



Palisades Charter High School

Board Meeting

Date and Time

Tuesday October 16, 2018 at 5:00 PM PDT

Location

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

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.

Agenda

I. Opening Items

Opening Items

- A. Call the Meeting to Order
- B. Record Attendance and Guests

- C. Public Comment

*"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. **Govern Code § 54954.3(b)(2).***

- D. Approve Minutes

Approve minutes for Board Meeting on September 25, 2018

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. Academic Accountability Committee Updates

B. Budget & Finance Committee Updates

- Confirm New Committee Members
- Composition of Budget & Finance Committee

C. Charter Committee Updates

D. Election Committee Updates

- Confirm New Board Member
- Next Election committee Mtg is on 12/14/18, 2:15pm, MGAC Pool Office

E. Post-Retirement/Lifetime Healthcare Benefits

IV. Board Committees (Board Members Only)

A. Board Members Only - Committee Updates

- Audit
- Grade Appeal
- Survey

V. Academic Excellence

Academic Excellence

A. Department Presentations/Initiatives

- English Dept
- Tech Ed Dept

B. Consideration of a Personal Financial Elective Class

C. Application for the Work Experience Education (WEE) Program

D. School-wide Goals 3 & 4 - Start Time

- E. School-wide Goal 3 & 4 - Homework Load
- F. Progress on 2018-2021 School-wide Goals

VI. Facilities/Operations

- A. Transportation Update
- B. 2018-2019 School Safety Plan Adoption

VII. Finance

Finance

- A. Updates on 2018-2019 Budget Readoption

VIII. Governance

Governance

- A. Public Hearing: UTLA-PCHS Initial Proposal for Bargaining Units
 - A Collective Bargaining Agreement with PCHS (Sunshining)
- B. Review of Bylaws of PCHS
- C. LAUSD Compliance & Monitoring Cert. of Board Compliance Review - 2018-2019

IX. Consent Agenda: Finance Items

- A. Approval of reimbursements for Executive Director/Principal
- B. Approval of Field Trips

X. New Business / Announcements

- A. Announcements / New Business
 - Date of next Board Meeting is on Tuesday, November 6, 2018
- B. Announce items for closed session, if any.

XI. 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)

B. Public Employee Discipline/Dismissal/Release

- (Govt. Code section 54957)

XII. Open Session

A. Return to Open Session

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

XIII. 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 25, 2018

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday September 25, 2018 at 5:00 PM

Location

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

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Trustees Present

Andrew Paris, Brooke King, Camille Schoenberg, Dara Williams, Emily Hirsch, Larry Wiener, Leslie Woolley, Reeve Chudd, Shawn McClellan, Susan Ackerman

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

Guests Present

Abby Fisher, Amy Nguyen

I. Opening Items

A. Call the Meeting to Order

Leslie Woolley called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Sep 25, 2018 at 5:07 PM.

B. Record Attendance and Guests

C. Public Comment

Andrew Lippman made a public comment regarding the bus. Knows it is a difficult situation. Wanted to mention that more outreach to explain the situation might have made things easier. The buses currently are full to the point where there are 3 people to a seat and he is concerned about the safety issues

Saba Johnson made a public comment regarding the transportation changes. She is here to advocate for students who take the buses. Some of the scholarship students feel like they have to fight for a scholarship. There are some students who have to wake up very early. The changes and the issues with transportation make it hard to focus on closing the gap between white students and students of color. Local more privileged students have an advantage because they have time to do more homework and thus can take more rigorous classes.

Zenon Ulyate-Crow made a public comment. As the current system exists we cannot address the needs of our students. High bus prices has an impact who comes here. We need to have more ways to pay for the transportation fees. We can levy fees on those

who can afford them for instance raising the parking to \$350 because those students can afford them. Many ways to improve transportation at Pali.

Tami Christopher made a public comment on behalf of a student Bailey Ball. The transportation system is a mess and it seems like the students want to get rid of the minority students. Convinced that we are given the funds to cover transportation. The late notice to the schedule made it so that some students missed school. People do not want to come to Pali any more because of this. Wants the Board meetings to be held earlier so that students who take the bus can attend.

Jeanne Saiza made a public comment on behalf of Kaylen Sandifer. Every year there has been an issue with the bus. Went to regular bus stop on Monday and the bus never came. Missed her classes. Have to wake up at 4:00 and doesn't go to bed until 1:00. Roadway where there are picked up is unsafe and the bus was late. Minority students seem to be affected the most.

Jesenia Servance made a public comment on behalf of a student who could not be here. Looking at the repercussions at something that has been going on for awhile. There is no reason that students should have to suffer and pay heavy fees just to get to school. Black students are feeling like the administration is trying to filter them out. They have been on the back burner for far too long and this is severely affecting diversity. Another student brought up to her how long it takes to get here and that they have to take multiple Metro buses.

D. Approve Minutes (6/19/18)

Andrew Paris made a motion to approve minutes from the Board Meeting on 06-19-18 Board Meeting on 06-19-18.

Emily Hirsch seconded the motion.

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

Roll Call

Dara Williams	Abstain
Leslie Woolley	Aye
Camille Schoenberg	Aye
Reeve Chudd	Abstain
Andrew Paris	Aye
Larry Wiener	Abstain
Shawn McClellan	Aye
Susan Ackerman	Abstain
Emily Hirsch	Aye
Brooke King	Abstain

E. Approve Minutes (8/28/18)

Susan Ackerman made a motion to approve minutes from the Board Meeting on 08-28-18 Board Meeting on 08-28-18.

Larry Wiener seconded the motion.

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

Roll Call

Brooke King	Aye
Larry Wiener	Aye
Leslie Woolley	Aye
Reeve Chudd	Aye
Camille Schoenberg	Aye
Dara Williams	Aye
Andrew Paris	Aye
Susan Ackerman	Aye
Shawn McClellan	Aye
Emily Hirsch	Aye

F. Approve Minutes (9/13/18)

Reeve Chudd made a motion to approve minutes from the Board Meeting on 09-13-18 Board Meeting on 09-13-18.

Andrew Paris seconded the motion.

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

Roll Call

Andrew Paris	Aye
Emily Hirsch	Aye
Leslie Woolley	Aye
Susan Ackerman	Aye
Dara Williams	Aye
Brooke King	Aye
Reeve Chudd	Aye
Larry Wiener	Aye
Shawn McClellan	Aye
Camille Schoenberg	Aye

G. Approve Minutes (9/15/18)

Dara Williams made a motion to approve minutes from the Special Board Meeting - Annual Board Retreat on 09-15-18 with the correction that Andrew Paris was not present Special Board Meeting - Annual Board Retreat on 09-15-18.

Camille Schoenberg seconded the motion.

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

Roll Call

Brooke King	Aye
Larry Wiener	Aye
Susan Ackerman	Aye

Roll Call

Leslie Woolley	Aye
Emily Hirsch	Aye
Shawn McClellan	Aye
Camille Schoenberg	Aye
Reeve Chudd	Aye
Dara Williams	Aye
Andrew Paris	Abstain

II. Organizational Reports

A. Student Report

Abby Fisher:

Blood drive around 90 students participated saving over 150 lives. Going to Hurricane Florence victims.

Transportation is obviously an issue based on the student comments.

October Events

Homecoming

Pep Rally

B. Parent Report

Shawn McClellan brought up that it is nice to see students so impassioned about the transportation issue.

Dara Williams brought up the issue of homework and also that at Back to School Night some parents and students were concerned about the presentation in some of the history classes and that some students dropped AP European History as a result.

C. Classified Staff Report

Nothing to report.

D. Faculty Report

Nothing to report.

E. Human Resources Director (HR) Report

Amy Ngyuen:

Thinking about getting more student teachers and working with Pepperdine to do this.

The coordinator would be a volunteer positions

Mentors would get a very small amount per semester but that amount would come from Pepperdine.

Updating email policy and computer usage policy in the revised Responsible Use Policy.

F.

Director of Operations Report

Don Parcell:

Operations Report stands as submitted.

Dara Williams inquired about the security items and whether we have done a cost benefit analysis.

Don Parcell stated that we had outside expert look at the security issues and make determinations as to what was needed and then during the school year last year there was a ranking from the most important to the least important.

Reeve Chudd inquired about the security funds raised and asked if they were all used and Don Parcell confirmed that they were spent.

Reeve Chudd also asked about the active shooter training and whether there have been any public announcements. Those participating have been notified.

G. Director of Development Report

Mike Rawson:

Report stands as submitted.

Transportation issue -- campaign starting this afternoon called Leave No Student Behind, a crowdfunding for transportation. It is a shareable link for people to send to their friends to donate toward our transportation costs. Campaign activity is recorded. So far focused on faculty and students. This went out to faculty, parents, and students.

The issues with transportation are completely based upon funding.

In January there will be another activity to help with transportation funding.

PCHS Fund appeal did go out last week.

Culture of giving is improving.

Reeve Chudd pointed out that giving to pet projects is more attractive but then there may not be as many people giving to the general fund and that it is difficult for Mike Rawson to compete with all of these individual interests.

Regarding the pending District 4 Families grant, we have not yet received the funds. Don Parcell was informed by LAUSD that we are supposed to get these funds but does not know the time frame.

H. Chief Business Officer (CBO) Report

Greg Wood presented:

ADA per grade level as stated in the report in the materials.

Lowered our budgeted enrollment by 15 students based upon ADA.

Now that we are into the semester harder to get new students enrolled but we may be able to get additional students next semester.

Budget details in the report will be discussed under a separate agenda item.

Cafeteria sales are in the report. 100 less free lunch students than there were last year. Looking at whether the same students are here but no longer free (or didn't apply) or do we really have less students on the free lunch plan.

He was at LAUSD this morning discussing special education services. There are step grants to schools that have to be approved. We are in line to get a step grant of \$113,000 that will hopefully be funded in November.

Reeve asked about the claim by LAUSD for \$329,000 for "services" that LAUSD provided and that they want to be reimbursed for. We are looking at it to analyze whether these services were provided. In the past some of these service fees were deducted from the monies that they transferred to us. So these services are not in the budget. All the Charter Schools are discussing this with legal counsel to identify the charges, see if they are valid, and if we are still legally obligated to pay. Not billing us may have been LAUSD's mistake.

Don Parcell added this is not an uncommon business practice for LAUSD. We do have to investigate when LAUSD was here and why they were here. In the past this happened with utilities. But the utilities are budgeted for.

I. Executive Director/Principal (EDP) Report

Pam Magee:

Report stands as submitted.

Things we are doing to focus on equity even as we struggle with transportation

Fuerza Unida minutes show what was discussed at the Fuerza Unida Retreat.

This organization supports Latino students.

Village Nation focuses on supporting African American students

Extra outreach to pull students together and let everyone know available resources

BTSN satellite meeting at First AME

PTSA provided food for that meeting.

It was a great success. Gio Stewart organized the event.

Materials on mental health and wellness are included with the Board Meeting materials.

How to help students deal with anxiety and stress.

Materials from previous community day also included.

Students are very involved and are coming to various meetings to help solve problems in a positive way.

With everyone working together we can find solutions to some of these problems.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Updates

No updates. Committee is still on hiatus.

B. Budget & Finance Committee Updates

Camille Schoenberg indicated that they met last week and other items are covered on the agenda.

C. Charter Committee Updates

No updates

D. Election Committee Updates

Brooke King:

The committee met on September 21st.

It was decided that the deadline for applications for vacant seat is Friday the 28th at 9:00 a.m.

Committee decided that we want the Board to approve not holding a special election if there is only one candidate.

Meeting scheduled for Friday at noon to discuss the applications.

Reeve Chudd made a motion to if there is only one application that the special election be waived.

Emily Hirsch seconded the motion.

