaking.
3. The person who identified the suspicious package should not 'broadcast' the matter and cause panic, but contact the principal giving as much detail about the situation as possible.

**NOTE:** Expect the police department to examine rooms and to ask staff members if they have seen any objects that are out of place or are in places where they do not normally belong. Please remember that regular staff members are most familiar with the campus and its belongings. Anticipate being called upon by the police department for additional information and assistance. Remember, one of your roles is to preserve a potential crime scene.

## Bus Accidents

### General Procedures

1. Upon learning of an accident, obtain the bus number, location, and time of accident, number of injures sustained, whether police/fire/ambulance is on the scene or are required, and the location of all injured parties from the person notifying the administration or other school employee.
2. Notify the IC.

### IC Responsibilities

1. Dispatch SERT to accident scene with Emergency Response Kit and student information cards. If this is a group on a field trip the student roster will advise you of which students, parents, and staff are on the bus. If this is a home-to-school bus, you will need to print an entire student roster report.
2. If there are injuries of students, determine if siblings of bus-riding students are still at school. Assemble these students and advise them of the accident and make them available for parent pick up.
3. When advised by SERT on scene of current status, direct appropriate notifications to be made.
4. If appropriate, respond to the hospital.

### Responsibilities of Staff Person Riding on Bus

1. Follow the Bus Drivers instructions and if appropriate call 911.
2. If danger of fire or if vehicle is in a precarious position, evacuate the bus and direct students to a safe location.
3. Have older students assist younger students.
4. Notify the school of the accident and the extent of the injuries.
5. Keep children under control. Have adults in area assist with tasks.
6. If students are transported to hospitals, determine which student(s) are going to which hospitals.

## Responsibilities of SERT Responding to the Scene

1. Assess the current situation and advise the IC.
2. Assist in the movement and/or control of non-injured students.
3. ***If parents*** arrive on the scene students **are not** to be removed from the scene until released by the Police. ***NOTE: parents should be directed to either wait at home or report to the school site not the accident scene.***
4. Designated SERT respond to the hospital(s) and provide support to injured students and their parents. Keep the IC updated on all medical conditions of students and staff.
5. Designated SERT member handles media inquiries at the accident scene. The hospital spokesperson will handle any inquiries regarding treatment of injured students.
6. Provide parent contact information to hospital if needed. Call parents from school in the case of uninjured students.
7. Returning uninjured students should be examined by the school nurse, school counselor or social worker, provided with breakfast or snack as appropriate, and be given the option of returning home for the day.
8. Secure copy of police report.
9. Prepare for possible media focus.
10. Create informational flyer to inform parents of accident.

## Child Abuse Reporting

### **Emergency Procedures**

#### **Teacher/Supervising Adult and Administration**

1. If reasonable cause exists to believe abuse has occurred, report immediately to Department of Child and Family Services (DCFS) (800.540.4000) or local law enforcement. **WHEN IN DOUBT, REPORT.**
2. Do not inform parent/guardian of the report. It is DCFS's or law enforcement's responsibility to investigate and inform them.

### **Additional Information**

#### **Child Protective Services**

DCFS safeguards the rights and protects the welfare of children whose parents are unable to do so. As the point of entry for clients, the DCFS intake program operates a 24-hour hotline that receives reports of suspected child abuse and neglect at (800) 540-4000. The DCFS staff conducts initial investigations of all reported abuse and neglect to determine whether the allegations are supported.

#### **How to Recognize Child Abuse and Neglect**

"Child abuse and neglect is the intentional, physical or mental injury, sexual abuse, negligent treatment, or maltreatment of any child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed or threatened."

There are many indicators of child abuse. Learn how to recognize the warning signs of:

-

## Child Abuse and Neglect Indicators

**Physical Abuse** is indicated when non-accidental injuries occur, including:

Burns	Bruises	Welts	Severe beatings
Fractures	Unexplained or repeated physical injuries		

**Emotional Abuse** occurs when a parent or caretaker allows or creates a negative emotional atmosphere for the child with these conditions:

Demeaning remarks	Perceived or actual threats of harm
Unrealistic parental expectations	Illegal behaviors taught to a child

**Sexual Abuse** happens when a child is exploited for the sexual gratification of an adult or older child. Indicators include:

- Involvement of a child in sexual activity
- Knowledge of sexual behavior inappropriate for the child's age
- Contact for sexual purposes such as fondling

Involvement or exposure to prostitution and/or pornography

**Neglect** occurs when a parent or caretaker allows the child to experience avoidable suffering or fails to provide basic essentials for physical, social, and emotional development. Indicators of neglect include:

Lack of basic food and clothing	Lack of medical treatment or medication for a serious illness	Inappropriate child hygiene
Lack of appropriate supervision	Lack of education as required by law	Residing in an inappropriate/dangerous living environment

**Domestic Violence-Related Child Abuse** occurs when a child:

- Is injured during a physical altercation between adults
- Witnesses domestic violence between adults
- Experiences perceived or actual threats of harm
- Experiences disruption in his/her living situation

## **How to Respond to an Abused Child**

If you suspect a child has been abused or neglected, use the following guidelines to respond.

- Remain calm. A child may retract information or stop talking if he/she senses strong reaction.
- Believe the child. Children rarely make up stories about abuse.
- Listen without passing judgment. Most children know their abusers and often have conflicted feelings.
- Tell the child you are glad that he/she told someone.
- Assure the child that abuse is not his/her fault.
- Do what you can to make certain that the child is safe from further abuse.
- Do not investigate a case yourself. Call the police or the Department of Child and Family Services hotline at (800) 540-4000 to make a report.

## **Legal Definitions/References**

Child abuse or neglect includes the following (Penal Code 11165.5, 11166.6)

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment of a child as defined in Penal Code 11165.3.

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6).
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6).

## **How to Report Child Abuse**

Anyone involved in the care and treatment of patients under the age of 18 are considered "mandatory reporters" and are required to report suspected cases of child abuse and neglect. According to Penal Code 11165.7, any mandatory reporter who fails to make a report will be fined or imprisoned. Mandatory reporters include the following professionals: Counselor, Day Care Worker, Licensed Practical Nurse, Registered Nurse, School Official, and Teacher.

If child abuse or neglect is suspected, immediately call the DCFS reporting hotline at (800) 540-4000. To make a report, you will need to provide the following information:

- Name, age, sex, and address of the child who is the subject of the report, any siblings, and the parent, guardian, or caregiver
- Nature and extent of the abuse or neglect, as you know it (and any previous abuse or neglect)
- Any additional information that may help establish the cause and identity of persons responsible
- Your name, occupation, contact information, and a statement of any actions taken concerning the child

Call the DCFS hotline immediately-even if all the information is not available to you. If requested, follow up with a written report to the Department of Child and Family Services

## **Responsibility for Reporting**

The reporting duties are individual and cannot be delegated to another person (Penal Code 11166). When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report (Penal Code 11166).

## **Website to report child abuse:**

**<http://dcfs.co.la.ca.us/contactus/childabuse.html>**



## DCFS Abuse Investigation Process

Once an abuse report is filed, the Department of Child and Family Services (DCFS) will assess and investigate the case. DCFS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation.

DCFS and neighborhood community centers offer a range of services to abused and neglected children and their families, including:

Diagnostic and treatment service	Day care services
Casework services, such as family counseling	Alcohol or drug counseling
Foster home network	Parenting classes
Homemaking or caretaker services	Psychological services

To report suspected child abuse or neglect, contact DCFS at (800) 540-4000.

## Child Does Not Arrive Home (within a reasonable time)

### **General Procedures**

1. If the school learns that a child has not arrived home from school in a reasonable amount of time, contact the child's last classroom teacher of the day to find out the child's normal end-of-day habits (i.e. walker / bus rider or gets ride from parent).
2. Contact Transportation for assistance. They will need the following information when called, Child's name, Date of Birth, Address, Home phone number, Description of the student (hair color, height, ethnicity, what was the student wearing when last seen). If the parent is at the school, send them home to wait and check their neighborhood.
3. Notify the police and request that they commence an investigation into the situation if the child has been missing for an extended period of time.
4. Organize the child's teachers, friends, and companions for interview with the police.
5. Attempt to locate the last person to see the child.
6. Send a school representative (preferably the student support manager/school counselor) to the child's family home to comfort his or her parents and relatives.
7. Work cooperatively with the authorities to assist in locating the child.
8. Prepare a media statement.
9. Compose a flyer informing parents

## Civil Disturbance

Civil disturbances such as a public or a student demonstration on school grounds having the potential to injure staff or students, damage property or disrupt instruction are grounds to put the following procedures in action.

### General Procedures

1. Contact office and administrators when a civil disturbance is observed.
2. Call 911 if warranted.
3. Assess the danger of the disturbance and issue a Lock-Down if necessary.
4. Prepare a flyer to inform parents of the incident.
5. Notify the School Police.

### ANNOUNCEMENT

I am \_\_\_\_\_ (name and title).

You are on school grounds without permission. You are directed to leave the premises now. As trespassers, you are subject to possible arrest if you do not leave.

*Optional Language:*

If you do not leave, we will ask law enforcement authorities to take appropriate action.

OR

Law enforcement has already been notified.

### Active Measures

In spite of one's best efforts at prevention, disturbances may still occur. The following measures are recommended to lessen the school's exposure to personal injury and property damage:

1. Try to isolate the participants (if they are students). If a small group is protesting on the campus, invite them into the nearest classroom and listen to their complaints. If the group is large, it may be desirable to have them designate leaders to meet with you. Do not invite non-students onto the grounds.
2. If invaded by a group of non-students who appear threatening, listen to their complaints and politely tell them to leave the building. If they do not leave upon request, call the police.

### **Active Measures (continued)**

3. In cases where there are threats of violence or property damage, remove the students from the area or room, counsel with them, and record their names for later use. If the group threatening violence or property damage is composed of non-students, ask them to leave the area. If they refuse to leave, call the police.
4. It is reasonable to expect that the news media will become interested in any disturbances or demonstrations occurring on school property. It is desirable to work with the media in every possible manner.
5. Matters pertaining to individual students should be discussed with the student and his/her parent or guardian and not with other parties. This does not preclude getting evidence or testimony from other students who may have witnessed the act(s) in question.
6. Parent/guardians may become greatly concerned about events at the school. To reassure them or to clarify the situation, it may be necessary to call a special meeting.

### **Preventative Measures**

1. Be aware of the morale of the student body.
2. Principals should establish an open door policy so students will feel free to voice their problems to the school administration with the assurance that they will be heard.
3. Have a close working relationship with the student council.
4. Maintain an awareness of any tense community situations that could 'spill over' into the school and set the stage for a school disturbance.
5. Have the following sign posted on all exterior doors:

**"VISITORS, PLEASE REPORT TO THE OFFICE"**

### **Pickets and boycotts**

1. Peaceful picketing is a lawful activity provided it is limited to the public sidewalks around the building.
2. Pickets should be kept under discreet surveillance.
3. If non-student pickets attempt to enter school property, politely ask them to leave. If they refuse, call the police.

## Civil Disorder in Los Angeles County

Significant events of civil disorder are uncommon in Los Angeles County, but have occurred twice in recent history. On August 11, 1965, six days of rioting began in Watts section of Los Angeles. In the violence, 34 people were killed and 856 injured.

On April 29, 1992, just hours after a Simi Valley jury acquitted four LAPD officers in the Rodney King trial, civil disorder erupted, resulting in 58 deaths.

## Critical Condition/Hospital Treatment

### General Procedures

1. If a child is in need of immediate hospital treatment at your school, notify the office as to the person's location and condition, but stay with the victim.
2. Call 911.
3. Secure medical help available in the school (school nurse/health aide and CPR providers).
4. Evacuate any students who may be present and secure adult support.
5. When help for the victim is secured, the teacher helping the victim should rejoin her or his class.
6. The person accompanying the child to the hospital should take the medical emergency form kept in the office.
7. Review the student's health file kept in the nurse's office for pertinent information such as drug allergies, last tetanus shot, and medications taken. Relay this information to the hospital.
8. Notify the victim's family.
9. Consider composing a flyer to inform parents of the incident.
10. Arrange for counseling sessions with witnesses as necessary.

## Death of a Student/Staff Member

### General Procedures

If not occurring on school property:

1. Upon notification of death, arrange for an emergency staff meeting where procedures will be reviewed and current information be provided.
2. Arrange for counseling services for students and staff.
3. Prepare a notice to be sent home to parents with particulars regarding any arrangements that may have been decided by the family of the deceased.

If occurring during the school day, on school property, follow the Lock-Down procedures and treat the event as a criminal act.

### IC Responsibilities

1. Call a meeting of SERT to formulate the school's response to the notice.
2. Activate the telephone tree to school staff if notification is received after school hours or during non-school days.
3. Contact family/friends of the deceased to offer support and obtain information regarding arrangements.
4. Arrange for appropriate counseling services.
5. Update information to staff and parents as it becomes available.
7. If the student or staff member had personal property in school, secure the property, including locker contents, until authorized to release same to family or relative.

### Teacher/Staff Responsibilities

1. Keep informed of plans and procedures that may be implemented in response to the death.
2. Be observant of students' and fellow staff members' reaction to news. If required, refer the person(s) to counseling.
3. Do not deny your own emotional response to this situation, and seek appropriate help.
4. Assist in bringing closure to the event.

## Detecting Suspicious Packages/Letters

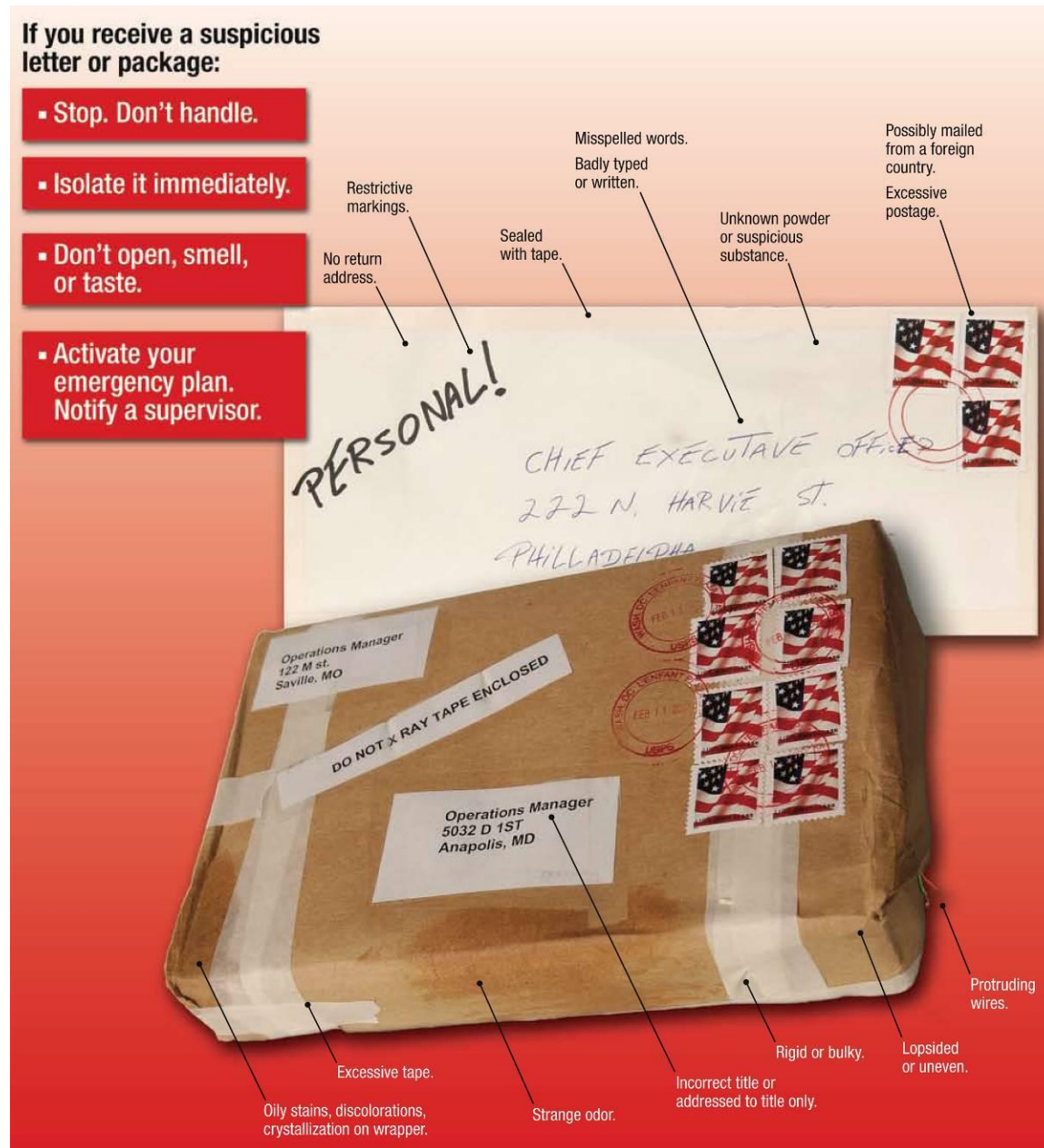
**\*Remember\* the item does not have to be delivered by a carrier. Most bombers set up and deliver the bomb themselves.**

1. If delivered by carrier, inspect for lumps, bulges, or protrusions, without applying pressure.
2. If delivered by carrier, balance check if lopsided or heavy sided.
3. Handwritten addresses or labels from companies are improper. Check to see if the company exists and if they sent a package or a letter.
4. Packages wrapped in string are automatically suspicious, as modern packaging materials have eliminated the need for twine or string.
5. Excess postage on small packages or letters indicates that the object was not weighed by the Post Office.
6. No postage or non-canceled postage.
7. Any foreign writing, addresses, or postage.
8. Handwritten notes, such as: "To be opened in the privacy of...", "confidential", "your lucky day is here", and "prize enclosed".
9. Improper spelling of common names, places or titles.
10. Generic or incorrect titles.
11. Leaks, stains, or protruding wires, string, tape, etc.
12. Hand delivered or dropped off for a friend packages or letters.
13. No return address or nonsensical return address.
14. Any letters or packages arriving before or after a phone call from an unknown person asking if the item was received.
15. If you have a suspicious letter or package:
  - Call 911
  - Notify the IC
  - Follow procedures for Bomb Threats/Device Found (Pages 120-122)



## WARNING

### Suspect Letter and Package Indicators



If you suspect the mail of package contains a bomb (explosive), or radiological, biological, or chemical threat:

**Isolate area immediately.**

**Call 911.**

**Wash your hands with soap and water.**

For more information on bomb security or bomb threats, contact your local ATF office.

## Disruptive Student

### General Procedures

1. At the beginning of each school year, every teacher is to develop a "Clear the Room" procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff.
2. "Clear the Room" procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by the sending teacher.

### IC Responsibilities

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if situation does not abate.
5. Notify the School Counselor/Psychologist or outside agency.
6. Review each plan and require that the plan be practiced so that students will know what to do.

### Teacher/Staff Responsibilities

1. In concert with receiving teachers, develop the "Clear the Room" plan.
2. Develop an alternative plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if plan is implemented.
4. Stay with the out-of-control student.

## Clear the Room Procedures

Teacher instructs students to “clear the room” and report to a neighboring classroom.

Teacher stays a safe distance away from students and dials the emergency hotline extension 1234 to get help. Depending on the severity, 911 will be called. A school police officer and campus security will be sent to the classroom immediately.

When neighboring teacher receives class, he/she calls main office to send a 2nd help message to the neighboring classroom.

## Earthquake

### Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

<b>Earthquake Size Descriptions</b>		
<b>Descriptive Title</b>	<b>Richter Magnitude</b>	<b>Intensity Effects</b>
<b>Minor Earthquake</b>	<b>1 to 3.9</b>	<b>Only observed instrumentally or felt only near the epicenter.</b>
<b>Small Earthquake</b>	<b>4 to 5.9</b>	<b>Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.</b>
<b>Moderate Earthquake</b>	<b>6 to 6.9</b>	<b>Moderate to severe earthquake range; fault rupture probable.</b>
<b>Major Earthquake</b>	<b>7 to 7.9</b>	<b>Landslides, liquefaction and ground failure triggered by shock waves.</b>
<b>Great Earthquake</b>	<b>8 to 8+</b>	<b>Damage extends over a broad area, depending on magnitude and other factors.</b>

## Southern California Earthquakes

The greatest Southern California earthquake in modern history was the Fort Tejon Earthquake on January 9, 1857 that measured 8.0 on the Richter Scale. Damage was not nearly as serious as it would be today, mostly because South California was sparsely populated. The effects of the quake were quite dramatic, even frightening. Were the Fort Tejon shock to happen today, the damage would easily run into billions of dollars and the loss of life would be substantial. The present-day communities of Wrightwood and Palmdale lie upon or near the 1857 rupture area.

On March 10, 1933 at 5:54 p.m., a magnitude of 6.4 earthquake hit the Newport-Inglewood faults causing serious damage in Long Beach and other communities. The earthquake resulted in 120 deaths and more than \$50 million in property damage. Most of the damaged buildings were of unreinforced masonry.

More recent earthquakes have caused severe damage, but none would be classified as a "major" temblor.

The San Fernando Earthquake hit at 6:01 a.m. on February 9, 1971. It caused more than \$500 million in damage and 65 deaths.

The Whittier Narrows Earthquake struck on October 1, 1987 at 7:42 a.m. and registered magnitude 5.9. It caused eight deaths and \$358 million in property damage.

The Sierra Madre Earthquake was magnitude 5.8 and occurred on June 28, 1991 at 7:43 a.m. Because of its depth and moderate size, it caused no surface rupture, though it triggered rockslides that blocked some mountain roads. It caused about \$40 million in property damage and two deaths, mostly in the San Gabriel Valley.

## **Actual Earthquake**

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be **not** more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

**When inside a building, stay inside.** Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as book cases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

**When outdoors, stay outside.** Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

**Walking to or from school facilities:** Students walking to or from school when an earthquake occurs should stay away from all buildings, trees, exposed wires, and other hazards that may fall. The safest place is in the open. Students should assume "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

## After an Earthquake

### The ABCs of Post-Earthquake Evacuation – A Checklist for School Administrators and Faculty

#### A. Evacuation should NEVER be automatic.

- There may be more danger outside your building or facility than there is inside.
- There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be created.
- The lighting inside your building or room will probably be out – it will be dark.
- Before any decision is made to vacate all or part of a school, someone must find out that there is:
  1. a safe route out, and
  2. a safe place to assemble the students outside

BEFORE an earthquake, survey your school with evacuation in mind.

#### 1. Look for potential post-earthquake hazards INSIDE the building:

- Suspended ceilings
- Pendant light fixtures
- Large windows – either exterior or interior – not protected against shattering
- Tall bookcases or cabinets that may topple because they are not bolted to the wall
- Classroom equipment such as computers, TVs, VCRs, stereos, and slide projectors
- Stairwells
- Science labs, especially chemistry
- Storage areas for cleaning, painting, or other hazardous materials
- Shop areas
- Places where the main gas supply or electric current enters the building

- A. Designate evacuation routes that avoid as many of those areas as possible.
- B. In addition, decide on alternate routes to your main routes.
- C. Consider students with disabilities as you think about your evacuation routes.

2. Look for potential post-earthquake hazards OUTSIDE the building:

- Power lines
- Trees
- Areas near buildings that may have debris fall on them – parapets, roof tiles, chimneys, glass
- Routes past concrete block walls
- Covered walkways
- Places under which large gas mains run
- Areas near chain link fences (can be electric shock hazard when live wires touch)
- Hazardous materials storage areas
  - A. Designate open areas outside that are without overhead hazards and removed from potential dangers spots: choose one, off-campus spot such as park for back-up.
  - B. Assembly areas should not be so remote from the faculty that students and staff won't have easy access to bathrooms, phones, and the student release point.

3. Everyone should be informed about the plans:

- Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.
- Tell all personnel and students about the plans made and the routes chosen.
- Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
- Hold drills and exercises two or three times a year; practice alternate routes.
- Include all students and staff with disabilities in the drills and exercises.



C. AFTER the earthquake, gather information and make decisions.

**IC**

- Assess the situation – inside and outside
- Decide how much evacuation is necessary – all or parts of the buildings
- Choose the route(s) and the assembly place
- Communicate directions to SERT and all staff members.

**Teachers**

Do NOT automatically rush your class out into the corridor or out an exterior door.

- Wait to hear from an administrator, or the designated SERT member, about what to do.

In circumstances in which a lot of time passes and you do not hear anything, you will have to make decisions yourself:

- If you are in a dangerous classroom – the ceiling has collapsed, wires are crackling, broken glass or chemicals are all over the floor, you smell gas or smoke – you will want to leave, BUT you must do some reconnaissance before you move to safety.
- Get your neighboring teacher to cover the students while you find the best way to get out and the safest place to go. You may not need to go outside, but merely move from one inside room to another.
- Account for all your students before you leave the classroom.

If your classroom is dangerous, you may want to take injured students with you, or move them a short way to a safe room. If you must leave an injured student, post a large, visible sign indicating the student is in there.

The lights will probably be out – ALWAYS have a flashlight that works.

- Be alert, as you lead students down stairwells or corridors, to anything (dangling lights, ceiling struts, broken glass, slippery floors) that could hurt them or you.

In an aftershock, everyone should duck and cover until the shaking stops.

- Once you get to your new safe place, communicate your location to the IC, by sending a runner, using a walkie-talkie, or returning to your classroom to post a note.

The first 72 hours after an earthquake are critical. Electricity, gas, water, and telephones may not be working. In addition, public safety services such as police and fire departments will be busy handling serious crises. You should be prepared to be self-sufficient – able to live without running water, electricity and/or gas, and telephones – for at least three days following a quake. To do so, keep on hand the following:

- Food.
- Water. Enough so each person has a gallon a day for 72 hours, preferably one week. Store in airtight containers and replace it every six months. Store disinfectants such as iodine tablets or chlorine bleach, eight drops per gallon, to purify water if necessary.
- First aid kit
- Fire extinguisher
- Flashlights with extra batteries. DO NOT USE matches or candles after an earthquake unless you are certain there are no gas leaks.
- Hand held radios with extra batteries.
- Extra blankets, clothing, shoes, and money.
- Alternate cooking sources.
- Medications
- Tools (turning of main shut off valves)

## **Roles and Responsibilities**

### **Incident Commander (IC)**

Will coordinate all personnel and operations, as well as serve as a liaison between all off campus organizations such as: Red Cross, Fire, Police, Utility companies, media, and other emergency agencies.

The IC will:

1. Direct team operations
2. Work with emergency responders
3. Coordinate and authorize communication modes
4. Assign tasks as necessary
5. Make media releases as appropriate

### **Teacher responsibilities during an earthquake:**

At first sign of shaking, adults should give the Drop, Cover, and Hold On command.

#### **If students and staff are indoors, all should:**

1. Get under a desk or table. Otherwise, stand next to an inside wall. Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects.
2. Get as far away from window(s) as possible.
  - a. Drop to knees with back to the window(s) and knees together.
  - b. Clasp one hand firmly behind head, covering neck.
  - c. Wrap other arm around a table or chair leg.
  - d. Bury your face in yours arms, protecting head.
  - e. Close eyes tightly. Stay until earthquake is over.
  - f. Evacuate to staging area only upon hearing evacuation signal.
3. Reassure students

#### **If students and staff are outdoors, staff should:**

1. Direct students away from buildings, trees, poles and wires.
2. Call Drop, Cover, and Hold On command – students and staff should cover as much skin surface as possible; close eyes and cover ears.

### **Teacher responsibilities during the evacuation:**

The teacher may render immediate first aid if necessary.

Students with major injuries and are unable to move are to remain in the classroom.

(search & rescue team members or first responders will remove injured students/staff)

Students with minor injuries are to be moved out of the classroom with the class.

1. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires.
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.

3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating classroom, take your safety pole and folder with you.
5. Door is to be left open during an earthquake disaster.

Always DUCK, COVER, and HOLD ON when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate, or have made a decision to evacuate, look for the safest route, take your emergency pole and escort your students to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate sign "Yellow X" = room cleared - all students accounted for.

1. Anyone who is 'injured but mobile' should be escorted to the assembly area.
2. Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders.
3. Leave all 'dead' where they are.

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

### **Search Team Coordinator**

Will meet team in designated S&R area to begin operations after being directed to do so by the IC.

Search & Rescue will:

1. Retrieve emergency supplies and bring to the assembly area. The team should shut off the gas, water, and electrical mains. These should be marked with barrier tape or signs to indicate they are shut off.
2. S&R will return to the assembly area to be assigned further duties by the IC. These may include setting up a waste facility, building shelter, assisting another team, or providing site security.

## **First Aid Team**

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to Walking Wounded
DELAYED:	May be able to take direction to help one another.
IMMEDIATE:	Tag victim, note time and type of injury.
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible.

Inform outside emergency personnel via the IC as to the status of the injured.

Attend to morgue concerns if necessary:

1. Identify the body.
2. Probable cause of death.
3. Cover the body.
4. Leave the body undisturbed awaiting coroner.

Keep the IC apprised of your status

## **Student Supervision Team**

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team. See Section 4 for details.

## **Student Release Team**

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians. See Section 4 for details.

## Explosion or Risk of Explosion

This section addresses four possible scenarios involving an explosion or risk of explosion:

- Scenario 1: Explosion on school property
- Scenario 2: Risk of explosion on school property
- Scenario 3: Explosion or risk of explosion in a surrounding area
- Scenario 4: Nuclear blast or explosion involving radioactive materials  
(a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout).

It is important to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats" refer to Pages 110-112.

### **Scenario 1: Explosion on School Property**

#### **General Procedures**

1. Call 911.
2. Initiate "Duck, Cover, and Hold On" procedures.
3. Consider the possibility of another imminent explosion and take appropriate action.
4. After the explosion, the IC will initiate the appropriate response signal which may include a Lock Down or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group.
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students

that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.

10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff.
11. Limit the use of electronic and motorized devices – no open flames.
12. Attempt to suppress fires with extinguishers.

*Note:* Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

13. Contact the utility company with any damage to water lines, sewers, power lines or other utilities.
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization.

## **Scenario 2: Risk of Explosion on School Property**

### **General Procedures**

1. Call 911.
2. Determine the appropriate response signal: Lock Down- Response or Evacuation.
3. If an evacuation is warranted, follow standard evacuation procedures in Section 7.
4. If an explosion occurs follow the procedures outlined in this section.

## **Scenario 3: Explosion or Risk of Explosion in Surrounding Area**

### **General Procedures**

1. The IC will initiate a Lock Down – Response.
2. Call 911.
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so.



## **Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials**

### **General Procedures**

1. The IC will initiate a Lock Down – Response.
2. Call 911.
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights.
6. Monitor radio or television announcements and initiate further action as appropriate.
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance.

## Fallen Aircraft

An airplane crash on or near a school site could pose a number of hazards, including: damage/injuries from the impact, flying debris, hazardous materials spills, fires, explosions, structure collapse, mass casualties, and psychological distress. If a crash results in a fuel or chemical spill on school property, refer to Pages 103-109: Biological or Chemical Release.

After a crash event, the IC will direct the staff and students to do one of the following:

1. Remain indoors and await instructions.
2. Evacuate the facilities and form up in the assembly area, or other designated spot.
3. Evacuate the site to a designated area.

When an order to evacuate has been issued, take your ID card, emergency pole, and escort your students to the designated area. Quickly check your neighboring teacher on the way out and assist or evacuate the class if necessary. Office staff must take the radios, keys, emergency cards, and staff rosters to the assembly area.

Report to the assembly area, take roll, send runner with attendance form from the safety pole to request gate, and await further instruction. All staff and students must be accounted for.

Emergency teams will form up and begin operations at the direction of the IC

All staff will remain on duty until notified by the IC.

### **If the facility is hit**

The IC will direct the following:

1. Call 911 and provide exact location and nature of the emergency.
2. Direct SERT members (Search and Rescue Teams) to secure the crash area to prevent unauthorized access.
3. Direct SERT members to organize fire suppression activities until the Fire Department arrives.

4. Determine the safest place for students and staff. This may include a complete or partial evacuation (on or off campus). Evacuate to a site uphill and upwind if possible. The assembly team and student release team will be activated.
5. Direct the First Aid team to identify, triage, and provide medical assistance to injured students and/or staff members.
6. If any students or staff are injured or trapped, assign a Search and Rescue Team to work until Police or Fire personnel arrive.
7. Plant Manager should turn off power supplies, electricity, and gas lines in affected building(s).
8. If possible, tape off area around entire wreckage to protect investigation. Have staff stand guard if safe to do so.

## Fire

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

### **General Fire Safety**

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).
2. Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

### **Passage and Aisle Widths**

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

### **Turning off the Fire Alarm System**

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to other's who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

## Procedures

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Safety Pole and ID card when evacuating.
2. Evacuate the room or building following the exit plan posted in each classroom and office. Hold handrails. If no broken glass, remove high heels to avoid tripping.
3. Evacuate all students and staff away from threatened building at least 50 feet (approximately 10 body lengths) during the fire unless directed by IC to go elsewhere. Maintain control of students and take roll.
4. Close doors behind you as you exit. Do not use elevators. Do not lock doors.
5. Check with your neighboring teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to report to the assembly area and display the appropriate 'alert card' (Yellow X = room cleared - all students accounted for)
6. If smoke is in the immediate vicinity, instruct students to "stay low and exit," crawling to avoid breathing fumes. Cover mouth and nose with a wet cloth.
7. If no escape is possible, close as many doors as possible between you and the fire. Stuff cracks and openings with wet cloth and avoid fanning flames. Lay on floor to avoid smoke. Wait for help.
8. If anyone is injured or trapped, do not stay with the injured or trapped. Notify the IC who will send a Search and Rescue team while waiting for Police and Fire personnel.
9. The IC is to be notified immediately.
10. Members of the Search and Rescue Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.

11. The IC will form a Command Post at the evacuation site.
  - a. Direct that the necessary agency contacts be made
  - b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator.
12. The Search and Rescue Team Coordinator will manage the reconciliation of all students and staff. The Search and Rescue Team Coordinator is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
13. First aid is rendered as necessary.
14. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible and exit the building immediately.
15. Access roads are kept open for emergency vehicles.
16. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.
17. IC will direct a team member to turn off utilities if safe to do so.
18. Students and staff will not return to the school building until fire department officials declare the area safe.

Additional School Emergency Response Team Responsibilities in a Fire, all other responsibilities to be carried out by the School Emergency Response Team

TEAM MEMBER DUTY	NAME/Floor	CONTACT INFORMATION	RESPONSIBILITY
Floor Warden  (one for every floor)	Bldgs. A & GH  Bldgs. C & D Business Office Textbook Room  Bldgs. E & F  Bldgs. G & Gym  Bldgs M, Café, Finance Office,  Mercer Hall	S&R Team Leaders will assign a 3 member team to each building	<ul style="list-style-type: none"> <li>- Implement in an orderly fashion, the appropriate evacuation route, upon notification from the building fire alarm system.</li> <li>- Act as 'supervisor' of the area under their direct control.</li> <li>- Receive and dispatch information and instructions and oversee evacuation of occupants from their area.</li> <li>- Ensure every disabled person has staff assigned to him or her who stays with them.</li> <li>- Report the location of these persons to the Fire Department upon their arrival</li> </ul>
Assistant Floor Warden (one for every floor)	Building U  Bldgs J and W		<ul style="list-style-type: none"> <li>- Responsible to the Floor Warden to see all students and staff leave their area(s) and evacuate through the appropriate exit.</li> <li>- Listen for any new information and if questions arise, get direction from Floor Warden</li> <li>- Take no action without checking with the Floor Warden, except in extreme circumstances.</li> </ul>

## **Fire Near School:**

IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

## **Burning Clothes:**

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

## **When appropriate and directed by the IC, SERT member may:**

1. Turn off the gas and electricity service.
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open.

**IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.**

## **First Aid Team**

Will move to their designated area, unpack supplies as they become available, set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined in Section 4.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to walking wounded
DELAYED:	May be able to take direction to help one another
IMMEDIATE:	Tag victim, note time and type of injury
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.



### **Student Supervision Team (Russ Howard, Monica Iannessa, Kelly Loftus)**

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team.

The Student Supervision Team will follow their pre-assigned responsibilities as outlined in Section 4.

### **Student Release Team (Kim Theard, Tom Seyler, Counseling Staff)**

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians.

The Student Release Team will follow their pre-assigned responsibilities as outlined in Section 4.

Teachers follow standard evacuation procedures. See Section 7.

### **Fire Drills**

California Education Code, Section 32001 states that every public, private, or parochial school shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. It further states, "all exit doors shall be maintained so that they can be opened from the inside without a key during school hours."

It is recommended that at least 30 minutes in each school month shall be used to instruct children in grades one through eight on fire dangers and drills. On occasion, the building should be evacuated under the pretense that smoke and gases have filled the hallways. Faculty and students should practice getting their faces as near the floor as possible (by bending over or by crawling on their hands and knees) and proceed to the nearest exit.

Each school must establish a fire or emergency evacuation plan and hold regular drills to make this plan effective. Drills must be documented and reports submitted to the Fire Marshall. The fire drill report must include: person conducting drill; date and time of drill; notification method used; staff members on duty and participating; number of occupants evacuated; special conditions simulated; problems encountered; corrective actions to be taken; weather conditions when occupants were evacuated; and time required to accomplish complete evacuation and accountability.

## Food or Water Contamination (suspected)

This procedure should be followed if school personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by an outside agency. Indicators of contamination may include unusual odor, color, taste, or multiple incidents of unexplained nausea, vomiting, or other illnesses.

### **General Procedures**

1. The IC will isolate the suspected contaminated food/water to prevent consumption and restrict access to that area.
2. Call 911.
3. The IC will direct that a list of all potentially affected students and staff be made and will provide the list to the responding authorities.
4. The IC will direct the first aid team to provide immediate medical assistance, when necessary.
5. The IC will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The IC will not declare an All Clear until authorized to do so by the responding health department.
7. The IC will notify the parents of the incident, as appropriate.

## Forced Entry/Theft of School Property

### General Procedures

1. If evidence of forced entry or theft is seen, notify the main office first.
2. Call 911.
3. If the crime is in progress, do not confront the perpetrator and avoid being noticed. Instead, attempt to collect a physical description and a license plate number of any vehicle the perpetrator may be using. Watch the direction in which the criminal flees.
4. Secure the crime scene. Prevent others from entering, and do not disturb possible fingerprints, shoe, or tire impressions.
5. Notify staff to increase security measures.
6. Prepare a list of missing items with serial numbers, make, model, and estimated cost.
7. Organize all witnesses for police interviews and be as helpful as possible to the authorities.
8. Obtain a copy of the police report.
9. Prepare a media statement and to ease the worries of parents, draft an informational flyer.

## Hazardous Material Spill

Hazardous substances include chemicals, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

### **General Procedures**

1. Contact the main office and administration about the spill.
2. Call 911.
3. Do not turn any electrical switches on or off. Do not use any electrical equipment, eliminate any open flames.
4. Notify the custodial staff of the spill.
5. Evacuate and close off the area of the spill. (follow standardized evacuation procedures – See Section 7).
6. Assess the need for medical attention for anyone exposed to the hazardous fluids and call the school nurse and/or responding officials to the location of the spill if necessary.
7. Record the names and personal information of any persons exposed to the spill.
8. Notify the School Police (323.887.7916).
9. Assess the need to inform parents about the spill and prepare a media statement if warranted.

## **Hazardous Material Spill (continued)**

### **Temporary Stay at School Status**

If given instructions by the Incident Commander or First Responders that it is necessary to temporarily stay at school until the evacuation vehicles arrive, use the following guidelines:

1. IC advises Teachers and Staff of the situation through the intercom and alerts them to listen for further instructions. Instruct Teachers to close all windows, doors and vents.
2. Direct all Students, Teachers and Staff to come inside and/or stay in the buildings. Students must be kept quiet and still. In the event of a chemical accident, instruct students to keep their hands out of their mouths and eyes.
3. Instruct team members to shut off all heating systems and fans.
4. Instruct all teachers to place wet towels or wet clothing under the doors and around windows.
5. Conduct an emergency attendance to account for all students, staff, and visitors.
6. Instruct Teachers and Staff to evacuate once vehicles have arrived on campus.

## **Hazardous Material Spill (continued)**

### **Evacuation Procedures**

If given instructions by the Incident Commander or First Responders that it is necessary to evacuate the school, use the following guidelines:

1. Determine an evacuation site that is crosswind from the movement of the fumes and a safe distance from a hazard or chemical accident.
2. Determine the method of evacuation. If students are to remain on campus, determine which evacuation assembly site is best. If students are to evacuate to another location, as in the event of a chemical accident, determine which location is appropriate and by which means the Students, Teachers, and Staff will be evacuated by school buses, other transportation, or by foot.
3. If it is decided that the building should be evacuated:
  - a. Sound the fire alarm
  - b. Notify the following:
    - i. 911 (alerts police and fire departments)
    - ii. School Police (323.887.7916)
    - iii. Teachers and Staff
4. The location of the evacuation site will be posted by the Parent Coordinator outside the school for parent information.
5. The IC will instruct that the evacuation site be notified of the impending evacuation and arrival of staff and students.
6. An Emergency Attendance will be taken at the evacuation site. The Search Team Coordinator will report attendance status to IC.
7. The IC will provide a report to the School District/Superintendent/EOC by phone or messenger as soon as possible after the evacuation. The report will include:
  - (a) the location of the evacuation site,
  - (b) the status of students and staff,
  - and (c) the immediate needs of students, teachers, and staff.
8. The Site Coordinator will give directions for loading students into buses or other evacuation vehicles or proceeding on foot to the determined evacuation site.