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

Roll Call

Dara Williams	Aye
Brooke King	Aye
Emily Hirsch	Aye
Leslie Woolley	Aye
Andrew Paris	Aye
Camille Schoenberg	Aye
Susan Ackerman	Aye
Shawn McClellan	Aye
Larry Wiener	Aye
Reeve Chudd	Aye

E. Post-Retirement/Lifetime Healthcare Benefits

Leslie Woolley and Greg Wood commented:

Waiting for some information from the actuarial that needs to be analyzed and then there will be a meeting.

Greg Wood indicated that the committee needs to meet and make some recommendations to the Board.

The auditors will be seeking a Board approved actuarial report by December.

IV. Board Committees (Board Members Only)

A. Board Members Only - Committee Updates

No update from Audit Committee

No update from Grade Appeal Committee as deadline has not yet passed.

No update from Survey Committee

V. Academic Excellence

A. Department Presentations/Initiatives

Chris Lee turned over the presentation to Maggie Nance of the World Language Department to discuss the achievements of the department.

Maggie Nance:

3rd year as chair and 24th year in the department.

Move toward language and cultural proficiency, increasing respect for other cultures and languages.

Help students understand the world around them and respect different peoples and at the same time be proficient in the languages they are taking.

Going back 5 years ago, there had been very little language professional development and there was little collaboration.

Each teacher was in their own silo.

Wanted to change that. 5 year plan that includes wanting to be a department that other schools look to as an example of excellence.

Adopted a new curriculum. A textbook series that we had was horrible and so a new curriculum was adopted at a cost of \$6000.

This semester integrated honors and college prep classes. Raises the bar for everyone, rising tide raises all boats.

Particularly proud that we are integrated through differentiation so that honors students are actually doing different work and extra work. But everyone is getting the chance. And students can move in and out of honors so that they can take honors later even if they opted out earlier.

Challenges are that some teachers do not want to change or do not want to change at the same pace. Budget and time issues are the other challenges. Don't always have the time to meet or to be consistent with the changes based upon time limitation.

Staffing is something that needs to be addressed in the future because we need another teacher. Classes are at 40 kids and the teachers don't have time to engage in extra

activities because of the number of students they have to teach. Would like to add languages, maybe Farsi for instance.

Seal of literacy on diplomas is another goal showing that kids are bi-literate.

Some older teachers don't understand why these changes are necessary. So we need to continue to work toward our goal of language proficiency.

Reeve Chudd brought up that there is nothing on the website where a donor can donate to World Languages.

Dara Williams suggested the drop down menu include the various departments and in particular field trips.

Dara Williams mentioned that in her experience this is the first time that the letter had gone home with the choice of honors or college prep.

Maggie Nance replied that before students just choose that with their counselor so it wasn't necessarily referred to as college prep because it was essentially a regular class, but that it was in fact college prep.

Monica Iannessa:

Part of the Math Department this year. In her past has taught math. In part as an orientation her, she, Dr. Ngo, Onoye and Jennifer Pazirandeh attended a workshop at Stanford put on by Jo Boaler, the author of a book entitled **Mathematical Mindsets**. They are all very excited and want to spread math joy throughout the department.

Dr. Ngo presented on the materials about the Math Department.

One of the documents with the materials is the math pathways detail.

Shared this with incoming parents and students

Paraprofessionals in math are now assisting in math lab, which has allowed the lab to be available for additional hours.

There are 3 collaborative classes with special ed and math teachers team teaching Math for upper level presents different challenges for some students of different grade levels so they have been grouped by grade level to address this.

These reports show how math has tried to respond to the Columbia survey and the survey results indicate that there is a viewpoint that the Math Department has shown improvement.

Emily Hirsch mentioned that the Paul Revere IEP teachers are saying that there are no collaborative classes at Pali but there are.

The recommendation for it does need to be written into an IEP so Paul Revere needs to know this.

Monica Iannessa is hoping to expand Jo Bolar's training which is outlined in the **youcubed** handout. Thus website has free resources for teachers. Monica Iannessa is using this to formulate a summer math camp curriculum.

The book and the website addresses some of the fixed mindsets that students have about their ability to do math. We should be exploring growth mindsets as a school.

Brain research says struggling helps your brain so that your students can learn.

Everybody can learn is what the research shows.

Schoolwide growth mindset is important.

Dara Williams pointed out that this needs to be communicated to the parents because otherwise many parents telling their students that the parents are incapable so then the students think they are incapable.

Math Department had a summer retreat for curriculum alignment.

Dara Williams brought up the grade appeals for kids who were not able to move on in math and world languages because of a grade from second semester of the previous year. The grade appeals are so late that they are too far behind to be placed in the next level class even if their grade appeal is successful.

Camille Schoenberg asked about online classes and the number of students enrolled in them. Monica Iannessa believes that a request was made of Dr. Lee to find out how many students are taking online or off campus math classes. In the past, students have not been discouraged from taking online classes. Dr. Ngo reported that the data shows that many of these students are not prepared for the next level course. Camille Schoenberg inquired about the math success task force. Pam replied that meetings will begin soon.

B. School Budget for Conferences

We have some funds to cover conferences.

There is a CCSA conference in spring and we have to decide on a budget.

We have encouraged board members to go in the past but there is a cost to it.

We should think about this when we discuss our budget concerns.

\$36,000 is the total budget for this year.

Early bird price is by September 28th.

It is in Sacramento this year, March 11th to 14th.

Pam Magee would like to open it up for about 5 people to go. Perhaps new board members and new staff.

No one objected that 5 is a reasonable number; perhaps 5 to 7 people.

Trying to pair it down and be strategic about who goes.

VI. Facilities/Operations

A. Update - Bus Transportation

Process we are going through here is challenging. But the people working on transportation have been working through this process to bring more perspective and have more eyes on the process to make sure things are the most cost and route effective. No particular locations or classes or individuals have been targeted but rather we are just working to have a sustainable bus program running given that we have less

riders. An effort was made to achieve within pick up times of 6:00 a.m. and drop off at Pali by 7:30 a.m.

But with reconfiguring routes there are a couple of stops that have a pick up time at 5:45.

There are challenges with stops that are farther away and earlier. There are no hidden agendas behind this.

There are a couple of instances where there are 3 students to a seat. Buses are designed for 56 students. Some students may have switched the stop they go to and that might have led to a bit of crowding. But of course the higher occupancy rate drives down the cost, which is our objective. We have already spent approximately \$100,000 over our budget due to the low ridership this year. We are hoping that more people are not going to drop out. But inevitably there will be some people who will opt out.

Next year may be completely different with levels of ridership

Some benefits of new contract. For example, cost increases are capped so this is a benefit.

The new contract also allows us to run the signup and scholarships during this school year so that we have that squared away before the budget cycle next year. That way we know how much we can and should budget for scholarships.

Cost is about how many seats are vacant, not how many buses are running.

We don't want to make any adjustments to the new routes and times until we have a full week of data with the current changes.

Some emails have been positive that things are working out.

Reeve Chudd inquired as to whether in publishing this to the parents that the reasons were made clear. Believes people have some misconceptions about the funding. There is no specific funding for the buses. Don Parcell pointed out that we have used all channels of communication to get the word out to everyone, email, Infinite Campus, Schoology, and robocalls. Tried to spread the word as quickly as possible.

Hoping to adjust the schedules to perhaps hit our target of no pick ups prior to 6:00 a.m.

LAUSD does not fund any busing and there are no other funding sources. Any funds come out of our general budget. We are looking for funding from other sources.

Dara Williams had the communication to parents available and it pointed out that mentioned specifically that the changes were due to a decrease in ridership and budgetary constraints.

Don Parcell did agree that providing the opportunities, experiences, and things we want our kids tis affected by having a long commute.

VII. Finance

A. CSD Oversight Report Responses

Break taken and session resumed at 7:18

Greg Wood presents:

Comprehensive response to the report from LAUSD.

The process is in need of re-working and other charter high schools agree with this. No real engagement prior to the meeting. Come out one day and look at things and that's about it.

Some of these questions could be easily addressed with better communication.

Camille Schoenberg thanked Greg Wood for these answers.

B. 2018-2019 Budget Updates (including CapEX)

Budget update in the materials. Highlighted changes in the budget in green.

Details are contained in the budget documents under CapEx in the materials.

Forecasts contained in the materials.

\$85,000 cost because of loss of ridership for buses.

Current budget deficit of \$472,000

We might have another \$329,000 based upon the LAUSD bill for services. Although that would be placed in a budget for prior years but of course either way, we would have to pay that out.

We need to address the budget deficit especially in light of last year's budget deficit and we need to address making cuts to offset the prior year's deficit.

Board's fiduciary duties and guidance to address this deficit and to re-adopt a budget with an abbreviated version of our budgetary process. It needs to be done as soon as possible. Budget/Finance committee recommended a stop gap measure to halt projects that haven't been started until we can do a full budget recalculation.

Page 225 shows some budget line items for capital areas.

In additional materials there is a list of budget savings possibilities.

The question is what is the number that the Board would like us to achieve in savings.

Dara Williams brought up that we need to know the budget for the items on this list and some things we need to make a decision.

For instance reducing auxiliaries might cause us to have to hire additional teachers and that might cost us more in the end.

The Lifetime Benefit cost is very draining with an annual contribution of \$691,000.

The \$472,000 deficit this year is with us contributing the full \$691,000 as part of the approved budget.

So question is: is this a sacred cow; or what are the sacred cows.

We do have funds to pay out the current retirees but this would reduce the fund balance if we do not contribute more.

We are not required to pay a particular sum into the lifetime benefit fund.

But we are contractually obligated to provide the lifetime health benefits to current retirees and those who are currently working who are in the group of faculty/staff that have this benefit if they met the requirements based on age and years of service. (Not all all faculty/staff have this benefit.)

The committee needs a budget and timeline.

Dara Williams suggested that a special meeting is probably warranted given the emergent situation. If we spread this out over 5 years then it would be \$180,000 per year.

Greg Wood indicated that he thought it should be over a shorter period of time.

Reeve Chudd made a suggestion that we need to know exactly what is included in each of these categories and how much they cost.

Budget clarity is needed particularly with respect to employees.

Cutting auxiliaries might result in higher class sizes.

For a budget deficit we need to really prioritize.

Leslie Woolley again brought up the idea of a special meeting.

Reeve Chudd indicated the capital expenditures need to be detailed so we can discuss what expenditures need to be halted.

A number of people mentioned that we need to have the budget for each of the items on the list.

Everything should be on the table but we need to evaluate the effect of the cut.

Don Parcell brought up that we have to decide what we want our reserves to be. So we have to decide what we have to get back to.

Budget has been balanced for most past years but last year and this year is when the deficits have been generated.

Two months worth of cash flow is best practices for the reserve according to Greg Wood.

C. 2018-2019 Budget Priority Recommendations

Discussed in the previous section. No action taken because more information is needed.

VIII. Governance

A. Board Retreat Follow-up - Finalize Schoolwide Goals for (2018-2021)

Board Goals are in the materials.

Dara Williams made a motion to adopt the 2018-2021 Schoolwide Goals.

Susan Ackerman seconded the motion.

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

Roll Call

Dara Williams	Aye
Camille Schoenberg	Aye
Larry Wiener	Aye
Susan Ackerman	Aye
Shawn McClellan	Aye
Emily Hirsch	Aye
Brooke King	Aye
Andrew Paris	Aye

Roll Call

Reeve Chudd Aye
Leslie Woolley Aye

Larry Wiener made a motion to to extend the meeting for 15 minutes.

Susan Ackerman seconded the motion.

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

Roll Call

Emily Hirsch Aye
Shawn McClellan Abstain
Brooke King Aye
Andrew Paris Aye
Camille Schoenberg Aye
Leslie Woolley Aye
Susan Ackerman Aye
Dara Williams Aye
Larry Wiener Aye
Reeve Chudd Aye

IX. Executive Director/Principal (EDP)

A. EDP Request - Consider Cash Out Vacation Days

Request for Dr. Magee to rollover 14 days of vacation from 2017/2018 to 2018/2019.

Reeve Chudd made a motion to rollover 14 days of vacation from 2017/2018 to 2018/2019.

Emily Hirsch seconded the motion.

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

Roll Call

Andrew Paris Abstain
Leslie Woolley Aye
Brooke King Abstain
Camille Schoenberg Aye
Dara Williams Aye
Emily Hirsch Aye
Larry Wiener Abstain
Reeve Chudd Aye
Susan Ackerman Abstain
Shawn McClellan Aye

X. Consent Agenda: Finance Items

A. Approval of reimbursements for Executive Director/Principal

Dara Williams made a motion to approve the expenditures in the consent agenda.

Reeve Chudd seconded the motion.

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

Roll Call

Emily Hirsch	Aye
Reeve Chudd	Aye
Dara Williams	Aye
Camille Schoenberg	Aye
Larry Wiener	Abstain
Susan Ackerman	Abstain
Leslie Woolley	Aye
Andrew Paris	Abstain
Shawn McClellan	Aye
Brooke King	Abstain

B. Approval of Field Trips

Camille Schoenberg made a motion to approve the field trip.

Brooke King seconded the motion.

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

Roll Call

Andrew Paris	Aye
Leslie Woolley	Aye
Shawn McClellan	Aye
Brooke King	Aye
Emily Hirsch	Aye
Camille Schoenberg	Aye
Larry Wiener	Aye
Dara Williams	Aye
Susan Ackerman	Aye
Reeve Chudd	Aye

XI. New Business / Announcements

A. Announcements / New Business

Camille Schoenberg brought up the article on homework. Dara Williams asked Pam to address it under the school wide goals when she develops bullet points for implementing the goals.

Special Board Meeting proposed for Thursday October 4th at 5:00 p.m.

B. Announce items for closed session, if any.

No items for closed session.

XII. Closed Session

A. Conference with Legal Counsel: Anticipated Litigation

No closed session.

B. Public Employee Discipline/Dismissal/Release

No closed session

XIII. 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 8:18 PM.

Respectfully Submitted,
Leslie Woolley

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 Report_10_16_18.pdf



PALISADES

CHARTER HIGH SCHOOL

Human Resources Board Report

October 16, 2018

Retirement/Resignation/Leaves:

Name	Classification/Position	Funding	Effective Date
Alysha Hacker	Teacher – Social Science	General	October 15, 2018

Staffing:

The health and welfare of our staff is of utmost importance to PCHS. In order to fill classes while faculty take needed leaves of absences the human resource department continues to recruit faculty to fill temporary positions by recruiting at local universities and colleges, posting to multiple online job boards as well as hosting booths at career fairs.

PCHS Professional Development School Program:

The Professional Development School program with Pepperdine University is in the beginning phase. The Pepperdine teacher credentialing program will have students complete part of their student teaching program at Palisades Charter High School. The program proposal would allow current PCHS faculty members to apply to become a mentor teacher for students in the credentialing program at Pepperdine. There were several candidates for the volunteer position of Professional Development School Coordinator. Interviews to fill the position will be held on Wednesday, October 17th.

Benefits:

SISC: During the month of October the Navia system will open online enrollment for PCHS employees to sign up for flexible spending accounts. This money will be deducted from their paycheck for their accounts pre-tax.

Compliance:

Faculty and staff completed an additional online training regarding youth suicide awareness and prevention in addition to the staff training we had held previously.

Negotiations:

PCHS will begin negotiations with the UTLA-PCHS union this month.

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_Operations Report_10_16_18.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report October 16, 2018

Security/Safety:

- PCHS Safety 1 Category Update:
 - **Fix/Improve General Public Address System:** Classroom PA speakers added, fixed or replaced. Additional work done on the main system is waiting for report from LAUSD for further enhancement recommendations.
 - **Emergency Exit Push-Bar Gates:** The one budget-approved Emergency Exit Push-Bar Gate has been installed at Pali Academy and is functioning as needed. Additional Emergency Exit Gates will require additional funding.
 - **Fencing:** Fencing was budgeted for Parking Lot and PE Tunnel, and our contracted Structural Engineers are working on both design and construction documents for submittal to LAUSD for approval (LAUSD required PCHS to hire an engineering firm so submittal of this project for approval). However, additional funding will be needed to install the fence as the Safety & Security Campaign funds raised Spring Semester are no longer available, and the likely deficit reduction approaches planned will further deplete the partial funding that remained.
 - **Unfunded Other Safety 1 Projects:**
 - Fence Breach Detection/Alerting System
 - Additional Security Cameras
 - Additional Emergency Exit Gates
 - Intrusion Detection System
- Campus-Wide Classroom Lockdown Emergency Supplies funding received for 2018-19, but PCHS hoping the Boosters will help fund a 5-Year Classroom Supplies request for water/food for lockdown scenarios to help Faculty/Staff & Students have what they need for such scenarios more consistently over the next five years.
- Active Intruder training developed and implemented by Safe Kids Inc. started Monday, October 1st Lesson 3 scheduled for Monday 10/15, and remaining lessons to be delivered over remaining Mondays in October. Professional Development for all Faculty/Staff was conducted in August at the start of the 2018-19 school year.
- PCHS is in final contract refinements with Social Media Monitoring vendor Social Sentinel (www.SocialSentinel.com) and as an additional early detection/warning of potential threats. Attorneys working through regulatory language issues.



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CHARTER HIGH SCHOOL

Security/Safety (Continued):

- Contracting with a locally patrolling security company for on-call emergency support when needed to quickly get additional trained guards on campus in the event of a true crisis. Besides our one (1) on-site LAUSD-PD Officer, even in a 911 situation, additional LAUSD-PD and LAPD are often 30-60 minutes away and we need much faster response time in such events. Costs estimated at \$1,000-\$1,500/month, but funding still needed.
- Additional safety/security measures to increase campus safety have been compiled and prioritized by National Education on Safety & Security Institute (NESSI) and PCHS personnel working together.
- PCHS fundraising campaign for Safety & Security needed for 2018-19 and beyond to build up the necessary funds to implement the #1 Safety Priority as determined via a multiple Stakeholder & 3rd-Party expert process – Fencing.
- The Safety 2 Category Update:
 - Roofing/Gutter/Drainage repair for existing problems is underway and expected to be completed in October. More proactive/preventative work planned has been put off until funding is available.
 - All the Portable A/C Units budgeted for 2018-19 have been purchased and installed. Additional requested units will need additional funding.
 - All planned Air-Handler/Duct Cleaning for the G, M and A Buildings completed

Transportation:

- PCHS Regular Ed “Rightsizing” of all Regular Ed Routes/Stops implemented effective Monday 9/24/2018, which reduced buses from 16 to 10 on a daily basis. Revised route configuration and schedules implemented on Monday 10/1/2018 and Monday 10/12/2018.
- Ridership is impact of the rightsized and revised routes/schedule has seen ~10 students leave the PCHS School Bus Program, and maybe only one or 2 students who have left PCHS. Further departures from the bus program may occur.
- PCHS Transportation Committee continues to meet to allocate all available scholarships funds and donation funds.
- Late Bus, Competition Bus, Field Trip, and Special Ed Bus/Transportation operating without much change from last year and limited issues reported.
- The new 3-Year ATS contract should enable PCHS to execute the 2019-20 school year Bus Registration and Bus Scholarship Application processes in the Feb thru April 2019 timeframe in order to have a better idea of ridership and scholarship needs going into the May 2019 budgetary process. The 3rd-Party Contractor for PCHS School Bus scholarship determination (ISM – Fast Aid) expected to be used again for 2019-20 scholarship applications.



PALISADES

CHARTER HIGH SCHOOL

Information Technology:

- E-Rate Category 2 project planned for Winter Break and 2nd Semester. This project provides the following long-overdue repairs/upgrades and receives matching funds from the state project where PCHS only has to pay half of these costs:
 - Replace aged and failing core network infrastructure
 - Replace aged and/or failing classroom lab networks
 - Supplement wireless access points in classrooms with insufficient infrastructure
 - Grow physical network in insufficient, non-existent, or otherwise problematic areas
 - Provide for, repair, or replace the battery backup to each network IDF
 - Repair/Replace fiber runs that have stopped working
 - Run new fiber runs to new classroom labs and new IDF's
 - Add new Ethernet capacity where exhausted in lower A, B101, AA office, H, E, G, J, Mercer Hall, Cafeteria/Staff Cafeteria
- Over 850 Chromebooks have been checked out to students so far this year. An additional 450+ are allocated to classrooms via Carts or other means, and an additional 400 working Chromebooks available as needed (classroom ad-hoc requests, student pool, testing needs, etc.). Many students have embraced the Bring Your Own Device (BYOD) aspect of PCHS's Supplemental BYOD Program. Further discussions re School Provided Devices, Carts and BYOD are needed in conjunction with Academic and Budgetary considerations.
- Konica contract negotiations - Konica has made the official recommendation that we trade in our 3 copy room machines for 5-6 alternate models, however this is not a budget neutral trade. Cost Benefit analysis/review and negotiations ongoing.
- Classroom management software (Impero) continues to be rolled out and tested with teachers/students. Impero allows teachers to easily manage institutional and BYOD devices.
- JIVE fax solution being tested and piloted. If implementation continues to be successful, most fax lines on campus will be migrated to this to reduce monthly phone bills.
- New asset management module ordered which connects to existing Library Management Software (Destiny). Chromebooks will be migrated to Destiny to significantly reduce check-in/checkout time for students and improve our reporting capabilities over existing WASP for EDU system. Other benefits are reduced overhead of personnel and computing power as we reduce the number of systems in place to support Chromebooks, and annual cost reduction of licensing by \$800 per year.