## Heat Emergencies

Temperatures that hover 10 degrees or more above the average high temperature for that area and last for several weeks are considered “extreme heat” or a heat wave. Humid and muggy conditions can make these high temperatures even more unbearable. Really dry and hot conditions can cause dust storms and low visibility. Droughts occur when a long period passes without enough rainfall. A heat wave combined with a drought is a very dangerous situation.

### ***Before Extreme Heat Hits:***

#### **Keep it Cool**

1. Close all floor heat vents.
2. Seal gaps around window units with foam or duct tape.
3. Use a circulating or box fan to spread the cool air around.
4. Use aluminum foil covered cardboard in windows to reflect heat back outside.
5. Use weather-stripping on doors and windowsills.
6. Keep storm windows up all year to help keep cool in.

### ***During Extreme Heat***

Protect Windows – hang shades, drapes, sheets or awnings on windows to reduce heat from entering building.

Conserve Power – stay indoors as much as possible.

Conserve Water

1. Check plumbing for leaks.
2. Ensure all toilets and showers are set to “low flow”.
3. Don't leave water running

## Hostage Situation

### **General Procedures**

1. Stay calm.
2. Don't be a hero.
3. Follow instructors of captor.
4. Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captor of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Don't try to escape; don't try to resolve the situation by force.
8. Be observant and remember everything you see and hear.
9. Try to calm the suspect and listen to complaints or demands.
10. Keep the students calm and don't allow them to agitate the suspect.
11. Ask permission of the suspect in all matters.
12. When rescue takes place, lie on the floor and await instructions from the rescuers.

### **IC Responsibilities**

1. Direct 911 to be called.
2. Declare a Lock-Down – No Team Response.
3. Isolate the area.
  - If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police, and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so).



7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.

**Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.**

### **Teacher/Staff Responsibilities**

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
5. If not directly involved, follow instructions quickly and without comment.
6. When notified of the Lock-Down – follow established procedures.
  - a. Quickly glance outside the room and direct anyone outside into the room
  - b. Lock Doors and barricade  
Door is not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
  - c. Direct students to arm themselves with objects to counter in case intruder breaches the barricade and stay in the safest place possible away from doors and windows.
  - d. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.
  - e. Be able to account for all students under your control

## Infectious Diseases and Pandemics

Linked School References:

<http://www.cdc.gov/ncidod/diseases/index.htm>

<http://www.cdc.gov/>

Most recent update on Center for Disease Control:

# West Nile Virus (WNV) Fact Sheet

## What Is West Nile Virus?

West Nile Virus (WNV) is a potentially serious illness. Experts believe WNV is established as a seasonal epidemic in North America that flares up in the summer and continues into the fall. This fact sheet contains important information that can help you recognize and prevent West Nile virus.

## What Can I Do to Prevent WNV?

The easiest and best way to avoid WNV is to prevent mosquito bites.

- When you are outdoors, use insect repellents containing an EPA-registered insect repellent. Follow the directions on the package.
- Many mosquitoes are most active at dusk and dawn. Be sure to use insect repellent and wear long sleeves and pants at these times or consider staying indoors during these hours.
- Make sure you have good screens on your windows and doors to keep mosquitoes out.
- Get rid of mosquito breeding sites by emptying standing water from flower pots, buckets and barrels. Change the water in pet dishes and replace the water in bird baths weekly. Drill holes in tire swings so water drains out. Keep children's wading pools empty and on their sides when they aren't being used.

## What Are the Symptoms of WNV?

- **Serious Symptoms in a Few People.** About one in 150 people infected with WNV will develop severe illness. The severe symptoms can include high fever, headache, neck stiffness, stupor, disorientation, coma, tremors, convulsions, muscle weakness, vision loss, numbness and paralysis. These symptoms may last several weeks, and neurological effects may be permanent.
- **Milder Symptoms in Some People.** Up to 20 percent of the people who become infected will display symptoms which can include fever, headache, and body aches, nausea, vomiting, and sometimes swollen lymph glands or a skin rash on the chest, stomach and back. Symptoms can last for as short as a few days, though even healthy people have been sick for several weeks.
- **No Symptoms in Most People.** Approximately 80 percent of people (about 4 out of 5) who are infected with WNV will not show any symptoms at all, but there is no way to know in advance if you will develop an illness or not.

## How Does West Nile Virus Spread?

- **Infected Mosquitoes.** Most often, WNV is spread by the bite of an infected mosquito. Mosquitoes become infected when they feed on infected birds. Infected mosquitoes can then spread WNV to humans and other animals when they bite.
- **Transfusions, Transplants, and Mother-to-Child.** In a very small number of cases, WNV also has been spread through blood transfusions, organ transplants, breastfeeding and even during pregnancy from mother to baby.
- **Not through touching.** WNV is not spread through casual contact such as touching or kissing a person with the virus.

## How Soon Do Infected People Get Sick?

People typically develop symptoms between 3 and 14 days after they are bitten by the infected mosquito.

## How Is WNV Infection Treated?

There is no specific treatment for WNV infection. In cases with milder symptoms, people experience symptoms such as fever and aches that pass on their own, although illness may last weeks to months even in healthy persons. In more severe cases, people usually need to go to the hospital where they can receive supportive treatment including intravenous fluids, help with breathing, and nursing care.

## What Should I Do if I Think I Have WNV?

Milder WNV illness improves on its own, and people do not necessarily need to seek medical attention for this infection though they may choose to do so. If you develop symptoms of severe WNV illness, such as unusually severe headaches or confusion, seek medical attention immediately. Severe WNV illness usually requires hospitalization. Pregnant women and nursing mothers are encouraged to talk to their doctor if they develop symptoms that could be WNV.



National Center for Emerging and Zoonotic Infectious Diseases  
Division of Vector-Borne Diseases



CS234798-A

## Kidnapping or Missing Student

### General Procedures

1. Upon discovering that a child is missing or abducted, immediately inform school administration. Obtain a detailed description of abductor, including physical appearance, type and color of clothing, and make, model, color and license number of any vehicle used in the abduction. Also obtain a detailed description of clothing worn, time, and location when the child was last seen.
2. Treat custody dispute cases as possible kidnapping situations.
3. Consider generating an informational flyer to parents about the dangers of abduction, especially if the incident took place en route to school.
4. Consider increasing security at school.
5. Notify the School Police (323.887.7916).

### IC Responsibilities

#### Abduction

1. Call 911 and advise of the abduction.
2. Provide the 911 operator with a description of vehicle with license plate number, if known.
3. Notify custodial parent.
4. Provide support services as needed.
5. If this abduction was witnessed by other students, notify their parents, as the children will be upset.
6. Brief SERT on the situation and arrange for counseling for the next day.

#### Missing Student

1. Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
2. Call 911 and parents of missing student.
3. Check student's locker and desk for any indication of why incident occurred.
4. Interview student's friends for information.
5. Contact students' teacher(s).

## **Teacher/Staff Responsibilities**

### **Abduction**

1. If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
2. If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way.
3. Immediately notify the office and provide as many details as possible.
4. Maintain control of remaining students.

### **Missing Student**

1. Immediately notify the office when advised that a student is missing.
2. Assist IC with questioning of friends and fellow classmates as to why student is missing.
3. Maintain control of remaining students.

## Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Pages 103-109: Biochemical or Chemical Release.

### **General Procedures**

1. Based on the location and extent of the crash, the IC will declare a Lock Down – Response or evacuation.
2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.
3. Call 911.
4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive.
5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives.
6. The IC will direct the first aid team to check for injuries and provide appropriate first aid.

## Police Activity in the Neighborhood

Police activity in the neighborhood might be an incident or situation of criminal nature occurring in the vicinity of or on the school site that constitutes a clear and present danger to the welfare of the students and staff. Such occurrences might include police stake outs, pursuit of suspected criminals, SWAT situations, gang disturbances, intruder or hostage situations, civil unrest, etc.

### General Procedures

- Stay calm
- Move away from the threat and notify the IC
- Account for all students in your charge

### IC

- Issue a Lock Down- Team Response (or a Lock Down – No Team Response if your campus has open hallways)
- Notify 911
- Secure the building
- Take attendance
- Students and staff will remain indoors until the All Clear signal is given.
- Be prepared to keep students at school until police have cleared the area.

If a suspect is encountered (whether in possession of a weapon or not), move in a non-threatening manner and direct students (if applicable) away from the direct view or contact by suspect.

If the assailant is in possession of a weapon, DROP, COVER, and HOLD ON. If you have students with you, first direct the students to do the same.

If the situation permits, make note of as many details as possible such as:

#### VEHICLE

- License plate number
- Type of vehicle
- Color of vehicle
- Damage to vehicle
- Occupants (number and ethnicity)
- Weapons (type and number)

#### PERSON

- Height
- Weight
- Color of hair
- Clothing (type and color)
- Weapons (type)
- Ethnicity

In the event gunfire is heard, everyone should be instructed to lie flat on the ground.

## Severe Weather

In the event of a severe weather situation such as heavy rain, lightening, wind, or hail the IC will determine which action, if any, should be implemented. When necessary, the staff will take immediate action for the safety of the students without waiting for directions.

### **General Procedures**

1. Provide care for students at the site.
2. Listen to weather updates and stay informed ([www.nws.noaa.gov](http://www.nws.noaa.gov)).
3. Keep away from windows and doors.
4. Evacuate the buildings and move to a safe location if necessary.
5. Evacuate the site to another facility if necessary.
6. Being student release procedures at the direction of the IC.
7. Upon official request, the site or portions thereof will be converted to a mass care shelter.



## **Flood/Mudslide/Flash Flood**

Los Angeles County contains some of the steepest and most erosive mountains in the world, the San Gabriels, with elevations reaching 10,000 feet above sea level. Below steeply walled canyons lie large coastal plains with a high population density. When heavy rains come, there is a significant potential for floods and mudslides.

In 1914, when the population of the Los Angeles Basin was about 700,000, a four-day storm produced more than 19 inches of rain in the San Gabriel Mountains, resulting in floods causing \$10 million in damage.

Floods in 1938 caused \$70 million in damage in Southern California, and in 1969 floods caused \$400 million in damage and 60 deaths.

In the 1990s, serious flooding happened in 1992, '93, '95 and '08.

The predicted extent of the flood and the amount of time available before it arrives will determine the course of action to be taken. The IC may initiate many of the emergency actions considered necessary. The greatest danger of flooding is from a flash flood.

## **General Procedures**

1. Call 911.
2. The IC will keep a battery-powered radio turned to a local radio station for information.
3. Determine appropriate response signal (Lock Down – Response or Evacuation).

## **Hurricanes**

Definition: hurricanes are severe tropical storms that spiral around a calm center known as the eye. Wind speeds range from 74 miles per hour to a high of 220 miles per hour. Hurricanes may be accompanied by other severe storm hazards such as lightning, tornadoes, and flooding.

**Hurricane Advisory** – tells where the storm is located, the intensity of wind speeds, and the direction of movement.

**Hurricane Watch** – is issued for an area when there is a threat of hurricane conditions within 24 to 36 hours.

**Hurricane Warning** – is issued when hurricane conditions are expected in a specific area in 24 hours or less.

## **Lightning**

Definition: lightning is produced in all thunderstorms. In general, if you are close enough to a storm to hear thunder, you are close enough to be struck.

1. Move inside as quickly as possible
2. If a building is not available, move into a car with windows rolled up
3. If outside – spread out, keep several yards apart from each other

## **Severe Winds/Tornadoes**

Definition: Tornadoes are extremely violent localized windstorms. A tornado is characterized by a funnel cloud that reaches to the ground with wind velocity inside the funnel as high as 200 miles per hour. Tornadoes are usually part of a severe thunderstorm and may be accompanied by lightning, high winds, floods, and flash floods from extremely heavy rainfall.

**Tornado Watch** – indicates that conditions are right for a tornado to develop and that the sky should be watched.

**Tornado Warning** – indicates a tornado has been sighted or is spotted on radar.

Warning of hurricane/severe wind/tornado will come from local authorities. If high winds develop during normal hours of operation, the following emergency actions should be taken:

1. If outside, proceed with caution to nearest building, if time permits. If time doesn't permit lie flat on ground, preferably in a ditch or culvert if nearby.
2. Students and staff should be assembled inside buildings; avoid auditoriums, gymnasiums, and other structures with large roof spans.
3. Implement Duck, Cover, and Hold On if necessary.
4. Close windows and blinds.
5. Move away from windows and remain near an inside wall on lower floors if possible.
6. Relocate students from classrooms bearing full force winds.
7. Have maintenance staff shut off gas and electrical power.

## Sex Offense

All sex offenses, whether committed by or against a minor, are extremely serious and must be dealt with by school staff in an appropriate manner. The offenses may take the form of rape (consensual or not), indecent liberties, exposing, etc. When any of these or similar offenses occur or are suspected, the following procedures must be followed:

1. Regardless of when or where a sex offense occurred, the employee receiving the complaint must report to his or her principal/supervisor immediately.
  - a. If the victim is a student, also notify the ICPS, and the local police department.
2. The school principal/supervisor will notify the student/victim's parent or guardian, if appropriate, only after consulting with police or ICPS.
3. The school principal/supervisor will consider contacting the Police Department and/or Integrated Child Protective Services as well as notifying the victim and/or the family of available services, including immediate counseling, ongoing support, medical and legal advocacy, and a 24-hour crisis phone (858.560.2191).  
If law enforcement is involved the crisis counseling can be done at the police station, the school site or the medical facility. Counseling services will be provided while a medial exam is being conducted.
4. If, after thorough investigation, the alleged perpetrator is identified as a student, the principal/supervisor will initiate appropriate corrective action and notify that student's parent/guardian of the incident.

**NOTE:** All alleged sex offenses should be treated as a crime and reported to the authorities immediately. It is **not** the school's responsibility to determine if a crime took place – leave that to the authorities. The school should not conduct internal investigations on alleged sexual offenses before determining if a call to the authorities is warranted.

## Spilled Bodily Fluids

### General Procedures

1. Contact the main office and locate a custodian for clean up.
2. Assess the need for medical help for the victim.
3. Wear disposable gloves and avoid getting spilled body fluids in your eyes, mouth, or open sores when assisting the victim.
4. After providing assistance to the victim, be sure to wash hands and arms with soap and water when gloves are removed.
5. If any students have been exposed to the victim's bodily fluids, send them to the school nurse for examination and care. Notify parent and request they bring clean clothes and make a medical follow up appointment.
6. The custodial staff should take special care in cleaning the body fluid spill. Use a germicidal disinfectant.
7. Place contaminated fluids and clean-up materials in plastic bags, seal bags or tie and place in a plastic-lined garbage container specially labeled for biohazard precautions.

### Body Fluids Cleanup Kit

Kits for cleaning up body fluids should be provided for each classroom, office, school bus, and other locations as requested. Use the disposable gloves and absorbent wipes to clean up the material, and then dispose of the wipes in the zip lock bag. Disinfectant is also provided to spray on the contaminated area. Wash your hands thoroughly when the area has been cleaned. In addition to the lightweight gloves provided in the kits, heavier disposable gloves are provided for first aid, and reusable gloves are provided for custodians.

## **Bloodborne Pathogen Cleanup Kit**

Kits are provided for the protection of all staff and students of our school. The following is a list of supplies and procedures for the use of our Bloodborne Pathogen Cleanup Kits:

### **Supply Items:**

- Instruction sheet for body fluid spill cleanup
- 1 quart Rubbermaid bowl and lid
- 2 pairs latex rubber gloves
- 2 large disposable towels
- 1 ½ gallon zip lock bag
- 1 8 oz. package of Sani-sorb bits
- 1 4 oz. Bottle of Virahol Disinfectant cleaner
- 1 large bandage

### **Cleanup Procedures:**

10. Open Rubbermaid bowl and put on latex gloves.
11. Open up package of Sani-sorb bits and sprinkle the drying material over contaminated area.
12. Using the zip lock bag and using the disposable towels, pick up the dried material and put it in the zip lock bag.
13. Open the 4 oz. bottle of disinfectant and pour over the contaminated spot. Allow up to ten (10) minutes for disinfectant to work on sanitizing the area; then blot up the residue with the other disposable cloth and put the fluids and cleanup materials into the zip lock bag.
14. Dispose of zip lock bag in our large outside trash container, not in room wastebaskets.
15. Replenish the kit.
16. Leave work orders for custodial staff to shampoo area of contamination.

## Student With a Gun

### General Procedures

**NOTE: IF THE STUDENT IS DISPLAYING A GUN IN A MENACING MANNER, TREAT THE INCIDENT AS A HOSTAGE/ARMED INTRUDER EVENT (Lock Down – No Response).**

### **IN ALL OTHER SITUATIONS:**

1. Notify the IC.
2. Assess information
3. Keep calm until assistance arrives.
4. Contact parents of the student(s) in possession of a weapon (or toy replica, including bb-guns, lighters in the form of a gun).
5. Notify the Police (911 or School Police 323.887.7916)

### **IC Responsibilities**

1. Call 911 or School Police (323.887.7916).
2. Respond to the scene and make an assessment of the situation. If the use of the weapon is not being threatened, time is on the IC's side.
3. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
4. Wait for police officer(s) to conduct search.
5. Turn all weapons over to the police.

### **Teacher/Staff Considerations**

1. Upon being made aware of the presence of a gun in school, notify the IC.
2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student.
3. As long as the gun is not being displayed and no one is being threatened, time is on the teacher's side.
4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the teacher next door.
5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student.
6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office.
7. If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to their next class.

## **Procedures for Dealing with Intelligence Regarding Weapons**

Student has a Weapon, not on their Person, such as a locker or an empty classroom.

1. Isolate the area.
  - a. Remove all students and non-essential adults from the area to be searched.
  - b. Post individuals at the perimeter of the area – ensure no one enters the area while the search is being conducted.
  - c. Shut off bell system. Alert staff that the class schedule may be adjusted and to wait for further instructions.
2. Identify two individuals to conduct the search: one to perform the search and the other as a witness. One of these individuals should be an administrator when possible.
3. If a hand-held scanner is available, run the scanner over the student's possessions.
  - a. If the scanner is activated, carefully conduct a pat down search of the belongings.
  - b. Safely secure all weapons and contraband found.
  - c. Contact the Police and/or School Resource Officer and turn over ALL weapons.
4. If a hand-held scanner is not available proceed with a pat-down search and follow steps b and c.

Student has a Weapon on their person (intelligence – weapon has not been confirmed).

### **IC Responsibilities**

1. Call 911.
2. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
3. Wait for police officer(s) to conduct search.
4. Turn all weapons over to the police.



## Suicide or Suicide Threat or Attempt

### General Procedures

1. Always assume the victim is alive!
2. Administer emergency first aid.
3. Notify the IC.
4. Stay with the victim until help arrives.
5. Limit access to the immediate area until police arrive (treat as a crime scene).
6. Prepare an informational flyer for parents of the students in the victim's class.
7. Notify the School Police (323.887.7916).
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles County Department of Mental Health or contracted service provider).

### IC Responsibilities

#### Actual

1. Assess the situation.
2. Direct that 911 be called.
3. Declare a Lock Down-Response.
4. Direct that appropriate notifications are made.
5. Isolate all witnesses; if they are students, notify their parents.
6. Direct that personal property of the victim is secured. This includes items in classroom and in locker.
7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school.
8. If victim has siblings in other area schools notify their administrators.
9. Be prepared to deal with the media.
10. Arrange for counselors for students and staff.
11. Make contact with parents of deceased student.

#### Attempted

1. Assess situation.
2. Direct that appropriate notifications be made.
3. If required, call 911.
4. Deal with siblings as set forth above.
5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff.
6. Arrange for additional counselors if needed.

## **Teacher/Staff Responsibilities**

### **Actual/Attempted**

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.
4. Once relieved, teacher responds to his or her classroom and maintains order.

### **Rumors**

1. Treat all verbal and written threats as a serious matter.
2. Immediately notify the IC about the information.
3. Assist in the evaluation of the threat with other staff.

## Terrorist Acts

Definition: Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

Terrorism targets often include government and military facilities, infrastructures, businesses with symbolic value, religious institutions and public assemblies. Common terrorist attacks include, but are not limited to: bombs/explosives; malicious destruction of property; sabotage; arson; shootings; and the use or threatened use of chemical, biological or radiological agents.

In the event that any of the aforementioned occurs, immediately follow specific emergency response. Example: bomb or suspicious device found – follow protocols for bombs and suspicious device.

### **Warning, Intelligence or Suspicion**

In the event there is a general warning of the possibility of a terrorist act occurring within the confines of Los Angeles County, in conjunction with Administrators, Los Angeles Police Department and Los Angeles Emergency Management Agency, heighten security policies throughout the school, to include (but not limited to):

- Report suspicious personnel, vehicles or packages. Pay particular attention to school buses.
  - Confirm the identify of all bus drivers. If you are unfamiliar with the driver – contact the bus company.
  - Report all unscheduled buses on or near school property.
- Secure unused buildings or portions thereof
- Ensure positive identification and accountability for visitors
- Increase liaison with police – advise and update staff and students
- Increase patrols (perimeter and interior)
- Control and limit access to the building
- Cancel or suspend extra-curricular activities
- Inspect all buses used to transport students

## Threat of Violence

This procedure should be followed if site personnel receive a threat may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, web posting or phone call. The School Administrator should ensure that all threats are properly assessed and addressed.

### General Procedures

1. The School Administration will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team and/or Leadership Team will conduct the threat assessment utilizing the risk analysis form. A police officer should be included in the assessment.
3. The assessment team will assess the warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:
  - Category 1: High violence potential; qualifies for arrest or hospitalization
  - Category 2: High violence potential; does not qualify for arrest or hospitalization
  - Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
  - Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
  - Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the assessment team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The assessment team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The assessment team will recommend appropriate action to the School Administrator.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

## Trespasser in Building

### General Procedures

1. If the unauthorized visitor remains on the school property, notify the police or IC of the situation and implement Lock-Down procedures.
2. If the trespasser refuses to register in the office and flees the scene, obtain an accurate description and inform the office.
3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. *NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence.*
4. Teachers should recall students in halls, lock doors, and remain with their classes at all times.
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an 'all clear'.
6. Notify the School Police.
7. Prepare for possible media coverage.
8. Consider formulating an informational flyer for parents.

# Tsunami

## General Description

A Tsunami is a series of traveling ocean waves of extremely long length generated by disturbances associated with earthquakes occurring below or near the ocean floor. There are two sources of tsunamis: remote and local. Remote tsunamis have been the most frequent to hit California and are generated by earthquakes off the coasts of Japan, Alaska, Hawaii, and Chile.

The most significant remote tsunami to hit southern California was in 1960, when an 8.6 magnitude earthquake off the coast of Chile generated a tsunami resulting in 4 ½ foot waves at Santa Monica and Port Hueneme, and caused major damage to the Los Angeles and Long Beach harbors.

Local tsunamis are generated off the coast of Southern California. Since 1800, only four locally generated tsunamis have been observed. The most significant was in 1812 in Santa Barbara and Ventura County. Waves were reported at 6 to 10 feet high, and several small buildings were damaged and many ships were destroyed.

## General Procedures

1. If you feel an earthquake, Drop, Cover, and Hold On until the shaking stops. Estimate how long the shaking lasted. If severe shaking lasted 20 seconds or more, immediately evacuate to high ground as a tsunami might have been generated by the earthquake.
2. Call 911.
3. The IC will keep a battery-powered radio turned to a local radio station or a NOAA Weather Radio for information.
4. The IC will determine the appropriate response (Lock Down – Team Response or Evacuation). Follow procedures for response action ordered.
5. Do not leave the sheltered location or return to the evacuated area until it is deemed safe to do so by local officials.

## Utility Loss or Failure

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

### General Procedures

1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electric equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (School Police (323.887.7916), media).
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Pages 141-144: Explosion/Risk of Explosion

## Wild Fires

1. The IC will declare a Shelter-in-Place\*.
2. Call 911
3. This signal activates the School Emergency Response Team. Team members are to follow their pre-assigned roles as directed by the ID.
4. If inside, teachers will keep students in the classroom until further instructions are given.
5. If outside, students will proceed to their classrooms (if safe to do so). If not, teachers or staff will direct student into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
6. Upon notification from IC, teachers are to secure individual classrooms:
  - Turn off local fans
  - Close and lock doors and windows
  - Seal gaps under doors and windows with wet towels or duct tape
  - Seal vents with aluminum foil or plastic wrap, if available
7. Site Security Team will assist in completing the procedures as needed: shut down the classrooms/buildings HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
8. IC will direct the Search Team collect the attendance sheets and secure the campus.
9. Community members will be invited into the school buildings for shelter. All community members invited into the school campus will be supervised by school personnel and will not be placed in the same room with students.
10. Account for all students and staff and maintain a roster of all additional adults and children who have entered the campus.
11. Be prepared to evacuate if requested to do so by local authorities.



## Wildfires in Los Angeles County

Los Angeles County is well known as one of the world's great urban centers, but the county is also home to the 650,000-acre Angeles National Forest and a large portion of the Santa Monica Mountains National Recreational Area. Thousands of homes and located in foothill communities near these great natural areas, creating unique challenges for local fire agencies.

Since 1927, a total of 24 wildland fires have caused the loss of 1,502 homes, 830 other structures, 271,047 acres and five fatalities. The most recent major wildfires erupted in Los Angeles and surrounding counties starting in the Angeles National Forest above Altadena on October 27, 1993. Fires in Altadena and Malibu caused the loss of many homes.

\*The Shelter-in-Place signal is used to place and/or keep staff, students, and members of the community (parents, volunteers, neighbors, etc.) indoors in order to provide a greater level of protection from threats such as: airborne contaminants and wild fires. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The different between Shelter-in-Place and Lock Down is that the former invites community members inside the school building, away from the threat, and a Lock Down keeps all individuals, not in the building when the signal is declared, outside of the school campus.

## Section 11

# The Recovery Phase

## The Recovery Phase

Once an incident has been contained, school administrators must manage the aftermath of a crisis with the goal of restoring learning. While law enforcement must supervise the incident to make sure the school is safe, recovery also requires emotional support. This phase may linger for days, months, and even years. Students and staff may need to be monitored for emotional and psychological needs. In addition, school administrators, law enforcement, behavioral health specialists, and emergency management officials should debrief the incident and reevaluate the safe school plan.

### **The state has a wealth of trained mental health responders who can provide “psychological first aid” to students and families.**

Research indicates that children are one of the most vulnerable groups following a disaster; however, they can better cope with a traumatic event if they receive developmentally appropriate services.<sup>2</sup> Behavioral health specialists recommend that students should receive “psychological first aid” to reduce the risks for subsequent disorders, such as an anxiety disorder.<sup>3</sup> These specialists who are specially trained in disaster behavioral health response should be made available to students and families after a traumatic event.<sup>4</sup>

Currently, all local education agencies employ school psychologists, school social workers, or school counselors who usually take the lead in response in providing “psychological first aid.” If an adequate number of behavioral health specialists are unavailable within the school system, the Department of Mental Health can provide additional specialists upon request. DMS has an abundance of volunteers throughout the State who are trained in responding to disasters. Schools can work closely with the psychological foundations, disaster response networks, and interfaith groups.

### **Identify key partners and behavioral health responders during the recovery planning.**

The plan for the aftermath of a crisis must take place in the preparation phase. For this reason, the school should increase coordination to ensure that the emotional and psychological needs of staff and students are met during the planning process. As a result, local education agencies should identify key partners and behavioral health specialists trained in responding to disasters. These responders should be developed and written into the safe school plan. In addition, recovery should include behavioral health support for first responders.

### **School officials, law enforcement officials, and emergency managers informally educate themselves on “lessons learned” from incidents around the country and state.**

During the recovery phase, it is critical to evaluate each incident with an assessment of what worked and what failed. During the school safety roundtable, the Orange County Superintendent discussed how well the school district responded to their recent school shooting incident. The superintendent noted the importance of having accurate information relayed to the media and parents through an automated telephone program. But, she also said that the school could have improved its response by separating the media rally point from the parent rally point. Currently, reviews of school incidents occur informally and anecdotally when school administrators and law enforcement officials gather at conferences or meetings.

## **Enact a formal debriefing process to help school staff evaluate their own performance and educate other schools.**

“Lessons learned” can be shared from school to school through charter publications and conferences as well as to local officials and communities. A clearinghouse of information would assist schools in improving their school safety plan.

<sup>1</sup> United States Department of education, the office of Safe and Drug-Free Schools. 2003. *Practical Information on Crisis Planning: A Guide for Schools and Communities*. Washington, DC, <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf> (accessed october 31, 2006).

<sup>2</sup> American Psychological Association Practice. Reactions and Guidelines for Children Following trauma/ Disaster. American Psychological Association. <http://www.apa.org/practice/ptguidelines.html>

<sup>3</sup> National Child traumatic Stress Network and National Center for PTSD. 2005. *Psychological First Aid: Field Operations Guide*.

<sup>4</sup> National Conference of State legislatures. 1999. School violence: lessons learned. *State Legislatures Magazine*.

Section 12  
**Plan Maintenance, Training and Vital  
Record Retention**

## **School Emergency Operations Plan Maintenance**

Palisades Charter High School Emergency Operations Plan is designed for efficient update and additions. The responsibility of maintaining the document is assigned to the Principal.

The Principal will conduct a thorough review of the plan annually:

Updates shall be distributed every year as needed or when there are significant changes.

This Plan is a management tool. The Sections of the Plan can be easily updated with minor modifications when there are changes to the school organization, systems, and/or new functional positions are added. It does not need updating every time site procedures change.

Individuals with emergency assignments are to review their procedures and related information after activation, either simulated in drills or as an actual response. Individual Checklists are revised as needed. Additionally, individual users are encouraged to add supplemental materials to their Sections for a complete "response ready" Plan.

The Checklists are designed to be used as worksheets. New and revised Checklists can be reprinted after activation. If additional pages are added and the school does not wish to renumber the entire Section, new pages can include the letters A, B, C, etc., respectively after the last page of the Checklists and inserted into an existing document.

It is not necessary to reprint the entire document each time it is updated. The footer date should always be kept current and can include the word "Revised" to indicate the update.

### **Training Program**

This Plan is consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) guidelines. The guidelines provide standardized training modules with competency requirements for each level of activation and responsibility. At a minimum, the following training program is recommended:

#### **Orientation**

All PCHS employees will attend a Plan review and orientation training either as a facilitated class.

## **Training**

The Principal and staff with emergency assignments in the Command Post should attend periodic special management Table Top Training in order to become familiar with the applied theory of the Incident Command System and functional management coordination.

### School Site Requirements

#### "What If?" Scenarios

PCHS will incorporate two "What If?" scenario discussions annually. "What If" scenario's can be found in the Supplemental CD for the School Emergency Operations Plan.

#### Table Top Exercise

PCHS will conduct one table top exercise annually. Table top exercises can be found in the Supplemental CD for the School Emergency Operations Plan.

#### Emergency Drills

PCHS will conduct one emergency lock-down drill annually. Sample scenario's and evaluation sheets can be found in the Supplemental CD for the School Emergency Operations Plan.

Fire drills will be conducted two (2) times during each school year.

Earthquake / "Duck, Cover, and Hold On" drills will be conducted five (5) times during each school year.

## **Vital Record Retention**

PCHS Technology Department is responsible for protecting vital records, and the maintenance of the back-up system, and archiving schedules.

## Section 13

# Homeland Security Advisory



## Homeland Security Advisory Recommendations

(Based on American Red Cross Homeland Security Advisory American Red Cross – [www.redcross.org](http://www.redcross.org))

<b>SEVERE (Red)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Listen to radio and TV for current information and instructions</li> <li>• Be alert and immediately report suspicious activity to Police 911</li> <li>• Close school if recommended to do so by appropriate authorities</li> <li>• 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff, and faculty.</li> <li>• Offer lessons from Masters of Disaster "<i>Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>" curriculum.</li> <li>• Ensure School Emergency Response Team members are available for students, staff and faculty.</li> </ul>
<b>HIGH (Orange)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and immediately report suspicious activity to Police 911</li> <li>• Review emergency procedures and supplies</li> <li>• Offer lessons from Masters of Disaster "<i>Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>" curriculum.</li> <li>• Discuss children's fears concerning possible terrorist attacks in consultation with School Emergency Response Team.</li> <li>• Prepare to handle inquiries from anxious parents and media.</li> </ul>
<b>ELEVATED (Yellow)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and immediately report suspicious activity to Police 911</li> <li>• Ensure all emergency supplies are stocked and ready</li> <li>• Distribute copies of <i>Terrorism: Preparing for the Unexpected</i> to students, staff and parents.</li> </ul>
<b>GUARDED (Blue)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and immediately report suspicious activity to Police 911</li> <li>• Provide safety training to staff and practice emergency drills</li> <li>• Review emergency supplies and supplement as necessary</li> </ul>
<b>LOW (Green)</b>	<ul style="list-style-type: none"> <li>• Ensure School Emergency Operations Plan is current with team members and emergency telephone numbers</li> <li>• Offer American Red Cross "Masters of Disaster" curriculum on emergency preparedness for natural disasters.</li> <li>• Ensure selected staff members are trained on first aid and CPR.</li> </ul>

Master of Disaster Lesson Plans can be found at <http://redcross.org/disaster/masters/>

## Section 14

# Terms and Acronyms

## Terms and Acronyms

All Clear: Verbal Command that signals the end of evacuation when conditions are acceptable for reentry of buildings, or that the crisis has ended.

Assembly Areas: Designated meeting areas for students, employees, and visitors during emergency evacuation of all school buildings.

Drop Cover, and Hold On: Shelter position under tables or desks or other protected places away from overhead fixtures, windows, high cabinets, and bookcases, for immediate individual protection during an emergency.

Emergency Evacuation Plan: Official procedures for evacuation of all effected students, employees, and visitors to the school buildings upon order of the Principal and/or upon building alarm system activation, in the event of an emergency.

Fire Alarm: Intermittent audio alarm that signals evacuation of buildings.

Mitigation Phase: Phase of emergency management for site-specific action to minimize hazards and reduce the potential for injury or damage in an emergency.

Preparation (Preparedness) Phase: Phase of emergency management for employee in-service training in emergency responsibilities, such as prevention of injuries and property damage, first-aid and other response and rescue operations, and for acquisition of adequate supplies and equipment required to respond to an emergency.

Recovery Phase: Phase of emergency management for the initiation of short-range and long-range recovery plans at each effected site to return to normal operations following an emergency.

Response Phase: Phase of emergency management in which all employees take appropriate steps in an emergency situation to put the emergency plan into action.

School Emergency Response Team: Employee group assigned to perform a specific emergency function, such as Communications, Medical, Safety and Security, or Search and Rescue.

School Emergency Operations Plan: Plan to protect the safety and welfare of student, employees and visitors in the offices, schools, and programs operated by the school and to assure the continued operation of the essential services of the school during a period of emergency.

Site Coordinator: One person per building who functions as liaison between the command site and work site during an emergency.

## **Acronyms**

<u>ATF:</u>	Bureau of Alcohol, Tobacco, Firearms and Explosives
<u>ARC:</u>	American Red Cross
<u>BT:</u>	Bioterrorism
<u>CDC:</u>	Center for Disease Control
<u>CP:</u>	Command Post
<u>CT:</u>	Chemical Terrorism
<u>DMH:</u>	Department of Mental Health (Los Angeles County)
<u>DOH:</u>	Department of Health (Los Angeles County)
<u>DSR:</u>	Damage Survey Report
<u>EMA:</u>	Emergency Management Agency
<u>EOC:</u>	Emergency Operations Center
<u>FEMA:</u>	Federal Emergency Management Agency
<u>IC:</u>	Incident Commander
<u>ICP:</u>	Incident Command Post
<u>ICS:</u>	Incident Command System
<u>MACS:</u>	Multi-Agency Coordination System
<u>NIMS:</u>	National Incident Management System
<u>OES:</u>	Office of Emergency Services (California)
<u>PIO:</u>	Public Information Officer
<u>SEMS:</u>	Standardized Emergency Management System
<u>SERP:</u>	School Emergency Operations Plan
<u>SERT:</u>	School Emergency Response Team
<u>SOP:</u>	Standard Operating Procedure
<u>SPO:</u>	School Police Officer
<u>SVA:</u>	Security and Vulnerability Assessment

## Appendix A

# Sample Parent Letters

## Sample School – Parent Letter

October 2012

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations. In fact, public schools in California are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at the school. Our school has a detailed emergency plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.

2. In the event of a serious emergency, students will be kept at school until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure to consider the following criteria when you authorize another person to pick up your child at school:

- He/she is 18 years of age or older.
- He/she is usually home during the day.
- He/She could walk to school if necessary.
- He/she is known to your child.
- He/she is both aware and able to assume this responsibility.

3. Turn your radio to KNXAM/KMPC for emergency announcements. If students are to be kept at school, radio stations will be notified.

4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents or persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates/entrances located on school campuses. Parents should become familiar with the School Emergency Operations Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also including an out-of-state

contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster or crises at school or takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Dr. Pamela Magee, Executive Director & Principal  
Palisades Charter High School

## Sample Parent Letter – Emergency Drills

Dear Parent or Guardian:

The Palisades Charter High School will be participating in an earthquake (or other type of emergency) drill on October 19 at 10:19 AM.

This drill will simulate an earthquake in the Southern California area. Schools have been built to strict building standards and they are considered the safest buildings in the community.

The students and staff will implement the School Emergency Operations Plan during the drill. The goals of the drill are to identify our ability to save lives, reduce injuries, and protect property. You are encouraged to participate in this drill. On this day your child will be dismissed at the regular dismissal time.

Prior to the drill, please talk with your family about your own home preparedness plan. Several resources are available to help you prepare at home. The American Red Cross has outstanding materials, and your own telephone directory has valuable emergency information as well. Both resources cover CPR and home preparedness.

Should you have any questions regarding this drill, please contact me directly at 310-230-6630. We appreciate your concern and will be pleased to answer your questions and address your concerns.

Sincerely,

Dr. Pamela Magee  
Executive Director & Principal  
Palisades Charter High School  
310-230-6630



## Sample Disaster Volunteer Program Notice

In the event of a major emergency occurring during the normal school day, your local elementary, middle, or high school will need the assistance of its neighbors. Supplies will be needed to provide for the children, and volunteers will be needed to assist with clean up and the care and shelter of the children until they are picked up by a designated family member or friend.

If you wish to be a volunteer at your local school campus after an emergency, you must register with the school.

After you have registered, you will receive a photo ID. Your skills inventory will be sent to the local school. That school will welcome you on campus after a disaster and have a task ready for you to complete. You may also be asked to participate in emergency drills.

## **Back-To-School Safety Reminders**

With the new school year beginning it is important for students and the public to remember they need to exercise additional caution on or around school campuses. To ensure maximum safety of all students we suggest students and parents abide by the following guidelines set by the National Safe Kids Campaign.

### **Walking to School**

Pedestrian injuries are the second leading cause of unintentional injury-related deaths among children ages 5-14. To avoid an injury, parents should:

- Never let a child under age 10 cross the street alone.
- Choose the safest route between home and school and practice walking it with children until they can demonstrate traffic safety awareness.
- Make sure children use the same route everyday and teach them to avoid shortcuts.
- Teach children to recognize and obey traffic signals and pavement markings. A flashing "walk" signal at a cross walk does not mean it is safe to cross. Children should know they must still look both ways for traffic before proceeding.
- Teach children to cross streets only in crosswalks and to walk – not run – across intersections.
- Emphasize to children that they should never enter streets between parked cars or from behind shrubbery. Such darting between objects results in the majority of child pedestrian deaths.
- Remind children not to speak to strangers (someone they don't know). If a stranger approaches a student, they should tell their parents or a teacher.

### **Riding the Bus**

Many students take the bus each day. Although bus travel is one of the safest ways to travel to and from school, injuries can still occur, and most of them take place when children are getting on or off the bus. Some safety tips for riding the bus are:

- Have children arrive at the bus stop at least five minutes before the scheduled arrival of the bus. Children should stay out of the street while waiting and not horseplay.
- Urge children to remain seated on the bus at all times and not shout or distract the driver. Children must keep their head and arms inside the bus at all times.
- Make sure children know to wait for the bus to come to a complete stop before getting on or off. Children should be made aware that the driver has a "blind spot" – the area from the front of the bus to about 10 feet behind the bus – and they should not walk in this area after getting off.

## **Riding Bicycles**

Bicycle riding is a favorite mode of transportation for children, but it can often be dangerous – bicycles are associated with more childhood injuries than any other consumer product except the car. To make sure children are safe when riding bicycles to school, parents should:

- Check with the school principal to make sure children are allowed to ride their bicycles to school, as some schools do not allow it.
- Make sure children wear their bicycle helmets at all times while on their bicycle. Head injury is the leading cause of death in bicycle accidents. Studies say helmets can reduce the risk of head injury by as much as 85 percent.
- Teach children to obey the rules of the road. They should know that the same rules that apply to other vehicles apply to them also. Bicycle riders should be on the right-hand side of the road, and should travel in the same direction as other traffic. They should also know and use appropriate hand signals.
- Choose the safest route between home and school and practice it with children until they can demonstrate traffic safety awareness.

## **Driving**

Motor vehicle accidents are the leading cause of unintentional injury-related deaths among children age 14 and under, according to the National Safe Kids Campaign. Some 75 percent of these accidents occur within 25 miles of home, and 60 percent take place on roads with posted speed limits of 40 mph or less. Important safety guidelines parents should follow are:

- Always use child safety seats and/or safety belts correctly when driving or riding in a car.
- Drop children off as close to school as possible so they do not have to cross streets. Make sure children enter and leave the car on its curb side.
- Use the school's designated student drop-off and pick-up zone.

It is important for parents to remember to always set a good example for children, whether walking, riding or driving.

## DEATH NOTIFICATION

The difficult task of delivering death notifications is the responsibility of the law enforcement personnel. They have the training and resources necessary in carrying out such a notification.

In the event a victim survivor comes into contact with school personnel prior to law enforcement providing notification, escort the family to a private, comfortable setting until law enforcement personnel arrive, but defer giving out information.

## **Sample Statement**

### **Initial Announcement**

**Date:**

**To:           Student and Staff**

**From:       Executive Director and Principal**

**Subject:    (Student/Staff Member Death of Serious Injury)**

---

We have just learned of a tragedy involving a member(s) of our school. I regret to announce that \_\_\_\_\_ has died/been in a serious accident. As soon as we have more details, we will pass the information on to you.

I will be contacting the family to offer our support. You will be informed as to what the family may need/have planned and how/what you might do to comfort them.

This is a very difficult time for all of us so it is important that everyone stays in their classes and adheres to their regular schedules.

Our Crisis Assistance Team is on campus to help students, staff and parents who may need support in dealing with this situation. Your teachers will advise you of the location and times available for this support. Our counseling is located in Room \_\_\_\_\_ beginning \_\_\_(time) through \_\_\_\_\_(time).

Remember we will give you additional information as soon as it is available.

## Sample Faculty Memo

**Date:**

**To: Faculty and Staff**

**From: Executive Director and Principal**

**Subject: Accident on Campus**

---

We have had a tragic accidental death of a student in one of our third grade classrooms this morning. You may have heard the commotion and seen emergency personnel enter the building.

The children may be anxious and upset. Please advise them there has been an accident and the police and fireman are here to help. Encourage them to express their fears and scary feelings. The sirens and ambulance may remind them of accidents in their neighborhood or home. Reassure them that there is no danger to them – they are safe.

Please do not permit students to enter the north hallway. Exit the building and re-enter the west entrance to reach the cafeteria or gym. If your classroom is located in the north wing, remain in class until you are notified further.

We will give you additional information as soon as it is available.

## Sample Faculty Memo

**Date:**

**To: Faculty and Staff**

**From: Executive Director and Principal**

**Subject: Death of a Staff Member**

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You may be aware that one of our teachers \_\_\_\_\_ died last night at 10:30 p.m. He/She collapsed at his/her home. The paramedics were called and he/she was transported to \_\_\_\_\_ hospital. He/she was unconscious and did not recover. The doctors assume it was a heart attack but the final 'cause of death' ruling is pending.

This is such a sad situation. It is difficult to lose a friend, colleague, and teacher who has been at \_\_\_\_\_ school for over \_\_\_\_\_ years. Thank you for being supportive and caring with each other at this difficult time.

Please advise your student so they will hear the sad news from you and hopefully prevent the spread of rumors.

The Crisis Assistance Team is available to all adults in the \_\_\_\_\_ and for students in the \_\_\_\_\_. Please send students needing assistance to the \_\_\_\_\_ with a pass.

If you would like a Crisis Assistance Team member to discuss the situation with your class, call the office and help will be there immediately. If any faculty or staff member needs assistance during class time, arrangements will be made to cover your class in your absence.

Information concerning services is pending and will be provided to you as soon as it is made available.

## Sample Faculty Memo

**Date:**

**To: Faculty and Staff**

**From: Executive Director and Principal**

**Subject: Student Death**

---

On Tuesday, May 7<sup>th</sup>, one of our students, \_\_\_\_\_ was killed at an intersection near school. Apparently a car drove through a stop sign and hit \_\_\_\_\_ in the crosswalk. He/she was taken to \_\_\_\_\_ hospital where he/she died at 5:46 p.m.

The driver did not originally stop, but later returned to the scene and turned himself into the police.

Since the accident occurred near the school, a number of students witnessed the tragic event. The Crisis Assistance Team will be on campus to provide support and counseling for all students affected. Crisis team members will meet with students, in the library, to assess their needs.

Since a large number of students may be upset by this, enclosed are some special passes to be used to send students to the library.

Information regarding funeral arrangements will be provided as soon as it is made available.



Date

Dear Parents:

It is with deep sorrow that I report to you that one of our 9-12 grade students was struck and killed by a vehicle while walking to school this morning. I know you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time however, we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Executive Director and Principal

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our 9-12 grade students, \_\_\_\_\_, died from a sudden illness. I know that you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time, however, we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Executive Director and Principal

## Sample Internet Safety Letter

Dear Parents and Guardians:

Palisades Charter High School prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written from home computers and posted to popular "chat rooms" or "message exchange" Web sites. Such sites as MySpace.com contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

The popularity of these Web sites seems to be growing. MySpace.com, for example, is said to have over 57 million members and has become one of the most popular "message exchange" sites among students nationwide.

Unfortunately, some of these Web sites are being used by child predators, "cyber bullies," and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called "cyber bullies," mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

Palisades Charter High School has blocked the use of facebook.com and similar Web sites from our school computers. We will continue to block objectionable material as we deem appropriate.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. Myspace.com, for example, is public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written at Myspace.com is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally going to <http://www.facebook.com> (outside source). The service is free, and users may register using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search results by entering the name of your city.

You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this Web site.

### **Helpful Tips and Resources**

We encourage you to talk with your son or daughter about the potential of the Internet. Ask if they have an account with Myspace.com or similar Web sites. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. Some Web sites offer parental or family guidance for Internet safety; for example: SafeKids.com, located at <http://www.safekids.org>, and Web Wise Kids, located online at <http://www.webwisekids.org>, by telephone at 866-web-wise, or by e-mail at [webwisekids2@aol.com](mailto:webwisekids2@aol.com).

Palisades Charter High School will continue to provide Internet security within our school. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact me.

Sincerely,

Executive Director and Principal

## Appendix B

### Four phases of emergency response/crisis management

## **General Information Regarding Emergencies**

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency preparedness plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

### **Mitigation Phase**

Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, education of parents, students and teachers, and reducing the potential damage either to structures or their contents.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

### **Preparedness Phase**

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

## **Response Phase**

**Pre-Impact:** Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

**Immediate Impact:** Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Command Posts and EOCs may be activated, and emergency instructions may be issued.

**Sustained:** As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

## **Recovery Phase**

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

## **Four phases of Emergency Management and Crisis Response**

### Phase One: Prevention/Mitigation

Objective: Lessening the Probability of a crisis

- Establishing a safe learning environment for all students and staff.
- Staff development and training for all members of school community including parents, volunteers, and neighbors.
- Collaboration with community agencies, health and social services agencies, neighbors, law enforcement, faith organizations, chamber of commerce, and political entities.
- Youth Development Programs that serve as resources to the school, students, parents, and community.
- Evidence-based model programs.
- School safety assessments by an outside agency – School Safety Plan.
- Policies and Procedures.
- Accessibility.

### Phase Two: Preparing

- Give police an updated blueprint of the school for their files – update annually.
- Develop a school Emergency Response Kit.
- Adopt district School Emergency Operations Plan and update site specific information.
- Develop School Emergency Response Team.
- Adopt district procedures related to emergency response.
- Assign roles and responsibilities to staff members.
- Practice emergency response drills.
- Develop communication system proximal (on campus) and distal (off campus).
- Translators/Bilingual resources – parent’s unification center.
- List of Community Support Services/Resources.
- Be prepared to deal with a variety of crisis (i.e.: natural disasters, riot, see EOP for complete list).
- Legal issues/confidentiality.



### Phase Three: Response

- Follow procedures outlined in the School Emergency Operations Plan.

### Phase Four: Recovery

- Be aware of legal issues.
- Return to school.
- Conduct an impact assessment.
- Implement the recovery plan (based on the assessment).
- Provide on-going debriefing for students, staff and parents.
- Provide for physical needs.
- Coordinate mental health services for students, staff and parents.
  - Assess psychological needs (on-going)
  - Provide safe rooms
  - Provide on-going support and debriefing as needed
  - Provide classroom activities for teacher
  - Communicate with parents
  - Be aware of connection between trauma and suicidal thoughts and actions
- Decide how to handle funerals and memorials.
- Be sure to acknowledge and thank those who assisted.
- Know and connect with resources.
- Prepare for later reactions.

## School Administrator's Emergency Planning Checklist

### Preparedness

- Has your school fully implemented the School Emergency Operations Plan?
- Are you, your teachers, and your staff aware of everyone's roles and responsibilities under the plan?
- Does your plan incorporate the principles of NIMS?
- Is your staff trained to perform the responsibilities under NIMS and the School Emergency Response Team?
- Have you had drills and exercises that involve the performance of NIMS and SERT responsibilities?
- Have you conducted an inventory of the kinds of skills or needs of your staff? Have you conducted training in first aid, damage assessment, search and rescue and fire suppression?
- Does your staff know the location of the main gas, electricity and water shut-off valves? How many staff have been trained to check for damage and turn them off if the need arises?
- Have you made a list and a map of the location and availability of First Aid and other emergency supplies?
- Does your school have sufficient supplies (water, food, blankets) to handle emergency periods that may last up to 24 hours?
- Is everyone aware of primary evacuation routes and alternative routes? Do you drill using all evacuation possibilities?

## Mitigation

What have you done to reduce your potential losses? Which of the nonstructural hazard mitigation measures below have been completed at your school?

- Has the School Emergency Operations Plan and the performance expectation been communicated to all employees?
- Is everyone educated to how NIMS works? Do they understand the basic principles?
- Is everyone trained in how to perform the (one or two) functions they will most likely be assigned to?

The five functions of NIMS provide for the performance of many tasks. Below are some specific tasks that must be attended to:

- Do you know how to survey for damage and report your damage to the appropriate agencies?
- Does the school have an arrangement with structural engineers who will report to the school directly after a disaster to determine the damage?
- How will you determine whether total or partial evacuation is necessary?
- Have you identified an evacuation site? Is there an alternate location if you cannot use your initial site? How will students go to the alternate site?
- Do you know whether or not your school has been designated as a potential mass care shelter?
- If some students are seriously injured, do you know what you will do with them?
- Has your school established check-out procedures to be taken before a student is released to an adult?
- Have you developed emergency sanitation procedures?
- Have you identified personnel who can translate information to non-English speaking parents?

NIMS also provides for certain facilities and equipment:

- Has a primary and secondary Command Post or other central planning area been identified?
- Has the Command Post been equipped with maps of the campus, facilities and hazards in the area, an enrollment sheet for the current year, First Aid supplies, and other tools necessary to manage the emergency response activities after a disaster?
- Does your school have a back-up communications system such as a 800 megahertz or CB radio, a ham operation, or two-way radio to communicate with Emergency Operations Center? Are a number of people trained to use this equipment?
- Does your school have an internal communication system such as walkie-talkies, megaphones, or intercom?

## **Recovery**

- Identify record keeping requirements and sources of financial aid for disaster relief?
- Establish absentee policies for teachers/students after a disaster?
- Establish an agreement with mental health organizations to provide counseling to students and their families after the disaster?
- Establish alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, etc.?
- Develop a plan for conducting classes if some of your facilities are damaged including half-day sessions, alternative sites, and/or portable classrooms?
- Become familiar now with the procedures involved, and forms used, in claiming disaster assistance from the state and federal governments. Work with your local emergency service professionals to polish your cost-recovery abilities?

## Preventing the Crisis

### Key Points

- Establish a safe learning environment
- Be knowledgeable of the characteristics of students and staff
- Improve Accessibility
- Foster Resiliency
- Provide Youth Development Programs
- Provide Evidence-based Prevention Programs
- Provide individualized intervention strategies
- Provide prevention and intervention training and/or staff development in diverse youth issues
- Collaborate with community agencies, health and social service agencies, law enforcement, volunteers, parents, faith-community and neighbors
- Develop School Policies and Procedures which involve youth in decision-making and which are clear and consistently enforced
- Seek periodic school safety assessment from an outside agency

## Appendix C Reunification Procedures

## **APPENDIX C**

### **Student/Parent Reunification**

#### **I. AUTHORITY**

See School Emergency Operations Plan, section Introduction and Promulgation.

#### **II. PURPOSE**

The purpose of this appendix is to provide for the orderly and coordinated reunification of students and families of all or any part of the population of Palisades Charter High School, if an emergency situation occurs that warrants evacuating and/or closing a district or school site early.

#### **III. SITUATION & ASSUMPTIONS**

##### **A. Situation**

1. There are a wide variety of emergency situations that might require student/parent reunification.
  - a. Student/parent reunification may be needed if the school or district facility is evacuated or closed as a result of a hazardous materials transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack.

##### **B. Assumptions**

1. Some parents will refuse to cooperate with the student/parent reunification process
2. Parents may be emotional when arriving at the school
3. While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.
4. Persons other than those on the student's emergency release form will try to pick up students during an emergency

## IV. CONCEPT OF OPERATIONS

### A. General

1. Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for Student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required.
2. Palisades Charter High School and facilities must be prepared to conduct both small-scale and large-scale reunification at all times of the day both from known hazard areas and from unexpected incident locations.
3. Palisades Charter High School will use a double-gate system. Student/Parent Reunification Team members will be located in two areas. The first area, the "holding area," will be where students can wait for their parents. The second area will include both the "report point" and the "student release point" where adult care givers will report and wait for their students to join them. These will be two distinctly separate areas, but they will be in close proximity to one another. Red Cross assistance, if available, will be utilized to increase staffing, to improve the communications capabilities and the conditions at both areas, and to make available refreshments at both areas.
  - a. Holding Area Operations - Designated classroom teachers will remain with their assigned students in the holding area. Each will have the list of the students assigned to their supervision, including the exact name of their parents/guardians. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted.
  - b. Release Gate Operations - When a parent/guardian arrives at the release point, s/he will be asked for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification). When the staff member confirms the parent/guardian's identity and authority to pick up the student, the staff member will use a runner or a radio/cellular telephone to notify the staging area that the designated student(s) are to be escorted to the release point. When the student(s) reports to the release point, the staff member will have the parent/guardian sign for the student(s) on Student Release Form and the student(s) are released to the adult care giver.
  - c. If the parent/guardian must be notified that their child(ren) have been injured or for some other reason are not available for release to them, the



staff member at the release point will not indicate the status of the child but will ask the parent to report to a nearby room for further processing. The "notification room(s)" will be manned by member of the Crisis Response team.

- d. Notification Room Operations - Crisis Response Team members will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:
  - Provide available information regarding the child(ren) in a sensitive way.
  - Will assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains.
  - Will inform the parent/guardian where they are to await further information about how they will be reunited with their child(ren) or the remains of their child(ren).
  - Will assist the parent/guardian with their trauma.
  - Will make available to the parent/guardian means for communicating with other family members and supporters.
  - Will shelter the parent/guardian from media representatives.
  
- e. At the end of the day, teachers or designated team members will call all those parents/guardians who have not yet picked up their child(ren). If the parent cannot be reached, the student will be transported to his or her home by school district personnel.

## B. Student/Parent Reunification Decisions

1. The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:
  - a. How will parents and guardians be advised of what to do?
  - b. What do evacuees need to take with them?
  - c. What travel routes should be used by parents and guardians?
  - d. What transportation support is needed?
  - e. What traffic control is needed?
  - f. Does the anticipated duration of the evacuation make it necessary to activate shelter and mass care facilities?
  - g. How will reunion areas be secured?

Reunifications that must be conducted because of incidents that occur without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

## C. Traffic Control

1. Traffic will be controlled by local law enforcement agencies.
2. If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
3. Where time permits, traffic control devices such as signs and barricades will be provided by the local government or first responder agencies, upon request.
4. Law enforcement will request wrecker services needed to clear disabled vehicles from traffic routes.

#### D. Warning & Public Information

1. The Incident Commander will normally arrange for dissemination of information on the reunification process.
2. Advance Notice of Possible Early School Closure
  - a. For slowly developing emergency situations, advance warning should be given to parents as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media.
3. Reunification Notification
  - a. Reunification notification should be disseminated through all available warning systems.
4. Emergency Public Information
  - a. Warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. They are necessarily short and to the point. The public will often require amplifying information on what to do during the reunification process. The Public Information Officer (PIO) will insure that such information is provided to the media on a timely basis for further dissemination to the public. Provisions must be made to disseminate information to individuals with special needs, including the blind and hearing impaired.
  - b. Amplifying instructions for reunification may include information on the location of holding area, and specific traffic routes,
  - c. When the incident that generated the need for reunification is resolved, parents and guardians must be advised when schools will reopen.

#### E. Access Control & Security

1. During reunification, the security of the holding area is extremely important. Staff and students must be removed from any and all danger. Student Release Team, Site Security Coordinator, Search and Rescue Teams, School Police, and local law enforcement should establish access control points to limit entry into holding areas.

## F. Actions by Phases of Emergency Management

### 1. Mitigation

- a. Where possible, undertake mitigation for known hazards that have in the past led to situations requiring reunification.
- b. Seek improvement to preplanned holding areas if needed.
- c. Enhance warning systems to increase warning times and reduce the need for hasty evacuations.

### 2. Preparedness

- a. To the extent possible, identify staff, students or parents with special needs who would require assistance in during the reunification process and maintain contact information for those individuals.
- b. Identify primary and alternate reunification areas, taking into account capacities of holding area.
- c. Review the disaster preparedness plans of special facilities and advise facility operators of any changes that may be needed to make them more workable.
- d. Include reunification in the scenario of periodic emergency drills and exercises.
- e. Conduct public information programs to increase staff, student and parent awareness of possible reasons for reunification, and preplanned reunification procedures.

### 3. Response

See the General Reunification Checklist.

### 4. Recovery

- a. Initiate return of staff and students, when it is safe to do so.
- b. Coordinate temporary supervision for those whose parents or guardians cannot be contacted.
- c. Provide traffic control for return.
- d. Carry out appropriate public information activities.

<b>V. ORGANIZATION &amp; ASSIGNMENT OF RESPONSIBILITIES</b>
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**A. Organization**

1. The normal emergency organization, described in Section 4 of the PCHS School Emergency Operations Plan, will plan and carry out student/parent reunification.
2. Incident Command System (ICS) – Emergency Operating Center (EOC) Interface
  - a. As noted previously, the Incident Commander will normally determine the need for, organize, and activate the student/parent reunification team.
  - b. The Incident Commander will normally manage reunification operations at the scene.

**B. Assignment of Responsibilities**

1. The Superintendent/Public Information Officer/Designee will:
  - a. Approve release of warnings, instructions, and other emergency public information relating to reunification
  - b. Direct the opening of shelter and mass care facilities, if needed.
2. The Incident Commander will:
  - a. Identify risk areas in the vicinity in the incident site and determine protective actions for people in those risk areas.
  - b. If evacuation of risk areas and special facilities is required, plan, organize, and conduct the evacuation with the resources assigned.
  - c. Activate the Student Release Team to coordinate the reunification process
3. Student Release Team will:
  - a. Develop materials for this annex
  - b. Staff the Holding and Release Areas.
  - c. Coordinate staffing for the Notification Room
  - d. Follow all policies and procedures for reunification
  - e. Supervise the reunification site
  - f. Supervise releasing of students to their parents/guardians.

- g. Communicate with Operations regarding number of students remaining in holding area.
  - h. Coordinate with transportation regarding transport of students whose parents or guardians are unable to pick up their child.
  - i. Make arrangements for shelter of students whose parents or guardians are unavailable to pick –up their child.
4. The Student Release Team Leader will:
- a. Direct team activities
  - b. Interact with the Incident Commander to identify problems and report status.
  - c. Refer all outside requests for information to the Public Information Officer.
5. The Student Release Team Members will:
- a. Greet parents, guardians, or designees
  - b. Greet and direct parents, guardians, or designees to the notification room as appropriate.
  - c. Providing reassurance to parents, guardians, or designees
  - d. Maintain order.
  - e. Issuing a tag or other identifications only to an authorized person.
  - f. Dispatch runners to bring students to the release point.
6. Holding Area Team Leader/Assembly Area will:
- a. Report missing persons to the Incident Commander.
  - b. Direct team activities
  - c. Interact with the Incident Command to identify problems and report status.

- d. Collect the Injury and Missing Persons Report from the Team Members and make them readily available to the Incident Commander.
7. Assembly Area Team Members will:
    - a. Maintain order
    - b. Obtain reports of missing students
    - c. Interact with the Holding Area Team Leader
    - d. Verify release information when a student is requested
    - e. Assist the reunion gate team
  8. Local law enforcement and/or Site Security Coordinator and Search and Rescue Teams will:
    - a. Assist in reunification by providing traffic control.
    - b. Limited access to all areas of the school including reunification holding area.
    - c. Coordinate law enforcement activities with other emergency services.
    - d. Assist in warning the staff, students, and families.
    - e. Provide information to the PIO for news releases to the public on the reunification process
  9. The Fire Service will:
    - a. Be responsible for fire protection in the reunification holding area.
    - b. Assist in warning the staff, students, and family
    - c. Assist in evacuating the disabled and other special needs groups to the reunification holding area.

10. The Public Information Officer (PIO) will:

- a. Disseminate emergency information from the Superintendent/Principal/designee advising the public of reunification actions to be taken.
- b. Coordinate with area news media for news releases.

11. The local government or first responder agencies will:

- a. Provide traffic control devices upon request.
- b. Assist in keeping traffic routes to school open.
- c. Provide barricade and barrier to restrict entry to school areas and other areas where entry must be controlled.

12. The Transportation Officer will

- a. Coordinate transportation for students whose parents or guardians are without vehicles or who need assistance in reuniting with their children, determining and establishing pickup points if necessary.
- b. Provide information to the PIO on pickup points or special pickup routes for those who require transportation, so that this information may be provided to the public.

13. Arrange for use of suitable host facilities.

- a. Request emergency assistance from local government if assistance cannot be obtained from other sources.
- b. Ensure assigned personnel are trained and knowledge of reunification procedures.
- c. Disseminate public information to advise relatives and the general public of the status of their facilities and the students.



## **VI. DIRECTION AND CONTROL**

### **A. General**

1. The Superintendent has the general responsibility for recommending evacuation or school closure when that is the most suitable means of protecting the staff and students from a hazard.

### **B. Evacuation Area Definition**

1. The hazard situation which gave rise to the need for reunification should be continually monitored in case changing circumstances, such as an increase in rainfall or wind shift, change the potential impact area and, thus, the area that is being used for reunification.

### **C. Continuity of Government**

1. The lines of succession for the Superintendent/Principal are outlined in the District Emergency Operations Plan.
2. Lines of succession for each department and agency head shall be according to the standard operating procedures established by each department.

## **VII. ADMINISTRATION AND SUPPORT**

### **A. Reporting**

Student/parent reunification efforts should be reported to the command function and disseminated during major emergency operations. The Situation Report format is provided in EOP Forms and Resources CD.

### **B. Records**

#### **1. Activity Logs.**

The Incident Commander shall maintain accurate logs recording reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.

#### **2. Documentation of Costs.**

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

**C. Post Incident Review**

For reunifications, the Superintendent/Principal shall organize and conduct a review of emergency operations by those tasked in this appendix. The purpose of this review is to identify needed improvements in this plan, procedures, facilities, and equipment.

**D. Exercises**

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by Palisades Charter High School.

**VIII. ANNEX DEVELOPMENT AND MAINTENANCE**

- A. The Student Release Team is responsible for developing and maintaining this appendix. Recommended changes to this appendix should be forwarded as needs become apparent.
- B. This appendix will be revised annually or on an as-needed basis.
- C. Departments and agencies assigned responsibilities in this appendix are responsible for developing and maintaining SOPs covering those responsibilities.

**IX. REFERENCES**

- 1. FEMA, Guide for All-Hazard Emergency Operations Planning (SLG-101).

**X. APPENDICES**

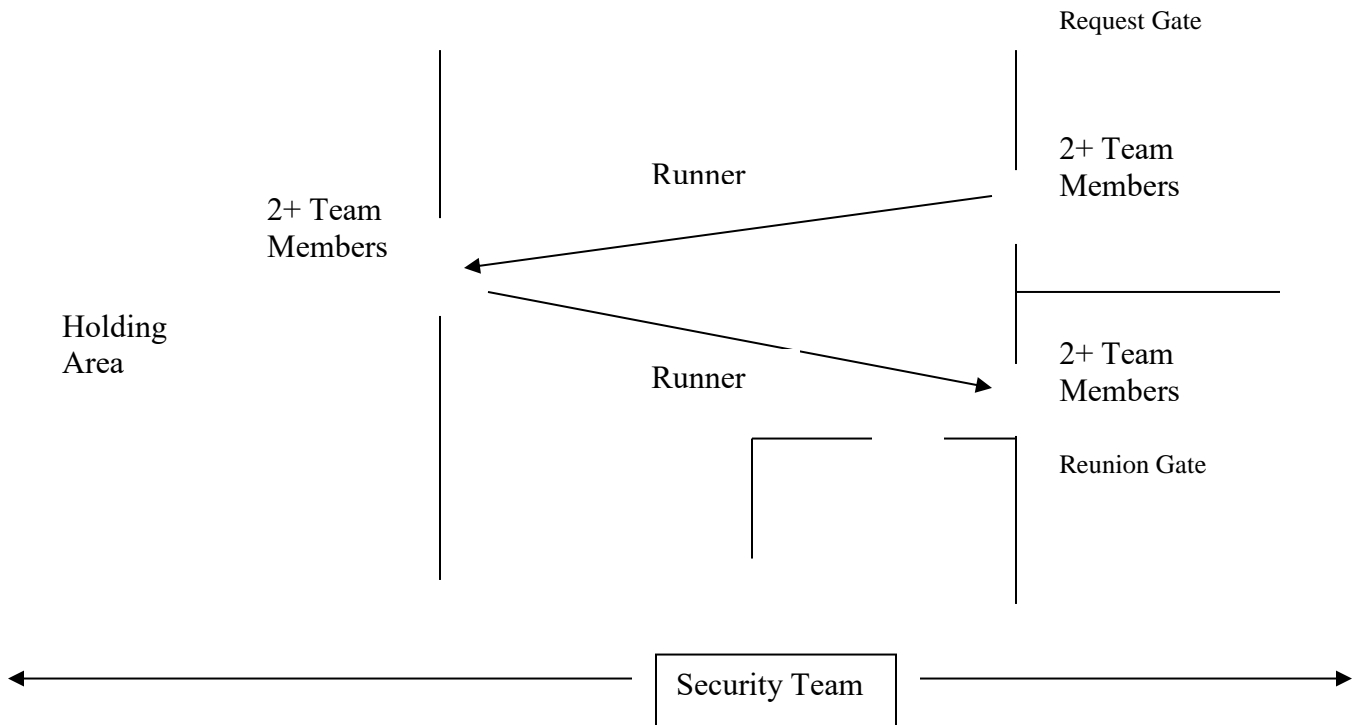
Appendix 1 Example and Explanation of Double Gate System .....

Appendix 2 Directions for Parent/Student Reunion Drill .....

Appendix 3 Reunion Sites .....

Appendix 4 Reunification Checklist .....

**APPENDIX 1**  
**Double Gate System**



The double-gated system to be utilized when laying out the Student/Parent Reunification Site is depicted above. The parents or guardians picking up a student will report to the "Request Gate" at the upper right. Signs will be posted by the Student/Family Reunification Team and Security Team Members will be stationed to assist parents or guardians in finding the "Reunion Gate." The arriving parents or guardians will be greeted by two or more members of the Student/Family Reunification Team who are working the request gate. The Team Members will provide the parents or guardians a copy of the "Student Release Form", asking the parents or guardians to complete the first section. A Team Member will then confirm the identity of the parents or guardians utilizing a government issued picture identification (driver's license, military ID, passport, etc.) and confirm that the parents or guardians are listed on the emergency data card for the student as being authorized to pick up the student. The parents or guardians will be asked to step around to the "reunion Gate" and wait for the Runner to return. [NOTE: The "Request Gate" and the "Reunion Gate" may be consolidated if there are too few Student/Family Reunification Team Members to run both locations.]

The Runner will deliver the "Student Release Form" to the two or more members of the Student/Family Reunification Team who are working at the entrance to the "Student

Holding Area." The Team Members will have the requested student report to them if the requested student is present in the holding area. A Team Member will then record on a roster they maintain that the student has been released from the holding area, check off the "Sent with Runner" entry in the third section of the "Student Release Form" and send the student with a Runner to the "Reunion Gate." If, however, the student was never at school that day (absent), is being attended to at the First Aid station, has been taken to the hospital, is not available for pickup due to some other situation, or is missing, the Team Member will make the appropriate entry in third section of the "Student Release Form" and enter comments to clarify the status. The Runner will deliver the "Student Release Form" to the "Request Gate."

When the Runner delivers the "Student Release Form" and the student (if available) to the two or more Student/Family Reunification Team Members at the "Reunion Gate," the Team Members will call for the parents or guardians picking up the student. The parent's or guardian's identification will again be confirmed utilizing a government issued picture identification. The parents or guardians will then sign for the student and depart the area with the student. If, however, the parents or guardians must be notified that the student is not available for pickup, a Student/Family Reunification Team Member will escort the adult to the Notification Room, where the notification will be made privately based on the information provided in the third section of the "Student Release Form." The Team members in the Notification Room will be responsible for helping the adult and finding answers to the resulting questions.

**APPENDIX 2**  
**Directions for Student / Parent Reunification Drill**

**What you need to do the drill:**

Identification tags / volunteers:

- ✓ 3-7 Green - Runners – can be staff / volunteers / students
- ✓ 3 Red - security / counselor type person - staff / adult volunteers -1 at each post to help calm & explain process; prevent parents from running to field to pick up students without following the process. 1 at Request & 1 at Release, & 1 at First Aid.
- ✓ 3 Yellow – request gate -staff only
- ✓ 2-3 Blue – release gate adult or older student volunteers
- ✓ 2 Orange – staff or adult volunteers - student holding & attendance station
- ✓ 1 First Aid volunteer
- ✓ Parents 4 total - BJSB; (2 B parents, 1 J parent, 1 S parent)
- ✓ Students 3 total – BSJ (if not enough people to participate, use teddy bears)
- ✓ Teacher
- ✓ Emergency Information forms completed for each of the students
- ✓ Student Release / Runner forms at Request Gate
- ✓ Orange Binders “Confidential Student Emergency Information” at Request Gate
- ✓ Signs identifying the Request, Release, Holding Areas, etc.
- ✓ Location pre-identified for parent reunion (small signs – not so visible to avoid confusion)
- ✓ Pens and/or pencils / tape / paper

**Prior to the drill:**

- Train staff and student runners in the reunion procedures
- Determine the date and time the drill will begin
- Decide location for parent request / check-in
- Post visible signs
- Place students with ID Tags in various locations - holding and first aid
- Distribute Parent ID tags to volunteers and ask them to wait at the check-in area
- Keep Emergency forms alphabetized in orange CONFIDENTIAL Emergency Information binders

**Now you are ready to start the drill**

Parents begin arriving at request / check-in

- Parent completes Release Form box 1 at Request Gate or at location in front of Request Gate
- Only Staff members can check Emergency Information forms (kept alphabetically in orange books– confidential information); staff to verify Photo ID & sign off in box 2

- Parent goes to Reunion Gate to wait (may be escorted by runner if necessary)
- Runner takes form with them then gets student from Holding-Area
- Holding-Area Staff complete box 3 & return form to runner informing runner of the student location
- Runner takes form, gets student, and goes to Reunion Gate personnel. If a student is in first aid, attendance /holding area staff will mark the first aid box on the form; runner will then go to First Aid. First Aid Security/Counselor Staff will either direct runner to bring parent back to First Aid or if student is okay to leave, release student at that point to go with runner to Reunion Gate. If student is missing, seriously injured or dead, the parents or guardian will be led to the Notification Room for further information
- Release Gate personnel checks box 4, verifies it is the same person as box 1, verifies photo ID if available or student / adult verification of identity if ID not available; Release Gate personnel signs off on box 4
- Parent or person picking up student signs in box 5, writes destination/phone, time & date
- Runner takes form back to Request Gate staff to file behind Student Emergency Form in case someone comes there looking for same student at a later time
- Runner is now ready for next form

<p style="text-align: center;"><b>APPENDIX 3</b> <b>Student/Parent Reunification Sites</b></p>
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Outdoor Reunification site #1:

Request Gate Location: **Visitors/Tunnel side gate**

Holding Area Location: Football Field

Notification Room Location: Portable on Home/Tunnel side

Outdoor Reunification site #2:

Request Gate Location: **Flag pole**

Holding Area Location: Quad and Baseball Field

Notification Room Location: A-Building

Indoor Reunification Site #1:

Reunion Gate Location: **Mercer Hall**

Holding Area Location: Classrooms, Gyms

Notification Room Location: A-Building - Attendance Office

Indoor Reunification site #2:

Reunion Gate Location: **A-Building**

Holding Area Location: Classrooms, Mercer Hall, Gyms

Notification Room Location: A-Building - Counseling Office

<b>Appendix 4</b> <b>Student/Parent Reunification Checklist</b>
--

1. Student Release Team members:

Team Leader(s)  
Head Counselor

Team Members  
Counselors  
Leadership Class

B. Reunion Box

- \_\_\_\_\_1. Copy Student Emergency Release Form
- \_\_\_\_\_2. Authorization to Release Student in Emergency forms
- \_\_\_\_\_3. Student Accounting
- \_\_\_\_\_4. Runner Form
- \_\_\_\_\_5. Signage (**REUNION SITE**)
- \_\_\_\_\_6. Class Rosters



## Appendix D



# MEMORANDUM

To: Faculty and Staff  
From: Director of Operations  
Date: August 18, 2017  
Subject: **EMERGENCY PROCEDURES**

---

Please review the emergency procedures packet on your safety pole. Remind students of the emergency signals/commands and your assembly location on the athletic field.

This packet contains:

1. The alarm signals/emergency codes and the response procedures to be implemented with your students
2. An edited version of the school safety plan (including visitors' policy and the Great Shakeout
3. A classroom assembly grid
4. A roster form for absent students

**5. Teachers need to add current print-outs of IC attendance rosters for all periods and add them to their emergency packet per semester.**

Please remember, that in case of a real disaster, everyone becomes a civil servant. Your name may not be listed on the emergency operations chart, but your assistance will be needed. **In an emergency, teachers and staff without a class or assignment should report to the outdoor stage for instructions.** If you have questions about your assignment, please contact director of Operations.

Thank you.

# **PALISADES CHARTER HIGH SCHOOL**

## **EMERGENCY PROCEDURES PLAN**

(Please keep with emergency packet)

**Revised for the 2017-2018 School Year**

Teachers are to lead safety evacuations by carrying and maintaining a safety pole with materials on procedures and roll taking in case of an emergency.

Each safety pole is stored in each classroom for easy access!

The pole "flags" contain:

1. Room number signage.
2. Safety procedures
3. Grid Assignments
5. Emergency Evacuation Attendance Roster
6. IC rosters for periods 0-7 (teachers must provide these each semester)

For a DROP, COVER, and HOLD ON drill:

A PA announcement to DROP, COVER, and HOLD ON will take place (this is in lieu of actual shaking from an earthquake.)

1. DROP, COVER, and HOLD ON with your students. If you don't do it, they won't do it.
2. Remain in this position approximately one minute until a PA announcement states that the "SHAKING IS OVER-EVACUATE."
3. Put the ALL CLEAR sign outside of your classroom for search and rescue teams to read if all students are uninjured and able to follow teacher(s) outside the classroom and to the field.
4. Follow school evacuation routes according to our safety plan. (Routes are posted on a color map in your room.) THERE IS NO TUNNEL ACCESS.
5. STICK WITH YOUR KIDS !!! Escort your students to your appropriate spot on the field. The best way to do this is to BUDDY UP with your neighbor teacher, one in front and one in back of the two classes.
6. On your designated field spot, take roll on your EMERGENCY EVACUATION ATTENDANCE ROSTER. IF STUDENTS WERE PRESENT IN YOUR CLASS, BUT NOT ON THE FIELD WITH YOU, WRITE THEIR NAMES ON THE Form. If the students are present today and ARE with you on the field, check the "ALL PRESENT." Box. Detentions will be issued for students present, but not with you.
7. Have a STUDENT RUNNER go to Jeff Hartman and the counseling department

(tunnel side, Temescal side, REQUEST gate) with your EMERGENCY EVACUATION ATTENDANCE ROSTER. Please keep your students together. YOUR STUDENTS MUST STICK WITH YOU!

8. Wait for an ALL CLEAR announcement and escort your students back to class.

9. At times, to check accuracy, we will have parents at REQUEST GATES (Jeff Hartman) asking for their students. When they arrive, we will get their students to the REUNION GATE.

10. All teachers who have a conference period are to report to PSA Area HR Director will give assignments.

### **PCHS Command Section Duties**

#### **Public Information Officer (PIO)**

Handle all press relations.

Prepare and release all bulletins, text messages, e-mails, Infinite campus

#### **Incident Commander (IC)**

Assess type and scope of emergency

Set up command post

Directly supervise campus emergency procedures.

Coordinate with security personnel, Fire Department, Emergency crew and police.

#### **First Aid Team**

Set up first aid station in a safe place; secure supplies

Administer first aid; maintain records; make hospital referrals.

If possible, seriously injured persons are to be taken to the edge of Bowdoin Street for pick up.

#### **Search and Rescue Team**

Distribute Supplies to S&R team members

Mobilizes teams to search rooms for trapped persons

communicate findings with First Aid team

#### **Assembly Area - Director of APAGS**

Obtains hard copies of student locator files and emergency evacuation roll sheets from teachers.

With counseling staff, establish procedures for reuniting parents at the school reunion gate.

#### **Security - School Police Officer and Security Team**

Secure designated entrances to campus (incl. traffic control) and Athletic Field.

Assist Administration where needed.

#### **Facilities – Plant Manager**

Report all structural, electrical and gas failures.

Responsible for gas shut-off.

**Personnel Staging Area (PSA)**

Accountable for all staff members and visitors  
Assigns staff members to various areas as needed

**COMMAND CENTER- TBD by Incident Commander**

**STAGING CENTER\*Steve Yusi, Jennifer Peeks & Anthony Burch** Distribute S&R supplies from Academic Room (old textbook room).

**Staging Center:** Check rooms to ensure everyone has evacuated Bldgs. A&B Rescue trapped persons; coordinate with first aid team; aid in shutting off utilities when necessary. Each team has 3 adults.

TEAM 1 Buildings A & G.Hall

TEAM 2 Buildings C & D

TEAM 3 Building E & F

TEAM 4 Building G & Baseball Field

TEAM 5 Bldgs. FO, Patios, Cafeteria

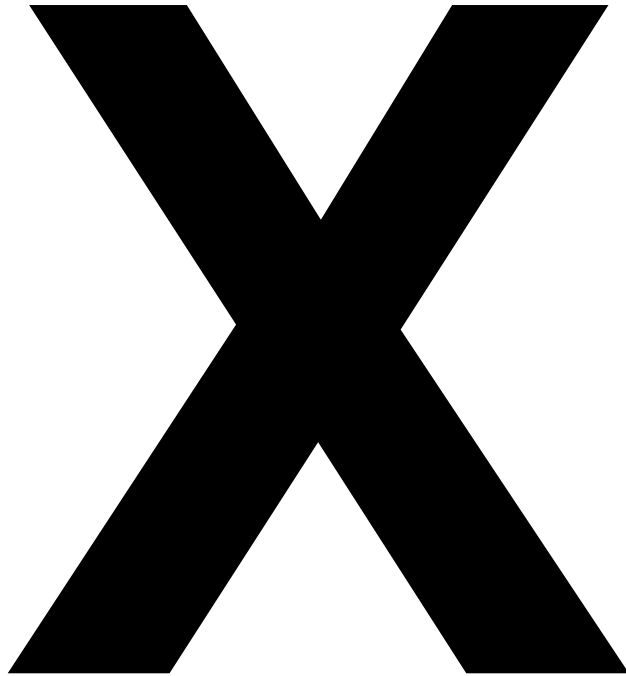
TEAM 6 Bldgs. M & M.Hall

TEAM 7 Bldgs. U & Upper Blacktop

TEAM 8 Bldgs. J & W

Elevator Crew:

# **PALISADES CHARTER HIGH SCHOOL EMERGENCY RESPONSE**



# **ROOM CLEARED**

## **PALISADES CHARTER HIGH SCHOOL**

### **Policy Bulletin**

**POLICY TITLE:** Visitors To School Campuses and Locked Campuses During Class Hours at All Schools

**ISSUER:** Monica Iannessa, Assistant Principal

**DATE:** December 7, 2009 and reissued December 20, 2012

**POLICY:** Palisades Charter High School is committed to providing a safe and secure learning environment for its students. Administrators are to ensure that on parts of the campus with fences and gates, all gates must be locked at the beginning of classes in the morning and remain locked until the end of the school day. School visitations should be monitored at all times.