PALISADES

CHARTER HIGH SCHOOL

Permits & Setups:

- Rocky Montz's replacement Kalei Pipczynski is on the job and doing well. She successfully negotiated and managed the return of Modern Family shooting on campus on Tue 10/9.
- Permit Revenue for Sep 2018 was ~\$45,200:
 - ~\$37,400 from Facility Rentals
 - ~\$1,300 from Banner Rentals
 - ~\$6,500 from Filming
- Permit Revenue for October 2018 will be available at the next board meeting
- We continue to receive many calls regarding filming requests. Currently have four pending requests; nothing is set yet but the initial conversations have begun and are encouraging. There is a strong interest in shooting at PCHS.
- Banners continue to generate good revenue; at least 1-2 calls a day about new potential business to use that service
- PCHS Fall Sports and Sports Permits ongoing and doing well
- Annual College Fair in Gym was a success
- Mock Election in Mercer went well
- Football Fest on 9/28 also very well attended
- PCHS Spirit Week, Pep Rally, Homecoming Football Game, and Homecoming Dance upcoming

MGAC/Pool:

- With the help of a new Online Membership System, Community Memberships have doubled
- Fall pool hours, PCHS Water Polo in season, and PCHS PE Swim Instruction all underway
- Additional Security Lights installation completed after several nighttime visitations
- Concrete and plaster issues being observed, noted and being monitored for future repairs
- Frequency of miscellaneous repairs at Pool starting to climb as Pool Equipment ages
- PCHS should continue 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)



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects:

1. SARC Compliance violations notice received and small number of minor issues being addressed
2. Duct Cleaning in Gilbert Hall completed
3. Safety - Faulty Storm drain above baseball field on Sunset Ave. that has caused water flooding and mud flows onto baseball field damaging outfield grass along with city sidewalk and hillside erosion. City of Los Angeles Dept. of Public Works as part of a collective joint effort between City of Los Angeles, LAUSD and PCHS, is fixing the problem and restoring the erosion damaged area.
4. Operations in conjunction with several groups and organizations hosted the following events on campus recently and all were a SUCCESSFUL : Back to School Night, Modern Family Filming, College Fair, Mock elections, Sister Act musical, SAT Testing
5. Countered bee activity with 44 gallon and 32 gallon dome trash can lids
6. Water main break repaired in front of gym and E building mechanical room including E –Building girls restroom 2nd floor

Larger Scale Projects:

- **Security Fencing** – LAUSD mandated Architectural & Structural Engineering plans to be created and submitted for their approval. Breen Engineering Inc. is contracted to do this work and will submit plans to LAUSD as required. Funding now needed for fence installation.
- **Short-Term Heating System Repair (Funding TBD)** – Project design and execution underway within LAUSD. Estimated start date Nov 2018 with completion by Dec 2019. Cost and funding still TBD.
- **Long-Term Heating System Infrastructure Replacement Project (LAUSD Funded)** – Project design phase still underway. Estimated start date Summer/Fall 2020 and completion Spring/Summer 2021 (anticipated as a 10-12 month project). Many milestones still to be cleared before confidence in project being started at all becomes high. Temporary heating solution still be analyzed and planned by LAUSD.
- **Gym A/C Project (LAUSD Funded)** – Project has been DSA Approved. LAUSD currently preparing bid packages for General Contractor bidding/selection. Latest estimated start date pushed back to Mid-Jan 2019, but further start date delays are possible.
- **Student Restroom Renovation Project (Donor Funded)** – Project planning underway
- **Garden Gateway Phase 3 (Boosters Funded)** – Project approval has been obtained from LAUSD. Bids received for Construction and determined by Boosters to be higher than desired. Boosters reducing project scope to remove the decorative pony brick wall and “Palisades Charter High School” sign and just do the landscaping portion of the project. RFP/RFB documents sent out to landscapers by project architect for project rebidding.

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: G. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: II_G_Development Report_10_16_18.pdf



PALISADES

CHARTER HIGH SCHOOL

Empowering Educational Excellence.

TOTAL FUNDS RAISED TO DATE:	Prior Report	YTD	Inc.
The PCHS Fund	\$40,831	\$80,396	\$39,565
The Pali GO Fund	\$0	\$17,363	\$17,363
Campus Safety & Security Campaign	\$2,150	\$2,150	\$0
Donor Brick Campaign	\$1,276	\$1,276	\$0
Donations to Athletic Teams	\$694	\$1,672	\$978
Donations to Classroom Teachers	\$3,102	\$6,850	\$3,748
Donations to Extra-Curriculars	\$5,471	\$7,072	\$1,601
Donations to Pali Cares	\$0	\$0	\$0
Restricted Donations/Pledges - Received	\$29,624	\$29,624	\$0
Restricted Donations/Pledges	\$125,000	\$125,000	\$0
	<u>\$208,148</u>	<u>\$271,403</u>	<u>\$63,255</u>
TOTAL EXPENSES TO DATE:			
Bacio Design		\$855	
L.A. Press Printing		\$3,721	
American Direct Mail		\$2,329	
Postage		\$34	
Subscriptions - Double the Donation		\$0	
Subscriptions - Foundation Directory Online		\$1,499	
Subscriptions - DonorPerfect		\$0	
Subscriptions - Almabase		\$0	
Subscriptions - Classy		\$0	
California Consulting		\$9,041	
SafeSave service fees		\$198	
Campus Unification supplies		\$0	
United Rentals - Campus Safety & Security		\$0	
Videography		\$0	
Young Alumni Pizza Lunch		\$0	
Career Day & Fair Breakfast/Lunch		\$0	
Donor Reception		\$0	
Awards		\$0	
Senior Awards Banquet		\$0	
New Parent Welcome Breakfast		\$1,162	
		<u>\$18,839</u>	
NET PROCEEDS TO DATE:		<u><u>\$252,564</u></u>	



PALISADES

CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Submitted Grant Proposals:

<i>Date Submitted</i>	<i>Found./Grantor</i>	<i>Request Amt.</i>	<i>Notification Date</i>	<i>Outcome</i>
8/1/2018	American Honda	\$30,000	11/1/2018	Pending - Technology
3/28/2018	District 4 Facilities	\$20,000	4/15/2018	Pending - Campus Safety & Security
3/31/2018	PP Optimist Found.	\$1,500	6/1/2018	Received - Surveillance camera
4/28/2018	Motorola Solutions	\$30,000	7/15/2018	Denied - PCHS lacked proven eval. proc.
7/16/2018	Norman F. Sprague, Jr	\$5,000	None	Transportation Assistance - Submitted
7/16/2018	Jewett & Chandler	\$10,000	None	Transportation Assistance - Submitted
8/2/2018	Donald T. Sterling	\$5,000	None	Transportation Assistance - Submitted
8/2/2018	Hidden Leaf	\$15,000	9/1/2019	Transportation Assistance - Submitted
8/2/2018	Hofmann Family	\$10,000	None	Transportation Assistance - Submitted
8/2/2018	Leonardt	\$5,000	None	Transportation Assistance - Submitted
8/2/2018	Saban Family	\$10,000	None	Transportation Assistance - Submitted
8/2/2018	William H. Hannon	\$10,000	None	Denied - already allocated funds for yr.
9/17/2018	Craigslist Charitable	\$5,000	None	Transportation Assistance - Submitted
8/20/2018	CTE Teach Mentor	\$15,000	8/20/2018	Pending invitation
9/1/2018	Joseph Drown	\$25,000	10/31/2018	Transportation Assistance - Submitted
9/24/2018	Lowe's Toolbox	\$5,000	9/28/2018	Smartboard - Submitted
9/18/2018	T & D Leavey	\$10,000	None	Pending invitation - Transportation
8/2/2018	Kathryne Beynon	\$5,000	None	Transportation Assistance - Submitted
9/18/2018	Cynthia & Wm Simon	\$5,000	None	Transportation Assistance - Submitted
7/12/2018	A & E Borchard	\$10,000	None	Not accepting uninvited proposals
10/15/2018	Cathay Bank Found.	\$10,000	None	ELL Program - submitted
10/15/2018	Mara Breech Found.	\$10,000	None	Pro. Dev. - Google cert. - Submitted
10/15/2018	Wm. Bannerman Fdn	\$10,000	None	Transportation Assistance - Submitted

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_IMA_TEXTBOOKS_10_16_18.pdf
II_H_Part 2_CREDIT CARD REPORT SEPT 2018 for_10_16_18.pdf
II_H_Part 1_CBO Report_10_16_18.pdf

PCHS Textbooks IMA Expenses YTD to 10-02-18

Category	Sch/Loc	Sch/Loc Description	Funding Source	Budgeted	Expenses	POs	Remaining	% Left
TEXTBOOKS	0000000	Textbooks Repair	General Fund	4,200.00	-	2,041.20	2,158.80	51.40
TEXTBOOKS	0000100	English Department	General Fund	18,200.00	3,006.10	603.05	14,590.85	80.17
TEXTBOOKS	0000200	Math Department	General Fund	-	-	385.75	(385.75)	0.00
TEXTBOOKS	0000300	Science Department	General Fund	4,236.00	4,909.56	3,355.86	(4,029.42)	-95.12
TEXTBOOKS	0000400	Foreign Language	General Fund	10,000.00	4,265.19	1,633.75	4,101.06	41.01
TEXTBOOKS	0000500	Social Studies	General Fund	20,940.00	12,983.06	-	7,956.94	38.00
TEXTBOOKS	0000600	Technical Education	General Fund	5,939.00	-	-	5,939.00	100.00
TEXTBOOKS	0000700	Visual & Performing Arts	General Fund	2,868.00	-	-	2,868.00	100.00
TEXTBOOKS	0008000	Mindfulness	General Fund	2,400.00	-	-	2,400.00	100.00
TEXTBOOKS	0005000	Library	General Fund	10,800.00	2,757.25	-	8,042.75	74.47
TEXTBOOKS	0006300	Academic Achievement	General Fund	-	-	523.99	(523.99)	0.00
TEXTBOOKS	0006500	Temescal Academy	General Fund	-	-	-	-	0.00
TEXTBOOKS	0008600	Leadership Class	General Fund	-	-	-	-	0.00
TEXTBOOKS	0000000	Fuerza/TVN	LCAP Expenses	-	-	2,041.20	(2,041.20)	0.00
TEXTBOOKS	0001300	ESL	LCAP Expenses	-	-	-	-	0.00
TEXTBOOKS	0002300	Intervention	LCAP Expenses	-	-	-	-	0.00
TEXTBOOKS	0002400	Independent Study	LCAP Expenses	20,000.00	-	3,443.72	16,556.28	82.78
Total Textbooks				99,583.00	27,921.16	14,028.52	57,633.32	56.83

Category	Sch/Loc	Sch/Loc Description	Funding Source	Budgeted	Expenses	POs	Remaining	% Left
IMA	0000000	Undistributed	General Fund	(28,047.00)	-	-	(28,047.00)	100.00
IMA	0000100	English Department	General Fund	4,183.00	161.67	481.41	3,539.92	84.63
IMA	0000200	Math Department	General Fund	2,500.00	-	998.16	1,501.84	60.07
IMA	0000300	Science Department	General Fund	65,000.00	2,141.87	5,931.12	56,927.01	87.58
IMA	0000400	Foreign Language	General Fund	1,898.00	-	-	1,898.00	100.00
IMA	0000500	Social Studies	General Fund	2,564.00	-	-	2,564.00	100.00
IMA	0000600	Technical Education	General Fund	11,012.00	408.04	1,032.04	9,571.92	86.92
IMA	0000700	Visual & Performing Arts	General Fund	70,000.00	5,659.34	6,746.76	57,593.90	82.28
IMA	0000800	Physical Education	General Fund	9,000.00	3,243.29	4,026.35	1,730.36	19.23
IMA	0000820	Athletic Director	General Fund	28,000.00	-	18,115.59	9,884.41	35.30
IMA	0000900	Counseling Department	General Fund	5,799.00	563.21	9.03	5,226.76	90.13
IMA	0001001	Career Center	General Fund	1,088.00	-	-	1,088.00	100.00
IMA	0001400	Attendance Office	General Fund	3,600.00	602.17	602.91	2,394.92	66.53
IMA	0001600	Study Center	General Fund	700.00	-	-	700.00	100.00
IMA	0001800	Main Office	General Fund	-	267.79	-	(267.79)	0.00
IMA	0002100	Nurses Office	General Fund	2,000.00	-	-	2,000.00	100.00
IMA	0002200	Summer School	General Fund	500.00	-	-	500.00	100.00

PCHS Textbooks IMA Expenses YTD to 10-02-18

Category	Sch/Loc	Sch/Loc Description	Funding Source	Budgeted	Expenses	POs	Remaining	% Left
IMA	0002300	Intervention	General Fund	-	-	827.00	(827.00)	0.00
IMA	0002400	Independent Study	General Fund	888.00	-	-	888.00	100.00
IMA	0003000	MESA Program	General Fund	1,500.00	-	-	1,500.00	100.00
IMA	0005000	Library	General Fund	4,565.00	342.03	-	4,222.97	92.51
IMA	0006250	Deans	General Fund	3,050.00	400.00	-	2,650.00	86.89
IMA	0006300	Academic Achievement	General Fund	15,500.00	7,194.35	405.54	7,900.11	50.97
IMA	0006500	Temescal Academy	General Fund	1,500.00	-	-	1,500.00	100.00
IMA	0008000	Small Learning Communities	General Fund	-	-	-	-	0.00
IMA	0008500	ACADEMIC DECATHLON	General Fund	4,800.00	-	-	4,800.00	100.00
IMA	0008600	Leadership Class	General Fund	1,500.00	-	-	1,500.00	100.00
IMA	0009000	College Center	General Fund	6,860.00	-	1,367.47	5,492.53	80.07
IMA	0009700	Tutoring Program	General Fund	-	-	-	-	0.00
IMA	0009750	Testing	General Fund	-	-	-	-	0.00
IMA	0000000	Undistributed	State Lottery Revenue	-	-	-	-	0.00
IMA	0000000	Undistributed	LCAP Expenses	-	1,059.08	-	(1,059.08)	0.00
IMA	0000200	Math Department	LCAP Expenses	-	-	-	-	0.00
IMA	0002200	Summer School	LCAP Expenses	-	3,344.38	-	(3,344.38)	0.00
IMA	0002300	Intervention	LCAP Expenses	-	-	-	-	0.00
IMA	0009250	Literacy Program	LCAP Expenses	-	-	-	-	0.00
IMA	0001300	ESL	IASA: Title I Part A	3,000.00	636.50	319.04	2,044.46	68.15
IMA	0000000	Undistributed	Other Federal Income	-	-	-	-	0.00
IMA	0000600	Technical Education	CTE Grant	-	-	-	-	0.00
IMA	0000700	Visual & Performing Arts	CTE Grant	-	(119.21)	-	119.21	0.00
IMA	0000000	Undistributed	SPED/MHS	1,132.00	-	-	1,132.00	100.00
IMA	0000000	Undistributed	Special Education	15,908.00	139.99	1,890.32	13,877.69	87.24
Total IMA				240,000.00	26,044.50	42,752.74	171,202.76	71%



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING OCTOBER 16, 2018

2018-2019

Cash Balances for PCHS at the end of September was \$6.7 million (\$6.3 million unrestricted) August Balance (\$5.5 Million total). September Cash flow benefitted from increases due to the EPA Prop 30 Funding which occurs quarterly. The EPA funding was \$1.26 million in September. Monthly LCFF rates will be increasing to 9% for the rest of the year (from the 5% levels in July/August).

Attendance

The enrollment & attendance report for Month 2 was filed for the 2018-2019 School Year. For the first 34 days of School, the Enrollment was 2,965 students (2,962-Month 1) (725-9th, 777-10th, 751-11th & 712-12th). The Cumulative ADA to Month 2 was 2,875 at a rate of 97.0%. While this ADA is below the 2018-19 original Budget of 2,880, our full year projection would not be met based upon previous ADA patterns. As a result we have lowered our ADA projection to 2,865. PCHS will be addressing this issue and the Attendance office will target bringing in more students at the start of the second semester to mitigate any Budget shortfall.

Budget

See attached materials for Agenda Item VII A for Budget Re-Adoption updates from both the Administration & Budget & Finance Committee.



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING OCTOBER 16, 2018

Cafeteria

PCHS met with 3 levels of Management of Chartwell's last week. A new Regional Chef has been assigned to PCHS and will be involved in future LTSP meetings as well as menu planning. We have our first Parent Volunteer now involved during Nutrition & Lunch and an E-mail blast is going out this week to attract more volunteers. Chartwell's is also in the process of employing one of our Students in need to alleviate this students Transportation funding to support their family's need.

The overall participation rates for 2018-2019 are mixed to start the year (through 34 School Days). Lunch Participation is up 6.0% but Breakfast is down 3.7% from 2017-2018. Contributing factors are the shift in enrolled students from Free & Reduced meal status to Paid status (approx. 170 students) and our Free & Reduced % is down from 35% to 30.0%. However, an update in the classification of Students is in progress to add 9th Grade Free & Reduced Students that were Directly Certified in the State's CALPADS student information system. Updates should be made in October.

Conversion Charters & LAUSD-Updates

PCHS & LAUSD's \$329,000 in M&O services that were retroactively billed to PCHS for the past two years, PCHS staff are still reviewing the legitimacy and accuracy of these charges and other Charters have been contacted to identify common issues and contact LAUSD as a group. This is an on-going review by PCHS. Updates will be provided as the process moves forward.



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CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING OCTOBER 16, 2018

Audit

The Year end 2017-2018 Audit review will start the week of October 22nd. Updates on this audit work will be coordinated with the Audit Committee and reported back to the Board in preparation for the Annual Audit Report due by December 15, 2018.

ASB

- **Spirit Week Fundraisers (10/15-10/19)**
- **Homecoming game 10/19**
- **Yogurt Shoppe Fundraiser**
- **Youth in the booth launch party (Voting)**
- **Hair drive 11/7**

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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_EDP_10_16_18.pdf



PALISADES CHARTER HIGH SCHOOL

PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES MEETING EXECUTIVE DIRECTOR AND PRINCIPAL REPORT OCTOBER 16, 2018

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

Pali Student Activism during October

*Pali students have stepped up to demonstrate the core values described in the **PCHS mission statement**. In addition to Student Senate meetings, students and teachers have coordinated a variety of events designed to raise awareness and engagement.*

Human Rights Watch Student Task Force - Mock election

October 9, 2018: Starting bright and early at 8am, **Student Task Force (STF)** organizers welcomed the first classrooms to Mercer Auditorium to participate in voter registration and Palisades Charter HS's first mock election for the crucial November 6 Midterms. The Palisades STF chapter joined with the school's Leadership Class and the Los Angeles City Clerk's office to present 40-minute sessions throughout the school day to over 700 students and teachers. (Teachers signed up their classrooms to fill the available sessions throughout the school day.)

The **City Clerk's office** illustrated the impact on our lives from local elections, but lamented the ominously low voting rates of eligible voters in local elections. Only 10% of registered voters actually voted in last June's local elections in the City of Los Angeles. Determined to dramatically raise voter participation, a major part of the day's presentations was an opportunity to pre-register (16 and 17 year-olds) and register to vote, followed by the popular mock election which gave participants an experience in every step of voting on election day: signing in, receiving a ballot, going into actual voting booths to vote, depositing the ballot in the official ballot box and receiving the "I voted" sticker. Pali was able to proclaim, 100% participation by the 700!

Not all Pali students were able to attend the Mock Election Day, so Pali STF will continue to register voters before the October 22 voter registration deadline. **Angelica Pereya** and **Myrna Cervantes** are the **faculty advisors** for this STF (*from the Human Rights Watch Student Task Force website*).

CASC Conference - Leadership Training

ASBs from all over Los Angeles county attended a leadership conference on October 10th from 9am-1:45pm. This conference at Palisades Charter High School included a Chipotle lunch, leadership activities, learning **California Association of Student Councils** curriculum and a guest speaker. CASC conducts over 60 programs annually for elementary, middle and high school students. For more information, visit www.casc.net

Region 9 President Serena Perl and **Vice President Eli Kai**, both PCHS students and Ambassadors, coordinated the event.

Established in 1947, the **California Association of Student Councils (CASC)** is a student-led 501(c)(3) nonprofit whose purpose is to improve the quality of life in the world by developing skilled, ethical, and sensitive leaders of diverse backgrounds and cultures.



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The mission of CASC is to provide leadership development for elementary, middle, and high school students and their advisors in California and across the world through peer training. Our programs emphasize authenticity, ethics, and collaborative decision-making which enhance learning outside of the classroom by fostering self-esteem and civic engagement. CASC advocates for the youth, provides an avenue for the expression on student views and empowers young people.

National Coming Out Day. In honor of this, the **PCHS Gender-Sexualities Alliance** set up a timeline of LGBT+ history in Gilbert Hall inviting all teachers to bring their classes by for 15-20 minutes to check out the presentation. This was a great opportunity for students to get a look into an aspect of the civil rights movement that is often overlooked while also showcasing how protests, riots and civil disobedience were used to advance minority rights. **The event was coordinated by Sophia Green, GSA Co-President, Oona McDermott, GSA Co-President and Ms. Jill Barker, GSA Advisor.**

#YouthinTheBooth2018.com

LAUSD Board Vice President Nick Melvoin, Pali alum Richard Greene and a team at PCHS have created a very fun, educational and meaningful way for students, aged 13 and over, to participate in The 2018 Midterm Elections **and have an impact on the direction of our country.** It's called "**Youth In The Booth 2018**" and is a Civic Engagement and Public Speaking and Video Competition on the issues that face the nation at this important time. Go to www.#YouthinTheBooth2018.com to learn more about the competition. Multiple \$1000 cash prizes will be awarded with a grand prize of \$2,500.

The competition launched October 9th, exactly 4 weeks before the November 6 election, and ends with a live FINALS on Friday, November 2 at Pali High with a number of Hollywood celebrities and students as judges and lots of prizes. **All students in District 4 are invited and welcome.** The project is possible due to exceptional teachers **John Vieira** and **Nancy Fracchiolla** and the **Pali Production students**, particularly **Kian Mirshokri**, for assisting with the website and demonstration videos, and student leaders **Sophie Green** and **Hallie Mcrae**.

Justice League Symposium - Students will participate in a forum designed to identify and find solutions for student concerns. This meeting will take place Monday, October 15 during lunch.

Student Support Programs

Roads to Respect - 9th graders participated in the Roads to Respect program provided by Santa Monica - UCLA Rape Treatment Center and coordinated by academic counselor **Jennifer Peeks**. The Roads to Respect - Sexual Assault program to Pali. 692 Freshmen participated this year compared to 161 last year. The program covered topics including

- Understanding the dangers and dynamics of silence and inaction in the face of injustice and mistreatment of others, and the remedies.
- Empathy - the foundation for moral character, moral courage, healthy relationships, and resilience.
- Confronting the rise in rates of depression, loneliness, and suicide among youth.

Restorative Justice Peer Mediation Class



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This course is an A-G approved UCCI (University of California Curriculum Integration) course offered for the first time at PCHS this year. The course description specifies:

"In this course, students will examine the roles of social workers, mediators, advocates, and law enforcement officers as peacekeepers and problem solvers in society. Students will begin with an introspective look at themselves and inner workings of the human brain as it pertains to conflict and conflict resolution and then utilize this knowledge as they explore the ideology that drives careers in various fields of public service. Throughout the course, students will develop a deeper understanding of the specific requirements and physical and emotional demands that are unique to these career fields. Students ultimately apply the knowledge they gain throughout the course by participating in service learning projects that require them to move beyond the classroom in their outreach efforts."

What this means for Pali during our pilot year is that we are training another group of mediators on a deep and multi-faceted level to not only be effective on-campus Peer Mediators but also consider the various paths they may ultimately take, both in college and in their professional lives. Professional mediation is a rapidly growing field and many universities now have Mediation and Conflict Resolutions as majors.

During the year, the students will meet with many professionals whose jobs revolve around the concepts of Restorative Justice and Conflict Resolution. Currently, we have scheduled visits from an LAPD Police Detective, a Federal Judge, a spokesman from Homeboy Industries, Scott Martin, who trained our last group of Peer Mediators and works with Mediators Beyond Borders, and a Professional Mediator whose daughter, Emily Gross, is currently in our Restorative Justice class.

In addition, our current students are observing mediations that we are conducting on campus involving their peers both as disputants and as Peer Mediators.

Our **Peer Mediators** are one of the growing student leadership groups on campus. Some mediators are also in other groups, so there is overlap and interaction, and Peer Mediation is represented in Justice League as well. The Dean's Office has also embraced Restorative Justice and we collaborate regularly on situations that are often most effectively addressed through mediation instead of traditional methods of discipline.