As we welcome visitors to our schools, we need to inform them of our policies and procedures. Parental and community involvement in school programs and activities should be encouraged as stated in the California Education Code (Education Code § 44810 (a); § 44811 (a); § 51101, (a): (1), (2), (12)

**GUIDELINES:** The following guidelines apply.

### **STATE LEGAL REQUIREMENTS**

1. Schools must develop and post a visitor's policy.
2. All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. This does not preclude visits occurring on the same day as requested.
3. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal/designee has been obtained.

### **Policy**

Parents do have the right to:

1. Be informed in advance of the procedures for visiting the school;
2. Request and obtain approval of the principal/administrator to enter a school campus;
3. Observe in the classroom or classrooms in which their child is enrolled within a reasonable period of time after making a request;
4. Request a meeting with the classroom teacher and/or school principal/administrator following the observation; and,
5. Meet with their child's teacher(s) and/or the school principal/designee, within a reasonable period of time after making a request.

Parents do not have the right to:

1. Willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
2. Disrupt class work, extracurricular activities or cause disorder in a place where a school employee is required to perform his or her duties.

## **Procedure**

### **A. Visitor's Policy**

The law prohibits schools from setting arbitrary time limits regarding frequency and duration of visits. General expectations for visitors are:

1. Follow the established school policy in requesting a classroom visitation from the principal/designee.
2. Show government issued ID to the principal/designee, sign-in and receive a visitor's badge before proceeding to the classroom.
3. Enter and leave the classroom as quietly as possible.
4. Do not converse with the students, teacher and/or instructional aids during instructional time.
5. Do not interfere with school activities.
6. Keep the length and frequency of the classroom visits reasonable (to be determined by the activity being observed).
7. Follow the school's established procedures for scheduling an appointment with the teacher(s) and/or principal/designee after the classroom visit, if needed.
8. Return the visitor's permit before leaving the campus.

### **Administrator's Authority**

1. Adults and minors over 16 years of age who enter a school campus and fail to adhere to the posted "Visitor's Policy" or who defy the principal/designee's authority may be reported to the appropriate police agency and may be subject to criminal charges.

This policy is enforced by the California Penal Code Section 626.7, 626.8, the City of Los Angeles Municipal Code Section 63.94 and/or the Education Code § 44810 (a), § 44811 (a).



## PALISADES CHARTER HIGH SCHOOL

### Policy Bulletin

#### VISITOR'S POLICY

##### **ALL CAMPUS VISITORS:**

Need request an appointment for a visitation date and time from the main office staff after entering the school office.

Appointments may be scheduled for the same day and should be scheduled for date and time requested if possible.

Include a copy of the school's bell schedule(s)

Must show a government issued ID and fill out the Visitors On Campus Log Book in the main office to receive a visitor's badge before proceeding to the classroom.

Need to determine the classroom activity they are observing and keep the classroom observation time and frequency reasonable.

Should obtain a permit at least 24 hours in advance of scheduling an appointment with the teacher(s) and/or principal/designee.

Must return the visitor's permit to the main office before leaving the campus.

Must sign out in the main office before leaving the campus.

##### **IMPORTANT RULES FOR VISITORS:**

Enter and leave the classroom as quietly as possible.

Do not converse with the students, teacher, and/or instructional assistants during the visitation.

Do not interfere with any school activity during the visitation.

**PALISADES CHARTER HIGH SCHOOL PRINCIPAL/ADMINISTRATOR**

**VISITOR'S PERMIT**

**PALISADES CHARTER HIGH SCHOOL CLASSROOM VISITOR'S PERMIT**

Visitor's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Room #: \_\_\_\_\_

Date: \_\_\_\_\_

Expires After: \_\_\_\_\_

This is to introduce Mr./Ms. \_\_\_\_\_

\_\_\_\_\_ to \_\_\_\_\_

Relationship

Student's name

Approved by:

\_\_\_\_\_

Administrator Name

Signature

**FYI: For teacher reference only. This is a main office and admin reference sheet.**

Administrators will divide and keep in communication with radios or cell phones.

<p><b>EVACUATION PROCEDURE</b></p> <ol style="list-style-type: none"> <li>Possible reasons for an evacuation to be initiated:             <ol style="list-style-type: none"> <li>An incident after a lockdown;</li> <li>Fire;</li> <li>Natural gas leak;</li> <li>Hazardous chemical leak inside the building;</li> <li>Localized flooding;</li> <li>Fumes from an unknown source;</li> </ol> </li> <li>Persons who can call for an evacuation:             <ol style="list-style-type: none"> <li>Administrators;</li> <li>IC</li> <li>Law enforcement;</li> <li>Office staff or campus administrators are to call 911.</li> </ol> </li> </ol> <p><b>Evacuation Drill</b></p> <ul style="list-style-type: none"> <li>An evacuation drill maybe initiated by personal contact from an administrator or law enforcement officers or via an announcement over the intercom.</li> </ul> <p><b>Classroom teachers</b> should:</p> <ol style="list-style-type: none"> <li>Listen for specific directions.</li> <li>Immediately instruct students to shut off monitors, Bunsen burners, welding equipment, etc.</li> <li>Locate and take attendance book and emergency pole</li> <li>Turn off air conditioner/ handlers if possible;</li> <li>Turn off lights;</li> <li>Close windows;</li> <li>Close doors but do not lock;</li> <li>Place yellow X on outside of door if your room is cleared</li> <li>Exit quickly but do not run;</li> <li>While exiting, scan areas for anything out of the ordinary; glance at neighboring classrooms to ensure all students have exited;</li> </ol> <ol style="list-style-type: none"> <li>Get students to <b>Safety</b> <ul style="list-style-type: none"> <li>Go to your designated spot on the football field (or alternate location).</li> </ul> </li> <li><b>Sit</b> them down and <b>Supervise</b> at all times;</li> <li>Take role – send attendance sheet to the request gate</li> <li>Keep students quiet in the event of further directives;</li> </ol> <ul style="list-style-type: none"> <li>An administrator will signal all personnel when the building is safe to re-enter. Wait for the “All Clear”</li> </ul>	<p><b>BOMB THREAT PROCEDURE</b></p> <ul style="list-style-type: none"> <li>As caller calls in threat, ‘Bomb Threat Information Form’ should be completed. (see Backside)</li> <li>Immediately after receiving a bomb threat call, <b>notify 911</b> (use non-emergency number if it is a drill – state that the campus is having a drill.</li> <li>Quickly scan your immediate area of building prior to evacuation. (Devices are more likely to be outside or in a common area.)</li> <li>If bomb threat is determined to be real, follow ‘Evacuation Procedure’ or ‘Lockdown Procedure’ as determined by threat.</li> </ul> <p><b>Note: Radios/cell phones/pagers should be turned off during a bomb threat. Electronic communication signals could trigger certain types of bombs.</b></p> <p>Turn Over For Bomb Threat Form</p>	<p><b>LOCKDOWN PROCEDURE</b></p> <p>The lockdown/shelter-in-place code is “Lockdown” or an administrator will inform you in person.</p> <ol style="list-style-type: none"> <li>Reasons for a lockdown to be initiated:             <ul style="list-style-type: none"> <li>An out of control person who is a threat to the safety of our students, staff, or himself/herself;</li> <li>Someone who has a gun or weapon;</li> <li>An intruder;</li> <li>Hazardous chemical outside the building;</li> <li>A weather related event;</li> </ul> </li> <li>Persons who can call a lockdown;             <ul style="list-style-type: none"> <li>Administrator;</li> <li>IC</li> <li>Law enforcement;</li> <li>Office staff;</li> </ul> </li> </ol> <p><b>LOCKDOWN CHECKLIST</b></p> <ul style="list-style-type: none"> <li>Parents were informed prior to a drill or after an actual event. _____</li> <li>Scenario was reviewed with staff prior to the event. _____</li> <li>Student/staff went inside, closed the doors, and closed and locked all windows. _____</li> <li>Roll call of students and staff. _____</li> <li>Turn off air conditioning/exhaust fans. _____</li> <li>Close drapes and curtains. Window panel in door should be unobstructed. _____</li> <li>Rooms were designated for people to go to during a drill. _____</li> <li>Turn off pilot lights, but electricity should remain on. _____</li> <li>Call 911 (non-emergency # 1234 during drill) and alert Main Office _____</li> <li>Check whether anyone left the building during drill or actual event. _____</li> <li>Debriefing after drill or event. _____</li> </ul>
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**BOMB THREAT INFORMATION FORM**

(Be calm and courteous; do not interrupt the caller; quietly notify an administrator)

Name of person receiving the call: \_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_ Length of call: \_\_\_\_\_ Caller ID #: (\_\_\_\_) \_\_\_\_\_ Race: \_\_\_\_\_

***Check appropriate information:***

**Caller is:**

\_\_\_\_ male; \_\_\_\_ female; \_\_\_\_ adult; \_\_\_\_ youth;

**Caller's Voice Characteristics:**

\_\_\_\_ loud; \_\_\_\_ soft; \_\_\_\_ deep; \_\_\_\_ raspy; \_\_\_\_ high-pitched; \_\_\_\_ persistent;

**Caller's Language:**

\_\_\_\_ excellent; \_\_\_\_ poor; \_\_\_\_ fair; \_\_\_\_ profane;

**Caller's Manner:**

\_\_\_\_ irrational; \_\_\_\_ rational; \_\_\_\_ angry; \_\_\_\_ calm; \_\_\_\_ nervous; \_\_\_\_ sober; \_\_\_\_ drunk; \_\_\_\_ emotional;  
\_\_\_\_ incoherent; \_\_\_\_ laughing; \_\_\_\_ voice is familiar;

**Background Noises:**

\_\_\_\_ street; \_\_\_\_ animals; \_\_\_\_ music; \_\_\_\_ voices; \_\_\_\_ work place noises;

**Sample questions to ask caller:**

When will it go off? \_\_\_\_\_

How much time is left before it goes off? \_\_\_\_\_

What kind of bomb? \_\_\_\_\_

Where are you now? \_\_\_\_\_

How do you know so much about the bomb? \_\_\_\_\_

What is your name? \_\_\_\_\_

Why did you plant the bomb? \_\_\_\_\_

## LOCKDOWN PROCEDURES

1. If you hear, “LOCKDOWN” over the intercom or a staff member announces the lockdown in person: **The objective is to move away from the threat and get to the nearest secure shelter. Classroom teachers and staff** are to:

- a) Quickly glance outside the room you are in. Direct any students or staff members outside into the room immediately.
- b) Lock the door.
- c) Lower or close any blinds.
- d) Barricade the room.
- e) Prepare to evacuate and take counter measures if necessary.
- f) Place students away from sight of doors or windows.
- g) Turn out lights and computer monitors.
- h) Keep students quiet and calm.
- i) Instruct everyone to silence all electronic devices, including cell phones.
- j) Take roll only if it is safe to do so. Pass around attendance rosters for students to PRINT first and last names.
- k) Dial 911 if this is a real emergency (**For drill purposes only**, dial 1234 to notify school office operators of emergency.)

\*PLEASE TURN IN YOUR ROSTERS TO THE MAIN OFFICE AS YOU SIGN OUT AT THE END OF THE DAY.

2. All staff members should locate and hold an emergency roll sheets prior to turning out the lights. The rosters will aid in accounting for all students should an evacuation be necessary.

**Notes for different locations (assuming you are not affected by a direct threat in your area):**

- Physical education classes being held in the **gym** should move into a locker room, lock all doors, and find a safe area.
- Nurses/cafeteria workers/support staff** should stay in the area they are in, secure the doors, and turn out the lights.
- Any students in the **cafeterias** should stay with cafeteria staff.
- If teachers and students are in the **bathrooms**, block the door
- Anyone in the **hallway** should move to the closest classroom immediately.
- Students and staff in the **library** should remain in the library.
- If students and/or staff are left **outside** the school buildings, they should move away from the threat towards one of the rally points\*. SERT member will help them to reunite once the lockdown has been lifted.

Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. **Never open doors** during a lockdown. Law enforcement officers and administrators will have keys to open the doors.

1. **For drill purpose only** - an administrator will signal all personnel if the lockdown has been lifted with an “ALL CLEAR” PA Announcement.

3. If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. At the rally point, teachers should take roll to account for all students present in class.

## Appendix E

### Early Release/Reunification Procedures

# Early Release/Reunification Process

## Admin:

Team will evaluate the situation and make the early release decision.  
Pam Magee will be the Lead/IC for non-emergency process & communication

## Teachers:

Once an early closure has been called please –

- Stay in/return to your classroom – All students will be send back to class for the release process – you are still personally liable
  - **Take roll**
  - **Do not dismiss until indicated to do so**
- Report to PSA if you have a conference period
- Listen to PA/Intercom announcements
- Release students with self-checkout privileges (they will have a special ID). If they do not have their ID, check IC roster, a flag will appear on your section rosters and on Infinite Campus accounts
- If possible, show students their set of instructions (below) to ensure the process goes smoothly, either by printing copies or showing it on your overhead/board
- Hold all other students in your classrooms until you get notified by Pali Staff via phone, intercom or runner to release a specific student.
- Students will need to report to Mercer Hall to be reunited with their Parent/Guardian
- Limit the use of Hall passes to emergencies only

## **Staff:**

All staff members without SERT assignments need to report to PSA for assignments (greeters, phones, infinite campus checking, runners, etc.)

## **Parents:**

Starting with the 2017-18 school year Pali will provide you with a self-release option for your student.

In the case of an early school closure due to an unforeseen event (i.e. Inclement Weather, Loss of Utilities) you will be notified by one or all of the following methods: email, Schoology, text, and/or phone call.

- If you checked the self-checkout box on the school emergency card, your student will be released on their own recognizance at the early release time determined by administration
- If you checked “hold my student on campus”, your student will be held until the normal release/dismissal time
  - Or you or one of the person(s) authorized by you on your student emergency card will need to report to the school main entrance (flag pole) with a government issues picture ID (driver’s license, Passport, Military ID, etc.)
  - \*School-coordinated transportation and school bus schedules may be affected depending on the situation – more information will be provided on that day

### **Process:**

- Report to main entrance by the flag pole with your ID
- Greeters will direct you to the right place to start the reunification process
- At the tables set up at the front of the school we will verify that you are authorized to pick up the student(s) you are requesting (tables are set up in alphabetical order by students’ last names) and hand you the claim ticket.
  - Do not lose this claim ticket. After you and your student(s) are reunited they will have a carbon copy of the one(s) you have and we will collect them as you leave to keep track of who left with whom
- You will be asked to move to reunion gate (Mercer Hall side exit) to wait for your student
- Last step – once your students arrives at the reunion gate you will be called to be reunited and staff will check and collect your tickets.

This process may seem onerous, but it exists to ensure we are not releasing students to people who are not authorized per the emergency card. We thank you in advance for your patience should we have to go through with this process.

## **Students:**

In an early release event, you will report to all your classes as usual until the release process begins, failure to do so will result in disciplinary action. Security will continue checking for hall passes for students out of class.

1. Once release begins, your teacher will check all students' IDs or Infinite Campus accounts to determine who can leave on their own.
2. If your parent asked that we not release you on your own, you will wait in class until regular release or until your parent(s) check you out. \*
3. You will be given a reunification slip that needs to be matched with your parent or guardians' slip in order for you all to be allowed to leave
4. If you do not have your slip, you will be redirected to the ID station to be verified. This is for your safety so that someone who is not on your emergency card does not take you.
5. \*School-coordinated transportation and school bus schedules may be affected depending on the situation – more information will be provided on that day



## Coversheet

### Campus Security - Fences, Personnel, Assessment & Potential Update/Revision of Budget

**Section:** VI. Facilities / Operations  
**Item:** B. Campus Security - Fences, Personnel, Assessment & Potential  
Update/Revision of Budget

**Purpose:** Discuss

**Submitted by:**

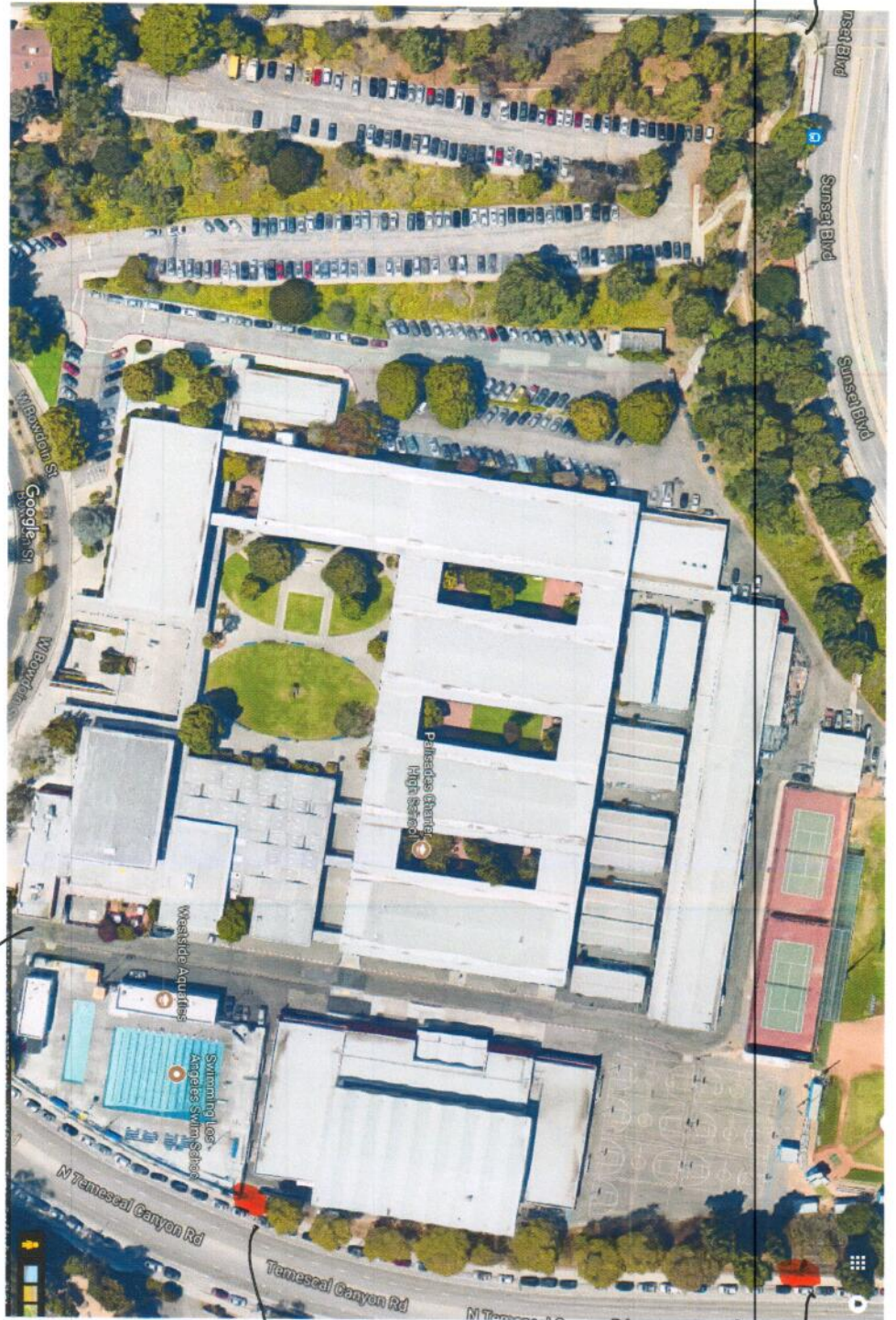
**Related Material:**

VI\_B\_Part 2\_Push Bar Gates for Board Discussion\_10\_17\_17.pdf

VI\_B\_Part 3 Fences Personnell Assessments - PCHS Physical Security Assessment.pdf

VI\_B\_Part 1\_Assessments\_Front of School Fencing Outline for Board Discussion on 2017-10-17.pdf

Existing Gates to have  
Push- Bars Added



New Push- Bar Gates



WORLD-1 SECURITY SPECIALISTS 1051 CANDACE LANE, LA HABRA, CA 90631

October 13, 2017

Dr. Pamela Magee  
Executive Director  
PCHS  
15777 Bowdoin Street  
Los Angeles, CA 90272

Dear Dr. Magee,

Attached is the World -One Security Specialists' (World-1) report covering our survey and assessment of the state of physical security and safety at PCHS. This report details our survey process, process management, and infrastructure and technology recommendations.

Tim Garrow, Bryan Tae, David Welp, Dave Ko, Joon Lee, and myself appreciate the opportunity to work with you and other administrators at PCHS throughout this important effort. Thank you again for giving us the opportunity to provide our services.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Straka".

Peter Straka  
World-1 Security Specialists



PALISADES CHARTER HIGH SCHOOL  
15777 BOWDOIN STREET  
LOS ANGELES, CA 90272



## SECURITY ASSESSMENT REPORT AND RECOMMENDATIONS

OCTOBER 2017

Prepared by:



WORLD-1 SECURITY SPECIALISTS  
1051 CANDACE LANE  
LA HABRA, CA 90631

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## INTRODUCTION

In October 2017, World-One Security Specialists (World-1) was commissioned to conduct an assessment of the PCHS campus. The objective of the assessment was to identify the current state of security at the school, and subsequently develop recommendations for improvements that would aid PCHS in its safety improvements. Our goal is to help PCHS in reducing risks and enhancing campus safety. This report details the observations, findings, and recommendations of our professional security consultants.

The details contained in this report could place PCHS students, faculty, staff and facilities at some risk due to various security vulnerabilities being identified and reported. As such, it is our recommendation that this document be considered confidential as a precaution in the protection of persons and facilities.

Throughout the assessment process, we received excellent cooperation from PCHS Administration and staff members we interviewed. We believe these individuals were candid in sharing their opinions about the current state of campus security and safety, as well as identifying potential issues and concerns. Their cooperation was an important component in helping us to gain a comprehensive understanding of the current safety and security state.

## INTRODUCTION-continued

A security assessment is a necessary first step in developing a comprehensive security plan.

Safety and security in our nation's schools continue to concern administrators, parents, teachers and students. The range of issues encompasses a wide spectrum of possible scenarios; the challenge to school administrators can appear overwhelming. A key tool in being adequately prepared is to complete a safety and security assessment.

In a school setting, a safety and security assessment examines many possible emergencies in which the safety or security of students or school personnel could be endangered. The assessment is a necessary first step in developing a comprehensive emergency response plan — encompassing both the scope of the emergency and the demographic/geographic extent of an institution.

The assessment should evaluate every safety and security situation in terms of:

Prevention and Mitigation: What steps should be taken before an emergency arises that could prevent or mitigate that emergency?

Preparedness: Are resources and personnel in place and trained for each possible situation?

Response: Has a detailed response been formulated for each scenario?

Recovery: What recovery steps will the institution take once the emergency is abated?

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The assessment also should uncover the need for agreements and communication channels between an institution and local government and law-enforcement agencies. Sustainable training for personnel must be analyzed and developed as part of the comprehensive plan; simply handing out a binder with procedures is inadequate without regular training and drills. Technology, equipment and student records, both existing and planned, should be cataloged and incorporated.

Although crime in schools has decreased significantly over the past decade (according to statistics from the National Center for Education Statistics), other potential emergencies may arise. For example, the advent of the H1N1 flu virus (swine flu), now defined as a pandemic, means the control of infectious disease assumes perhaps as much importance as controlling gang activity did 10+ years ago.

Education institutions that have never conducted a safety and security assessment should do so. Without a comprehensive assessment, there simply is no rational way to develop an emergency plan, budget for safety and security implementation (e.g., equipment, training, personnel), or ensure parents and staff that the school has a plan in place. Some districts or campuses may feel they have addressed safety and security adequately or even may have conducted an assessment. In these cases, they should periodically review their emergency plans to keep them current and refine/enhance; schools are not static environments, and emergency planning should be reviewed on an annual basis or whenever new concerns arise.

Assessments should be performed by individuals with professional qualifications in school security, and in cooperation with administrators, staff and other key constituents in the school community. Such individuals might include in-house security staff, a trained school resource officer from a local police agency, or an independent professional security consultant with school-specific security experience.

Could a school administrator conduct an assessment of his or her own school? A common-sense approach and an appropriate understanding of basic security principles could enable an administrator to perform an assessment. However, the outcome from a self-assessment likely will be more limited than if the assessment were done by a trained school security specialist. Checklists used in self-assessments may be prepared by individuals with inadequate school security experience or by individuals who are unfamiliar with the K-12 environment. Efforts to assess safety and security may be more credible (and perceived as such) if an experienced security professional is brought in.



## INTRODUCTION-continued

Each school, district or campus will have its own distinct set of safety and security issues. Real differences exist among urban, suburban and rural districts, and the safety and security assessment of each should be tailored to the specific situation. But every institution should employ established safety and security standards against which the assessment is conducted. The most critical standards are those that address visibility within a building and on campus, control of entry points, availability of emergency exit points, the ability to lock down a school facility, and emergency communication systems. The purpose of established standards is to anticipate safety and security issues, as opposed to merely reacting to the most recent emergency.

An assessment leads to policies that are followed during emergencies. It also can direct administrators to lower-level problem areas that are facility-related and, hence, correctable during construction or renovation. Several key areas typically arise as potential problems:

- **Restrooms:** Because students or visitors feel that the privacy of a restroom enables them to act undetected, restrooms are a frequent source of problems. Although video cameras are an unacceptable intrusion in a restroom, placement at restroom entrances in highly visible locations is recommended.
- **After Hours Events:** Activities in which students and public guests interact should be assessed. Schools hold various sporting events, programs and public meetings; how attendees enter and move through the school is paramount. Access to a facility should be limited only to those areas necessary for attendees of after- hour events.
- **School Parking Lot:** A large portion of people who enter a school site will do so via the parking lot. At high schools and colleges, many students arrive and leave by automobile as well; parking lots are a source of many lower-level safety issues. Traffic control, drop off points and visibility all are critical parking concerns that may be overlooked in a safety and security assessment.
- **Peripheral Site Protection:** Many non-intrusive fencing options are available. Video cameras may be an appropriate tool to monitor exterior areas as well.
- **Routes:** The daily route of students, staff and parents. Where does each person normally travel during the school day, and how can that route be as safe as possible? Some schools use forced entry points — requiring visitors to enter only at defined points. What kind of visibility exists at the forced entry points? Is there a system in place that admits and monitors visitors who enter there?

## METHODOLOGY

The assessment process included a physical survey of the PCHS Campus. This included the perimeter, parking lots, the front of the school, tunnels, and other key areas across the campus. We also conducted a review of current security operations and current security technologies. We had discussions with administrators and staff, both during and after our physical survey of the campus. These discussions provided important information about the current security and technologies, as well as some areas of concern.

The survey and assessment was conducted by Tim Garrow, Peter Straka, David Welp, Bryan Tae, and Dave Ko. Our process consisted of interviews and visits to the PCHS campus. This included access to buildings, as well as discussions with the Administration, among other activities. Input was received from a section of staff with whom we had an opportunity to interact. In each instance, we found those with whom we had conversations to be direct, candid and genuinely interested in personal and property security at PCHS.

It is our belief that safety and security matters in an academic setting is a delicate balance of preparation, risk prevention, responses to potentially dangerous situations, and the effective use of campus facilities for day-to-day use. Therefore, a "complete systems" approach is necessary. This includes the implementation of security and safety technologies combined with appropriate policies and procedures, as well as the use of trained security personnel to the campus.

PCHS safety and security efforts need to be consistent with the risks inherent in all high school campus environments. In addition to this, PCHS has unique geographic and demographic characteristics that must be accounted for. The key to successful safety and security at PCHS is dependent upon strong perimeter security, a viable technology infrastructure, the deployment of professionally trained personnel, and the support of administrators and school board members.

## PROJECT SCOPE

World-1 developed the following Scope of Work assertion for completing a comprehensive assessment of PCHS security operations and infrastructure. This scope of work was implemented so that we may provide specific recommendations that meet industry standards and best practices, while taking into account the current identified gaps on the PCHS campus. Important components of this plan included significant survey coordination and review efforts.

Our work activities included:

- ◆ Reviewing current security infrastructure, including: Perimeter security/fencing, the existing camera system (CCTV), motion detection system, lighting, campus access points (entrances and exits), alarm system (intrusion system)
- ◆ Reviewing and analyzing vehicle traffic on and near campus, including: school buses, personal vehicles, public transportation, pedestrian ways, parking lots, foot traffic and student flow before/during/after school
- ◆ Reviewing existing security policies, procedures, and evacuation plans
- ◆ Determining the comparability of resources at similar high schools, to the extent of similarity of campus demographics
- ◆ Interviewing staff, and administrative personnel and conducting a survey of their perception of safety and areas of concern
- ◆ Interviewing a former law enforcement professional who has 20+ years experience as a campus police officer in Los Angeles
- ◆ Reviewing all physical security technologies
- ◆ Surveying the physical facilities on campus and neighborhoods adjacent to school

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PALISADES CHARTER HIGH SCHOOL  
SECURITY ASSESSMENT REPORT AND RECOMMENDATIONSADMONITION

Full implementation of the recommendations included in our assessment cannot fully guarantee that the PCHS campus or the surrounding areas will be crime-free or totally safe without risks. This report is meant to assist in reducing the potential for incidents by providing professional opinions and suggestions for enhancing the effectiveness of security resources by improving and further implementing security solutions and technologies. However, the security equipment we are suggesting is only one part of PCHS' complete security system. Additional components of the overall security strategy must include the application of effective policies and procedures, the awareness, training, and cooperation of staff, the selection, recruitment and retention of security staff, and emergency and crisis preparedness.

Our recommendations reflect our understanding of security issues at the time of our survey. We realize that security, safety, emergency management and crime prevention/reduction strategies are dynamic in nature. As campus functions and activities change or facility conditions are modified or expanded, some of the assumptions made during this review process will also change. As such, perimeter security, technology, and policies and procedures should be routinely reviewed and updated to reflect changes in the environment and the expectations of members of the PCHS community.

## PCHSCAMPUS OVERVIEW

PCHS is a highly desirable public school in Southern California. This is reflected by an admissions waiting list with over 1,000 students, and that approximately 40% of the student body come to PCHS from more than 100 different Los Angeles zip codes. Geographically, the campus is bounded by Temescal Canyon Road to the east, Sunset Boulevard to the north, and El Medio Street to the west. It is uniquely bisected by Bowdoin Street, which runs between the stadium and the main campus area of the school.

PCHS academic buildings and layout are also unique in many ways. The campus is wide open and accessible from multiple directions on the west and south sides. With a public street bisecting the campus, it has a feel closer to that of a small junior college than a high school. The buildings are connected by a series of outdoor walkways, and with the exception of the "A" building, all classrooms are entered and exited from the exterior of the buildings. In addition to hosting classes on regular school days, the PCHS campus is also used for things such as a Sunday Farmer's Market, meetings, sporting events, and other activities that attract local citizens and others who otherwise may not be associated with the school. PCHS operates seven days a week when all sporting events, permits, and special events are taken into consideration.

We believe that PCHS students, staff, administration, and parents should not be hindered by unreasonable concerns about the public safety of self or property. PCHS is a unique place with communities composed of directed individuals challenged with study, learning, teaching, activities, and athletics. Therefore, it is important to recognize and consider such distinctiveness in developing meaningful recommendations relative to safety and security that will not interfere with any campus function.

## RISKS, OBSERVATIONS AND RECOMMENDATIONS

Risks were assessed through our observations, and our recommendations were made on the following pages. These pertain to the results of our survey in the following areas:

- ◆ CPTED
- ◆ Security Organization and Services
- ◆ LADWP Electrical Transformer
- ◆ Intrusion Detection Systems
- ◆ Security Video - CCTV Systems
- ◆ Electronic Access Control
- ◆ Perimeter Security
- ◆ Student Violence
- ◆ Emergency Preparedness
- ◆ Parking
- ◆ Cash Handling

## CPTED

All of our recommendations are based on CPTED, or Crime Through Prevention Environmental Design:

CPTED principles are applied easily and inexpensively during building or remodeling projects, and have been implemented in communities across the nation. Designers and architects have always integrated resistance to natural threats — fire, earthquakes, floods, harsh weather—into their works. In recent years designers and architects have begun to recognize crime as a man-made hazard which can be resisted through quality design.

What is the secret to CPTED? It is the use of design to eliminate or reduce criminal behavior while at the same time encouraging people to “keep an eye out” for each other. These are just a few of the ingredients that go into creating an effective CPTED environment... that is, safer, more livable communities.

We encourage a wide selection of CPTED techniques and strategies as well as some traditional crime prevention methods. However, it cannot not replace the on site, professional CPTED survey. Evaluation of the site and the surrounding area is needed to properly survey a particular design.

## II. CPTED STRATEGIES

CPTED design strategies have evolved over time. While many of the actual techniques have been in use for hundreds of years, it has only been in the last few decades that urban relationship between the built environment and criminal behavior. Each of the following CPTED strategies offer guidelines to improve the security at your campus.

### Natural Surveillance

The placement of physical features, activities, and people in a way that maximizes visibility is one concept directed toward keeping intruders easily observable, and therefore less likely to commit criminal acts. Features that maximize the visibility of people, parking areas, and building entrances are: unobstructed doors and windows, pedestrian-friendly sidewalks and streets, front porches, and appropriate nighttime lighting.



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## CPTED

### Territorial Reinforcement

Physical design can also create or extend a sphere of influence. Users are encouraged to develop a sense of territorial control while potential offenders, perceiving this control, are discouraged. This concept includes features that define property lines and distinguish private spaces from public spaces using landscape plantings, pavement designs, gateway treatments, signage, and open( "CPTED")fences.

### Natural Access Control

Natural access control is another design concept directed primarily at decreasing crime opportunity by denying access to crime targets and creating a perception of risk for offenders. People are physically guided through a space by the strategic design of streets, sidewalks, building entrances, landscaping, and neighborhood gateways. Design elements are very useful tools to clearly indicate public routes and discourage access to private areas and structural elements.

### Maintenance

Lastly, care and maintenance allow for the continued use of a space for its intended purpose. Deterioration and blight indicate less concern and control by the intended users of a site and indicate a greater tolerance of disorder. Proper maintenance prevents reduced visibility due to plant overgrowth and obstructed or inoperative lighting, while serving as an additional expression of territoriality and ownership. Inappropriate maintenance, such as over-pruning shrubs, can prevent landscape elements from achieving desired CPTED effects. Communication of design intent to maintenance staff is especially important for CPTED related ideas to be effective.



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## RISKS, OBSERVATIONS AND RECOMMENDATIONS

### EFFECTIVE SECURITY TECHNOLOGIES

As part of our assessment activities, we met with several key campus stakeholders to gather an understanding of the current security technologies installed on campus and the process for technology, planning, implementation, management and monitoring. The security technologies discussed included: Intrusion Detection Systems (IDS), Security Video (CCTV), Electronic Access Control (EAC) and Emergency Notification.

Our survey process included a review of the current security technologies installed and a discussion with both the Operations and IT Departments, who share in the management and maintenance of these systems. Although core technologies have been standardized for the most part, there is a lack of standards for their overall selection, implementation, and use. In some cases, the implementation of security technology is done on a program-by-program basis and is often based on a perceived need or available funding rather than being part of a coordinated, system-wide initiative. The IDS system, for example, has been disabled and not in use for a considerable amount of time although the system appears to function.

### WHY SECURITY TECHNOLOGIES?

Security technologies are very effective in helping to improve school security problems. The security technologies we are recommending (e.g., cameras, sensors) are extremely beneficial tools if applied appropriately. They can provide school administrators or security officials with information that would not otherwise be available, free up man-power for more appropriate work, or be used to perform mundane tasks. Sometimes they can save a school money (compared to the long-term cost of personnel). Defining standards for the base technologies (manufacturer) is critical, and the campus for the most part has done so for the CCTV system software, and will need to be set for the future Electronic Access Control system.

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## RISKS, OBSERVATIONS AND RECOMMENDATIONS-continued

The following risks were observed during our physical survey of PCHS campus.

### LADWP Electrical Transformer

The LADWP electrical transformer located on Temescal Canyon Rd. (near the corner of Sunset) is an area we found especially concerning. The transformer was erected in the middle of the sidewalk, only a few feet from the existing chain link fence that separates the PCHS Campus from the street. Below are factors that could potentially pose a threat to personal and property safety and security:

- In the event of heavy winds, earthquakes, etc. the chain link fence or tree branches could become energized with the transformer and create serious electrocution and fire risks
- The transformer itself is high-voltage overhead, and grounded by metal posts
- This high voltage transformer is not contained inside fencing and is somewhat accessible from the sidewalk
- There are no ceramic isolators installed in the fence directly adjacent to the transformer. We did find these isolators on the fence near a much smaller transformer on Sunset Blvd.
- There is no “high voltage” or “caution” signage anywhere

### RECOMMENDATION

It is our professional recommendation that PCHS should consult with a high-voltage electrical specialist without delay. If this consultant agrees these risks are significant, steps need to be taken to mitigate the risks and improve safety.



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## RISKS, OBSERVATIONS AND RECOMMENDATIONS-continued

### Intrusion Detection Systems (IDS)

#### RISKS:

The campus has an installed IDS, yet the system is no longer on/utilized or monitored. An IDS is essential to manage and detect intrusions of security- sensitive areas after hours.

- The system needs to be re-commissioned, updated and programmed to report to an alarm monitoring service with sensor points mapped so the dispatcher can report the exact trigger location and can properly report to emergency contact personnel via a call tree. Additionally, the IDS is a supervisory tool for administration to include history reports, automated opening/closing reports, closing exception reports, etc., but none of these features are being utilized or appear to have been utilized.

#### RECOMMENDATIONS:

- Evaluate and re-commission the IDS system
- Add additional sensor points to include exterior motion sensors
- Define policies and processes for the IDS system after-hours use, arm/disarm
- All perimeter fencing can be protected by using the Borderguard system, by Tattletale. This device will be installed inside of perimeter away from the fence.
- For swimming area, fencing area is same concept as mentioned as above.
- All buildings ideally monitored in the way of door contact, window sensor and motion detector





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## RISKS, OBSERVATIONS AND RECOMMENDATIONS-continued

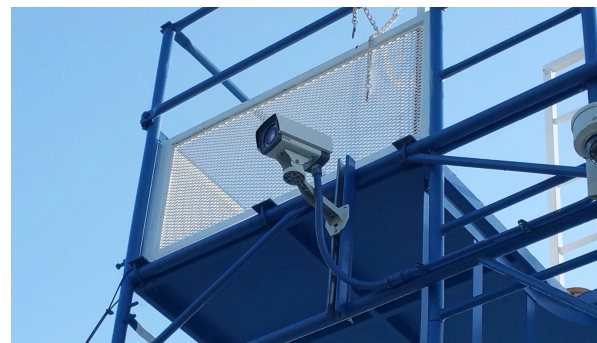
### Security Video - CCTV Systems

The implementation of security video, whether used actively or forensically, is increasingly seen across all types of organizations from higher education to healthcare to corporate, etc. It serves to augment the overall security program and in general support the protection of students, faculty, staff and property as a force multiplier, provides deterrence and is an investigative tool for criminal matters.

We did find a relatively significant implementation of cameras throughout the campus. Cameras appear to be modern stationary, mega-pixel cameras that are IP connected.

### RECOMMENDATIONS:

We find that the use of security video within the higher education environment is growing exponentially. Although privacy concerns are real, it has been our experience that many of these issues are negligible if the application of video is well-thought-out, implemented using standards and governed by an acceptable use policy developed in close collaboration with the school's legal counsel and Police. Recorded images can perhaps be classified as sensitive information whose confidentiality, integrity and availability is protected. The policy should clearly outline formalized procedures for the installation of camera equipment and the handling, viewing, retention, dissemination, and destruction of video records, as well as training, and operator codes of conduct. We recommend that footage be reviewed on a weekly basis by campus security guards, who can subsequently notify administration of any suspicious activity. Regular reviews will allow PCHS to adequately address security issues-especially overnight and other times when the school is not in session.