In addition, academic counselor **Heather Schon** is working on her Master's in Negotiation, Conflict Resolution and Peace Building and is tracking through data the long-term efficacy of Peer Mediation. Heather is also certified with the DRPA (Dispute Resolutions Program Act) and **Holly Korbonski** is in the process of obtaining this same certification.

The **California Association Of Student Councils** endorses **Restorative Justice** programs:

PROVEN RESULTS

- The California Conference for Equality and Justice has found that the implementation of restorative justice has greatly decreased the number of fights, bullying, suspension, and expulsion.
- A study by Youth Violence and Juvenile Justice found that the implementation of restorative justice reduces the number of youth recidivism from 50% to 31%.



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- Schools in Peoria, Illinois, have implemented dialogue circles as a form of restorative justice and now has a result of 35% decrease in referrals to detention.
- In Merced, California, six schools have implemented restorative justice and experienced a decrease in suspension ranging from 20% to 40%.
- In California, youth recidivism is proven to be lowered by restorative justice from 90% to approximately 10-30%.
- Restorative justice has been proven to lower dropout rates, which decreases the chances of students becoming financially troubled or conducting a crime. This will save schools countywide approximately \$120,000 per year.

Department Reports

Counseling Office Highlights

- Senior letters sent out electronically on Thursday, October 4th –responding to uptick in parent calls/email.
- Course planning and check-ins with junior class in progress.
- Setting up SST meetings for students who have failing grades on Progress 1 (mostly 9th & 10th).

Deans Office

- Ongoing-response to reports about at-risk students. Teachers have been playing an important role in identifying and referring students. Uptick in student confrontations. As far as we know all students have been identified and dealt with, including the off campus ones. Mental health care providers have been extremely helpful in addressing student needs.
- **Officer Johnson** with **Russel Howard** or **John Achen** have gone around hot spots after school in his patrol car.
- Restorative Justice Resource Room is now in use for mediations, meetings, and time-outs.

Athletics

- Fall sports coming to a close. All fall sports will be in the playoffs.

EDP Activities

- Attended **the Los Angeles Advocacy Meeting** at STEM Prep. Guest speakers included LAUSD Superintendent Austin Beutner.
- Attended the **CCSA Region 4 Meeting** with leaders from other charter schools. Topics included communication, authorization developments, state-wide trends, and academic accountability.

Coversheet

Consideration of a Personal Financial Elective Class

Section: V. Academic Excellence
Item: B. Consideration of a Personal Financial Elective Class
Purpose: Discuss
Submitted by:
Related Material: V_B_Personal Finance Management Course_10_16_18.pdf



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THE CASE FOR A PCHS PERSONAL FINANCE COURSE

1. According to the biennial Survey of the States by the Council for Economic Education, a non-profit research organization funded by the United States Department of Education, as of 2016, 17 states required proficiency in a personal finance course as a prerequisite for public high school graduation.
2. The same survey also reported that 45 states now include personal finance in their public high school curriculum, up from 21 in 1998. (Alaska, **California**, Montana, New Mexico, Wyoming and the District of Columbia still do not.)
3. To be successful, most kids don't need to learn about convertible debentures or the Black-Scholes option pricing model, but they do need to know how to open a bank account, balance a checkbook, create, follow and review a personal budget, set goals for saving each month, and determine the effect of interest rates and how investments benefit from compounded growth. In addition, if and when they borrow money, they should understand how much money they will need to earn to pay it back. They need a course which will demystify money management and give those basic tools and vocabulary to make good choices, instead of constantly requiring on the Bank of MOM ("made of money").
4. In a ten-year study, the Council's data indicated that credit scores of students who had received this training were significantly higher than for those who received no such training. Further, the study also noted that young adults who didn't receive personal financial literacy training were significantly more prone to expensive credit behaviors, such as using payday loans and carrying a balance on high-interest credit cards, as well as a higher frequency of credit defaults and delinquencies. In sum, young adults without this training make more money mistakes.
5. Finally, the Council's survey also found that adolescents in the U.S. receive little coaching at home regarding these subjects.
6. Most of these skills aren't taught in colleges, perhaps because they represent less rarified crudities of life which don't fit into the intellectual critical thinking of the modern university.



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7. While the “School of Hard Knocks” – experience – is often the best teacher, knowing in advance the financial pitfalls which await a student’s independent living can be priceless.
8. Here is a sample of the skills curriculum which such a course might include (much of which could be created by the case method of analysis):
 - a. Cash management, such as opening a bank account, use of a debit card and monthly balancing one’s checkbook;
 - b. Establishing and maintaining credit and handling a credit card (and, more recently, an electronic pay app on a cell phone);
 - c. Cash flow planning and personal budgeting; understanding unavoidable living expenditures;
 - d. Borrowing and credit management, including student loan concepts and possibly including mortgage and vehicle loans;
 - e. Spending/purchasing/leasing choices;
 - f. Basic investment concepts and retirement considerations;
 - g. Lifestyle choices, including housing, home ownership and transportation options;
 - h. Insurance concepts; and
 - i. The many concerns about starting a small business.

CONCLUSION: I submit to the Board the request that the Administration and Faculty evaluate an elective course, as a starting point, in personal financial management, and to determine if such a course can be given academic credit toward graduation. If invited, I would be happy to participate in the development of such a course.

Respectfully submitted,
Reeve Chudd

Coversheet

Application for the Work Experience Education (WEE) Program

Section: V. Academic Excellence
Item: C. Application for the Work Experience Education (WEE) Program
Purpose: Vote
Submitted by:
Related Material: V_C_Appl_WEE_Program_10_16_18.pdf

Revised 12/16

California Department of Education

Secondary District Plan And Application for the Work Experience Education (WEE) Program

(Per EC 51775, a review of the secondary district plan must be reviewed every three years.)

Palisades Charter High School Local Educational Agency (LEA) / District / School	Los Angeles County	
15777 Bowdoin St. Street Address	Pacific Palisades	90272 Zip Code

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	Exploratory WEE	General WEE	Career Technical WEE
Regular School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Summer School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition to complying with appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5, the LEA agrees to the following assurances:

1. **District Plan:** The district plan for Work Experience Education (WEE) has been approved and adopted by the local governing board and is attached in the enclosed copy of Board Approving Minutes. (EC § 51762 & CCR, T5 § 10070)
2. **Responsibility for District Plan:** The WEE teacher-coordinator shall implement and/or comply with the assurances contained herein. The school district administration is responsible for those assurances outside the requirements of the WEE teacher-coordinator. (e.g. Assurances 14, 15, 17, and 18)
3. **Credential:** The WEE teacher-coordinator shall possess a valid secondary-level credential, have two years of occupational experience outside the field of education, and have knowledge of the educational purposes, standards, laws, and regulations regarding WEE. (EC § 51762 & CCR, T5 § 10075)
4. **Enrollment in WEE:** The WEE teacher-coordinator approves students for enrollment in WEE. (EC § 51760)
 - a. At the time of enrollment, students are at least 16 years of age. (EC § 51760.3(a))

Exceptions:

 - Students in grade 11 or higher. (EC § 51760.3)

- Students enrolled in Exploratory WEE may be less than 16 years of age and in the middle school. (CCR, T5 § 10071 (c))
 - Principal may certify exemption. (EC § 51760.3)
 - WEE may be identified on the Individualized Education Program. (EC § 51760.3)
 - The pupil is at least 14 years of age and the principal in the school in which the pupil is enrolled certifies that it is necessary for the pupil's participation in a career technical education program. (EC § 51760.3)
5. **Minimum Day:** The minimum day for students is four periods totaling at least 180 minutes in duration (including WEE). (EC § 46144)
Exceptions:
 - Continuation high school students. (EC § 46145)
 - Graduating WEE students in the last semester of their senior year. (EC § 46147)
6. **Pupil/Teacher-Coordinator Ratio:** The pupil/teacher-coordinator ratio in WEE does not exceed 125 pupils per one full-time equivalent certificated WEE teacher-coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher-coordinator ratio. (EC § 46300(b))
Exceptions:
 - Ratio may be waived by the State Board of Education. (EC § 46300(b))
7. **Related Classroom Instruction:** The WEE teacher-coordinator is responsible for preparing and conducting related classroom instruction. (EC § 51760, § 51762.5(b) & CCR, T5 § 10073)
 - a. Related classroom instruction or guidance for each semester and type of WEE is conducted by the WEE teacher-coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester. (EC § 51760.3(b))
8. **Course Description:** The WEE course description, with major units of instruction for each semester and for each type of WEE offered is attached in the enclosed course description with units of instruction per semester. (CCR, T5 § 10073)
9. **Work Sites:** The WEE teacher-coordinator identifies, selects, and/or approves work sites. (EC § 51762.5(a) & CCR, T5 § 10072)
 - a. A minimum of two on-site contacts per semester with a work site supervisor at each work site and minimum of one on-site contact during the summer school session is mandated for completion by the WEE teacher-coordinator. (CCR, T5 § 10074)
10. **Student Training Agreement:** A written formal training agreement identifying the responsibilities of the school district, employer, parent/guardian, and student is developed for each WEE student and is attached in the enclosed copy of Student Training Agreement. (EC § 51762.5 & CCR, T5 § 10071)

The following are found on the Student Training Agreement:

- a. Student objectives to be accomplished at the work site. (CCR, T5 § 10071)
 - b. The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE. (EC § 51760 & § 51762.5)
 - c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, T5 § 10072)
 - d. Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762 & CCR, T5 § 10072)
 - e. The employer provides adequate adult supervision to ensure that:
 - (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
 - (2) The General WEE student is provided opportunities to gain occupational skills.
 - (3) The Career technical WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program. (CCR, T5 § 10071 & § 10072)
 - f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district. (EC § 51768, § 51769 & CCR, T5 § 10071)
 - g. The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, T5 § 10072)
 - h. The employer assures the district that he/she does not discriminate based on race, creed, color, gender, sexual orientation, disability, political affiliation, or religion. (EC § 51760.3(c) & CCR, T5 § 10071)
11. **Work Permits:** All work permits for students enrolled in WEE are issued or verified by the WEE teacher-coordinator or authorized designee in writing per the enclosed Letter of Authorization to issue work permits. (The document needs **original signature** of the District Superintendent or designee.) (EC § 49110 (b))

12. **Exploratory WEE:** For each student enrolled in Exploratory WEE, a limit on the number of hours of observation is established at each observation site. (CCR, T5 § 10071(c))
13. **Granting Credit:** The procedure for granting school credit for WEE is found in enclosure (4). A student satisfactorily completing the WEE program requirements may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:
 - (1) Exploratory WEE - Ten (10) semester credits for each semester with a maximum of twenty (20) semester credits.
 - (2) General WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.
 - (3) Career Technical WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits. (EC § 51760.3, § 51762.5(b)(f) & CCR, T5 § 1635)
14. **Professional Development:** A provision is made for WEE professional development for new and continuing teacher-coordinators and other support personnel in WEE, to ensure the quality of the WEE program. (EC § 51762)
15. **Clerical Services & Records:** A provision is made for clerical services to assist the professional in meeting the goals and objectives of WEE and to assure the accuracy, completeness, and quality of the records.

The district shall maintain records including:

 - a. Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation. (EC § 51762.5)
 - b. Work permit issued, if applicable. (EC § 49110) Note: Not required for Exploratory WEE.
 - c. Employer's report of student's hourly work record and performance on the job. (EC § 51762.5)
 - d. Report of employer consultations. (EC § 51762.5 & CCR, T5 § 10074)
 - e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5)
 - f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & CCR, T5 § 10071)
16. **Summer School:** WEE during the summer is conducted in the same time period as the rest of the approved summer school and conforms to all appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5 rules and regulations applicable to WEE.