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PALISADES CHARTER HIGH SCHOOL  
SECURITY ASSESSMENT REPORT AND RECOMMENDATIONSRISKS, OBSERVATIONS AND RECOMMENDATIONSElectronic Access Control (EAC)

The campus does not have a system-wide Electronic Access Control and alarm monitoring system. Currently, the key control system does not include a frequent re-key program due to cost restraints. Therefore, it can be assumed, keys exist to the facility outside of the control of administration due to terminations, lost keys, copied keys, etc.

The initial phase of an implementation is to install card readers on doors used only by faculty and staff which will be monitored by the administration to include areas where there is cash handling, student and faculty records, and expensive musical, audio/video and computer system equipment. Other doors can be added during subsequent phases, and faculty and staff can be issued ID credentials through the same process as that for obtaining a physical key. As part of this initial implementation, no student typically will be issued access cards unless in the form of a Student ID.

Therefore, as the campus moves forward, it will be important to fully understand not only the design & initial implementation costs, but also any ongoing costs for future software and service and maintenance agreements and to appropriately plan and budget for this expense.

RECOMMENDATIONS:

An Electronic Access Control system should be implemented. Consideration should be given to expanding the system for use campus-wide by faculty, staff and students. Used in many secondary education environments as part of an institution-wide security solution, the EAC system can be used to manage and monitor doors to academic buildings using time schedules to lock and unlock, initiate lockdowns based on building or campus location and generally provide enhanced facility security. A possible integration with RFID badging of staff and students would permit a level of automation in ID provisioning and for facility and active directory access without excessive manual data entry. It is our view that faculty and staff should be equipped with RFID access cards, and should be required to scan these cards for entry into the parking lot and school buildings.

## RISKS, OBSERVATIONS AND RECOMMENDATIONS-continued

### Electronic Access Control

#### RECOMMENDATIONS-continued

Since the use of smart cards is part of an initial implementation, this dovetails suitably into implementing their use for other services such as cashless vending at cafeterias, checking out equipment, library materials or using copy machines, and access to sporting events, among many others. Smart card memory size, sector allocation and compatibility are all issues that will need to be explored however should this be considered.

Other useful integrations of the Electronic Access System may include:

- Intrusion detection systems to manage, operate and monitor these systems through one user interface,
- Security video to automatically associate alarm and video information to present to system operators.

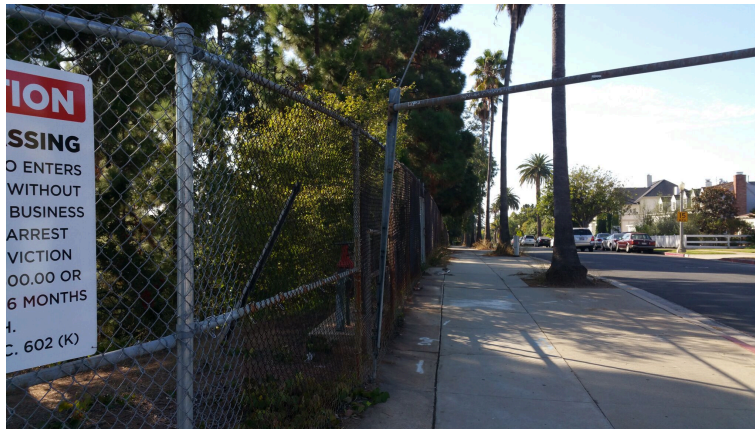




## RISKS, OBSERVATIONS AND RECOMMENDATIONS

### PERIMETER SECURITY ISSUES

- ◆ Existing Fencing
  - We found damage to the existing fence that runs on the West/El Medio, North/Sunset, and East/Temescal perimeter of the campus. This was especially glaring along Sunset Blvd. It's apparent the fencing is old and degrading.
  - There are ZERO gates along the fence on Sunset Blvd. In the case of an emergency or threat to the campus, students and staff should be able to exit campus in ANY direction. Push-bar exit only gates should be installed on all existing gates and newly installed gates.
  - Chain link makes it extremely easy to get a foot hold for climbing over



OCTOBER 2017

PALISADES CHARTER HIGH SCHOOL  
SECURITY ASSESSMENT REPORT AND RECOMMENDATIONS

### PERIMETER SECURITY ISSUES

- ◆ Lack of fence
  - PCHS is a very open campus on the south side (facing Bowdoin Street). Because Bowdoin St. is a public road, we believe that fencing should be installed to secure the entrance points--keep students in and others out.
  - Parking lots should be fenced off as well to prevent pedestrian traffic onto campus, both during school and after hours.

### RECOMMENDATIONS:

- If replacement of old/aged fencing is cost prohibitive, we recommend significant repairs to be completed on El Medio, Sunset, and Temescal Canyon fencing.
- Additional emergency exit gates should be implemented on the North/Sunset and East/Temescal sides of campus perimeter.
- Consideration should be given to installation of perimeter fencing that is more difficult to breach via climbing
- Effective access control requires that entry to and exit from a facility be regulated. A single point of entry allows for effective monitoring and control. Efforts to mitigate forced entry via the primary entrance are marginalized if secondary points of entry are not secure or easily defeated.
- Some buildings require multiple points of entry and/or have classrooms that open to the exterior. That is understandable; just realize that all perimeter points of entry must be regulated. For a point of entry to be regulated, no unauthorized person should pass through without drawing the attention of staff.
- If you cannot regulate all entrances, measures must be taken to regulate access at the campus level (extending the security perimeter) while ensuring each classroom operates with locked doors. Sites that cannot regulate access must be given priority when considering assignment of law enforcement or security personnel.



OCTOBER 2017

PALISADES CHARTER HIGH SCHOOL  
SECURITY ASSESSMENT REPORT AND RECOMMENDATIONSPEIMETER SECURITY ISSUESRECOMMENDATIONS-continuedConstruction of Fencing:

- In our opinion, it is imperative that PCHS erect fencing that will allow for the main campus area to be completely locked up overnight, on weekends, holidays, etc. This would require new fencing:
  - Across the front (flagpole area) of the school
  - Fencing off the parking lot (west of A Building) and the sidewalk/Bowdoin Street
- If BOTH proposed fences cannot be done immediately, we feel that the Parking Lot fenceshould be the main priority for security and safety on campus. This would ensure that visitors during the day are forced to a Single Point of Entry at the flagpole area which would be patrolled/controlled by security personnel.

RECOMMENDED SINGLE POINT OF  
ENTRY AT FLAGPOLE

## PERIMETER SECURITY ISSUES

### RECOMMENDATIONS (continued)

#### Use of a vestibule/double entry system

- Ideally, visitors would be granted access through a primary gated entrance then required to pass through the main office. The main office would allow visitors to enter a first entrance but the secondary entrance would remain secured without pre-screening and acceptance of the visitor.
- PCHS's campus cannot currently facilitate the use of a double entry system without major construction, therefore campus safety is required to be posted at the front entry area.
- Typically, in a high school, parking lots are an ongoing challenge for criminal activity. This includes acts of vandalism, breaking and entering of automobiles, drug dealing, fights, and criminal trespassing.
- Concerns exist with student congregation in the non-academic areas of the campus with simple "out-of-bounds" markings to separate authorized areas to include access to off campus. Students frequently congregate in areas easily accessible by the public, which is proximal to the public road. Campus safety makes an effort in this area but the current setup makes this extremely difficult to monitor.
- It is from this point that unknown person or persons have driven vehicles up onto the lawn, raised a ladder and gained access to the roof to commit acts of theft and vandalism. Staff reports finding cigarette butts and other paraphernalia suggesting that students frequently congregate in this area.

### PERIMETER SECURITY ISSUES

- ◆ Physical Education Tunnel and Main Tunnel (to/from stadium)
  - Tunnels are currently wide open, not secure
  - Safety of students during school hours could be easily compromised

### RECOMMENDATION

- Fencing should be installed around the exterior (street level) of the tunnel. On either side of Bowdoin St. it is currently very easy for students to walk or climb out (leave campus) and for unwanted persons to access students on campus.





OCTOBER 2017

PALISADES CHARTER HIGH SCHOOL  
SECURITY ASSESSMENT REPORT AND RECOMMENDATIONSRISKS, OBSERVATIONS AND RECOMMENDATIONSSTUDENT VIOLENCE

Most violence is typically student on student. On the rare occasion where violence is directed at a teacher or staff, it is usually secondary, meaning the teacher or staff were injured in the fight, but the anger was not intentionally directed at them. It was shared that there is no definitive training or information being given to faculty on how to properly respond to or intervene in fights. Other campus administrative representatives tell staff to stay out of fights, breaking up physical confrontations is the responsibility of the campus safety or police officer. Other campuses have informed faculty and staff that they have a legal responsibility to become involved when they see a physical altercation - they should do anything possible to break it up even at the risk of personal injury. Conflicting direction causes confusion among staff, and could very possibly lead to serious injury to a staff member.

RECOMMENDATIONS

A consistent standard for staff becoming involved in physical altercations should be developed. If staff members are going to be expected to step into physical altercations in an attempt to stop their aggression, staff should be provided with appropriate and ongoing training in techniques of aggression management, and in personal self-defense techniques.

OCTOBER 2017

PALISADES CHARTER HIGH SCHOOL  
SECURITY ASSESSMENT REPORT AND RECOMMENDATIONSParking

All student and staff vehicles using campus parking areas are registered with PCHS. While one "sticker" for identification might be used on all campuses and a nominal annual fee is charged, posted notices of "restricted use" of spaces is utilized in controlling use of parking areas. The clear identification of vehicles is necessary for patrolling officers.

RECOMMENDATIONS

It is recommended that perimeter gates are automated utilizing the desired access control system for future implementation to facilitate proper off-hour, non-typical access control with reporting and/or front office control. We also recommend the installation of extra lighting in the main campus parking lots.

OCTOBER 2017

PALISADES CHARTER HIGH SCHOOL  
SECURITY ASSESSMENT REPORT AND RECOMMENDATIONSCONCLUSION/THANK YOU

As many institutions have learned, it is impossible to prevent all threats from occurring in a dynamic environment with a diverse population such as that of the PCHS campus. The recommendations above are offered by our consultants as a road map for documenting the current state of the physical security infrastructure, identifying behavioral and threat issues, and hopefully encouraging the participation of all who work/teach at PCHS in the process of implementing solutions to as many of our recommendations as possible.

We would like to thank all of the staff and administrators of PCHS who helped us complete our assessment. We look forward to the opportunity to further discuss our findings and recommendations with you.

Sincerely,

Peter Straka  
World-1 Security Specialists



PCHS Fencing Discussion



1. Parking lot Fence

2. PE Fence

3. Mercer Music Fence

# Coversheet

## Campus Security Contract

**Section:** VI. Facilities / Operations

**Item:** C. Campus Security Contract

**Purpose:** Vote

**Submitted by:**

**Related Material:**

VI\_C\_Campus Security Contract - Pali Security Contract from World-One for 2017-18 as of 2017-10-13.pdf





## **PALISADES CHARTER HIGH SCHOOL**

**AND**

## **WORLD-1 SECURITY SPECIALISTS**

## **SECURITY SERVICES CONTRACT**

This Security Services Contract is issued on October 17, 2017 between Palisades Charter High School (“PALI”), and World-1 Security Specialists, a dba of Seven Shields Company, a California Corporation, (“WORLD-1”) with an address at 1051 Candace Lane, La Habra, CA 90631. As used herein, PALI and WORLD-1 may individually be referred to as a “Party” and collectively as the “Parties.”

### **1.1 SCOPE OF SERVICES:**

WORLD-1 will provide security guard services at the High School Campus sites with security personnel to patrol, monitor, and maintain an orderly school environment where secondary education programs are performed. WORLD-1 operates under PPO License # 119696.

- **Dates and Hours:**

Campus security for the 2017 -2018 school year will commence at the school campus on October 28, 2017 and will and go through June 30, 2018. The required time for security services will be as per schedule.

Unscheduled security service may be requested as needed throughout the year. A schedule will be provided with expected holiday dates. PALI will establish schedules and assignments for security personnel.

- **Security Guard Services will include but not limited to:**

Patrol the campuses and parking lots unarmed with a two-way radio.

Provide assistance to students and staff as needed.

Monitor campus safety and enforce parking, no smoking or loitering rules.

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**World-1 Security Specialists | 1051 Candace Lane, La Habra, CA 90631**

**Tel: 1 (213) 718-0435**

PALI Initials:

WORLD-1 Initials:



Remind students to return to class following break time and direct students back to class during class time.

Stay on the campus until all personnel and students have left the site.

Inform supervisor same day of any suspicious or out of the ordinary activity.

Assist in maintaining an orderly school climate, assist in the opening of classrooms, and securing campus at the end of the day, ensuring that all buildings and gates are locked before exiting the campus.

Be aware of PALI's emergency procedures and site evacuation maps.

Perform other appropriate related security functions as requested by authorized PALI representatives.

- **WORLD-1 will be responsible for:**

WORLD-1 will be responsible for providing coverage if regularly scheduled security guard is unable to cover their shift.

All security personnel must have a valid "guard card" issued by the State of California on them while on PALI sites. The security guard must wear a uniform so they're easily recognizable on campuses.

See Attachment "A" for additional requirements and conditions.

## **1.2 TERM OF AGREEMENT**

The term of the Agreement shall commence upon PALI's execution of the Agreement and shall continue through and including June 30, 2018 and may be renewed for two (2) additional 12 month periods based on funding, pricing and performance.

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### **1.3 AGREEMENT RENEWAL**

WORLD-1 will provide firm rates for the initial term of the Agreement, as set forth in Section 1.6 below. Pricing changes may be considered by PALI for additional contract terms; however, PALI may cancel the Agreement as per Section 1.5, if a requested price change is not acceptable. All contract renewals must be done in writing and signed by both Parties. Should a renewal not be entered into based on mutually agreeable terms, this Agreement shall continue on a month-to-month basis.

### **1.4 EXECUTION OF THE AGREEMENT**

Once agreed by parties, this Agreement shall be signed by WORLD-1 and returned, along with the required Attachments, to PALI within ten (5) working business days. The period for execution may be changed by mutual agreement of the parties. This Agreement is not effective until approved by PALI's Board. Any work performed prior to receipt of a fully executed Agreement shall be at WORLD-1's own risk.

### **1.5 TERMINATION OF AGREEMENT**

PALI may terminate the Agreement at any time for any reason upon 30 days' written notice to WORLD-1.

### **PROPOSED COST**

**1.6** *Please see Attachment "B".*

### **PAYMENT**

**1.7** WORLD-1 shall submit monthly invoices for services rendered to PALI, either by email, facsimile, or personal delivery. All invoices shall contain the proper pricing as specified in the Proposed Cost section above. In addition, all invoices shall include the appropriate purchase order number. Invoices not including the proper purchase order number may experience delayed payment. PALI's payment terms are Net 30.

All invoices for payment must be submitted to Palisades Charter High School, 15777 Bowdoin St. Pacific Palisades, CA 90272 and shall be in sufficient detail to understand the services provided (i.e. who provided the services, date of services, hours, description of services, etc.). PALI reserves the right to audit WORLD-1's records when deemed necessary to verify information on an invoice submitted.

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Tel: 1 (213) 718-0435

PALI Initials:

WORLD-1 Initials:



Additional hours outside of the normal schedule will be tracked and presented to PALI on a weekly basis for review and approval before being incorporated as a separate section on monthly invoices.

## 1.8 COMMONLY EDUCATED COURSES

With the passage of SB 1626 in 1998, state law requires security guards in K-12 school districts or California community college districts to complete a course of training developed by BSIS. The law took effect July 1, 2000, and effects guards working on school property for more than 20 hours per week. The training requirement affects only guards employed pursuant to a contract between a K-12 school district or California community college district and a private patrol operator.

WORLD-1 will verify that the training of the individual Security Guards includes completion of the courses identified in **Attachment "C"**.

## 1.9 MISCELLANEOUS PROVISIONS

Notice. Any notice or other communications required or permitted hereunder shall be sufficiently given if in writing and delivered either personally or by overnight delivery service or by Certified U.S. Mail/Return Receipt Requested. All notices or demands must be given at the following addresses or such other addresses and/or fax numbers as may from time to time be designated by notice given as aforesaid and delivered as set forth below:

If to PALI: Palisades Charter High School  
15777 Bowdoin St  
Pacific Palisades, CA 90272  
Attention: Director of Operations

If to WORLD-1: World-1 Security Specialists  
1051 Candace Lane  
La Habra, CA 90631

No Implied Waiver of Breach. Any waiver of any term and condition hereof must be in writing and signed by the party against whom it is sought to be asserted. A party's neglect or failure in any case or circumstance to require performance of the other party's obligations or to enforce its rights in the event of a breach by the other party shall not affect such party's right to enforce such rights and obligations in any other case or circumstance. A waiver of any individual term or condition shall not be construed as a

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**World-1 Security Specialists** | 1051 Candace Lane, La Habra, CA 90631  
Tel: 1 (213) 718-0435

PALI Initials:

WORLD-1 Initials:



waiver of any other term or condition nor, unless so provided in such written waiver, of the term or condition thereby waived in the event of a future or continuing breach by the other party, except in the particular circumstance(s) in or for which such waiver was provided.

Succession. This Agreement applies to, inures to the benefit of and binds all parties hereto, their heirs, devisees, legatees, executors, administrators, representatives, successors and assigns. Neither party may assign, delegate or otherwise transfer all or any part of its rights and obligations under this Agreement without the express prior written consent of the other.

Severability. Should any one or more provisions of this Agreement be determined to be invalid or void, the balance of the provisions shall, nevertheless, remain in full force and effect.

Time Is of the Essence. Time is strictly of the essence under this Agreement and any amendment, modification or revision hereof.

Authorized Signatures. Each individual executing this Agreement on behalf of an entity represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of each respective entity in accordance with the governing and/or formation documents of said entity, and that all representations and warranties contained in this Agreement, and any documents referenced in this Agreement, are true and correct.

Independent Counsel. Each party who is a signatory to this Agreement hereby acknowledges that it has had the opportunity to be represented by independent counsel of its own choice throughout all of the negotiations which preceded the execution of this Agreement, and that it has executed this Agreement freely, voluntarily and without any coercion whatsoever, with the consent and upon the advice of such independent counsel, or having knowingly waived the opportunity to obtain such advice. Each party further acknowledges that both it and its counsel, if any, have had adequate opportunity to make whatever investigation or inquiry deemed necessary or desirable in connection with the subject matter of this Agreement prior to the execution hereof and the delivery and acceptance of the considerations specified herein and that each of them has reviewed such documents and information that it deems necessary or appropriate concerning this Agreement. Each Party hereto acknowledges that this Agreement has been drafted as a result of negotiations between the parties, and that its terms and provisions should be interpreted in accordance with their fair meaning and not in favor or against any one party.

Entire Agreement. This Agreement and the schedules and exhibits attached hereto constitute the entire agreement of the parties with respect to the subject matter hereof, and supersedes all prior understandings or agreements, whether written or oral, with respect to the subject matter hereof. All recitals and the exhibits referred to in this Agreement are an integral part of this Agreement. They are incorporated in this Agreement by this reference as though at this point set forth in full.



Third Party Rights. This Agreement shall not be construed as conferring upon any third party any right or benefit, and any and all claims that may arise hereunder may be enforced solely by PALI or WORLD-1.

Force Majeure. Neither party shall be liable nor deemed to be in default for any delay or failure in performance under this Agreement or other interruption of service deemed resulting, directly or indirectly, from acts of God, civil or military authority, acts of public enemy, war, accidents, fires, explosions, earthquakes, floods, failure of transportation, machinery or supplies, vandalism, strikes or other work interruptions beyond the reasonable control of either party. However, both parties shall make good faith efforts to perform under this Agreement in the event of any such circumstances.

Further Assurances. Each party hereto shall furnish such information, execute such documents and take such action as the other party(ies) reasonably may request for the purpose of carrying out the intent of this Agreement.

Captions and Headings. The captions and headings throughout this Agreement are for convenience and reference only, and shall in no way be held or deemed to define, limit, describe, explain, modify, amplify or add to the interpretation, construction or meaning of any provision or to the scope or intent of this Agreement or in any other way affect the Agreement.

Remedies. The various rights and remedies provided for herein shall be cumulative and in addition to any other rights and remedies the parties may be entitled to pursue under the law. The exercise of one or more of such rights or remedies will not impair the rights of either party to exercise any other right or remedy at law or in equity.

Assignment; Binding Effect. PALI may assign this Agreement to any affiliate or subsidiary of PALI or to any successor of all, or substantially all, of PALI's operating assets. WORLD-1 shall not assign or transfer, in whole or in part, this Agreement or any of WORLD-1's rights, duties or obligations under this Agreement without the prior written consent of School, and any assignment or transfer by WORLD-1 without such consent shall be null and void. Further, any assignment or attempted assignment in violation of this Section 1.9 shall give PALI the right to terminate this Agreement immediately.

Amendment. This Agreement shall not be modified or amended except by a written document executed by both parties.

Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed to be an original but which, together, shall constitute but one and the same instrument.

PALI Initials:

WORLD-1 Initials:



## **ATTACHMENT “A” Administrative and Legal Requirements**

### **1. Fingerprinting and Criminal Records Check.**

WORLD-1 shall comply with all fingerprinting, background check and testing requirements under State and federal law including but not limited to the fingerprint requirements in Education Code Section 45125.1 and the testing requirements in Education Code Section 49406 (tuberculosis as to each employee/intern or other person which Vendor desires to place in the Program. Verification of compliance with this section shall be provided in writing to PALI prior to WORLD-1’s activities at any PALI facility or program and prior to contact with students.

A worker whom WORLD-1 intends to place at PALI shall be not be allowed to have contact with PALI students until WORLD-1 has provided written confirmation and certification to PALI that the worker has undergone a fingerprint criminal background check conducted by the Department of Justice (“DOJ”) and the Federal Bureau of Investigation (“FBI”), and the worker has no pending criminal charges for violent or serious felonies as defined in Education Code Section 45122.1, any sex offense as defined under Education Code Section 44010, or any crime involving a controlled substance offense as defined under Education Code Section 45123.

Pursuant to Penal Code Section 11105.2(c), WORLD-1 shall request from the DOJ notification of subsequent state or federal arrests or dispositions of pending criminal proceedings, for all workers whom WORLD-1 desires to place at PALI. WORLD-1 agrees that it shall not allow any person to continue to work or volunteer or provide any services at PALI. Upon receiving a subsequent arrest report from the DOJ indicating that such person been arrested for violent or serious felonies as defined in Education Code Section 45122.1, any sex offense as defined under Education Code Section 44010, or any crime involving a controlled substance offense as defined under Education Code Section 45123, WORLD-1 shall immediately remove this individual from PALI and shall indemnify and hold PALI harmless from any claims or actions that may be brought against PALI as a result of having such an individual working on PALI property.

### **2. Health Examination.**

No person shall be initially allowed to interact with students unless he/she has placed on file with WORLD-1 a certificate from a physician licensed under the Business and Professions Code indicating that a tuberculosis examination within the past 60 days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive. (Education Code Section 49406). WORLD-1 shall maintain a record of all such clearance certificates, and shall provide copies.

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Tel: 1 (213) 718-0435**

PALI Initials:

WORLD-1 Initials:





### 3. **School HR Clearance.**

All WORLD-1 Security Guards must be cleared by PALI's Human Resources Department by meeting all requirements set forth by the Department. Clearance must be approved by PALI prior to any WORLD-1 Security Guard setting foot on campus. WORLD-1 and PALI will retain copies of these records.

### 4. **Governing Law and Jurisdiction.**

The Agreement is governed and interpreted under the laws of the State of California. In the event any legal action is brought to interpret or enforce the terms of the Agreement, the Courts of the County of Los Angeles, State of California, shall have sole and exclusive jurisdiction, and the Parties agree to waive the right to bring an action in any other jurisdiction. The prevailing party shall be entitled to attorney's fees and costs in any such legal action.

### 5. **Amendments; Waivers.**

Except as otherwise provided in the Agreement, no modification will be binding unless in writing and signed by an authorized representative of both Parties.

### 6. **Insurance**

WORLD-1 currently carries all insurance certificates, insurance endorsements and waivers of subrogation. WORLD-1 maintains commercial general liability and property damage insurance, including endorsements or coverage for contractual liability, and product liability/completed operations, with a minimum single limit of Five Million Dollars (\$5,000,000.00). Additionally, WORLD-1 maintains errors and omissions liability insurance with a minimum single limit of Five Million Dollars (\$5,000,000.00). WORLD-1 will provide yearly certificate of insurance naming PALI as covered. In the event that WORLD-1 shall fail to maintain and keep in force the insurance requirements as stated above, PALI shall have the right to modify, cancel and/or terminate the Agreement forthwith and without notice.

### 7. **Independent Contractor**

WORLD-1 will perform all work and services described herein as an independent contractor and not as an officer, agent, servant or employee of PALI. None of the provisions of any resulting contract is intended to create, nor will be deemed or construed to create, any relationship between the parties other than that of independent parties contracting with each other for purpose of effecting

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Tel: 1 (213) 718-0435

PALI Initials:

WORLD-1 Initials:





the provisions of any resulting contract. The parties are not, and will not be construed to be, in a relationship of joint venture, partnership or employer-employee. Neither party will have the authority to make any statements, representations or commitments of any kind on behalf of the other party, except with the written consent of the other party. WORLD-1 will be solely responsible for the acts and omissions of its officers, agents, employees, and subcontractors, if any. PALI will be solely responsible for the acts and omissions of its officers, agents, employees, and subcontractors, if any. WORLD-1's personnel rendering services under any resulting contract will not have any of the rights or privileges of PALI or State employees. WORLD-1 and its agents, employees and subcontractors will not have any claim against PALI or State for any employment privileges and benefits, including but not limited to vacation pay, sick leave, retirement benefits, Social Security, workers' compensation, unemployment benefits, disability benefits, etc.

Notwithstanding any reference to a managed care plan or system of care, WORLD-1 will act as an entity separate and apart from PALI, and will be considered Independent Contractors for all purposes, including liability and litigation.

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**World-1 Security Specialists** | 1051 Candace Lane, La Habra, CA 90631  
Tel: 1 (213) 718-0435

PALI Initials:

WORLD-1 Initials:



## ATTACHMENT “B” PRICING

Pricing is based on PALI’s desired level of security coverage. Option “A” (minimum coverage) and Option “B” (full-time, 24-7 coverage) are listed below. Option “A” is \$220,000 annually, while Option “B” is \$307,000 annually.

**Option “A”:**

- a. Mon-Fri School Days:
  - i. 1 Guard 6:00am – 2:30pm (8-Hour Shift)
  - ii. 1 Guard 7:00am – 3:30pm (8-Hour Shift)
  - iii. 1 Guard 9:30am – 6:00pm (8-Hour Shift)
  - iv. 1 Guard 3:00pm – 11:30pm (8-Hour Shift)
- b. Mon-Fri Non School Days (Not Holidays):
  - i. 1 Guard 7:00am – 3:30pm (8-Hour Shift)
  - ii. 1 Guard 3:00pm – 11:30pm (8-Hour Shift)
- c. Sat & Sun’s:
  - i. 1 Guard 7:00am – 7:00pm each day
  - ii. Sun Only: 1 Guard 6:00am – 2:30pm (8-Hour Shift) for Farmer’s Market (8-Hour Shift) – Paid for Market
- d. Holidays – Nothing
- e. Special Events or Urgent/Emergency Events as Needed on an Hourly Basis

**Option “B” (Add Holidays and Graveyard Shifts):**

- a. Mon-Fri School Days:
  - i. 1 Guard 6:00am – 2:30pm (8-Hour Shift)
  - ii. 1 Guard 7:00am – 3:30pm (8-Hour Shift)
  - iii. 1 Guard 9:30am – 6:00pm (8-Hour Shift)
  - iv. 1 Guard 3:00pm – 11:30pm (8-Hour Shift)
  - v. 1 Guard 11:00pm – 6:30am (7-Hour Shift)
- b. Mon-Fri Non School Days (Not Holidays):
  - i. 1 Guard 7:00am – 3:30pm (8-Hour Shift)
  - ii. 1 Guard 3:00pm – 11:30pm (8-Hour Shift)
  - iii. 1 Guard 11:00pm – 7:30am (8-Hour Shift)
- c. Sat & Sun’s:
  - i. 1 Guard 7:00am – 7:00pm each day



**ATTACHMENT “B” PRICING**

- ii. 1 Guard 7:00pm – 7:00am each day
- iii. Sun Only: 1 Guard 6:00am – 2:30pm (8-Hour Shift) for Farmer’s Market – Paid for by Farmer’s Market
- d. Holidays (14): 7am-7am (24-Hour Coverage) – Either Non-School Day or Holiday Approach is fine
- e. Special Events or Urgent/Emergency Events as Needed on an Hourly Basis

**WORLD-1 will bill PALI according to the below hourly rates:**

Position	Regular Pay Rate (Hourly)	Burden Rate w/Benefit	Bill Rate (+)		Billing Rate (Hourly)
		35%	13%		
Security Training Officer	\$22	35%	13%		\$33
Deputy Training Officer	\$19 - \$20	35%	13%		\$28
Security Officer	\$16-17	35%	13%		\$26

PALI Initials:

WORLD-1 Initials:



## **ATTACHMENT “C” Commonly Educated Courses**

### **TOPICAL OUTLINE**

- 1.0 Role and Responsibility of School Security Officer (4)
- 2.0 Laws and Liability (8)
- 3.0 Security Awareness in the Educational Environment (3)
- 4.0 Mediation/Conflict Resolution (4)
- 5.0 Disasters and Emergencies (1)
- 6.0 Dynamics of Student Behavior (3)
- 7.0 Examination (1)

Total Hours - 24

**Note:** Safe School Plan is referenced throughout this outline as it relates to the material being covered in the specific topic.

### **LEARNING GOALS AND EXPANDED COURSE OUTLINE**

#### **1.0 Role and Responsibility of School Security Officers (4 hours)**

Learning Goal:

- The student will be provided with an understanding of the history and development of campus security.
  
- The student will be provided with an understanding of the school security officer's authority both on and off duty.
- The student will be provided with a knowledge of the school security officer's responsibilities in the educational environment.
- The student will be provided with a knowledge of the school security officer's professional image, and school structure and organization as they relate to campus personnel, ancillary groups and constituent groups.

#### **A. History and Development of School Security (SB 1626)**

1. Prevent, Observe and Report
2. Role of School Security Officers
3. Relationship to Local Law Enforcement
4. Apprehension vs. Prevention

#### **B. Right to Safe Schools - California Constitution Article I, Section 28(c)**

#### **C. Legal Authority**

1. P.C. 830.32 A & B, SB 1626
2. E.C. 38000 - 72330 – Elementary through College Security
3. Jurisdictional limits on and off campus
4. Local policies and procedures

#### **D. Responsibility in Learning Environment**

1. Student as #1 client

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**Tel: 1 (213) 718-0435**

PALI Initials:

WORLD-1 Initials:



- a. Service Concept
- b. Support Learning Environment
2. Mandatory Plans
  - a. Safe School Plans
    - (1) E.C. 35294.10 – 35294.15
    - (2) 20 USC 1092 – Disclosure of Campus Security Policy & Crime Statistics
  - b. Crime Reporting
    - (1) P.C. 628
    - (2) E.C. 67380 – Student Safety
  - c. Kristin Smart Campus Safety Act (13 & 14)
    - (1) E.C. 67381 – Security
    - (2) E.C. 32281 – School Safety Plan
  - b. Ethical Behavior/Officer Conduct
    - (1) On duty
    - (2) Off duty

**E. Sensitivity to Campus Issues**

- (1) Responsibility of Site Administrator to Manage Facility
- (2) Relationship to Faculty
- (3) Relationship to other support personnel
- (4) Confidential issues different for SB 1626
  - (a) Students
  - (b) Staff

**2.0 Laws and Liability (8 hours)**

Learning Goal:

- The student will be provided with an understanding of the circumstances under which searches and seizures can be made by school security officers in the educational environment.
- The student will be provided with an understanding of the concept of In Loco Parentis and Parens Patria.
- The student will be provided with an understanding of the student discipline process.
- The student will be provided with an understanding of the role of the different stakeholders in the legal process in the school environment.
- The student will be provided with an understanding of crimes as they relate to on-campus violations.
- The student will be provided with the ability to recognize when a violation has occurred, identify the crime by its common name, and classify them as misdemeanors or felonies.
- The student will be provided with a knowledge of the types of incidences that will come to their attention that will require a report to be filed.
- The students will be provided with an understanding of the liability issues, both on and off campus, that are inherent in the school environment.
- The student will be provided with an understanding of privacy issues as they relate to student records.

**F. Search and Seizure**

1. Consensual Encounters, Detentions and Arrests



- a. Reasonable Suspicion and Probable Cause
  - (1) TLO v. New Jersey
  - (2) In Re: Joseph G
  - (3) In Re: Latosha W
- b. School officials (non-sworn) not held to the same standard as peace officers
  - (1) Certificated
  - (2) Classified
  - (3) Security Guards
- c. P.C. 243.5 – Assault/Battery
- d. E.C. 44807 - 49001 + Use of Force by School Administrators
- e. E.C. 48264 - Arrest of Truants

**G. Searches**

- a. P.C. 626.11 - Community College Searches
- b. E.C. 49331 - Removing Injurious Objects - (Defined in E.C. 49330)
- c. Reasonable Suspicion v. Probable Cause Standard
- d. E.C. 49050 - Prohibited Searches

**F. Conduct on Campus**

- 1. In Loco Parentis - Parens Patria
- 2. Trespass - Safe School Zone
  - a. P.C. 626 et al
  - b. P.C. 627

**G. Disturbances**

- a. E.C. 32211 - Interference with Classes (K-12)
- b. P.C. 647b - Loitering about adult schools
- c. P.C. 626.7 (K-12)
- d. P.C. 602.10 - Disruptive Presence
- e. P.C. 626.8 - Disruptive Presence
- f. P.C. 415/415.5 - Fighting - Citations/Arrest
- g. P.C. 308b - Smoking

**H. Student Discipline**

- a. Expulsion/Suspension
  - (1) E.C. 48900 A-O
  - (2) E.C. 76033
  - (3) E.C. 48900.2 and E.C. 212 - Sexual harassment
  - (4) E.C. 48900.3 - Hate Crimes
  - (5) P.C. 422.55 - Hate Crimes Definition
  - (6) E.C. 48900.4 - Harassment, Threats or Intimidation
  - (7) E.C. 48900.5 - Special Education

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PALI Initials:

WORLD-1 Initials:



- b. E.C. 48915 - Mandatory Expulsion
- c. E.C. 48901.5 - Electronic Equipment - Pagers
- d. Attendance
  - (1) Truancy - E.C. 48264
  - (2) Student Attendance Review Board (SARB) - E.C. 48291

**I. The Discipline Process**

- a. K-12
- b. Community College

**J. Legal Process**

- a. Role of Administrator
- b. Role of Police
- c. Role of Board of Trustees
- d. Role of Hearing Panel

**K. Crimes Against Persons**

- 1. Threats
  - a. P.C. 69/71
  - b. P.C. 422
- 2. Assaults - Battery
  - a. P.C. 646.9 - Stalking
  - b. E.C. 87708 - Abuse of Instructor - Community College
  - c. P.C. 241.2,3,4, and 6 - Assault on School Officials.  
P.C. 243.2,3,5, and 6 - Battery on School Officials
  - d. P.C. 243.4 - Sexual Battery
  - e. P.C. 245, etc. - Assault with a Deadly Weapon on School Officials
- 3. TRO's, Stay-away Orders, Abduction Issues
  - a. P.C. 277 - Child Abduction
  - b. P.C. 272 - Contributing
  - c. P.C. 647.6 - Hate Crimes
  - d. Domestic Violence
  - e. Missing Persons

**L. Crime Against Property**

- 1. E.C. 48905 - Destruction of Employee Property
- 2. P.C. 594, 594.2, 594.3 - Vandalism
- 3. P.C. 469 Keys - Duplication



4. E.C. 19911 - Destruction of Library Property
5. P.C. 502 - Computer Crimes

#### **M. Weapons**

1. P.C. 626.9 - Gun Free School Zone
2. P.C. 626.95 - Firearms on Playgrounds
3. P.C. 626.10 - Other Weapons
4. Injurious Objects
5. Attorney General Opinion 96-906 - Definition of Possession

#### **N. Mandatory Reporting**

1. Child Abuse
  - a. Reporting
  - b. Recognition
  - c. Campus Procedures
  - d. Removal of Child by Peace Officer - E.C. 48906, 87044
  - e. K-12 police not authorized for Law Enforcement Notification
2. Reporting Assaults
  - a. E.C. 87014 - Community Colleges
  - b. E.C. 44014 - Against Employees
  - c. E.C. 48902 - Suspended Students
  - d. E.C. 76035 - Community Colleges
3. District Reporting Procedures

#### **O. Liability**

1. Off campus
2. On campus
  - a. San Francisco v. Peterson
3. E.C. 48900: K-12 - Student conduct off campus (portal to portal)
4. E.C. 44808 - Liability of students off campus

### **3.0 Security Awareness in (the) Educational Environment (3 hours)**

#### **Learning Goal:**

The student will be provided with an understanding of the unique circumstances that exist in a school environment that require an added awareness of:

- Potential of dangerous situations
- Trespassers - Visitor control
- Time frame for more potential for problems (break, lunch, after school, etc.)

The student will be provided with an understanding of the tools available for handling potentially dangerous situations on and around the campus.

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**PALI Initials:**

**WORLD-1 Initials:**





The student will be provided with the skills and ability to contact and assist in response to medical emergencies.

- A. Weapons on Campus - responses
  - 1. Officer and Administrative Responsibilities
  - 2. Tactical considerations and options unique to campus environment
- B. Trespasser(s)
  - 1. Risk analysis and perimeter control
  - 2. Visitor control issues
  - 3. Signage, documentation, and site procedures
  - 4. Support of other campus personnel and the community
- C. Potential danger situations in the:
  - 1. Classroom
  - 2. Cafeteria
  - 3. Sporting events
  - 4. Other identified locations
- D. Crowd and Event Management
  - 1. Planning
  - 2. Dismissal, breaks and lunches
  - 3. Special events
- E. Crime Scenes
  - 1. Special campus considerations
  - 2. Crowd control
  - 3. Jurisdictional considerations
  - 4. Kristin Smart Campus Safety Act
  - 5. Local agency MOU's

**4.0 Mediation/Conflict Resolution (4 hours) - State class somewhere**

Learning Goal:

The student will understand the importance and techniques for utilizing Mediation/Conflict Resolution skills.

- A. Communication Skills
  - 1. Approachability
  - 2. Professional Contact/Vocabulary
    - a. Demeanor
- B. Mediation Model(s)
- C. Learning Activities
- D. Critiquing Activities



### 5.0 Disasters and Emergencies (1 hour)

Learning Goal:

The student will understand the District's responsibilities for managing disasters and emergencies.

- A. Campus Disasters
  - 1. FEMA/OES
  - 2. 2SEMS
  - 3. ICS
  - 4. California Safe Schools Plan
- B. Mutual Aid
- C. District Involvement

### 6.0 Dynamics of Student Behavior (3 hours)

Learning Goal:

Ability to recognize the major personality disorders that are responsible for potential violent outbreaks.

Will have an understanding of the specific education process as it relates to discipline of special education students.

- A. Mental Health & Development (Adolescent)
  - 1. Peer Group Influence, Etc., inclusive
  - 2. Substance Abuse - Student and Family
  - 3. Defiance
  - 4. Dysfunctional Families
  - 5. Cultural Differences
  - 6. Special Education
- B. Dynamics of the Gang
  - 1. Interventions - Officer
  - 2. Informal Leaders
  - 3. Mediation
  - 4. Social, Economic Status - Community Norms
- C. Referral Agencies

### 7.0 Examination (1 hour)

This examination will be a product of the training institution. The purpose being to assure that the student has a basic understanding and awareness of security involving youth in a school environment.

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**Peter Straka**

World-1 Security Specialists

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**Dr. Pamela Magee**

Palisades Charter High School

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PALI Initials:

WORLD-1 Initials:

# Coversheet

## Fiscal Policies and Procedures Update

**Section:** VII. Finance  
**Item:** A. Fiscal Policies and Procedures Update  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** VII\_A\_Finance\_Refund Policy - DRAFT.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### **Refund Policy – Student Store:**

The Associated Student Body (ASB) Student Store has a policy of NO REFUNDS and NO EXCHANGES for merchandise, food & beverage, and event sales made at the student store. All ticket sales to events are non-transferable. All sales are final.

### **Refund Policy – ASB Accounts**

For refunds out of accounts housed under the ASB due to circumstances such as field trip/participation in activity cancellation, library fee refunds, etc., below are the following guidelines:

#### **GUIDELINES AND RESTRICTIONS FOR REFUNDS OF REVENUE:**

- Cash refunds are prohibited.
- A Blueie (ASB Purchase order/Check Request) must be completed and submitted to the Finance Office.
- Requestor of refund must provide proof of payment or proof of receipt from the person receiving the refund.
- Finance Office will generate a check and mail it directly to the payee.
- No refunds on donations under any circumstance.