- 17. **Civil Rights Act:** WEE covered by this plan shall comply with Title VI and Title VII of the Civil Rights Act of 1964 and with Title 5 of the *California Code of Regulations*. (EC § 51762)
- 18. **Nondiscrimination:** WEE covered by this plan shall comply with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972. (EC § 51762)

I hereby certify that to the best of my knowledge, the provisions for WEE outlined in this Secondary District Plan meet all California Department of Education requirements.

District Superintendent or Designee

Date

Date Local Governing Board Approved: _____

Person Preparing Application:

Name: Mr. Simon Santana E-mail: ssantana@palihigh.org

Title: Work Experience Education Teacher Phone: (310)230-6623 Ext. 6662

This Secondary District Plan and application for a WEE program must include the **original signature** of the district superintendent or designee along with the following required enclosures:

- Enclosures:
- (1) Copy of Board Approving Minutes
 - (2) Course Description w/units of Instruction per semester
 - (3) Copy of Student Training Agreement
 - (4) Letter of Authorization to Issue Work Permits (**original signature** of the district superintendent or designee)
 - (5) Description of WEE's procedure for granting school credit (Only if expanded from minimum description provide on #13)

Submit this Secondary District Plan and application along with all of the enclosures to:

Erle Hall, MS
 Education Programs Consultant
 CTE Leadership and Instructional Support Office
 California Department of Education
 1430 N Street, Suite 4202
 Sacramento, CA 95814
ehall@cde.ca.gov
 916-323-2564

Coversheet

School-wide Goals 3 & 4 - Start Time

Section: V. Academic Excellence
Item: D. School-wide Goals 3 & 4 - Start Time
Purpose: Discuss

Submitted by:

Related Material:

V_D_Part 3_19 Should School Start Later in the Morning Pros and Cons.pdf

V_D_Part 2_School Start Time_Pediatrics_10_12_18.pdf

V_D_Part 1_School Start Time_10_16_18_Opinion Let Teenagers Sleep In - The New York Times.
pdf

19 Should School Start Later in the Morning Pros and Cons

Do your kids struggle to wake up in the morning? It may not be that they are lazy. They could be legitimately tired. For teens, anything less than 8.5 hours of sleep per night could be considered detrimental to their health, according to information released by the American Academy of Pediatrics. For younger children, even more sleep per night may be required.

Poor sleep has caused an increase in reliance on caffeine products. There is a direct link between sleep deprivations and a poor academic performance. Over time, poor sleep can increase the risk of developing an alcohol or tobacco dependency.

It isn't an issue of going to bed earlier for teens either. Even when kids are tired, they struggle to fall asleep earlier because their circadian rhythms are establishing their internal routine.

Just delaying school by 30 minutes may have a positive impact for a child's education. Here are some of the key pros and cons to consider when looking at the idea of starting school later.

List of the Pros of Starting School Later

1. It could reduce the amount of time kids are left alone.

Teens are often left alone at home at the end of the day because of the working schedules of their parents. That time alone invites the possibility of making decisions that are not necessarily healthy. Starting school later in the morning would create a later release time in the afternoon which could reduce the amount of time some teens are left on their own.

2. It would reduce health-related issues that come with a lack of sleep.

Sleep deprivation can cause a number of different bothersome symptoms in kids of any age. A loss of sleep disrupts the normal functioning of a child's attention span. They can struggle to focus on their environment, sensory inputs, and the classroom. A lack of sleep creates a delayed reaction time, irritability, depressed mood, forgetfulness, clumsiness, and trouble learning new concepts.

3. It could reduce caffeine dependence.

Depending on the type of coffee bean being used, a cup of brewed coffee in the morning may have up to 175mg of caffeine in it. That's more caffeine than some energy drinks provide. Long term side effects of using caffeine may include severe dehydrations, chronic panic attacks, and high levels of adrenaline and cortisol. High levels of caffeine also prevent reabsorption of serotonin which can lead to future medical issues. With a later start time and more sleep, some of the issues could begin to go away.

4. It could boost individual academic performance.

When there is adequate sleeping time available for children, then there is an associated rise in their student's grades. Not only does this improve the focus of the child, it gives them time to process the information around them in the classroom environment. By removing the stress stimulus from the environment, the cortisol levels can remain at normal levels for the student, reducing the risks of distraction and hyperactivity. In 1998, Dr. Amy Wolfson, Professor of Psychology at Loyola University in Maryland, and Dr. Mary Carskadon, Professor of Psychiatry and Human Behavior at the Warren Alpert Medical School of Brown University, found that students with grade averages of C or under were getting 25 fewer minutes of sleep each night compared to students with higher grades.

5. It allows students to cope with their academic responsibilities.

The University of Minnesota discovered that students who have a later start time to their school day have better overall test scores, grades, and consistency in core subject areas compared to students who go to school on a traditional schedule. Students also have improved attendance rates, reduced truancy, and reduced dropout rates when their school responsibilities match better with their biological clocks.

6. It gives students a chance to eat breakfast.

One of the first things that goes away when students are in a rush to get to school is a healthy breakfast. By pushing the start time later in the day, there is a better chance to have time to eat something healthier than a prepackaged breakfast item. Reducing the prevalence of on-the-go eating options can promote a healthier weight and better personal nutrition, which further increases the chances of a positive individual learning experience.

7. It could reduce vehicular accidents for teens.

Many teens drive themselves to school. Waking up too early, without enough sleep the night before, creates an added risk to the driving experience. AAA reports that driver drowsiness is

responsible for an average of 100,000 vehicular accidents every year. Moving the start time school wouldn't resolve the issue of texting or talking while driving, but it would reduce the issues of driver drowsiness for many teens.

8. It would reduce the number of mood changes teens experience.

Teens are often criticized for their mood swings or moody behavior. Sometimes, these behaviors are associated with depression or some other psychological disorder. In reality, the teen may be suffering from ongoing sleep deprivation. When students (or anyone) gets enough sleep, their mood remains stabilized throughout the day, which encourages a higher level of overall motivation.

9. It would reduce common safety issues for students.

One of the biggest safety issues students face is one that most people don't think about too often. Early start times for a school, sometimes before 8am, require children to get to school in the dark. They might be waiting at a bus stop in the dark. For younger children, they also have the threat of being home alone after school if there are no daycare or after school options. Starting school at a later time reduces all of these issues, even if it does put more pressure on the morning routine for parents.

10. It would provide more recovery time for students.

Many extracurricular activities occur after the regular school day, such as a sporting event. Giving students a later start time would allow them to still participate in these activities, while giving them more recovery time each overnight for rest and healing. Students engaged in after school activities typically require more time to wind down to reach a state of sleep as well, so this schedule change would accommodate their needs.

List of the Cons of Starting School Later

1. It would impact the schedules of working families.

Many junior high and high schools have a start time of 8am in the United States. Most working parents are required to report to work by 8am as well. That allows a small window of time to either drive the student to the school or have them get on the bus. Advancing the time by 30 minutes as proposed, to 8:30am, would make it difficult for many parents to get to work on time.

2. It could create transportation issues for the school district.

Many elementary schools in the United States offer a start time of 9am. That is done to provide younger students with enough time to sleep each night and ease transportation congestion within the district. By moving the start time of the junior high and high schools to a later time, the only solution that doesn't involve more transportation investments is to move the elementary school start time backward by the same amount of time, creating new learning issues.

3. It would alter the release time for schools within the district.

Many teens have after-school jobs which require them to report by a specific time. Many families depend upon their teens to watch younger children while the parents finish out their work day. Pushing the release time for a school district later in the morning would require students to arrive later in the afternoon, which could create even more difficulties for families and the students themselves.

4. It would eliminate the ability to do some homework.

If schools push their start time to later in the morning, then they are eliminating time for students to do homework. Students who are involved in sports or extracurricular school-sponsored activities may find themselves with a limited amount of time to complete their work each day. That would force them to stay up later to get their work done, which would then negate the benefits that having a later start time would be able to create.

5. It could encourage some teens to stay up later.

Even if there are not any extracurricular activities for some teens after school, there would still be the temptation to stay up later each night because they could sleep in later the next morning. A change in the school schedule would require a buy-in from parents and guardians to help maximize the benefits of extra sleep for their children. At the end of the day, however, you really can't force anyone to fall asleep, even if you require them to be in their room by a certain time.

6. It reduces tutoring opportunities.

With a later release time from starting school later, students have fewer chances to access tutoring resources they may need for difficult subjects. Many after school tutoring programs are operated by volunteers that have finite time resources. Changing the school schedule will change their schedule, which may make it difficult to continue providing services during the week. This would push tutoring needs to the weekend, where more students may be less likely to engage with the service.

7. It requires changes to personal habits to be effective.

The benefits of a later school start time complement how the circadian rhythms of teens develop. If teens are not making healthy decisions that support this development, then there are no benefits to starting school times later. Teens would need to limit their exposure to artificial light resources to encourage melatonin development. They would need to eat healthy foods at appropriate times to encourage sleep. They would need to avoid caffeine products after lunch to prevent sleep delays. Otherwise, the circadian rhythms would just be delayed, and the same issues seen today with earlier school start times would still be present.

8. It would reduce resource access.

Most community resources do not open until 9am or later. Even if schools push a start time from 8am to 9am, there would be no added benefit to accessing the local library, for example, or other similar resource. That 60 minutes would be made up at the end of the day, which would actually reduce the amount of time students would have. That, in turn, would reduce opportunities for extracurricular learning or activities that enrich the lives of many students under the current schedule.

9. It would alter teacher schedules as well.

Teachers already work an extended day before and after their students arrive. Shifting the start time forward by an hour could alter their family schedules in a negative way as well.

These pros and cons of starting the school day at a later time have passionate defenders on both sides of the debate. There are clearly some benefits that would become possible with a later starting time. There are also some clear challenges that families, teens, and school districts would face when deciding to pursue this idea. It may not be right for every district, family, or student, but it may also be the perfect solution for those who are struggling with their education.

Crystal Lombardo

Crystal is the chief editor of the Vittana blog. Our goal is to publish high quality content on some of the biggest issues that our world faces. If you would like to contact Crystal, then go [here to send her a message.](#)



POLICY STATEMENT

School Start Times for Adolescents

abstract

FREE

The American Academy of Pediatrics recognizes insufficient sleep in adolescents as an important public health issue that significantly affects the health and safety, as well as the academic success, of our nation's middle and high school students. Although a number of factors, including biological changes in sleep associated with puberty, lifestyle choices, and academic demands, negatively affect middle and high school students' ability to obtain sufficient sleep, the evidence strongly implicates earlier school start times (ie, before 8:30 AM) as a key modifiable contributor to insufficient sleep, as well as circadian rhythm disruption, in this population. Furthermore, a substantial body of research has now demonstrated that delaying school start times is an effective countermeasure to chronic sleep loss and has a wide range of potential benefits to students with regard to physical and mental health, safety, and academic achievement. The American Academy of Pediatrics strongly supports the efforts of school districts to optimize sleep in students and urges high schools and middle schools to aim for start times that allow students the opportunity to achieve optimal levels of sleep (8.5–9.5 hours) and to improve physical (eg, reduced obesity risk) and mental (eg, lower rates of depression) health, safety (eg, drowsy driving crashes), academic performance, and quality of life. *Pediatrics* 2014;134:642–649