### **Refund Processing Fee:**

For refunds processed through ASB, there will be a processing fee of 20% of the amount refunded, due to the amount of time and effort it takes to research and process the refund.

## Coversheet

### Annual Charter Office Oversight Visit Information Including Governance and Compliance Monitoring

**Section:** VIII. Governance  
**Item:** A. Annual Charter Office Oversight Visit Information Including  
Governance and Compliance Monitoring  
**Purpose:** FYI

**Submitted by:**

**Related Material:**

VIII\_A\_Part 4\_LAUSD Charter School Compliance Monitor Letter\_10\_17\_17.pdf  
VIII\_A\_Part 6\_LAUSD SB 1375 Guidance\_10\_17\_17.pdf  
VIII\_A\_Part 3\_LAUSD Certificate of Clearance\_10\_17\_17.pdf  
VIII\_A\_Part 1\_LAUSD Welcome Letter\_10\_17\_17.pdf  
VIII\_A\_Part 6\_LAUSD Verification Certification\_10\_17\_17.pdf  
VIII\_A\_Part 7\_LAUSD Facilities Information\_10\_17\_17.pdf  
VIII\_A\_Part 8\_LAUSD Criminal Background\_10\_17\_17.pdf  
VIII\_A\_Part 9\_LAUSD Compliance Monitoring\_10\_17\_17.pdf  
VIII\_A\_Part 10\_LAUSD Charter Transparency RafliffZimmer Resolution\_10\_17\_17.pdf  
VIII\_A\_Part 2\_LAUSD Ann Perf Based\_10\_17\_17.pdf  
VIII\_A\_Part 5\_LAUSD Annual Perf Based Oversight Visit Report\_10\_17\_17.pdf



## LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
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**MICHELLE KING, Ed.D.**  
*Superintendent of Schools*

**FRANCES GIPSON, Ph.D.**  
*Chief Academic Officer  
Division of Instruction*

**JOSÉ COLE-GUTIÉRREZ**  
*Director, Charter Schools Division*

### CHARTER SCHOOL COMPLIANCE MONITORING 2017-2018

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by the end of the school's 7<sup>th</sup> week of classes**, (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training) we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than the end of the school's 7<sup>th</sup> week of classes.**
  
- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2017-2018*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes that document the Governing Board's review of these items to your assigned CSD administrator no later than March 16, 2018.**

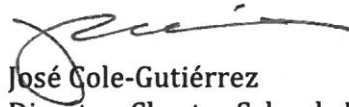
The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.



- (3) **Documentation of Compliance:** As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2017-2018* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2017-2018* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,



José Cole-Gutiérrez  
Director, Charter Schools Division

## Attachment G

March 30, 2017

Dear County and District Superintendents; Superintendents of State Special Schools; and Public, Charter, and Private School Administrators:

### **IMPLEMENTATION OF SENATE BILL 1375 REQUIREMENTS RELATED TO SEX EQUITY IN EDUCATION**

Title IX remains a critical federal civil rights law that prohibits discrimination on the basis of sex (including sexual harassment) in our schools. It protects male and female students and employees in any educational entity that receives federal funds. In addition, Title IX protects transgender students and students who do not conform to sex stereotypes. State law also prohibits discrimination based on gender (sex), gender expression, gender identity, and sexual orientation.

Senate Bill 1375 strengthens and expands the Title IX and state sex equity in education requirements. Specifically, on or before July 1, 2017, public schools, private schools, school districts, county offices of education, and charter schools are required to post information on their Internet Web site relative to the designated Title IX Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint.

These requirements are essential in efforts to ensure equity in education and your efforts are greatly appreciated. If you have any questions, please contact me by phone at 916-445-9174 or by e-mail at [oeoinfo@cde.ca.gov](mailto:oeoinfo@cde.ca.gov).

Sincerely,

[Original signed copy on file at CDE]

Sharon Felix-Campos, Director  
Office of Equal Opportunity  
Civil Rights, Title IX, ADA/504, MOA Coordinator

SFC:cg  
Enclosure

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#### **Nondiscrimination Statement**

The State of California, Department of Education (CDE), is committed to ensuring equal, fair, and meaningful access to employment and education services. The CDE does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, **retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status,** or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all bases of discrimination will apply to both education services and employment. The Office of Equal Opportunity is charged with overseeing, leading, and directing the CDE's efforts to meet the legal obligations set forth in state and federal civil rights laws, and regulations in CDE employment and



delivery of education services. Inquiries regarding nondiscrimination and civil rights should be directed to the Office of Equal Opportunity.

## Enclosure

### Implementation of SB 1375

The following information from state and federal statute was gathered to assist in understanding how the amendments in SB 1375 expand upon the requirements of Title IX. This is not an exhaustive examination and, therefore, should not be used as a substitute for careful reading of the regulations themselves.

### SB 1375 Requirements

California Education Code, 221.61

- a. On or before July 1, 2017, public schools, private schools that receive federal funds and are subject to the requirements of Title IX, school districts, county offices of education, and charter schools shall post in a prominent and conspicuous location on their Internet Web sites all of the following:
  1. The name and contact information of the Title IX coordinator for that public school, private school, school district, county office of education, or charter school, which shall include the Title IX coordinator's phone number and email address.
  2. The rights of a pupil and the public and the responsibilities of the public school, private school, school district, county office of education, or charter school under Title IX, which shall include, but shall not be limited to, Internet Web links to information about those rights and responsibilities located on the Internet Web sites of the department's Office for Equal Opportunity and the United States Department of Education Office of Civil Rights, and the list of rights specified in Section 221.8.
  3. A description of how to file a complaint under Title IX, which shall include all of the following:
    - A. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
    - B. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including, but not limited to, Internet Web links to this information on the United States Department of Education Office for Civil Rights' Internet Web site.
    - C. An Internet Web link to the United States Department of Education Office for Civil Rights complaints form, and the contact information for the office, which shall include the phone number and email address for the office.
- b. On or before April 1, 2017, and annually thereafter, the Superintendent shall send a letter through electronic means to all public schools, private schools that receive federal funds and are subject to the requirements of Title IX, school districts, county offices of

education, and charter schools informing them of the requirement specified in subdivision (a) and of their responsibilities under Title IX.

- c. A public school that does not maintain an Internet Web site may comply with subdivision (a) by posting the information specified in paragraphs (1) to (3), inclusive, of subdivision (a) on the Internet Web site of its school district or county office of education.
- d. Nothing in this section shall be construed to require a school or local educational agency to establish an Internet Web site if the school or local educational agency does not already maintain one.

### **Title IX Requirements**

#### **34 CFR [Code of Federal Regulations] 106.8**

- a. *Designation of responsible employee.* Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.
- b. *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

(Authority: 34 C.F.R. Sec 106.8)

#### **106.9 Dissemination of Policy**

- a. *Notification of policy.*
  - 1. Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational program or activity which it operates, and that it is required by Title IX and this part not to discriminate in such a manner. Such notification shall contain such information and be made in such manner as the Assistant Secretary finds necessary to apprise such persons of the protections against discrimination assured them by Title IX and this part, but shall state at least that the requirement not to discriminate in the education program or activity extends to employment therein, and to admission thereto unless Subpart C does not apply to the recipient, and that inquiries concerning the application of Title IX and this part to such recipient may be referred to the employee designated pursuant to Sec. 106.8, or to the Assistant Secretary.
  - 2. Each recipient shall make the initial notification required by paragraph (a)(1) of this section within 90 days of the effective date of this part or of the date this part first applies to such recipient, whichever comes later, which notification shall include publication in:

- i. Local newspapers;
- ii. Newspapers and magazines operated by such recipient or by student, alumnae, or alumni groups for or in connection with such recipient; and
- iii. Memoranda or other written communications distributed to every student and employee of such recipient.

b. *Publications.*

1. Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type, described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.
2. A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.

- c. *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

(Authority: 34 C.F.R. Sec 106.8)





## LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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Superintendent of Schools

FRANCES GIPSON, Ph.D.  
Chief Academic Officer  
Division of Instruction

JOSÉ COLE-GUTIÉRREZ  
Director, Charter Schools Division

### GUIDE TO THE COMPLETION OF *CERTIFICATION OF CLEARANCES, CREDENTIALING, AND MANDATED REPORTER TRAINING 2017-2018 FORM*

*Please submit this completed form to the Charter Schools Division (CSD) by the school's seventh week of the school year (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training) and on the date of the school's oversight visit.*

The purpose of this guide is to provide supplemental information that may support you in completing your school's *Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018* form (The credentialing portion reflects Every Student Succeeds Act (ESSA) requirements.

#### **REQUIREMENTS PER APPLICABLE LAW AND CHARTER**

##### **Criminal Background Clearance Requirements**

Each charter school shall require the following persons to submit to criminal background checks and fingerprinting: (1) all employees of the charter school, (2) all employees of contracting entities/independent contractors ("vendors") providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a charter school employee. The charter school is responsible for ensuring that vendors provide the *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* signed form to the charter school prior to the provision of services to the school. (See, e.g., Education Code §§ 44237, 45122.1, and 45125.1.) Note: AB 949 (2017), which amends Education Code section 45125.1 to address criminal background clearance procedures for sole proprietors, becomes effective law on January 1, 2018.

Each charter school must maintain on file and available for inspection evidence that the charter school has (1) designated and maintains at least one Custodian of Records, duly confirmed by the California Department of Justice, who is responsible for the security, storage, dissemination, and destruction of criminal record information (see California Penal Code § 11102.2.); (2) performed criminal background checks and cleared all employees prior to employment in any capacity' and (3) obtained certification that vendors have conducted all requisite criminal background clearances for their employees prior to any contact with students. Each charter school shall also ensure that it requests and receives subsequent

arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. (See *District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.*)

### **Tuberculosis Risk Assessment/Clearance Requirements**

Each charter school shall require all employees, and any volunteer or vendor employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB), within the period of 60 days prior to employment/service, per the requirements of recently amended Education Code section 49406. (See AB 1667 (2014).) Each charter school shall maintain and monitor TB clearance records on file to ensure ongoing compliance. (See *District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.*)

### **Credentialing and ESSA Compliance**

Each charter school shall adhere to the requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. ESSA requires meeting state licensure requirements. Charter schools shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Education Code section 47605(l), which provides that teachers must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter schools have been given flexibility with regard to non-core, non-college preparatory courses. Each charter school shall maintain current copies of all teacher credentials and make them readily available for inspection. (See *District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.*)

### **Child Abuse Mandated Reporter Training:**

Each charter school must provide every employee, and every other person working on behalf of the school who is a mandated reporter, with annual training on child abuse detection and reporting. (See AB 1432 (2014).) This mandatory annual training must be completed within the first six weeks of each school year or within the first six weeks of a person's employment. Each school must maintain documentation of compliance with these requirements.

### **Bloodborne Pathogen Training**

Each charter school must provide employee training in accordance with the requirements of the Bloodborne Pathogens Standard set forth in California Code of Regulations, title 8, section 5193.



## **GENERAL INSTRUCTIONS FOR COMPLETION OF THE FORM**

Each charter school must include on this form ALL employees (including but not limited to teachers, paraprofessionals, other instructional staff, central office staff, operations staff, substitute employees, part-time staff, and temporary employees) and ALL contracting entities/independent contractors (vendors). The *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* form must be executed annually by the vendor and provided to the charter school "prior to" the provision of services for the 2017-2018 school year. **Within each table on the form, please be sure to enter each name in alphabetical order by last name/contracting entity name.**

## **GLOSSARY**

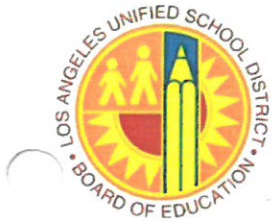
Prior to completing the form, please carefully review the following information regarding the terms used:

- (a) Full Name - For certificated employees, the name must match the name listed on the employee's credential/Commission on Teaching Credentialing (CTC) documents. List employees in alphabetical order by last name. If the individual now uses a different legal name, please also include that information. See example on the form.
- (b) Date of Criminal Background Clearance Determination - This entry is the date that the school's Custodian of Records reviewed the appropriate DOJ criminal background check document(s) (i.e. CORI report(s)) and determined that the applicant was cleared for employment.  
**NOTE:** Please do not provide the date on the face of the DOJ report(s) or the date that the record was received. This entry is the date of the school's review and determination by its Custodian of Records.
- (c) Start Date - This entry is the first day that the employee performed any work for this school/organization.
- (d) Credential Type and Employment Restriction - This entry must include all valid credentials. For employees who are university interns, the employment restriction must be specified.
- (e) Credential Expiration Date (specify if it has a 1-year renewal) - Enter the expiration date for each credential. Also, provide the one-year renewal expiration date for any employee who has specific renewal requirements, such as the CBEST, that must be met within one year of credential issuance.
- (f) Job Title/Assignments - Enter the person's title and current assignment(s).
- (g) Teaching in a Core Setting (i.e., two areas of core content to the same group of students for two periods) [Grades 5-8 only] - Indicate if the teacher is assigned to a "core setting". Enter "C" if the teacher is teaching in a core setting, or "N/A" if not.

**NOTE:** This column does not relate to the separate question of whether a given course or subject is considered “core” or “college preparatory” within the meaning of Education Code § 47605(l).

- (h) EL Authorization Type - Enter the type of English Learner Authorization held by the employee, such as BCC/BCLAD; CLAD; embedded EL authorization; or Emergency CLAD/Bilingual Authorization Permit. Enter the corresponding credential authorization code from the credential document (e.g. “ELA1”). For any teacher without an EL Authorization, enter “None”.
- (i) New Employee TB Clearance Date - This entry is the date on which the results of the TB risk assessment, test, or chest exam, were read/reviewed by a qualified medical professional. Per Education Code § 49406, new employees must show a certificate of tuberculosis (TB) risk assessment/clearance dated within the 60 days prior to the initial employment date (Start Date). For new employees, enter the date of the initial TB clearance. For a person who has transferred or transfers employment from another school or school district to the charter school, place an (\*) asterisk next to the TB clearance date verifying that the person has an appropriate certificate on file showing that the person is free from infectious TB. For all returning employees, please confirm compliance by entering “compliant” or “not compliant,” as applicable, instead of entering the date.
- (j) TB Expiration Date - This entry is the date on which the employee must comply with the requirement for obtaining documentation of TB risk assessment/examination and clearance results before continuing with employment by a qualified medical professional.
- (k) Child Abuse Mandated Reporter Training - Enter the date on which the employee received compliant training pursuant to AB 1432 (2014).
- (l) Blood Borne Pathogens Training - Enter the date on which the employee received Blood Borne Pathogens training.
- (m) Type of Work/Services Provided - This entry must be a concise description of services rendered.





## LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**MICHELLE KING, Ed.D.**  
*Superintendent of Schools*

**FRANCES GIPSON, Ph.D.**  
*Chief Academic Officer  
Division of Instruction*

**JOSÉ COLE-GUTIÉRREZ**  
*Director, Charter Schools Division*

September 11, 2017

Dear Charter School Governing Board President and Charter School Leaders:

The Charter Schools Division (CSD) welcomes you to a new school year and hopes your schools will have a strong and positive opening for students and their families. The CSD has reflected on analysis and feedback about oversight practices from last year, new laws, and the evolution of the California Department of Education's rollout of the State Accountability System and California School Dashboard. All of these factors informed the division's update and finalization of the 2017-2018 oversight tools and documents.

Please carefully review the following information regarding key oversight matters, significant developments, important reminders, and areas of focus for oversight in the coming year as well as the attached oversight visit reporting tool and other documents:

**\*Overview of Revisions to the 2017-18 Tool in Consideration of the California School Dashboard:** As is customary, the Charter Schools Division will establish a few telephone conference call sessions with charter operators to highlight revisions to the oversight tool for the 2017-2018 school year. The CSD particularly wants charter schools to be aware that the indicators in the Student Achievement and Educational Performance section of the tool reflect standard indicators such as CAASPP performance and reclassification but also contains new indicators based on the California School Dashboard. For the 2017-18 year, the Student Achievement and Educational Performance's numerical rating **will not formally** incorporate the school's ratings on the Dashboard indicators as the state continues to expand its implementation of the accountability system. However School Dashboard ratings will be utilized in the narrative notes section of the report in an informational sense to identify areas of strength and areas for growth according to the dashboard metrics represented by blue, green, yellow, orange, and red. As the California Department of Education expands its guidance and advances its rollout of the state accountability system into the future, the CSD will continue to update its usage of the California School Dashboard for oversight and renewal purposes in 2018-2019.

**\*New Laws:** An important aspect of charter school governance and operations is to ensure compliance with applicable laws and regulations. We therefore encourage all LAUSD-authorized charter schools, in consultation with their legal counsel, to conduct an annual review of relevant new federal and state laws and make any and all necessary and appropriate changes to their policies and practices. In addition to the new legal requirements addressed elsewhere in this letter, laws enacted in the past year include but are not limited to: AB 2097 (2016), which prohibits collection or solicitation of student social security



## Welcome Letter Oversight 2017-2018

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numbers, including the last four digits alone, unless otherwise required by law (Ed. Code § 49076.7); AB 1567 (2016), which provides first priority enrollment and relief from fees to homeless and foster youth in After School Education and Safety Programs (Ed. Code §§ 8482.6, 8483, 8483.1, 8483.95); and SB 1375, which requires charter schools to post, in a prominent and conspicuous location on their Internet Web sites, specified information relating to Title IX (Ed. Code § 221.61).

**\*AB2246- Pupil Suicide Prevention Policies:** In recognition of the important role that schools have in protecting the health and safety of all students, Assembly Bill (AB) 2246 helps to ensure that school districts and charter schools have policies and procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Because it is impossible to predict when a crisis will occur, being prepared is essential.

AB 2246 mandates the Governing Board of any Local Educational Agency (LEA), including charter schools, who serve students in grades 7-12 inclusive, to adopt a Suicide Prevention Policy before the beginning of the 2017-18 school year. Per AB 2246, the policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts; shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention; and shall specifically address high-risk student groups. Although AB 2246's requirements are specific to schools serving students in grades 7-12, all schools are encouraged to adopt and implement a Suicide Prevention Policy.

The Charter Schools Division's 2017-2018 oversight will include a review of the school's implementation of AB 2246. As part of this effort, CSD administrators will engage school leaders in a discussion about the school's Suicide Prevention Policy. In this dialogue, we invite you to share about the school's risk assessment protocols; staff members designated to serve as leads during a mental health crisis; professional development on suicide awareness and prevention; and how parents will be involved in suicide prevention efforts. In addition, the CSD's Oversight Visit Preparation Guide binder checklist has been revised to include documentation of the school's offerings in this area. To ensure that a Suicide Prevention Policy has been adopted by your Governing Board, in accordance with AB 2246, we are asking charter schools with any students in grades 7-12 to email their policy, with a copy of the board agenda and minutes in which the board reviewed and approved the policy, to [charterschools@lausd.net](mailto:charterschools@lausd.net) no later than October 31, 2017. Charter schools which are co-located on district sites adhere to the District's Health, Safety and Emergency Plan which incorporates the District's Suicide Prevention Policy. Therefore governing boards of co-located charter schools would adopt the District's policy in their resolution for any site co-located on district property. Further guidance for leaders of co-located charter schools will be provided. The subject on the e-mail must identify the name of the school and Suicide Prevention Policy.

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As you may be aware, the California Department of Education (CDE) has developed a Model Youth Suicide Prevention Policy to serve as a guide, available at [CDE Webpage](#) Publications such as a Comprehensive Suicide Prevention Toolkit for Schools, Fact Sheets on Suicide: Adolescents and Young Adults, and Youth Suicide Prevention School-Based Guide are additional resources available on the CDE's Youth Suicide Prevention page. LAUSD's policy bulletin [Suicide Prevention, Intervention and Postvention \(BUL-2637.2\)](#), is another valuable resource that can offer guidance on appropriate responses to suicidal and self-injurious students, and in the aftermath of a student death by suicide.

**\*Senate Bill 1375-Title IX:** Senate Bill 1375 strengthens and expands the Title IX and state sex equity in education requirements. Specifically, on or before July 1, 2017, public schools, private schools, school districts, county offices of education, and charter schools are required to *post information on their Internet Web site* relative to the designated Title IX Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint. All charter schools contain language about Title IX in Element 4 of the petition. Please note, however, the additional requirements for your school based on this new law. Review of the school's website for implementation of SB1375 is incorporated into the oversight tool. See the Attachment G for further information from the CDE regarding expanded expectations for implementation of this bill.

**\*Uniform Complaint Procedures:** The CSD will continue its standard practice of reviewing each charter school's UCP documents as part of its review of governance documentation. Charter schools' UCP procedures are expected to be fully compliant with federal and state guidelines and requirements. All schools are being requested to compare their UCP policy, procedures, and documents to the State's guidance at <http://www.cde.ca.gov/re/cp/uc/>. The UCP policy, procedures, and documents have also been added to the *COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW* document for the governing board's annual review and certification. As part of oversight, the CSD will review each charter school's UCP policy, procedures and forms. See the description of UCP in the Binder 1 requirements of the Annual Performance-Based Oversight Visit 2017-2018 Preparation Guide.

**\*School's Transition to Implementing the California Next Generation Science Standards:** During 2017-2018 oversight visits, the CSD will engage in dialogue with school leaders about the school's progress in helping teachers and the school's instructional program transition to the incorporation and implementation of the California Next Generation Science Standards. See the Binder Preparation Guide within the Binder 3 section for additional information.

**\*Tiered Submission Timeline of the 2017-18 ESSA Clearance Grid and Charter School Compliance Monitoring Form:** This year, the CSD will implement a two-tier submission approach for the ESSA Clearance Grid and the Charter School Compliance Monitoring Form,

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As part of the CSD's ongoing focus on ensuring the well-being of students, schools will receive a request to submit the school's completed ESSA Clearance Grid and complete an administrator certification section newly added to the Charter School Compliance Monitoring Form by the end of the school's seventh week of school (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training). The seventh week submission will assist the CSD in ensuring that important safety measures and systems are in place at the beginning of the school year. The deadline for the governing board's certification of the Charter School Compliance Monitoring Form will remain March 2018 consistent with past practice. During the 2018-2019 school year, the deadline for the governing board's certification will move to December 2018. The ESSA Clearance Grid will still be reviewed during the school's specific oversight visit. See Attachments B and E.

**\*Facilities:** As you are aware, charter schools are required to be in compliance with the program accessibility requirements of Title II of the Americans with Disabilities Act and the Modified Consent Decree. As the District continues to address these matters on District sites, including co-located sites, the District is also requesting that charter schools on private sites ensure compliance with these requirements. Accordingly, the District is requesting that charter schools submit a Certified Accessibility Plan which outlines the transition at the school site to eliminate barriers to program accessibility. The transition plan would be completed prior to the start of the 2018-2019 school year. See Attachment I for additional information.

**Charter Amendment Process for Site Changes and Additional Locations:** Each charter school shall adhere to all District policies and procedures regarding charter material revisions. A charter school must request a material amendment to their charter from the District's Board of Education for any additional sites prior to occupancy. The Board will then consider the charter school's request at a public meeting pursuant to applicable law. Furthermore, charter schools may seek an administrative non-material amendment from the Charter Schools Division for site relocation that do not create additional locations for the charter school. A charter school may not operate in any such facilities until after the District has granted approval to do so as described above. Contact your assigned CSD Administrator prior to implementing changes with the school's facilities so the CSD can appropriately vet the request.

**\* Master Plan for English Learners: Appropriate Instruction and Services for English Learners (EL) – Designated and Integrated English Language Development (ELD):** The expectation of all charter schools is that they fulfill the dual obligation of providing a program for each EL that is designed and implemented to overcome language barriers and provide access to the core curriculum. (See *Castañeda v. Pickard* 648 F.2d 989, [5<sup>th</sup> Cir. 1981]). As part of a comprehensive and compliant ELD instructional program, charter schools are expected to implement an integrated and designated ELD instructional program for all ELs. The California Department of Education (CDE) has provided numerous communications

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and resources to support all public schools in this endeavor, including but not limited to: 1) [Dear Colleague Letter](#); 2) [ELA/ELD Framework](#); 3) [Designated and Integrated ELD](#); and, 4) [Reminder of Legal Obligations to ELs](#).

As shared by CDE in the [Reminder of Legal Obligations to English Learners](#) from Dr. Veronica Aguila, Assistant Superintendent/Division Director on August 30, 2016, "The CDE is informing administrators that charter schools are required to provide English Learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately." We ask that each charter school reflect on the academic achievement, and record of performance of their EL subgroup as well as their Long-Term English Learners (LTELs).

The following questions, though not exhaustive, should be used to evaluate whether the school's integrated and designated ELD instructional programs are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students:

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
3. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
4. Who delivers designated and integrated ELD to ELs, and where does it take place?
5. As you've evaluated the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEPs, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?
6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

Please review the school's current English Learner Master Plan and revise it as necessary to address these important components. Ensure that the school's Master Plan updates any obsolete information; for example, some plans still refer to the CAHSEE or CST as one of the measures for reclassification criteria. When the CSD makes its annual English Learner Master Plan submission request in October, please be ready to submit the school's updated plan.

### **Important Reminders**

**Campus Safety:** As always, campus and student safety remains the District's top priority. Please ensure that the school is and remains in full compliance with all facilities

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requirements applicable to the site, including but not limited to maintenance of an appropriate Certificate of Occupancy, any necessary underlying permits, fire/life/safety requirements, and compliance with facilities access requirements. ***As a reminder, to ensure safety, schools are expected to obtain DOJ clearance for all new employees prior to their participation, in any capacity. Child Abuse training must occur within the first six weeks of each school year or within the first six weeks of a person's employment. (AB1432)***

**Charter Public School Transparency:** As you may recall, on January 12, 2016, the LAUSD Board of Education adopted the "Keeping Parents Informed: Charter Transparency" resolution, which is intended to clarify that similar to District public schools, the "Los Angeles Unified School District expects every District-authorized charter school to be transparent with its stakeholders regarding all aspects of its operation, including the possible revocation of its charter." This resolution specifically requires charter schools to adhere to the following key requirements:

- Every charter school must make available to its stakeholders specific information and documentation related to safety and facilities, curriculum and instructional focus, staff, governance, financial management, food services, admissions, and student demographics. This information must be provided manually and electronically in English and any single primary language other than English per the provisions of Education Code section 45400 et seq.
- In the event that the LAUSD Board of Education issues a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, to a charter school, the school must provide written notice within 72 hours to all of its parents, guardians, and teachers. The notice must include the District's rationale for the action. Simultaneously, the school must submit proof of such notice to the Charter Schools Division.
- Any LAUSD-authorized charter school that occupies a building on the AB300 list (seismic safety survey) must post a notice of such status in its main office.

Last year, 2016-2017, CSD staff engaged in dialogue with charter school leaders regarding implementation of this resolution. This year, 2017-18 implementation of this resolution is newly included in the oversight tool, Organizational Management, Programs, and Operations section as part of the CSD's review of the school's documents that are available both manually and electronically. The school's adherence to the Charter Public School Transparency Resolution also remains on the *Charter School Compliance Monitoring and Certification of Board Compliance Review document*. Please see the attached Board Resolution 017-15/16.

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**Contact Information Form:** If your school has not already submitted this electronic form, please see the email reminders from the Charter Schools Division to electronically submit an accurate *Charter School Contact Information Form*. Completion of this important document ensures, among other things, that the school leader will receive important correspondences throughout the year. You may also access the form at the following link, [CLICK HERE](#)

**Notification of the District:** As indicated in your charter, please notify the CSD:

- within one week of any litigation and investigations
- within 24 hours of any dire emergency or serious threat to the health and safety of students or staff
- within 30 days of any revision of the bylaws

Please see Element 4 of the charter for further information regarding notification of the District.

We thank all of our charter schools for your dedication and commitment to providing a quality public school education to your students and families. Continue to check the Charter Schools Division website regularly to monitor new information and access current petition documents. We look forward to continuing to work together as the year progresses. Please contact your assigned CSD administrator if you have any questions.

Sincerely,



José Cole-Gutiérrez  
Director, Charter Schools Division

- Attachment A: Annual Performance-Based Oversight Visit Preparation Guide 2017-2018  
Attachment B: Guide to the Completion of Certification of Clearances, Credentialing, and Mandated Reporter Training Form 2017-2018  
Attachment C: Criminal Background Clearance Certification  
Attachment D: Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification  
Attachment E: Charter School Compliance Monitoring and Certification of Board Compliance Review 2017-2018  
Attachment F: Annual Performance-Based Oversight Visit Report 2017-2018 School Year  
Attachment G: SB 1375 Guidance from CDE  
Attachment H: Charter School Transparency Resolution 017-15/16  
Attachment I: Facilities Information

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## Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

*In accordance with California fingerprint and criminal background clearance, TB risk assessment/clearance requirements, and credentialing requirements per Education Code sections 45125.1 et seq., 49406, and 47605(f)*

With respect to the Agreement/Contract (Number \_\_\_\_\_ ) between \_\_\_\_\_ ("CHARTER SCHOOL") and the individual, company or contractor \_\_\_\_\_ ("VENDOR") for provision of services.

**PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.**

**CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:**

- A. The VENDOR hereby certifies to the CHARTER SCHOOL's Governing Board that it has completed the criminal background check requirements of California Education Code (Ed. Code) section 45125.1, that it has determined that none of its employees that may come into contact with CHARTER SCHOOL students has been convicted of a violent felony listed in Penal Code Section 667.5(c) or a serious felony listed in Penal Code Section 1192.7(c), and that the VENDOR requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.
- B. The VENDOR hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis as required in Ed. Code section 49406. VENDOR requires all new employees to provide VENDOR with certificate of tuberculosis clearance dated within the 60 days prior to initial employment. VENDOR maintains current TB clearances for all such employees.
- C. The VENDOR hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all VENDOR employees whose assignment at the CHARTER SCHOOL requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Ed. Code section 47605(f).

List below, or attach, the name and other information for each vendor employee for whom VENDOR has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
John Example	07/23/2014	07/23/2018	MSTC 07/01/2018

**WAIVER JUSTIFICATION:**

- D. The VENDOR and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s) permitted by Ed. Code section 45125.1 et seq.
  - The VENDOR and its employees will have NO CONTACT with pupils. (No school-site services will be provided.)
  - The VENDOR and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether VENDOR employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.) [Ed. Code § 45125.1 (c)]
  - The VENDOR, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the VENDOR may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods: [EC 45125.2 (a)]

**Check all methods to be used:**

- 1) Installation of a physical barrier at the worksite to limit contact with students
- 2) Continual supervision and monitoring of all employees of the VENDOR by an employee of the VENDOR who has not been convicted of a serious or violent felony as ascertained by the DOJ
- 3) Surveillance of employees of the VENDOR by school personnel
- The services provided by the VENDOR are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to maintain

## Attachment I Facilities Information

### **Required Safety Compliance Documentation**

Before a charter school may occupy any site, it must ensure the subject site is clean, safe, and complies with all mandatory requirements set forth in the school's approved charter petition (including, but not limited to, conditions pertaining to occupancy and use of the site, site compliance, pest management, and asbestos management) and applicable laws. Additionally, a charter school may not exceed the operating capacity of a site, and shall operate within any limitations or requirements provided by the formal documentation from the appropriate jurisdictional authority.

### **The District requires charter schools to annually submit the following documentation:**

1) **Certificate of Occupancy or Temporary Certificate of Occupancy**

A **Certificate of Occupancy** is issued pursuant to a building permit for new construction, additions, and changes of **occupancy** after all the necessary construction has been approved by the inspector. It is evidence that the Department of Building and Safety has determined that the construction was done according to the requirements of the code for the given **occupancy** to be housed in the building.

2) **Fire Permit**

A Fire Permit certifies that a thorough and comprehensive fire life safety inspection has been conducted annually to protect lives and property of those who access the facility (CFC Division II Section 103,104).

3) **Safe School Plan**

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California *Education Code* sections 32280-32289. This tool provides a list of required contents to assist schools in creating a compliant plan. Charter schools must develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety. **Co-located charter schools implement the District's Safe School Plan.**

4) **Certified Accessibility Plan**

While charter schools are exempt from many California laws governing school districts, charter schools are not exempt from federal requirements such as Title II of the Americans with Disabilities Act (ADA). Title II prohibits discrimination on the basis of disability in all services, programs, and activities provided to the public by State and local governments, except public transportation services.



Accordingly, charter schools operating on private sites shall develop Transition and Self Evaluation plans noting barriers to accessibility and the plan to remove and/or eliminate said barriers within a reasonable timeframe in the Transition Plan and noting intentional or unintentional policies and practices which discriminate against people with disabilities, their acquaintances, and others assumed to have a disability. Charter schools may also consider designating an ADA Coordinator or equivalent, establishing a grievance procedure and posting notices at all facilities and mediums. Please additionally review the legal requirements for public entities which employ 50 or more persons. A transition plan must include:

1. A list of obstacles to accessibility of the facility or program. An accessibility evaluation survey is conducted to determine the accessibility obstacles and issues.
2. A detailed description of the methods that will be used to provide accessibility.
3. A schedule for implementing the changes. If completion will take longer than a year, the steps that will be taken each year must be identified.
4. Signoff by the official is your organization with authority to authorize the expenditure of funds to make the changes.

Charter schools may wish to utilize Certified Access Specialists (“CASp”), experienced, trained, and tested individuals who can inspect buildings and sites for compliance with applicable state and federal construction-related accessibility standards. Per the Division of the State Architect (DSA), a CASp inspection may include, for example, a review by a professional who knows which accessibility standards apply to a facility, and an action plan for changes needed for the facility to become compliant. For more information on the CASp program (codified by Senate Bill 262 in 2003), go to: <http://www.dgs.ca.gov/dsa/Programs/programCert/casp.aspx>.

## CRIMINAL BACKGROUND CLEARANCE CERTIFICATION

Full Name of Employee: \_\_\_\_\_ DOB: \_\_\_\_\_

As the duly authorized Custodian of Records for:

\_\_\_\_\_  
("Charter School"), I received the California Department of Justice Criminal Offender Record Information summary report ("DOJ Report") regarding the employee named above and hereby certify, under penalty of perjury, that the DOJ Report regarding the employee named above shows that he/she has not been convicted of a violent felony as listed in California Penal Code section 667.5 or a serious felony as listed in California Penal Code section 1192.7. Further, I certify that the school has requested subsequent arrest notification service regarding this employee pursuant to section 11105.2 of the California Penal Code.

Date of Clearance<sup>1</sup>: \_\_\_\_\_

Start Date<sup>2</sup>: \_\_\_\_\_

By signing below, I certify, under penalty of perjury, that the information contained in this Certification form is complete and accurate. As an authorized representative of Charter School, I also acknowledge that it is Charter School's responsibility to maintain current Criminal Background Clearance Certification regarding the above named employee, and, upon request, to provide such certification to the Los Angeles Unified School, Charter Schools Division.

Name of Custodian of Records:

\_\_\_\_\_  
Title/Position: \_\_\_\_\_  
(in addition to Custodian of Records)

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

<sup>1</sup> "Date of Clearance" = the date that the school's Custodian of Records reviewed the DOJ Report and determined that the applicant was cleared for employment

<sup>2</sup> "Start Date" = the first day that the employee performed any work for the school/organization

## COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2017-2018\*

School Name: Palisades Charter High School

LAUSD Loc. Code: 8798

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2017-2018" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(1);	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current <b>contact information</b> for each Governing Board member and the <b>2017-2018 Board meetings calendar</b> . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the <b>pre- and post-lottery and enrollment forms</b> guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual <b>training on the charter school's health, safety, and emergency procedures</b> , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016) , schools serving grades 7-12 only	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training (schools serving grades 7-12 only)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Co-location Charters only-</b> The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings  Review of Policy Bulletin-5532  Meeting with local district site principal for additional information and questions	N/A  <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school has either implemented the LAUSD <b>English Learner Master Plan</b> or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current DRL and 2017-2018 Welcome Letter.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student <b>suspensions, expulsions, and reinstatements</b> , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school <b>communications, including the Parent Student Handbook</b> , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translated for 15% and above languages)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school's occupancy and use of <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all <b>federal and state laws related to public entities</b> , including, but not limited to: <ul style="list-style-type: none"> <li>• Ralph M. Brown Act, Gov. Code §§ 54950-54963</li> <li>• Political Reform Act, Gov. Code §§ 81000-91015</li> <li>• Public Records Act, Gov. Code §§ 6250-6276.48</li> </ul> <p>See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas, including on the school website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
13. The charter school ensures that its <b>Articles of Incorporation</b> are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <b>By-laws</b> are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and <b>federal programs and/or grants</b> , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a>	The governing board has reviewed the school’s: <ul style="list-style-type: none"> <li>• UCP policies</li> <li>• UCP procedures</li> <li>• UCP forms</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a <b>Local School Wellness Policy</b> . See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.  Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
18. The governing board oversees the development of and approves/adopts the <b>stakeholder engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. The charter school ensures compliance with the LAUSD's <b>Keeping Parents Informed: Charter Public School Transparency Resolution</b> of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. <b>Schools Serving Grade 9 only:</b> The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (For schools with pupils in grades 7 to 12.)	Documentation of the adoption of the charter school's policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
23. <b>For High Schools Only:</b> The charter school has obtained WASC accreditation and UCOP Doorways Course Approval	Charter school approvals are listed on the WASC website and UCOP Doorways website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by end of 7th week of school)

The undersigned hereby certifies that, on 9/29/2017 the School Administrator of

Date(s)

*Palisades Charter High School*

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

<i>Dr. Pam Magee</i>	<i>Dr. Pam Magee</i>	<i>9/29/2017</i>
Printed Name of School Administrator	Signature of School Administrator	Date Signed

## CERTIFICATION OF BOARD COMPLIANCE REVIEW

**\*\*\*before March 16, 2018**

The undersigned hereby certifies that, on \_\_\_\_\_, the Governing Board of  
Date(s)

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.\*\*

Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

- \*\* Please attach the relevant Board agenda(s) approved minutes for the meeting(s) and agenda approving the minutes at which the Board has reviewed the school's compliance with the items listed above.
  
- \*\*\* For your awareness, beginning in the 2018-2019 school year, the governing board's certification review will be due to the CSD in December 2018.

23. Ms. Ratliff, Mr. Zimmer – Keeping Parents Informed: Charter Transparency (Res-017-15/16)  
(Noticed November 10, 2015 and Postponed from a Previous Meeting)

**ADOPTED AS AMENDED BY CONSENT VOTE**

Whereas, Charter schools were established in 1992 by the California Education Code as a way to encourage innovation, increase opportunities for teaching and learning and expand school choice for parents and students;

Whereas, A Board of Education or other authorizing entity grants a charter with the expectation that a school will adhere to the procedures outlined in its petition and uphold the public’s trust in carrying out the agreement;

Whereas, The Los Angeles Unified School District aims to authorize, and provide sound oversight to, a portfolio of high quality innovative charter schools;

Whereas, California Education Code 47607 allows an authorizing entity to grant a charter for a period not to exceed five years and to grant one or more renewals of five years each;

Whereas, California Education Code ~~47606(e)(2)~~ 47605(c)(2) states, “Charter schools shall, on a regular basis, consult with their parents, legal guardians and teachers regarding the school's educational programs”;

Whereas, California Education Code 47604.32 requires the authorizing entity, including the Governing Board of the Los Angeles Unified School District, to provide oversight of a charter school’s operations, including its fiscal conditions and financial operations;

Whereas, California Ed Code 47604.3 requires charter schools to promptly respond to all



reasonable inquiries from its chartering authority, including those regarding its financial records;

Whereas, The District requires every charter school to cooperate with investigations of waste, fraud, abuse and other material violations of law related to its operation;

Whereas, California Education Code 47607(c) states that the authorizing entity may revoke a charter through the showing of substantial evidence that the school did any of the following: Committed a material violation of any of the conditions, standards or procedures set forth in the charter; failed to meet or pursue any of the pupil outcomes identified in the charter; failed to meet generally accepted accounting principles or engaged in fiscal mismanagement; violated any provision of the law;

Whereas, California Education Code 47607(c)-(e) and corresponding state regulations require the chartering authority to adhere to the following procedures when revoking a charter: Issuance of a Notice of Violations; issuance of a Notice to Revoke and Notice of Facts in Support of Revocation; a public hearing; and a final vote;

Whereas, The District currently requires charter schools to notify parents and guardians within 72 hours of a closure action and to simultaneously provide proof of the notification to the Charter Schools Division, but does not mandate any such notice when the revocation process is initiated or underway; and

Whereas, When a school has a renewal hearing before the Board, there is currently no requirement that a school must inform parents, legal guardians, and teachers of the outcome; ~~now, therefore, be it~~

Whereas, Traditional public schools are bound by applicable laws to adhere to prescribed standards, and/or to publicly disclose information relating to, their safety and facilities, curriculum and instructional focus, staff qualifications and compensation, governance and finances, food services, academic performance and student demographics;

Whereas, Charter schools are legally afforded greater flexibility with respect to the same standards; and, therefore, there is greater uncertainty about many of the above matters, which could be addressed through enhanced disclosure; and

Whereas, Although the District has an active program of voluntary seismic improvements to District-owned school sites, there may be a lack of clarity among both traditional and charter school parents regarding the seismic vulnerability of their students' school buildings, and the Field Act and (for non-District-owned sites) multiple applicable building codes are complex and have changed over years making it difficult to infer seismic safety from compliance alone; now, therefore, be it

Resolved, That the Los Angeles Unified School District expects a ~~charter management organization~~ or every District-authorized charter school to be transparent with its stakeholders (as traditional District public schools are required to be) regarding all aspects of its operation, including the possible revocation of its charter;

Resolved further, That a charter school be required to notify all parents, guardians and teachers in writing within 72 hours when the District issues a Notice of Violations, a Notice of Intent to Revoke and/or ~~the Recommendation for~~ Notice of Non-renewal; and that the notification include the District’s rationale for the action, if provided by the District. The school shall also be required to simultaneously provide proof of the notification to the Charter Schools Division;

Resolved further, That in order to achieve these goals of transparency, accountability and keeping parents informed (with information similar to that available to traditional public school parents), a charter management organization or charter school District-authorized charter schools are ~~be~~ required to have available, as allowed by law, to parents, guardians, and staff, information regarding:

Safety and Facilities

- Health and safety plans and procedures
- ~~Field Act compliancy~~
- School facility assessment
- ~~Available play space/density~~

Curriculum and Instructional Focus

- Local Education Agency Plan
- Instructional materials
- Curriculum content

Staff

- Teacher credential status
- Qualifications of employees (including school leaders); Staff (including, but not limited to teachers, administrators, clerical staff, custodial staff, aides, etc.) compensation scheme (including, without limitation, pay scale, bonuses or merit pay and the standards and procedures by which they are earned, benefits and retirement system) should be made available to parents upon request.
- ~~Chanda Smith Consent Decree compliance (including, but not limited to proper documentation displayed and made available to parents)~~
- ~~Staff pay scale (including, but not limited to teachers, administrators, clerical staff, eustodial staff, aides, etc.)~~
- ~~Instructional materials~~

Governance Structure and Financial Management

- Brown Act compliancy
- Governance structure and policies
- Any material relationships among the school, its charter management organization (CMO) and any person or entity controlling, controlled by, or under common control with the school or its CMO; As used herein, “control” has the meaning ascribed to it in Rule 405 promulgated under the Securities Act of 1933, as amended – that is, the possession, direct or indirect, of the power to direct or cause the direction of the management and policies of a person, whether through the ownership of voting securities, by contract, or otherwise.
- Audited Financial Statements
- Local Control Accountability Plan (LCAP)



### Food Services

- ~~Food service/caloric content~~
- Meals offered to students
- Whether free and reduced-price meals are provided to students who would be eligible for them at a traditional public school

### Admissions

- Lottery processes (including any preferences) and enrollment deadlines
- Academic Performance (in each case, disaggregated for all numerically significant sub-groups)
- Statewide testing results
- Four year cohort graduation rates
- Drop-out rates

### Student Demographic Rates

- ~~Special Education services (including, but not limited to SELPA affiliation)~~
- ~~Curriculum content~~
- ~~Special Education by type (high incident, low incident)~~
- Ethnicity
- Income-eligibility for free and reduced-price meals
- English Language Learner status
- Special Education, by type (detailed to the extent permitted by applicable state and federal law and as available by traditional District public schools)

Resolved further, That this information be available to parents both manually and electronically through a written disclosure form in the preferred language of the family in English and any single primary language meeting the requirements of Sections 45400 through 45403 of the California Education Code;

Resolved further, That for the 2015-16 academic year, this information (other than the Audited Financial Statements and LCAP) shall be available to parents, guardians, and staff no later than March 1, 2016, and the Audited Financial Statements and LCAP shall be made similarly available by December 15, 2016 and June 30, 2016, respectively;

Resolved further, That for the 2016-17 and subsequent academic years, this information (other than the Audited Financial Statements and LCAP) shall be available to parents, guardians, and staff no later than August 31st of the applicable academic year, and the Audited Financial Statements and LCAP shall be made similarly available by December 15 of the following academic year and June 30 of the applicable academic year, respectively. If at any time, a change occurs with regards to the available information, the charter management organization or charter school will have 72 hours to have available the updated information within a reasonable time; and, be it finally

Resolved, further, That each District traditional public school and District-authorized charter school that occupies buildings on the AB300 list shall promptly post a notice to such effect in their main office;

Resolved further, That the Superintendent shall direct appropriate staff to conduct a study to determine appropriate measures and metrics of seismic resistance and seismic hazards of school buildings (the study may consider relevant factors, such as year and type of construction, depth of foundation and soil type, building materials, types of joints, number of floors, and the presence or absence of lateral bracing, proximity to known faults and the activeness of such faults, among other things) and to determine appropriate methods and timeframes for communicating such information and periodic updates to the public;

Resolved, further, That such study shall be conducted with input from the District's stakeholders, including, but not limited to, representatives of parents, community members, and independent charter schools, and that the Superintendent shall report the results of such study to the Board by April 11, 2016; and, be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District encourages each charter school to inform parents, legal guardians, and other stakeholders of the outcome of its renewal hearings.





## LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**MICHELLE KING, Ed.D.**  
*Superintendent of Schools*

**FRANCES GIPSON, Ph.D.**  
*Chief Academic Officer  
Division of Instruction*

**JOSÉ COLE-GUTIÉRREZ**  
*Director, Charter Schools Division*

### ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT PREPARATION GUIDE 2017-2018

#### OVERVIEW

As part of our continuing efforts to provide performance-based oversight and to support the success of all students enrolled in LAUSD-authorized charter schools, the Charter Schools Division (CSD) observes and monitors each school's performance in view of state and federal law, District policy, and the school's charter. While CSD staff members often make a number of informal visits to their assigned schools and may attend governing board meetings and admission lotteries throughout the academic year as part of year-round oversight, in accordance with California Education Code § 47604.32 the CSD annually conducts at least one formal school site visit - the "annual performance-based oversight visit" - that focuses on charter school performance in the following four categories:

- Category I:** Governance
- Category II:** Student Achievement and Educational Performance
- Category III:** Organizational Management, Programs, and Operations
- Category IV:** Fiscal Operations

The CSD provides the following guidance to assist charter schools in preparing for this year's CSD annual performance-based oversight visit. We hope that this information will clearly communicate our expectations and thus enable each school to make sufficient advanced preparation to ensure a smooth, productive, and efficient visit experience for all.

The CSD annual performance-based oversight visit typically encompasses the following activities, which provide opportunities to gather evidence (information and data) related to the performance indicators as well as to share "educator-to-educator" information and insights (required activities are in bold):

#### (1) Interview/Discussion

- **"Morning Meeting"** with school leadership, which includes reflection and discussion of school academic achievement data and other key aspects of school performance
- **Interviews/discussions with organization and school-site leadership** on specific topics (e.g. special education) and as needed to clarify and/or augment information already gathered
- **Interviews of stakeholder groups** (students, parents, staff)
- **Debriefing of visit**



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**(2) Observation**

- **Classroom observation**
- **Site observation**

**(3) Document Review**

- **Review of documentation provided by school (see guidance below)**
- Request and review of additional documentation

**(4) Fiscal Review<sup>1</sup>**

See section on preparation for fiscal review below.

Prior to the annual oversight visit, your CSD assigned administrator, in consultation with the charter school's leadership, and the CSD Fiscal Team member assigned to the school, will determine and communicate the specific activities and schedule for the visit.

**LOGISTICS**

In order to facilitate a productive and efficient review process, the CSD requests each charter school to provide appropriate space(s) for the following visit activities: (1) a small confidential work area containing a table and chairs with at least one nearby electrical outlet, for the use of the CSD visiting team to conduct document review and other team activities; (2) a room or other space in which the CSD team and the school leadership team can gather together for the Morning Meeting and visit debriefing; and (3) if the school has been notified in advance that the visit will include stakeholder focus group interviews, a room or other space appropriate for conducting these confidential interviews. A single room or space may be appropriate, of course, to serve multiple purposes.

**Visitor Information**

Please have the following items ready in a separate folder for the CSD visiting team:

- Visit Schedule
- Master Schedule
- Staff Roster
- Site Map
- Bell Schedule
- School Contact Information

**PREPARATION FOR INTERVIEW/DISCUSSION**

In the weeks prior to the scheduled visit, your CSD administrator will be providing school-specific guiding questions that focus on performance in one or more of the four assessment categories. CSD staff will use the guiding questions to lead discussion with the school leadership team during the Morning Meeting on the day of the visit.

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<sup>1</sup> Note: The fiscal review component of the annual oversight visit may take place on a different day and/or at a different location (e.g. charter operator offices). The school/charter operator will be notified directly by the Fiscal Team, usually four weeks in advance of the scheduled annual performance-based oversight visit.

**Example of Guiding Questions (please wait to receive your school specific guiding questions)**

Governance: In what specific ways does the Governing Board fulfill its fiduciary responsibility to effectively direct and provide oversight of the charter public school? How is the governing board assessing the overall performance of the charter school?

Student Achievement and Educational Performance: How is the school demonstrating appropriate levels of academic achievement and progress for all students, including students in subgroups? How is your school keeping on track to meet the renewal eligibility criteria set forth in Education Code § 47607(b), Senate Bill 1290 requirements, and the renewal criteria provided in Ed. Code § 47605(b)? How is the school measuring and monitoring student academic achievement and progress in preparation for the CAASPP? What are some effective practices, supported by data analysis that the school has observed?

Organizational Management, Programs, and Operations: How is the school monitoring, analyzing, and increasing the effectiveness of the school's implementation of the California Common Core State Standards, the specific educational and other goals and actions described in the school's charter and LCAP, and the instructional program set forth in the charter? How has the school established a positive school culture and effective student discipline system consistent with the principles of the District's Discipline Foundation Policy?

Fiscal Operations: How is your school being a good steward of the public resources entrusted to your care? In what ways does the development and implementation of the charter school budget support and advance the instructional program of the charter school? How are your current fiscal policies and controls facilitating the appropriate use and management of public funds?

**PREPARATION FOR DOCUMENT REVIEW**

As an integral part of every annual oversight visit, the CSD reviews documentation in order to gather information and evidence regarding the school's performance in the four categories set forth above.

**Binder Preparation**

In order to facilitate the document review process, it is important to assemble and organize the school's documentation for the first three performance categories into the following binders:

- Binder 1: Governance Documentation
- Binder 2: Student Achievement and Educational Performance Documentation
- Binder 3: Organizational Management, Programs, and Operations Documentation



**Binder 3A:** Documentation of Compliance with Clearance, Credentialing, ESSA Qualifications, Mandated Reporter Training Requirements and Bloodborne Pathogen training

**Note:** All independent charter schools are expected to prepare Binder 3A documentation (ESSA grid) and complete and submit both the *Certification of Clearances, Credentialing and Mandated Reporter Training Form (ESSA grid)* for Binder 3A and the first *Compliance Monitoring Certification* form to the CSD by Friday of the 7<sup>th</sup> week of school. This is designed to be consistent with the timeframe of Child Abuse Training by the sixth week of school established by AB1432.

The following sections of this guide provide brief descriptions of the specific documentation needed for each performance category. Please include all documentation applicable to the grade levels served by the school.

### **Preparation of Fiscal Operations Documentation**

As outlined more fully below, all documentation for the fourth performance category, Fiscal Operations, should be submitted electronically to the Fiscal Team member assigned to your school two weeks prior to the fiscal site visit, which is usually a component of the annual oversight visit but may be scheduled for a different day.

### **BINDER 1**

#### **GOVERNANCE DOCUMENTATION**

Please organize the documentation provided in this binder in the order listed below. Please include tabbed dividers numbered in accordance with the numbering shown below.

- 1 Organizational Chart  
Current and complete organization chart (including Governing Board)
- 2 Bylaws  
Current Governing Board bylaws
- 3 Board Members  
Current roster of Governing Board members with contact information
- 4 Board Meeting Agendas and Minutes  
Board meeting agendas and minutes for all meetings held in the last 12 months  
Include evidence that agendas and minutes are on the school's website
- 5 Board Meeting Calendar  
Calendar(s) of regular meetings of Governing Board

- 6 Committee(s)/Council(s) Meeting Calendars & Agendas  
Calendar(s) and Agenda(s) of Committee(s)/Council(s) Include evidence of School Site Council and ELAC meetings (for applicable schools)
- 7 Evaluation of School Leadership  
Evidence of a system of evaluation for chief executive and school administrator(s)
- 8 Brown Act Training  
Documentation of recent Brown Act training for Governing Board members, including all new members
- 9 Agenda Posting Procedures  
Documentation the Board meeting agenda posting procedures, including evidence of implementation (Include evidence that agendas and minutes are on the school's website)
- 10 Parent-Student Handbook(s)  
Current and complete Parent-Student Handbook(s)
- 11 Uniform Complaint Procedures  
Complete documentation of school/organization's Uniform Complaint Procedures (UCP) policy and forms that meet State and Federal requirements

**NOTE:** Each charter school must have its own UCP as well as the District's UCP brochure (for special education purposes). The UCP is specific to complaints that could be possible violations of federal, state laws, or regulations. Independent charter schools should maintain evidence of UCP logs and compliant implementation of regulatory timelines in the event the school is audited. An independent charter school is requested to review and be familiar with UCP requirements and guidance on the California Department of Education (CDE) website (<http://www.cde.ca.gov/re/cp/uc/>), and additionally compare its UCP documents to the LAUSD UCP documents provided on the LAUSD website at [lausd.net](http://lausd.net), in the *Offices* tab, at the *Educational Equity Compliance Office*.

**NOTE:** The UCP policy, procedures, and documents have also been added to the *COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW* document for the governing board's annual review and certification.

**CSD review of the charter school's UCP documents will include:**

- An English version and if applicable, translated version when 15% or more of students enrolled speak a primary language other than English
- The name/address of whom the parent sends the complaint in the charter organization
- The position that will investigate the complaint
- Policy description (See CDE guidance) and step-by-step procedures regarding handling of UCP complaints. Policy should include language that encourages complainants to file directly with the school first, rather than CDE.
- Timelines for the investigation (60 calendar days). Timeline language should additionally explain to complainants a written report of findings will be received within 60 calendar days, unless the complainant agrees in writing to an extension of the timeline (except in the case of pupil fees complaints where no extensions can be obtained).
- Appeals process and timelines including to whom, at the CDE, an appeal is sent including the original complaint and the Charter School's findings
- A Civil Remedies section explaining that civil remedies "may" be available (injunction, restraining order) for discrimination, harassment, intimidation and/or bullying laws
- The UCP information including to whom in the school organization to send complaints to is on the school's website, complaint forms and notice/brochures and are available free of charge (e.g., school main office)
- The categorical and other specific programs that are under the UCP jurisdiction for your charter school(s) applicable to the school's level/funding (i.e., an elementary would not include Adult Education)

**Example- Programs that use categorical funds\***

- a. Adult Education
- b. After School Education and Safety (ASES)
- c. Agricultural Vocational Education
- d. American Indian Education Centers and Early Childhood Education Program Assessments
- e. Bilingual Education
- f. California Peer Assistance and Review Programs for Teachers
- g. Career Technical and Technical Education and Career Technical and Technical Training



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- h. Child Care and Development
- i. Child Nutrition
- j. Consolidated Categorical Aid Programs
- k. Economic Impact Aid\*
- l. Every Student Succeeds Act
- m. Foster and Homeless Youth Services [The LEA shall post a standardized notice of the educational rights of foster and homeless youth, as specified in E.C. §§48853, 48853.5, 49069.5, 512225.1, 51225.2; the notice shall include complaint process information, as applicable.]
- n. Migrant Education
- o. No Child Left Behind Act (2001) programs, including but not limited to, improving academic achievement, compensatory education, limited English proficiency, and migrant education
- p. Regional Occupational Centers and Programs
- q. School Safety Plans
- r. Special Education
- s. Tobacco-Use Education

\*Some of these programs may not be applicable to your charter school(s)

**UCP also addresses complaints for:**

- Discrimination, Harassment, Intimidation, And/Or Bullying (of protected classes)
  - Unauthorized Charging of Pupil Fees
  - Elementary School Adopted Course of Study for Physical Education (if applicable)
  - Failure To Comply With Legal Requirements As To Development, Adoption and Annual Update Of The LCAP And LCFE
- 12 Stakeholder Complaint Procedure(s)  
Evidence of other stakeholder complaint procedure(s) for complaints outside regulatory scope of UCP, including the school's complaint form(s)
  - 13 Human Resources Policies and Procedures  
Evidence of policies and procedures specifically related to:
    - 13.1 Staff Due Process
    - 13.2 ESSA Qualification, Credentialing, and Clearance Requirements
  - 14 Data-Based Decision-Making  
Evidence of a system for Governing Board review and analysis of school data to inform and support sound decision-making

- 15 Fiscal Management and Accountability  
Evidence of a system for Governing Board establishment, review and monitoring of fiscal policies, procedures, budget and finances to ensure sound fiscal management

**BINDER 2****STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

Please organize the documentation provided in this binder, as applicable to the grade levels served by the school, in the order listed below. Please analyze and discuss the school's results and any other relevant sources of quantitative performance data that demonstrate the extent to which the school's numerically significant subgroups as well as its schoolwide student population as a whole have experienced increases in academic achievement. Please include tabbed dividers numbered in accordance with the numbering shown below.

- 1 State Assessment Data  
Data reports (as applicable) based on state assessment results, including:
  - 1.1 **SBAC Subgroup ELA:** CAASPP Smarter Balanced English Language Arts Test Results (CDE)
  - 1.2 **SBAC Subgroup Math:** CAASPP Smarter Balanced Mathematics Test Results (CDE)
  - 1.3 **SBAC Schoolwide ELA:** CAASPP Smarter Balanced English Language Arts Test Results (CDE)
  - 1.4 **SBAC Schoolwide Math:** CAASPP Smarter Balanced Mathematics Test Results (CDE)
  - 1.5 **Reclassification:** Most recent Number and Percent of Students Reclassified to FEP report (CDE)
  - 1.5.1 **CELDT:** Most recent CELDT Criterion reports (Initial Assessment and Annual Assessment)(CDE)

**NOTE:** If the school is part of a consortium for purposes of Title III accountability, please provide the School-Level Data report (CDE)

  - 1.6 Long Term English Learners (Secondary) and "At-Risk" English Learners (Elementary and Secondary Schools) Include most recent Numbers and Percentage of Students identified by CDE as LTELS (Secondary) or most recent Number and Percent of Students identified by CDE as "At-Risk" English Learners 4-5 years (Elementary and Secondary)

- 2 School Assessment Data (with analysis of results)  
Additional quantitative performance data and information gathered and/or produced by the school related to academic performance and progress assessment, monitoring, and **analysis**, such as:
- 2.1 **Internal Assessments:** Internal periodic assessments in core subjects  
**Please note: The 2.1 Internal Assessment data is only to be included as evidence for a new charter school or for charter schools which serve grade levels K, 1, 2, 9 and 10 which are not administered the CAASPP)**
  - 2.2 **Subgroup Performance:** Student subgroup achievement and growth
  - 2.3 **English Language Development:** EL language acquisition

**NOTE:** For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. SBAC Block Assessments, NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability

**High Schools only:**

- 2.4 **AP:** Advanced Placement examination participation and passage
  - 2.5 **A-G:** Completion of and progress toward A-G requirements
  - 2.6 **College:** College acceptance
- 3 Four-Year Cohort Graduation Rate (*High Schools only*)
- 3.1 **Four-Year Cohort Graduation Rate:** Most recent Numbers and Percentages of School Graduation Data (CDE)

**NOTE: California School Dashboard**

For your awareness, the oversight report will include the school's ratings on the California School Dashboard. The school's dashboard ratings *will not* impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight, but will provide informational areas of focus. California School Dashboard Indicators will, however, figure into next year's 2018-2019 oversight ratings.

- 4 California School Dashboard printout for the following indicators (as applicable)
- Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts
  - Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics



- Priority 4-3.5 Student Achievement English Learner Progress Indicator
- Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator (this indicator will be available Fall 2018)
- Priority 6-3.8 School Climate- Suspension Rate Indicator
- Priority 2.5 Suspension and Expulsion Rates

**HIGH SCHOOLS ONLY:**

- Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts (status and change)
- Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics (status and change)
- Priority 5-3.6 Student Engagement-Graduation Rate Indicator
- Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College /Career Indicator (status, *this indicator will be available Fall 2017*)

**BINDER 3****ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS DOCUMENTATION**

Please organize the documentation provided in this binder, as applicable to the grade levels served by the school, in the order listed below. Please include tabbed dividers numbered in accordance with the numbering shown below.

- 1 **School Safety and Operations (School Safety Plan & Procedures)**
  - 1.1 **Visitor's Policy:** Copy of policy in Parent-Student Handbook and evidence that policy is posted for the public
  - 1.2 **School Safety Plan:** Comprehensive Health, Safety, and Emergency Preparedness Plan, staff roles and assignments, including evacuation route maps (that complies with co-location requirements if co-located) Includes Threat Assessment protocol. **For Co-locations, include copy of District school's Safe Schools Plan incorporating the charter school**
  - 1.3 **Emergency Drills and Training:** Documentation of evidence of conducting safety drills and emergency preparedness staff training
  - 1.4 **Emergency Supplies:** Evidence of provision and location of onsite emergency supplies (industry standard is 3 days of food/water)
  - 1.5 **Child Abuse Mandated Reporter Training:** (please include employee training documentation in Binder 3A) Documentation of Child Abuse Mandated Reporter training for all staff and other persons working on behalf of the school who are mandated reporters

- 1.6 **Suicide Prevention Policy for schools serving students in grades 7-12:** inclusive, including evidence of board adoption of the policy; how stakeholders and mental health experts were consulted when developing the policy; professional development on suicide awareness and prevention; and any other activities that support AB 2246.
- 2 Health and Safety
- 2.1 **COO:** Current and appropriate Certificate(s) of Occupancy (COO) or equivalent for all non-District sites on which the school operates
  - 2.2 **Student Immunization and Health Screening:** Evidence that the school provides for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school
- NOTE:** Please do not provide individual student information.
- 2.3 **Epi-Pen:** Documentation that the school maintains an epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff in the storage and use of the epi-pen
- 3 School Instructional Programs
- 3.1 **Standards-Based Instructional Program:** Evidence of implementation of grade-level-appropriate California academic standards-based instructional program, which is aligned in accordance with the California Common Core State Standards and the new English Language Development standards *and the State’s transition to the California Next Generation Science Standards.*
  - 3.2 **LCAP:** Copy of the school’s current Local Control Accountability Plan (LCAP)
  - 3.3 **(New schools only) CAASPP Technology Readiness:** Evidence of technology readiness to administer CAASPP (SBAC) assessments (If existing schools are experiencing difficulty in this area, please notify your CSD administrator)
  - 3.4 **WASC Accreditation Notification letter**
  - 3.5 **UC Doorways:** Evidence that all A-G high school courses have been approved through UC Doorways (UCOP printout)



- 3.6 **Transitional Kindergarten:** Evidence that the school has implemented TK
- 3.7 **Professional Development:** Evidence of implementation of the school's professional development plans and programs (e.g., school PD, CMO PD, and educator conferences) to support teachers and other school instructional staff *in the state's transition to implementing the California Next Generation Science Standards*, and in meeting the needs of all students, including English Learners and students with disabilities
- 3.8 **Intervention and Support:** Evidence of implementation of interventions and supports to meet the learning needs of all students, including implementation of the school's Master Plan for English Learners as well as programs and activities to serve foster youth, socio-economically disadvantaged/students eligible for free and reduced price meals, students performing above and below grade level, students with disabilities, and GATE students/high achievers
- 3.9 **Key Features of Educational Program:** Evidence of implementation of the key features of the educational program set forth in the charter
- 3.10 **(Schools Serving 9<sup>th</sup> graders) :** Evidence of compliance with the Mathematics Placement Act
- 4 **School Management and Operations**
  - 4.1 **Special Education:** Evidence of provision of special education programs, services, and procedures in compliance with MCD, including
    - ◆ DVR - Documentation of the results of school's most recent District Validation Review (DVR)
    - ◆ Self-Review Checklist - Copy of the school's current/up-to-date Special Education Self-Review Checklist
    - ◆ Welligent Reports - Copy of the school's most current/up-to-date "IEP200 – Annual and Triannual IEP Report" and the "SER300 (printed out the week of the oversight visit)
    - ◆ Professional Development- Evidence of staff professional development about Special Education (include in section 3.7)
  - 4.2 **School Climate and Student Discipline:** Evidence of implementation of school climate and student discipline system that aligns with the principles of the District's Discipline Foundation Policy, including:
    - ◆ Tiered Behavior Intervention – Evidence of the school's tiered system of behavioral supports and interventions, such as SST and/or COST
    - ◆ Alternatives to Suspension - Evidence of the alternatives to suspension implemented by the school

- ♦ Schoolwide Positive Behavior Support System – Evidence of the school's recognition/incentive program(s) and/or other practices that provide positive behavior reinforcement and support
  - ♦ Data Monitoring - Evidence that school collects, analyzes, and responds to data related to school climate and student discipline
  - ♦ Complaint Procedure - Evidence that school provides a complaint procedure for stakeholders related to school climate and school discipline system
- 4.3 **Stakeholder Communication and Parent Engagement:** Evidence of a stakeholder communication system for gathering input, encouraging and facilitating parent involvement, sharing information, and resolving concerns, including:
- ♦ Stakeholder Consultation - Evidence of stakeholder consultation regarding the school's educational programs and its LCAP and related meeting agendas
  - ♦ Parent Engagement – Evidence of parent engagement, including parent involvement policy and compact per Title I (ESSA) requirements
  - ♦ Information Sharing – Evidence that the school shares accessible and relevant data and information regarding individual student and school-level performance and progress with all stakeholders (parents/guardians, students, teachers, and community members) as appropriate
  - ♦ Stakeholder Complaints - Evidence of communication of information regarding complaint resolution process(es)
  - ♦ Transferability of Course Credit/Courses - Evidence that parents are informed about transferability of courses/course credit to other public high schools and the eligibility of courses to meet college entrance requirements
  - ♦ Access to Approved Charter – Evidence that the school provides ready access to the school's approved charter to all stakeholders
- 4.4 **Stakeholder Communication and Transparency:** Evidence that the school demonstrates informational transparency to stakeholders via documents available both manually and electronically (website preferred) in the following areas:
- ♦ Complaint procedures\*\*
  - ♦ Title IX information in accordance with SB1375\*\*
  - ♦ AB 2246 Suicide Prevention applicable posting (Gr 7-12)\*\*
  - ♦ Applicable categories described in LAUSD Charter School Transparency Resolution (*schools may provide evidence of other electronic means for this item, if means other than website are utilized*)\*\*required on website



- 4.5 Staff Evaluation: Evidence of a system of evaluation for faculty and other staff

**NOTE:** Please provide this documentation here only if it is not included in Binder 1; see note in Binder 1 section above.

**BINDER 3A** (Please note that the ESSA grid will be submitted to the CSD assigned administrator at the end of the school's 7<sup>th</sup> week of operation (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training). The ESSA grid will be reviewed again at the oversight visit.

#### **DOCUMENTATION OF COMPLIANCE WITH CLEARANCE, CREDENTIALING, ESSA QUALIFICATIONS AND MANDATED REPORTER TRAINING REQUIREMENTS**

Please organize the documentation provided in this binder into the following four sections. Please include tabbed dividers numbered in accordance with the numbering shown below.

#### 1 Certifications and Related School Information

In the first section of this binder, please provide:

- 1.1 **Certification (ESSA Grid):** The original signed document and one full-sized copy of the school's completed and signed "Certification of Clearances, Credentialing, ESSA Qualifications, and Mandated Reporter Training 2017-2018" form (often informally referred to as the "ESSA Grid"), on which the school, through its Custodian of Records, certifies compliance with criminal background clearance, tuberculosis (TB) risk assessment/clearance, ESSA teacher and paraprofessional qualifications, credentialing, child abuse mandated reporter training requirements, and blood borne pathogen training for all staff.

**NOTE:** All school employees as well as all contracting entities/ independent contractors ("vendors") providing school-site or student services must be included on the completed form

**NOTE:** The completed certification document should be ready and available for CSD review no later than the 7<sup>th</sup> week after the first day of school. In the event that the school makes any subsequent personnel/ vendor changes, the form needs to be updated to reflect current staff and vendors

- 1.2 **Staff Roster:** Current and complete school staff roster that shows all current assignment(s) for each staff member
- 1.3 **Master Schedule:** Master schedule that also indicates which teachers instruct ELs, and which subjects/courses are identified as "core" and "college preparatory" in the school's approved charter

- **1.4 Special Education Staff Roster and Caseload:** List of RSP and SDC teachers that identifies the number of students in each SWD eligibility category served by each teacher

**NOTE:** Please do not include individual student names or other identifying information.

- **1.5 Custodian of Records:** Documentation that the school has at least one Custodian of Records who has been confirmed by the California Department of Justice (e.g., DOJ confirmation letter; DOJ Custodian of Records notification)

Please organize and tab the remaining three sections of this binder by last name of individual staff members or by contracting entity name, organized in the same order provided on the completed "Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018" and Bloodborne Pathogen Training documents.

- **2 Certificated Employee Documentation:** For each certificated employee, please provide (organized in the same order as the ESSA Grid):
  - **Criminal Background Clearance Certification:** Completed and signed "Criminal Background Clearance Certification" certifying criminal background clearance prior to employment or in any capacity.
 

**NOTE:** Please ensure that any Social Security Numbers recorded on these original forms are redacted
  - **Credential(s):** Copy of current credential(s) (copy of original certificate(s) or print-out from CTC website), showing issuance and expiration dates, type of credential, subject matter authorization, and type of EL authorization, for each position/assignment performed by the staff member
  - **Additional Authorization Documentation:** Any additional documentation necessary to authorize certificated service – e.g., CBEST documentation for any employee with a one-year credential
- **3 Non-Certificated Employee Documentation:** For each classified or non-certificated employee (organized in the same order as the ESSA Grid), please provide:
  - **Criminal Background Clearance Certification:** Completed and signed "Criminal Background Clearance Certification" certifying criminal background clearance prior to employment or in any capacity.
 

**NOTE:** Please ensure that any Social Security Numbers recorded on these forms are redacted



- 4 Employee Child Abuse Training Documentation and Bloodborne Pathogen Training Documentation: For all staff members include the supporting documentation of completion of Child Abuse Training within timelines specified in AB1432. Include the supporting documentation for all staff members' completion of Bloodborne Pathogen training.
- 5 Contracting Entities Documentation: For each contracting entity/independent contractor ("vendor") (organized in the same order as the ESSA Grid), please provide:
- **Clearances and Credentialing Certification**: Current documentation from vendor certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for vendor employees, and credentialing requirements for certificated vendor employees, with an appended list of the specific vendor employees covered by the certification.
- NOTE:** The charter school is responsible for ensuring that vendors provide the *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* signed form to the charter school prior to the provision of services to the school.
- NOTE:** AB 949 (2017), which amends Education Code section 45125.1 to address criminal background clearance procedures for sole proprietors, becomes effective law on January 1, 2018.
- 6 Volunteer Clearances Certification: (if applicable)
- **Clearances Certification**: Documentation certifying that the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school-site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per the requirements of AB 1667, with an appended list of the names of the specific volunteers covered by the certification
- NOTE:** To ensure adherence to HIPAA requirements and purposes, CSD staff will not review individual school staff member tuberculosis clearances or medical records. The CSD reserves the right to review such records as needed on a case-by-case basis and as permitted by law.

## FISCAL OPERATIONS DOCUMENTATION

**PLEASE NOTE:** To assist our schools and our team with preparing for efficient and effective oversight visits, we have provided the list below to identify material and reports that the school needs to submit electronically to the Fiscal Team member assigned to the school two



weeks prior to the fiscal site visit for appropriate staff review. All fiscal reports should be in Microsoft Excel unprotected format. All of the materials requested are intended to be documents routinely prepared by the charter school as a part of the regular operation of the school. Please number and name the electronic documents to be provided to the Fiscal Team member in correspondence with the items enumerated below. If an item listed below does not apply, or requires you to prepare something in addition to what is normally prepared in the regular operation of the school, please inform the CSD Fiscal Team member assigned to your school.

- 1 **Most current** fiscal reports presented to the charter school's board (provide reports presented at one of the meetings held in 2017-2018)
  - a. Balance Sheet, at a minimum include the categories of assets, liabilities, and net assets used in the audited financials
  - b. Income Statement (Statement of Activities), at a minimum include the categories of revenue and expenses used in the audited financials
  - c. Cash Flow Statement (including actual receipts and payments) to the end of the current fiscal year and through the next two fiscal years showing detailed sources of revenue and detailed expenditures. The cash flow projection for the current year should include actuals for the months where available and projections for the remaining months of the year. The cash flow should detail the revenue and expense categories for each month. These categories should, at a minimum, be the same as the categories on the income statement listed above. Accruals for revenues and expenses should also be shown.
- 2 Minutes of the meeting when the above fiscal reports were presented to the charter school's governing board
- 3 Minutes of the meeting when the 2017-2018 budget was adopted
- 4 If the school is offering STRS, PERS, and/or Social Security benefits to its employees, evidence that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611)
- 5 Minutes of the meeting reflecting the selection of the independent auditor
- 6 Minutes of the meeting reflecting the discussion of the most current independent audit report and resolution of any audit findings, including material weaknesses or deficiencies
- 7 Minutes of the meeting reflecting the receipt, review, and approval of fiscal reports submitted to LAUSD
- 8 Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any

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- 9 Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2016-2017 school year)
- 10 A copy of the most current fiscal policies and procedures
  - a. If the most current fiscal policies and procedures do not include procurement guidelines, please provide a copy of the most current procurement policies and procedures that include, but are not limited to, competitive bidding thresholds for the procurement of goods and services, retention of contract records, and adequate segregation of duties
- 11 Minutes of the meeting reflecting approval of the current fiscal policies and procedures and if applicable, minutes of the meeting reflecting approval of the current procurement policies and procedures
- 12 A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee, who has responsibilities outlined within the charter school's fiscal policies and procedures
- 13 A description of the relationship between the charter school and any related party<sup>2</sup>, and the business purpose of the related party
- 14 A copy of all contracts with related parties (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.)
  - a. If the charter school incurs management fees, licensing fees, or any other related party fees, please provide the following information in Microsoft Excel format:
    - i. The percentage and/or rate of the fees;
    - ii. The basis used to calculate the total fees;
    - iii. The terms of the services provided; and
    - iv. A rationale for the percentage and/or rate of the fees and the basis used to calculate the total fees
- 15 If applicable, minutes of the meeting reflecting approval of the management fees, licensing fees, or any other related party fees

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<sup>2</sup> Related parties may include a) affiliates of the entity, b) principal owners of the entity and members of their immediate families, c) management of the entity and members of their immediate families, 4) other parties which the entity may deal if one party controls or can significantly influence the management or operating policies of the other to an extent that one of the transacting parties might be prevented from fully pursuing its own separate interests, and 5) other parties that can significantly influence the management or operating policies of the transacting parties or that have an ownership interest in one of the transacting parties and can significantly influence the other to an extent that one or more of the transacting parties might be prevented from fully pursuing its own separate interests.



*Annual Performance-Based Oversight Visit 2017-2018  
Preparation Guide*

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- 16 If the charter school has a sole statutory member, please provide the following:
  - a. A copy of the sole statutory member's by-laws
  - b. A copy of the sole statutory member's articles of incorporation
  
- 17 Check registers for the prior 12 months in Microsoft Excel format
  
- 18 All credit card statements for the prior six months, and the following:
  - a. A list of all credit cards in Microsoft Excel format that includes the last four digits of the credit card number, and the name and job title of the credit card holder
  
- 19 Monthly bank statements and reconciliations for the prior six months, and the following:
  - a. A list of all school bank accounts in Microsoft Excel format that includes the type of account (e.g., checking, savings, money market, etc.), the last four digits of the account, a description of the purpose of the account (e.g., operating, nutrition, ASB, etc.) and the most current ending bank balance for that account
  - b. The bank statements are from the financial institution and must show all deposits, withdrawals, transfers, electronic expenditures/transfers, use of debit cards, and cancelled checks
  - c. If applicable, a list of all debit cards in Microsoft Excel format that includes the last four digits of the debit card number, and the name and job title of the debit card holder
  
- 20 Student body financial records (budget, cash flow, bank statement with reconciliation, audit reports and other fiscal reports)
  
- 21 Equipment inventory (asset tag number, purchase date, purchase price, book value, asset life, location of asset, etc.)
  
- 22 A link to the charter school's website where the EPA allocation and expenditures are posted
  
- 23 If applicable, the signed and executed agreement related to the factoring of receivables, and the minutes of the meeting reflecting the review and approval of the agreement
  
- 24 Disclosure of Legal Issues  
**NOTE:** Any reference to "Charter School" shall be considered to include Charter Management Organizations, nonprofits, foundations, or other organizations that participate in the management or operation of the "charter school". Paid contractors are excluded unless the suit is brought by or against the Charter Management Organization, nonprofit, foundation,

or other organization that participates in the management or operation of the “charter school.”

**NOTE:** Disclosures should include civil or criminal cases filed in state or federal court; civil or criminal investigations by local, state, or federal law enforcement authorities; and enforcement proceedings or investigation by local, state, or federal regulatory agencies. The information provided must include relevant dates, the nature of the allegation(s), and the outcome.

- Disclose material information relating to any legal or regulatory proceeding or investigation in which the Charter School is or has been a party and which might have a material impact on the fiscal viability of the Charter School. Such disclosures should include any parent, subsidiary, Limited Liability Company, Limited Liability Partnership related to the management or operation of the charter school, or affiliate of the Charter School.
- Disclose any civil, criminal, or regulatory action in which the Charter School, or any current board members, senior officers, senior management personnel, or employee has been named a defendant in such action in the past five years. Also, include any actions older than five years that remain unresolved.
- If the charter school has nothing to disclose, per the above, the charter school is to provide a written statement, signed by the board president or the chief administrator that indicates the charter school has nothing to disclose.

- 25 Any other Fiscal reports presented to the charter school’s governing board (e.g., grants, bonds, independent audit reports, etc.)

**NOTE:** If you have any questions about preparation for document review, please contact your CSD assigned Fiscal Team member, as appropriate, well before your scheduled visit date.



# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

## ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2017-2018 SCHOOL YEAR FOR

\_\_\_\_\_  
Name and Location Code of Charter School

### LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: \_\_\_\_\_ Click here to enter a date.

Charter School Name:		Location Code:	
Current Address:		Phone:	Fax:
City:		ZIP Code:	
LAUSD Board District:		LAUSD District:	
Current Term of Charter: July 1, 20xx to June 30, 20xx	Enrollment Capacity Per Charter:	Grades Currently Served:	Grades To Be Served Per Charter:
Total Number of Staff Members:	Certificated:	Classified:	
Charter School's Leadership Team Members:			
Charter School's Contact for Special Education:			
CSD Assigned Administrator:	CSD Fiscal Services Manager:		
Other School/CSD Team Members:			
Oversight Visit Date:	Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	LAUSD Co-Location Campus (if applicable):		
	DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
Choose a rating	Choose a rating	Choose a rating	Choose a rating





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME:

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

**CHARTER RENEWAL CRITERIA**

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

**REPORT GUIDE**

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.







LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: \_\_\_\_\_ Click here to enter a date.

**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

*The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:*

- Governing Board (composition, structure, roles and responsibilities)
- committees/councils, including but not limited to those mandated by laws or regulations
- evaluation of school's executive level leadership

Performance	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input type="checkbox"/> Organization chart <b>(B1: 1)</b> <input type="checkbox"/> Bylaws <b>(B1: 2)</b> <input type="checkbox"/> Board member roster <b>(B1: 3)</b> <input type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Evidence of committee/council calendars and agendas <input type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1: 7)</b> <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

*The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:*

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

Performance	Rubric	Sources of Evidence
<b>Performance</b>	<b>Rubric</b>	<b>Sources of Evidence</b>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

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DATE OF VISIT: \_\_\_\_\_ Click here to enter a date.

<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Board meeting calendar (B1: 5) <input type="checkbox"/> Brown Act training documentation (B1: 8) <input type="checkbox"/> Documentation of the school's agenda posting procedures (B1: 9) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

<b>Rubric</b>	<b>Sources of Evidence</b>
<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input type="checkbox"/> Uniform Complaint Procedure documentation (B1: 11) <input type="checkbox"/> Stakeholder complaint procedure(s) (B1: 12) <input type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 13.1) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
<b>Performance</b>	





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: \_\_\_\_\_ Click here to enter a date.

**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

**The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:**

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Sources of Evidence	Rubric	Performance
<input type="checkbox"/> Parent-Student Handbook(s) <b>(BI: 10)</b> <input type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(BI: 13.2)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)	<p><b>Rubric</b></p> <p><input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</p>	<p><b>Performance</b></p>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME:

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<p><b>The Governing Board has a system in place to ensure:</b></p> <ul style="list-style-type: none"> <li>review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals</li> </ul>	
Sources of Evidence	Rubric
<input type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making <b>(B1: 14)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)	<p><b>Performance</b></p> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

<p><b>The Governing Board has a system in place to ensure fiscal viability:</b></p> <ul style="list-style-type: none"> <li>The school is fiscally strong and net assets are positive in the prior two independent audit reports.</li> </ul>	
Sources of Evidence	Rubric
<input type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input type="checkbox"/> Other: (see Fiscal Operations section below)	<p><b>Performance</b></p> <input type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: \_\_\_\_\_ Click here to enter a date.

**G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Performance	Rubric	Sources of Evidence
<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input type="checkbox"/> Other: (see Fiscal Operations section below)	

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: \_\_\_\_\_ Click here to enter a date.

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
Summary of School Performance		Choose a rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>		
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>		
<p><u>Corrective Action Required</u></p>		
<p>Notes:</p>		
<p><b>*NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.</b></p>		





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: \_\_\_\_\_ Click here to enter a date.

**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Performance	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Performance	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.2)</b> <input type="checkbox"/> Other: (Specify)





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: \_\_\_\_\_ Click here to enter a date.

**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
<p><b>Performance</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate equal to the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is substantially lower than the Resident Schools Median</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.3)</b></li> <li><input type="checkbox"/> Review of Data Set LAUSD Office of Data &amp; Accountability</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
<p><b>Performance</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate equal to the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate lower than the Resident Schools Median</li> <li><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is significantly lower than the Resident Schools Median.</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.4)</b></li> <li><input type="checkbox"/> Review of Data Set LAUSD Office of Data &amp; Accountability</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- English Learner reclassification rate for 2016-2017 (CDE)

Performance	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate equal to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <b>(B2: 1.5)</b> <input type="checkbox"/> CELDT Criterion reports (CDE) <b>(B2: 1.5.1)</b> <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)

**A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Providing supports for At-Risk English Learners 2016-2017 (CDE)

Performance	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate equal to the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> "At-Risk" by Grade report (CDE): 2016-2017 <b>(B2: 1.6)</b>

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**A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Providing supports for Long Term English Learners 2016-2017 (CDE)

Performance	Rubric	Sources of Evidence
	<p><input type="checkbox"/> The school's percentage of LTELs is at rate lower than the District average</p> <p><input type="checkbox"/> The school's percentage of LTELs is at a rate equal to the District average</p> <p><input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the District average</p> <p><input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the District average</p> <p><input type="checkbox"/> No assessment of performance for this indicator</p>	<p><input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2016-2017) <b>(B2: 1.6)</b></p>

**A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Four-Year Cohort Graduation Rate (CDE) (high schools only)

Performance	Rubric	Sources of Evidence
	<p><input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average</p> <p><input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate equal to the District average</p> <p><input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average</p> <p><input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the District average</p> <p><input type="checkbox"/> No assessment of performance for this indicator</p>	<p><input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) <b>(B2: 3.1)</b></p> <p><input type="checkbox"/> Other: (Specify)</p> <p><b>List of the school's A-G requirements (CSD internal use only)</b></p>





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**\*INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

**A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:*

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

*NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.*

Performance	Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data</p>		<p><input type="checkbox"/> Internal academic performance and progress data and information <b>(B2: 2.1 – 2.6)</b></p> <p><input type="checkbox"/> School Internal Assessment Data Report or equivalent</p> <p><input type="checkbox"/> Other: (Specify)</p>





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<b>CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES</b>	
<b>Summary of School Performance</b>	
<i>Blue</i>	<i>Green</i>
<i>Yellow</i>	<i>Red</i>
<p>*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.</p>	
<p><b>A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts</b></p> <p>The school has achieved the performance level of _____</p>	
<p><b>A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics</b></p> <p>The school has achieved the performance level of _____</p>	
<p><b>A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator</b></p> <p>The school has achieved the performance level of _____</p>	
<p><b>A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator</b></p> <p>The school has achieved the performance level of _____</p> <p><i>*this indicator will be available Fall 2018</i></p>	
<p><b>A14: Priority 6-3.8 School Climate- Suspension Rate Indicator</b></p> <p>The school has achieved the performance level of _____</p>	
<p><b>A15: 2.5 Suspension and Expulsion Rates</b></p> <p>The school has achieved the performance level of _____</p>	





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<b>HIGH SCHOOLS ONLY:</b>
<b>A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts</b>
The school has achieved the following status _____ and change _____
<b>A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics</b>
The school has achieved the following status _____ and change _____
<b>A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator</b>
The school has achieved the performance level of _____
<b>A19: Priority 7 &amp; 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator</b>
The school has achieved the following status _____
<i>*this indicator will be available Fall 2017</i>
<b>NOTES:</b>

<b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):</b>







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**O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school has a current site-specific comprehensive Health, Safety, and Emergency Plan (Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan)</li> <li>the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)</li> <li>school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432</li> <li>school staff receives annual training on the handling of bloodborne pathogens</li> <li>the school has a Visitor's policy and it's visible in the main office</li> <li>a Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246</li> </ul>	<p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent-Student Handbook(s) (B1: 10)</li> <li><input type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 1.2)</li> <li><input type="checkbox"/> Evacuation route maps (B3: 1.2)</li> <li><input type="checkbox"/> Documentation of emergency drills and training (B3: 1.3)</li> <li><input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 1.4)</li> <li><input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3: 1.6)</li> <li><input type="checkbox"/> Child abuse mandated reporter training documentation (B3: 1.5 and B3A:4)</li> <li><input type="checkbox"/> Bloodborne pathogens training documentation (B3: 1.7 and B3A:4)</li> <li><input type="checkbox"/> Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018 ("ESSA Grid") (B3A)</li> <li><input type="checkbox"/> Site/classroom observation</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
<p><b>Rubric</b></p> <p><input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</p> <p><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</p> <p><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</p> <p><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</p>	<p><b>Performance</b></p>





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**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

*The school has a system in place to ensure that:*

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

Performance	Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</p> <p><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</p> <p><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</p> <p><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</p>	<p><input type="checkbox"/> Parent-Student Handbook(s) (B1: 10)</p> <p><input type="checkbox"/> Certificate of Occupancy or equivalent (B3: 1.1)</p> <p><input type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.2)</p> <p><input type="checkbox"/> Epi-pen documentation (B3: 2.3)</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>	

**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

*The school has:*

- implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards
- obtained WASC accreditation (high schools only)
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only)
- received UC/CSU approval of courses (UC Doorways) (high schools only)





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<b>Rubric</b>	<p><input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</p> <p><input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</p> <p><input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</p>	<b>Sources of Evidence</b>
<b>Performance</b>		<p><input type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b></p> <p><input type="checkbox"/> Evidence of transitioning to CA NGSS (B3: )</p> <p><input type="checkbox"/> LCAP <b>(B3: 3.2)</b></p> <p><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3: 3.3) *new schools only</b></p> <p><input type="checkbox"/> WASC documentation <b>(B3: 3.4)</b></p> <p><input type="checkbox"/> UC Doorways course approval documentation <b>(B3: 3.5)</b></p> <p><input type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3: 3.6)</b></p> <p><input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b></p> <p><input type="checkbox"/> Classroom observation</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>
<b>O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3</b>		
<i>The school:</i>		
<ul style="list-style-type: none"> <li>• implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE</li> <li>• disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>• implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)</li> <li>• has appointed a designee to assist and support foster youth</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>





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<b>Performance</b>	<p><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</p>	<p><input type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b></p> <p><input type="checkbox"/> LCAP <b>(B3: 3.2)</b></p> <p><input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b></p> <p><input type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3: 3.8)</b></p> <p><input type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3: 3.8)</b></p> <p><input type="checkbox"/> Evidence of implementation of data analysis system program</p> <p><input type="checkbox"/> School Internal Assessment Data Report, or equivalent</p> <p><input type="checkbox"/> Classroom observation</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>
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**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
<b>Rubric</b>	<b>Sources of Evidence</b>	
<b>Performance</b>	<p><input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter</p> <p><input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter</p> <p><input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter</p>	<p><input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b></p> <p><input type="checkbox"/> Evidence of implementation of key features of educational program <b>(B3: 3.9)</b></p> <p><input type="checkbox"/> Classroom observation</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>





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**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

*The school has a system in place to ensure that the school:*

- provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides special education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely IEP timeline records and accurate service provision records in Welligent

	Sources of Evidence
<p><b>Rubric</b></p> <p><input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <p><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <p><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <p><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p>	<p><b>Performance</b></p> <p><input type="checkbox"/> Parent-Student Handbook(s) (B1: 10)</p> <p><input type="checkbox"/> Professional development documentation (B3: 3.7)</p> <p><input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8)</p> <p><input type="checkbox"/> Self-Review Checklist (B3: 4.1)</p> <p><input type="checkbox"/> Other special education documentation (B3: 4.1)</p> <p><input type="checkbox"/> Consultation with Charter Operated Programs office</p> <p><input type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education</p> <p><input type="checkbox"/> Classroom observation (B3: 4.1)</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>

**O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

	Sources of Evidence
<p><b>Rubric</b></p>	





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<b>Performance</b>	<p><input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p>	<p><input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10)</b></p> <p><input type="checkbox"/> LCAP <b>(B3: 3.2)</b></p> <p><input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b></p> <p><input type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3: 4.2)</b></p> <p><input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3: 4.2)</b></p> <p><input type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3: 4.2)</b></p> <p><input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3: 4.2)</b></p> <p><input type="checkbox"/> Evidence of data monitoring <b>(B3: 4.2)</b></p> <p><input type="checkbox"/> LAUSD suspension and expulsion data reports</p> <p><input type="checkbox"/> Interview of stakeholders</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p><input type="checkbox"/> Suspension rates, and disproportionality rates</p>
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**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>• has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>	<b>Sources of Evidence</b>
<b>Rubric</b>	<b>Sources of Evidence</b>





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<p><b>Performance</b></p>	<p><input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</p> <p><input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</p> <p><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</p> <p><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</p>	<p><input type="checkbox"/> LCAP (B3: 3.2)</p> <p><input type="checkbox"/> Professional development documentation (B3: 3.7)</p> <p><input type="checkbox"/> Interview of teachers and/or other staff</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>
<p><b>O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9</b></p> <p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> <li>engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns</li> <li>provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)</li> <li>provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP</li> </ul>		
<p><b>Rubric</b></p> <p><input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</p> <p><input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</p>		<p><b>Sources of Evidence</b></p> <p><input type="checkbox"/> Parent-Student Handbook (B1: 10)</p> <p><input type="checkbox"/> LCAP (B3: 3.2)</p> <p><input type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3)</p> <p><input type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)</p>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

<b>Performance</b>	<p><input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</p> <p><input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</p>	<p><input type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3: 4.3)</b></p> <p><input type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3: 4.3)</b></p> <p><input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3: 4.3)</b></p> <p><input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3: 4.3)</b></p> <p><input type="checkbox"/> Interview of stakeholders</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>
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**O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

<p><i>The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.</i></p> <ul style="list-style-type: none"> <li>• information is easily accessible to the public and school stakeholders</li> <li>• complaint procedures**</li> <li>• Title IX information in accordance with SB1375**</li> <li>• AB 2246 Suicide Prevention applicable posting (Gr 7-12)**</li> <li>• Applicable categories described in Charter School Transparency Resolution</li> </ul> <p>**required on website</p>	
<b>Rubric</b>	<b>Sources of Evidence</b>
<p><input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <p><input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website</p> <p><input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website</p>	<p><input type="checkbox"/> Review of the availability of information to the public/stakeholders <b>(B3:4.4)</b> for:</p> <ul style="list-style-type: none"> <li>• SB 1375 Information</li> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• AB2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> </ul>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

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<input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<ul style="list-style-type: none"> <li>• Student Achievement Information</li> </ul>
--	---

**O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11**

*The school has a system in place for the evaluation of school staff designed to ensure that:*

- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input type="checkbox"/> Evidence of staff evaluation system <b>(B3: 4.5)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME:

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DATE OF VISIT: Click here to enter a date.

**O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12**

*The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:*

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Performance	Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</p> <p><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p>	<p><input type="checkbox"/> Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018 form (“ESSA Grid”) (B3A: 1.1)</p> <p><input type="checkbox"/> Staff rosters and school master schedule B3A: 1.2 – 1.4)</p> <p><input type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5)</p> <p><input type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 &amp; 3)</p> <p><input type="checkbox"/> Teaching credential/authorization documentation (B3A)</p> <p><input type="checkbox"/> Vendor certifications (B3A: 4)</p> <p><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5)</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>	

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):**





LAUSD CHARTER SCHOOLS DIVISION

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SCHOOL NAME: \_\_\_\_\_

DATE OF VISIT: \_\_\_\_\_ Click here to enter a date.

**[INSERT FISCAL TABLE]**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: \_\_\_\_\_ Click here to enter a date.

FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of <i>insert rating score, insert rating name</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>	<p>Choose a rating</p>
<p><b>Areas of Demonstrated Strength and/or Progress:</b></p>	
<p><b>Areas Noted for Further Growth and/or Improvement:</b></p>	
<p><b>Other Observations:</b></p>	
<p><b>Corrective Action Required:</b></p>	



LAUSD CHARTER SCHOOLS DIVISION

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SCHOOL NAME: \_\_\_\_\_

DATE OF VISIT: [Click here to enter a date.](#)

**Notes:**

	<b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):</b>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME:

Annual Performance-Based Oversight Visit Report

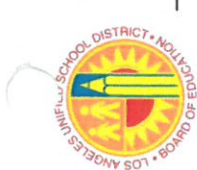
DATE OF VISIT: [Click here to enter a date.](#)

**Fiscal Operations Rubrics**

*Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]  
 New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p> <p><b><u>Existing Schools (based on the most current annual audit):</u></b>                  An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p> <p><b><u>Existing Schools (based on the most current annual audit):</u></b>                  An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school's website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other.</li> </ol>	<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school's website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other.</li> </ol>





LAUSD CHARTER SCHOOLS DIVISION

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<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>	<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>
<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:                         <ul style="list-style-type: none"> <li><input type="checkbox"/> Most current financial reports presented to the governing board</li> <li><input type="checkbox"/> Employee handbook</li> <li><input type="checkbox"/> Student handbook</li> <li><input type="checkbox"/> Salaries schedule/benefits/information</li> <li><input type="checkbox"/> Budget development process</li> <li><input type="checkbox"/> Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li><input type="checkbox"/> The most current approved petition</li> <li><input type="checkbox"/> Administration/school contact</li> <li><input type="checkbox"/> School calendar</li> <li><input type="checkbox"/> Enrollment policies and procedures</li> <li><input type="checkbox"/> Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school's website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:                         <ul style="list-style-type: none"> <li><input type="checkbox"/> Most current financial reports presented to the governing board</li> <li><input type="checkbox"/> Employee handbook</li> <li><input type="checkbox"/> Student handbook</li> <li><input type="checkbox"/> Salary schedules/benefits/information</li> <li><input type="checkbox"/> Budget development process</li> <li><input type="checkbox"/> Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li><input type="checkbox"/> The most current approved petition</li> <li><input type="checkbox"/> Administration/school contact</li> <li><input type="checkbox"/> School calendar</li> <li><input type="checkbox"/> Enrollment policies and procedures</li> <li><input type="checkbox"/> Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school's website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME:

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DATE OF VISIT: Click here to enter a date.

<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. All vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and</li> <li>9. There is no apparent conflict of interest.</li> </ol> <p><b>Note:</b> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive;</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>







LAUSD CHARTER SCHOOLS DIVISION

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SCHOOL NAME:

DATE OF VISIT: [Click here to enter a date.](#)

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p> <p><u>New Schools:</u></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.</li> <li>4. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.</li> <li>6. The LCAP is submitted to the appropriate agencies.</li> <li>7. The EPA allocation and expenditures are posted on the charter school's website, if applicable.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p> <p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
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# Coversheet

## Response to Notice of Concern - Filming & Other Activities from LAUSD CSD

**Section:** VIII. Governance  
**Item:** B. Response to Notice of Concern - Filming & Other Activities from  
LAUSD CSD  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
VIII\_B\_Gov\_ResponseLAUSDNotice of Concern Filming Other Activities.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### PCHS Response to LAUSD-Charter Schools Division's Notice of Concern Dated August 31<sup>st</sup>, 2017

Please see below responses to all Notices of Concern (find all additional documentation provided in the folder in which this letter is included).

#### Filming Usage Notices of Concern

- 1) **Regarding Third Party Invoicing:** It has been PCHS's policy over the past five (5) years to add additional personnel on-site for all film productions as direct site supervisors/representatives. This additional personnel is required above and beyond the normally staffed personnel on site for civic center permit activity. These additional personnel costs have been passed along to the specific groups pulling the permits at the school. PCHS has added this term/cost into our License Agreements and invoiced the permitting organization accordingly. All payment is made directly to the third party. PCHS has had an agreement with LAUSD since 2004 that all civic center filming permits would be exclusively managed and financial dedicated to PCHS entirely. See letter attached.
- 2) **Regarding Discrepancy between General Ledger and Filming Revenue based upon Invoices:** There are several factors of this seeming discrepancy, the first of which is the incorrect coding in section 1 of permit activity on site. As described above, Site Representative Moneys (invoices SR##) are not collected by PCHS and will therefore not show up in the general ledger. Secondly, there are several incorrectly coded invoices in the table ranging from page 2-4 (numbers 29 & 30 for Fancy Feet; this is general facility usage, not filming). Thirdly, there are several invoices missing among this table. PCHS policy adopted in the 2014-2015 school year moved all filming invoicing to be coded with a FP#### invoice number. From the schools records for the 2015-2016 school year, FP1025 to FP1034 were issued. Several of these do not show up on in the table. For 2016-2017, FP1035 to FP1057 were issued. Several of these were not coded either. These reasons might explain the discrepancy between the General Ledger and the Filming revenue invoices listed on pages 2-4. While the general ledger does not record Filming revenue as a separate source of revenue, all permit revenue is segregated into one depository account and the Finance department reviews checks sent directly to them and advises the appropriate personnel who generated the related invoice(s) of the receipt for potential follow up regarding unpaid or payments which are made in amounts different form the original invoice.

#### Non-Filming Usage Notices of Concern

- 1) **Regarding Third Party Invoicing:** As stated above, when additional personnel are necessary for an event occurring on campus, this additional personnel cost is paid for by the permitting group and paid directly to the third party. Rates for these site representatives were not included in the rate structure sheet provided to the CSD. These rates range between \$25-\$45/HR and set based upon time of arrival (anything before or after normally operating hours, weekend time) and auxiliary skills needed (i.e. running scoreboards, lights, sound). These rates have varied over the past several years but at this point, the base rate of site representative for filming productions are set at \$40/HR and the base rate of site representatives for non-filming activity site is \$30/HR. Of all invoices sited in Table II from Appendix A, all rates are explained by the above except:

**Row 5 & 6 – Invoices 344 & 353 – For Raw Inspirations Sunday Farmers' Market on campus, PCHS requires the company hosting the market to hire PCHS's third party security guards; that security company sets their own rates for personnel/security costs. For these two invoices, PCHS had been**





# PALISADES

## CHARTER HIGH SCHOOL

the intermediary between the Farmers' Market and PCHS's approved security company, Blue Nite, but since then the Farmer's Market has paid PCHS's designated security company directly.

**Row 8 & 9** – FP1017 & FP1040 – These are invoices related to filming. FP1017 is a security deposit invoice and FP1040 is a site fee for \$840.00 for Subdue Photo Shoot. Neither invoice is paid to a third party.

### 2) **Regarding Mathematical Calculation Errors:** Table III from Appendix A

**Row 1** - \$10.00 Discrepancy. Math error when adding security total.

**Row 2** - \$300.00 Discrepancy. Billing difference between \$75/HR to \$65/HR. This was a negotiated difference based upon required usage.

**Row 3** - \$250.00 Discrepancy. This was usage for a club baseball permit group and was negotiated down to a daily usage fee because reduced usage.

**Row 4** - \$1320.00 Discrepancy. This is an error in the invoice for the start time on 2.26.17. Invoice reads a 4AM start time when this should read 4PM start time. That was the actual start time for the group. When adjusted to this start time, invoice is correct.

**Row 5** - \$70.00 Discrepancy. This is a correction that needed to be made to the final invoice for an end time of 9PM, as opposed to the 9:30PM time reflected on the invoice. Invoice should have read 6AM-9PM which would have been in line with the 15 hours that were invoiced.

### 3) **Regarding Invoices Needing Additional Information for Verification:** Table on Page 5 of Notice of Concern

**Row 1** – Pertinent information missing: Time of Usage: 5:30-7:00PM – 1.5 HRs per day, 7.5 Total HRs of usage

**Row 2** – This was a negotiated flat rate fee for a small PSA production using the facility regarding water scarcity.

**Row 3** – This was a flat rate negotiated fee for additional time and personnel paid directly to the school for a Reset Film Production using PCHS facilities.

### 4) **Regarding Invoices Indicating Pre-Payments:** Table IV from Appendix A

**Row 1** – Invoice PCHS13 – Invoice shows a prepayment of \$1450.00. Invoice PCHS12 had been initially invoiced for this usage and then voided but not after money had been received. Invoice PCHS13 was a reissuing of invoice reflecting money received.

**Row 2** – Invoice PCHS33 – Invoice shows no prepayments or credits. Total invoiced amount is \$2430.00

**Row 3** – Invoice PCHS64 – Same as invoice PCHS13. Money collected prior to invoice date; invoice shows money received.



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**Row 4** – Invoice PCHS565 - \$110.00 Credit. This was a refund for invoice PCHS565 for cancelled usage on January 11<sup>th</sup>, 2016. Time from 6-7pm was not available, 1 HR @ \$110/HR was refunded to AYSO and showed up on their following month's invoice of PCHS565.

**Row 5** – Invoice PCHS581 - \$288.00 Credit. This was a refund for cancelled usage on February 17<sup>th</sup>, 2016 from 6-7:30pm on Baseball field (1.5 HRs @ \$83/HR - \$123 total) when field was closed due to rain as well as cancelled usage on February 29<sup>th</sup>, 2016 from 7-8:30pm on Football Field (1.5 HRs @ \$110/HR - \$165 total). Total credit is \$288.00

**Row 6** – PCHS 594 - \$550.00 Credit. This was a refund for cancelled usage on January 9<sup>th</sup>, 2017 from 12-3pm in the large gym and January 10<sup>th</sup> from 1-3pm (5 HRs @ \$110/HR - \$550 total)

**Row 7** – Invoice PCHS598 - \$220.00 Credit. This was a refund for cancelled usage on Sunday, March 16<sup>th</sup>, 2017 in the large gym from 1-3PM (2 HRS @ \$110.00).

**Row 8** – Invoice PCHS663 - \$220.00 Credit. This was a refund for cancelled usage on April 28<sup>th</sup> on the football field from 7-9pm (2 HRs @ \$110.00 - \$220 total).

**Row 9** – Invoice PCHS669 - \$110.00 Credit. This was a refund for cancelled usage 1 hour on the football field on July 20<sup>th</sup>, 2016 (1 HR @ \$110.00 - \$110 Total)

**Row 10** – Invoice PCHS717 - \$332.00 Credit. SoCal Rays group overpaid by \$332.00 via check. This prepayment was reflected upon their following invoice

**Row 11** – Invoice PCHS740 - \$166.00 Credit. This was a refund for cancelled usage on November 26<sup>th</sup> from 4-6pm on the baseball field (2HRS @ \$83/HR – Total \$166.00).

**Row 12** – Invoice FP1045 - Invoice shows no prepayments or credits. Total invoiced amount is \$3500.00

**Row 13 & 14** – Invoices PCHS760 & PCHS773 – Initially invoiced PCHS748 for in the amount of \$735.02. This invoice was voided due to corrections necessary due to cancellations via rain. Received payment (Check #433 in the amount of \$735.02). New invoices were issued of PCHS760 for total of \$353.50. Totally PCHS still owed to SoCal Rays was \$381.52 (\$735.02-\$353.50 = \$381.52). This amount was then reflected on invoice PCHS773 in the amount of \$381.52.

**Row 15** – Invoice PCHS774 –Initially invoice PCHS755 for the amount of \$2623.00 and received payment in full for invoice. Invoice PCHS755 was cancelled and reissued as PCHS774 for the amount of \$2107.50. Total credit owed was \$515.50 which is reflected on the invoice.

**Row 16** – Invoice PCHS775 - \$440.00 Credit. Highlanders were credited for 4 hours of gyms usage at \$110.00 for cancellations on February 12<sup>th</sup>, 2017.

**Row 17** – Invoice PCHS777 - \$454.50 Credit. Refund for cancelled time on 1.16.17, large gym from 6-9pm @ \$110/HR (\$330 Total) but added 1.15.17 from 4-5:30pm in the small gym @ \$83.Hr (\$124.50 Total). Net Refund is \$205.50. Also refund for cancelled usage on 1.22.17 from 4-7pm in the small gym @ \$83.00 (Total \$249.00). Total refund was \$454.50.

**Row 18** – Invoice PCHS779 - \$166.00 Credit. Refund for cancelled gym time on February 21<sup>st</sup>, 2017 in the small gym from 6-8pm (2 HRs @ \$83/HR - \$166.00 Total)





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**Row 19** – Invoice PCHS780 - \$330.00 Credit –Refund for cancelled gym time on January 26<sup>th</sup>, 2017 6-9pm in the large gym (3 HRs @ \$110/HR - \$330 Total).

5) **Regarding Rental Rates/Fees Not Aligning with License Agreement:** Table V from Appendix A

**Row 1** – Invoice PCHS25 – This represents a billing error that should have been corrected.

**Row 2** – Invoice FP1006 – There is no error on this invoice. The agreement states the total fee of usage at \$2960.00 which includes \$2000.00 for the site usage and \$960.00 for site representatives. Looking at Addendum A to that use agreement, these different usages are itemized. As mentioned before, site fees and site representative fees are billed separately.

**Row 3** – Invoice PCHS449 – There is no error on this invoice as the mentioned discrepancy of rates reflects the rates that the permit group was being charged under their use agreement. The use agreement, signed September 25<sup>th</sup>, 2015 with effective dates of 1 August 2016 to 30 June 2016 would not have applied to this usage as the usage occurred in June 2015. Therefore the previous use agreement with the agreed upon rates of \$65/HR for the small gym and \$83/HR for the large gym were still in effect.

**Row 4 & 6** – Invoices PCHS476 & PCHS509 – The discrepancy of price between the use agreement and invoices is explained via the signature date of September 25<sup>th</sup>, 2015. Although the contract effective dates are 1 August 2015 thru 30 June 2016, the agreement was not signed until the end of September (9.25.15). The previous two months of usage represented by invoices PCHS476 (August 2015) & PCHS 509 (September 2015), were invoiced at the prior agreed upon rates for the large gym (\$90/HR) and small gym (\$65/HR). The following month's invoice for October 2015 (PCHS494) reflects the changed rates (\$110/HR & \$83/HR). The License agreements effective dates should have been amended to reflect the execution date of the contract as the first effective date of the contract.

**Row 5** – Invoice PCHS484 – Agreement should have reflected the added usage of the batting cages at the PCHS standard rate of \$50/HR. This usage should have been added as an addendum and signed by both parties.

Additional Concerns from the CSD

- 1) **Regarding License Agreements not fully executed:** Of the agreements given to the CSD, the missing signature was that of a designated member of the school (signature from interested party). Most of the copies of use agreements with 2-signatures were never digitalized and remained in hard copy form. In an attempt to give the CSD as comprehensive a report as possible and working on a very tight deadline, these agreements were overlooked. PCHS is currently adopting policy that will maintain records for civic center permits more closely with the request of the CSD so that reports can be given in a more timely and effective manner.
- 2) **Regarding Monitoring and Logging of Invoices:** PCHS policy has adapted and changed as our civic center permit revenue has grown and expanded, as such our invoicing has adapted as well. There currently is an order to invoicing:

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*Invoices starting PCHS###:* These invoices are created by our Event Management System (EMS) software and used for reoccurring permit usage by groups with long-term contracts with the school. Pricing for these invoices is set by the PCHS Rate Sheet.

*Invoices starting FP###:* These invoices are created by hand in excel and are for all filming and still photography productions on campus. Pricing for these invoices is set by the PCHS Rate Sheet.

*Invoices starting SR###:* These invoices are created by hand in excel and are for all site representative fees. These invoices are paid to third party personnel.

*Invoices that are only numbers (###):* These invoices are created by hand in excel and are for all "events" happening on campus that are single contract usage (could include multiple dates but under one License agreement). These do not include filming or photography productions on campus. Event types include parking, one-off facility usage, large event, etc.

### Review of Table VI from Appendix A:

**Row 1 & 2** – There is no error here as invoice 345 was only issued on 1.5.17 for the mentioned facility usage (see additional documents). The CSD might have believed an additional invoice was issued if they opened up the excel file titled "Invoice 2016." This is a stock invoice sheet that would have been used to create the invoice. The date of July 5<sup>th</sup>, 2017 would have been the day that the CSD opened the file. This date was well after all information had already been given to the CSD from PCHS.

**Row 3 & 4** – There is an error in this table as the mentioned invoice for Certified Shooters dated 3.1.13 is PCHS17 not PCHS175. This invoice as not reissued twice so there is no discrepancy (see additional documents).

**Row 5 & 6** - There is no error here as invoice 364 was only issued on 2.16.17 for the mentioned facility usage (see additional documents). The CSD might have believed an additional invoice was issued if they opened up the excel file titled "2.16.17 Catalyst." This is a stock invoice sheet that would have been used to create the invoice. The date of July 5<sup>th</sup>, 2017 would have been the day that the CSD opened the file. This date was well after all information had already been given to the CSD from PCHS.

**Row 7 & 8** – Regarding the discrepancy between two invoices titled PCHS32. If you look at both invoices one is created by our EMS system and one was created via hand by excel (see additional documents). When EMS was first being used, the permits office had attempted to match the EMS invoice which have a designation of PCHS##. This led to some accounting errors with duplications (such as the one stated). This led to the policy of having events be invoiced as straight numbers.

**Row 9 & 10** – Regarding the discrepancy between Invoice 124. These invoices were created by hand and there was an error in writing the second that the invoice number was not changed.

### Review of Table VII from Appendix A:

**Row 1 & 2** – Discrepancy between invoices 303 & 308 for duplicated invoiced usage. Invoice 303 was voided (and labelled as such) because the usage on 4.8.16 was cancelled. Invoice 308 replaced invoice 303 and invoiced only the usage on 5.6.16



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**Row 3 & 4** – Discrepancy between invoices PCHS772 and PCHS788 for duplicated invoiced usage. Invoice PCHS772 was voided due to correction what were re-invoiced via PCHS788 hence the variance of \$437.50. Money was received from PCHS788 and not PCHS772.

**Row 5 & 6** - Discrepancy between invoices PCHS630 and PCHS631 for duplicated invoiced usage. Invoice PCHS630 was voided and PCHS631 replaced it hence the discrepancy.

**Row 7, 8 & 9** – Discrepancy between invoices PCHS75, 205, & 206 for duplicated invoiced usage. If you look at the invoices, invoice PCHS75 was issued via PCHS's EMS software while invoices 205 & 206 were both created by hand via excel. During this period, PCHS was trying to duplicate invoicing in the EMS software for event invoice that were invoiced separately. The goal was to try and do all accounting through the EMS software. Unfortunately this turned out to be futile as there were too many invoices that could not be duplicated in the EMS software so all accounting of invoices was done via excel invoice sheets. No money was ever collected off of PCHS75; this invoice was only used for accounting purposes.

**Row 10 & 11** – Discrepancy between invoices 201 and PCHS35. Both invoices are incorrectly appropriated to the Los Angeles Volleyball Academy and should instead be listed as LABL (Los Angeles Baseball League). Please see information above regarding Row 7, 8 & 9 as this same issue applied. This practice of duplicating invoices has since been abandoned because of the confusion of duplicating invoiced usage.

- 3) **Regarding Missing Invoices or Agreements:** Once again, there is a possibility when congregating all the requested information, some use agreements or invoices were left out due to oversight. PCHS is attempting to maintain records more in line with the request of the CSD so that reports of this kind can be done quickly and with little error.
- 4) **Regarding Revenue Schedule Indicating Transfers Referred to as "Book Transfer Debit":** Book Transfer Debits relate to expenses incurred by PCHS's Operating Accounts (i.e. Payroll related expenditures ) that are charged back to the Civic Center Permit Bank Account
- 5) **Regarding contradictions between "Alcohol and Smoke Free Facility" and Licensee agreement:**
  - a. Radical Media LLC's Heineken commercial on March 6, 2017: No PCHS school or license agreement policy was broken because of this facility usage (see agreement included). No likeness of the Heineken brand was filmed on campus nor any PCHS or LAUSD likeness, which is cited in Section A.8 of the signed PCHS license agreement, "Licensee may not use the name, image, trademark, or tradename of PCHS or the Los Angeles Unified School District ("LAUSD") in any medium associated with is use of the Facility." No additional approval was given by the School to do such. In addition, PCHS added extra language at the end of the License Agreement stating, "Licensee shall not photograph any scenes depicting nudity, drug use, and/or alcohol use while on the Facility or in the Facility Area." Based upon PCHS standard policy, this usage did not break any policy regarding PCHS designation as an "Alcohol or Smoke Free Facility." In fact, additional precautions were taken to preserve such.
  - b. Kehillat Israel's ("KI") usage of Mercer Hall on May 21<sup>st</sup>, 2016 and May 22, 2016: KI is a local synagogue directly across the street from PCHS that had requested usage of Mercer Hall for a celebration earmarking the end of their yearly fundraising efforts. KI had requested the usage of

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alcohol to be served on campus during this event. PCHS had initially said no to this request, but, due to changing rules on campus that relaxed some of the stipulations regarding alcohol usage, PCHS contacted both our lawyer(s) and insurance broker regarding what was necessary if PCHS were to allow alcohol usage on campus. The following stipulations needed to be met:

1. A special license/permit needed to be pulled from the Department of Alcoholic Beverage Control
2. Maximum of two (2) drinks could be served per person
3. Alcohol must be distributed via drink tickets and all tickets must say "Drink Responsibly" on them
4. A monitor must be in place to watch alcohol consumption

All four of these stipulations are written into the additional terms section of the contract for this facility usage and all four terms were met by the Licensee (signed use agreement included).

This usage was a test pilot for future possible usage of this kind. Due to the stringent nature of usage as well as the possibility of abuse, no additional usage of this kind has been allowed on PCHS facilities. PCHS policy currently is to deny all requests of this nature and there is no push to refrain from this policy.

- c. USC Men's Lacrosse Club usage of the Football field on March 4<sup>th</sup>, 2015. There is no conflict with this usage and a request for alcohol or drug usage on campus. No request of that sort was made.

# Coversheet

## Approval of Updated Membership of Board Committees

**Section:** X. Consent Agenda  
**Item:** A. Approval of Updated Membership of Board Committees  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** X\_A\_Part 1\_Audit Committee\_10\_17\_17.pdf  
X\_A\_Part 4\_Academic Accountability\_10\_17\_17.pdf  
X\_A\_Part 3\_Post Retirement.pdf  
X\_A\_Part 2\_Board Committee\_Bargaining Committee Info 10.17.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### **Audit Committee Information**

#### **Description From 2014 PCHS Charter:**

The Audit Committee shall be made up of a majority of non-interested Board members. The Associated Student Body (ASB) Treasurer shall serve as a non-voting *ex officio* member of the committee. The Executive Director and Principal (EDP), the Chief Budget Officer, and the ASB Treasurer shall be staff to the Audit Committee. It shall work with the outside audit firm to ensure that PCHS's financial books and records are properly kept and maintained. It shall also recommend to the Board of Trustees the retention of an audit firm to the Board of Trustees. The Audit Committee shall oversee the implementation of any recommendations made by PCHS's auditors unless the Board of Trustees rejects such recommendations, provided, however that the rejection of any auditor recommendation shall be done in writing and in public session unless otherwise required by law.

#### **Frequency of Meetings:**

As needed

#### **Membership:**

Camille Schoenberg – Community

To Be Determined – Non-Interested Trustee

To Be Determined – Any Trustee





# PALISADES

## CHARTER HIGH SCHOOL

### **Academic Accountability Committee**

**Purpose:** 1. The Academic Accountability Committee will provide oversight regarding PCHS adherence to meeting our academic mission as stated in our charter (as requested). The committee will measure to what extent PCHS has achieved its academic mission using both quantitative and qualitative data. The Committee will examine and analyze data that examines PCHS' commitment to meet the academic success of whole student including, but not limited to grades, safety concerns, and the socioemotional well-being of the student as requested by the Board of Trustees.

2. At the request of the Board of Trustees, the Academic Accountability Committee will monitor and analyze PCHS data (testing, attendance, graduation rates, etc...) of federal and state academic standards and mandates to ensure that PCHS is compliant with necessary academic requirements and benchmarks.

3. The Academic Accountability Committee will highlight areas of success or concern to the Board of Trustees and conduct additional, more specific areas to research, upon request of the Board. This may include, but is not limited to, researching and gathering and analyzing data concerning specific departments, Professional Learning Committees (PLCs), academic programs, and student demographic groups.

4. At each regular Board of Trustees meeting, the Academic Accountability Committee may make a presentation to the Board concerning an academic department or part of an academic department. In making its presentation, the Committee shall be cognizant that the level of detail presented to, and obtained by, the Committee during its meetings may well be more specific than the appropriate level of detail for the Board of Trustees.

5. Any presentation can be the subject of discussion at the Board meeting at which it takes place, and shall be placed on the agenda as a Discussion Item. Sufficient time shall be set aside at each meeting as early in the meeting as is practicable for the presentation and discussion. In some cases, the presentation of information may extend over more than one meetings. Appropriate members of the faculty will be invited to the Board of Trustees meeting to aid in the presentation, answer any questions, or present any other information that the faculty believes is helpful.

6. In the event that the Academic Accountability Committee is unable to obtain the information necessary to make a presentation to the Board, the administration shall, to the extent reasonably possible, aid the Committee in making the presentation.

7. Throughout the year, the Committee will monitor and analyze data that pertains to the Board's schoolwide academic goals.

8. Nothing in this Resolution shall be interpreted to be in conflict with any collective bargaining agreement and, to the extent such a conflict exists, the terms of the collective bargaining agreement shall control.

**Current Members:**

Michael Friedman – Chairman

Monica Iannessa

Chris Lee

Paul Mittelbach

Cristina Costa

Steve Klima

**Open Seats: 3 seats**



# PALISADES

## CHARTER HIGH SCHOOL

### **Post-Retirement Healthcare Benefits Committee**

**Purpose:** to determine if PCHS can afford to fund and how to fund retiree health care and options of how to provide a benefit to the retirees (who are members of the group who contracted for the benefit) if we cannot adequately fund retiree healthcare

**How often does the committee meet:** approximately every other month

**Information on anything the committee needs:** at some point the committee may need to have reports prepared as to various options for funding retiree healthcare or approval to research investment options.

**A recommendation:** we need to continue with this committee until there is a determination as to how to handle funding retiree healthcare or how to manage the funds.

#### **Current Members:**

1. Dara Williams – Co-Chair
2. Rick Steil - Co-Chair
3. Susan Frank
4. Ellen Pfahler
5. Steve Klima
6. Karen Perkins
7. Sherry Martin
8. Linda Ello-Kay
9. Paul Mittelbach
10. Sophia Chock
11. Blaine Gorelik

**Open Seats:** there are no set number of seats on this committee



# PALISADES

## CHARTER HIGH SCHOOL

### **Bargaining Committee Information**

#### **Description From 2014 PCHS Charter:**

The Bargaining Committee shall be made up of all non-interested members of the Board of Trustees. The EDP shall attend all meetings of the Bargaining Committee unless the Bargaining Committee otherwise requires. The Board of Trustees may, but need not, invite the Administrative representative to sit as a non-voting member of the Bargaining Committee or to attend Bargaining Committee meetings. The Board of Trustees' power to negotiate all collective bargaining agreements and approve all collective bargaining agreements is delegated to the Bargaining Committee. Any agreement approved by the Bargaining Committee shall be reported in public session of the Bargaining Committee and reported to the Board of Trustees at the Board of Trustees' next meeting. The Bargaining Committee shall have the right to retain counsel to assist it.

#### **Frequency of Meetings:**

As needed

#### **Membership:**

- Non-Interested Trustees
- Admin/Management Trustee - may participate (as determined by non-interested members), but not vote

## Coversheet

### Approval of reimbursements for Executive Director / Principal

**Section:** X. Consent Agenda  
**Item:** B. Approval of reimbursements for Executive Director / Principal  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** X\_B\_Part 1\_EDP Expense Report.pdf  
X\_B\_Part 2\_EDP Expense Report.pdf