FACTORS INFLUENCING INSUFFICIENT SLEEP IN ADOLESCENTS

Insufficient sleep represents one of the most common, important, and potentially remediable health risks in children,^{1,2} particularly in the adolescent population, for whom chronic sleep loss has increasingly become the norm.³ The reasons behind the current epidemic of insufficient sleep are complex and interrelated. From a biological perspective, at about the time of pubertal onset, most adolescents begin to experience a sleep–wake “phase delay” (later sleep onset and wake times), manifested as a shift of up to 2 hours relative to sleep–wake cycles in middle childhood.⁴ Two principal biological changes in sleep regulation are thought to be responsible for this phenomenon.^{5,6} One factor is delayed timing of nocturnal melatonin secretion across adolescence^{5,7,8} that parallels a shift in circadian phase preference from more “morning” type to more “evening” type, which consequently results in difficulty falling asleep at an earlier bedtime.⁴ The second biological factor is an altered “sleep drive” across adolescence, in which the pressure to fall asleep accumulates more slowly, as demonstrated by the adolescent brain's response to sleep loss⁹

ADOLESCENT SLEEP WORKING GROUP, COMMITTEE ON
ADOLESCENCE, AND COUNCIL ON SCHOOL HEALTH

KEY WORDS

adolescents, insufficient sleep, school start times

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and by a longer time to fall asleep after being awake for 14.5 to 18.5 hours in postpubertal versus prepubertal teenagers.¹⁰ Thus, these 2 factors typically make it easier for adolescents to stay awake later. At the same time, several studies from different perspectives indicate that adolescent sleep needs do not decline from preadolescent levels, and optimal sleep for most teenagers is in the range of 8.5 to 9.5 hours per night.^{5,11,12} On a practical level, this research indicates that the average teenager in today's society has difficulty falling asleep before 11:00 PM and is best suited to wake at 8:00 AM or later.^{4,12,13}

The sleep-wake changes that flow from this biological maturation may enable teenagers' interactions with such environmental factors and lifestyle/social demands as homework, extra-curricular activities, after-school jobs, and use of technology.¹⁴⁻¹⁶ As a result, most teenagers stay up late on school nights, getting too little sleep, and then sleep in on weekends to "catch up" on sleep. Although this weekend oversleeping can help offset the weekly sleep deficit, it can worsen circadian disruption and morning sleepiness at school.^{9,17,18}

The Extent and Effects of Adolescent Sleep Loss

Given both biological demands and today's sociocultural influences, it is not surprising that many studies have documented that the average adolescent in the United States is chronically sleep deprived and pathologically sleepy (ie, regularly experiencing levels of sleepiness commensurate with those of patients with sleep disorders such as narcolepsy).¹⁹ For example, a recent National Sleep Foundation poll²⁰ found that 59% of sixth- through eighth-graders and 87% of high school students in the United States were getting less than the recommended 8.5 to 9.5 hours of sleep on school

nights; indeed, the average amount of school night sleep obtained by high school seniors was less than 7 hours. In this same survey, however, 71% of parents believed that their adolescent was obtaining sufficient sleep. This mismatch indicates a significant lack of awareness among adults regarding the extent of adolescent sleep loss. As a result, many middle and high school students are at risk for adverse consequences of insufficient sleep, including impairments in mood, affect regulation, attention, memory, behavior control, executive function, and quality of life (Table 1).²¹⁻²⁶

Insufficient sleep also takes a toll on academic performance. In the National Sleep Foundation poll cited previously,²⁰ 28% of students reported falling asleep in school at least once a week, and more than 1 in 5 fell asleep doing homework with similar frequency. Many studies show an association between decreased sleep duration and lower academic achievement at the middle school, high school, and college levels, as well as higher rates of absenteeism and tardiness and decreased readiness to learn (Table 1).^{17,27-30}

An increased prevalence of anxiety and mood disorders has also been linked to poor quality and insufficient sleep in adolescents.³¹⁻³³ Other specific health-related effects of sleep loss include increased use of stimulants (eg, caffeine, prescription medications) to counter the effects of chronic sleepiness on academic performance.^{34,35} Adolescents are also at greater risk of drowsy driving-related crashes as a result of insufficient sleep.^{36,37} Chronic sleep restriction increases subsequent risk of both cardiovascular disease and metabolic dysfunction, such as type 2 diabetes mellitus.^{38,39} An association between short sleep duration and obesity in children and adolescents has been demonstrated in several cross-sectional and prospective

studies, underscoring how chronic sleep restriction can undermine health (Table 1).^{40,41}

IDENTIFYING SOLUTIONS: THE ROLE OF DELAYING SCHOOL START TIMES

This "epidemic" of delayed, insufficient, and erratic sleep patterns among adolescents and the accompanying negative effects on adolescent health and well-being highlight the importance of identifying potentially modifiable factors. The quest to reduce the high cost of sleep loss in adolescents is not only an important public health issue but one of paramount importance to educators, pediatric health care providers, and

TABLE 1 Impact of Chronic Sleep Loss in Adolescents

Physical health and safety
Increased obesity risk
Metabolic dysfunction (hypercholesterolemia, type 2 diabetes mellitus)
Increased cardiovascular morbidity (hypertension, increased risk of stroke)
Increased rates of motor vehicle crashes ("drowsy driving")
Higher rates of caffeine consumption; increased risk of toxicity/overdose
Nonmedical use of stimulant medications; diversion
Lower levels of physical activity
Mental health and behavior
Increased risk for anxiety, depression, suicidal ideation
Poor impulse control and self-regulation; increased risk-taking behaviors
Emotional dysregulation; decreased positive affect
Impaired interpretation of social/emotional cues in self and others
Decreased motivation
Increased vulnerability to stress
Academics and school performance
Cognitive deficits, especially with more complex tasks
Impairments in executive function (working memory, organization, time management, sustained effort)
Impairments in attention and memory
Deficits in abstract thinking, verbal creativity
Decreased performance efficiency and output
Lower academic achievement
Poor school attendance
Increased dropout rates

advocates for adolescent health. Although many changes over the course of adolescence can affect the quality and quantity of sleep, one of the most salient and, arguably, most malleable is that of school start times. Numerous studies have demonstrated that early start times impede middle and high school students' ability to get sufficient sleep. Studies comparing high schools with start times as little as 30 minutes earlier versus those with later start times demonstrate such adverse consequences as shorter sleep duration, increased sleepiness, difficulty concentrating, behavior problems, and absenteeism.^{29,30,42–46} For example, in one key school transition study, Carskadon et al¹⁹ evaluated the effects of a 65-minute advance (ie, move earlier) in school start time from grade 9 to grade 10 in 40 students. They found a delay in the biological markers of circadian timing but also objectively measured daytime sleepiness levels typical of patients with sleep disorders. Because circadian-based phase delays emerge at around the time of pubertal onset, they also affect younger adolescents, who increasingly are subject to many of the same environmental and lifestyle competing priorities for sleep as older teenagers. Recent research shows that delaying school start times for middle school students is accompanied by positive outcomes similar to those found in high schools, including later rise times, more school night total sleep, less daytime sleepiness, decreased tardiness rates, improved academic performance, and better performance on computerized attention tasks.^{30,47,48}

According to the US Department of Education statistics for 2011–2012,⁴⁹ approximately 43% of the over 18 000 public high schools in the United States currently have a start time before 8:00 AM. Over the last 15 years, however, a small but growing number of

school districts have responded to research reports regarding insufficient sleep among middle and high school students with what may be viewed as a “systematic countermeasure” to reduce the prevalence of sleepiness and its consequences: delaying school start times. Early studies addressed a core question: “Does delaying start time result in students obtaining more sleep, or do students just stay up later and thus negate the effects of the delayed start time?” Wahlstrom et al^{50,51} assessed more than 18 000 high school students in Minneapolis before and after the district's school start time changed from 7:15 AM to 8:40 AM beginning with the 1997–1998 school year. Bedtimes after the change were similar (ie, did not shift to a later time) to those of students in schools that did not change start times, and, as a result, students obtained nearly 1 additional hour of sleep on school nights during the 1999–2000 school year. Other studies have also failed to show a delay in bedtime in response to delayed start times. In a study involving grades 6 through 12 in a school district that delayed high school start times by 1 hour (7:30 to 8:30 AM), students averaged 12 to 30 minutes more nightly sleep, and the percentage of students who reported ≥ 8 hours of sleep increased from 37% to 50%.⁵² Owens et al,⁵³ in a study of adolescents attending an independent school that instituted a start time delay of 30 minutes (from 8:00 to 8:30 AM), reported that average bedtimes actually shifted *earlier* by an average of 18 minutes, and mean self-reported school night sleep duration increased by 45 minutes. In addition, the percentage of students getting less than 7 hours of sleep decreased by 79%, and those reporting at least 8 hours of sleep increased from 16% to 55%. Finally, in a 3-year study of >9000 students from 8 public high schools in 3 states (Colorado, Wyoming, and Minnesota),

the percentage of students sleeping ≥ 8 hours per night was dramatically higher in those schools that had a later start time (eg, 33% at 7:30 AM vs 66% at 8:55 AM).⁵⁴

Moreover, a number of studies have now clearly demonstrated that delaying school start times not only results in a substantive increase in average sleep duration but also has a significant positive effect on a variety of key outcomes; these effects range from decreased levels of self-reported sleepiness and fatigue to improvements in academic measures. In the Minneapolis study,^{50,51} attendance rates for students in grades 9 through 11 improved, and the percentage of high school students continuously enrolled increased. Likewise, Dexter et al⁴² found that public high school sophomores and juniors at a later- versus earlier-starting high school reported more sleep and less daytime sleepiness. Htwe et al⁵⁵ reported that high school students slept an additional 35 minutes, on average, and experienced less daytime sleepiness after their school start time was delayed from 7:35 to 8:15 AM.

Improvements in academic achievement associated with delayed start times have been somewhat less consistently demonstrated; in the Minneapolis study, grades showed a slight but not statistically significant improvement,⁵⁰ and standardized test scores were not increased overall compared with those before the start time change.^{46,56} However, several recent studies have documented improvements in academic performance associated with later start times. A study of students in Chicago public high schools demonstrated that absences were much more common and student grades and test score performance were notably lower for first-period classes compared with afternoon classes and that performance on end-of-year

subject-specific standardized tests (ie, math, English) correlated with whether the student was scheduled for that subject during first period.⁵⁶ Similarly, first-year Air Force Academy students assigned to start classes after 8:00 AM (compared with before 8:00 AM) performed better in their first-period course and, in addition, had a 0.15 SD increase in performance across all of their courses.⁴⁴ In a study focusing on middle school students,⁴⁵ a 1-hour later shift in school start times was associated with an increase in reading test scores by 0.03 to 0.10 SD and in math test scores by 0.06 to 0.09 SD. The author concluded that an increase in start times by 1 hour would result in a 3 percentile point gain in both math and reading test scores for the average student. Furthermore, students performing in the lower end of the test score distribution seemed to benefit most, with gains roughly twice those in above-average students, and the effects persisted into high school. In a more recent middle school study by the same research group, the results suggested that moving school start later by 1 hour can have an impact on standardized test scores comparable to decreasing the class size by one-third. Finally, in a recent 3-state study, 5 of the 6 high schools in which grade point average was assessed showed a significant pre-post increase in grade point average in core subjects of math, English, science, and social studies.⁵⁴

Finally, there may be additional health-related and other benefits associated with delays in start time. For example, students in the independent school study cited previously⁵³ reported significantly more satisfaction with their sleep. In addition, class attendance improved, as did health-related variables, including fewer visits to the campus health center for fatigue-related complaints.⁵³ Although not specifically

assessed as an outcome in previous research, later start times might increase the likelihood that students will eat breakfast before school and thus further enhance their readiness to learn.⁵⁷ Finally, improvements in teacher satisfaction linked to increased sleep offers yet another potential mechanism for classroom enrichment.

Several other outcome measures examined in these studies also deserve emphasis. In the study by Owens et al,⁵³ there were significantly fewer students self-reporting symptoms of depressed mood as well as improved motivation after the start time delay. In a more recent study, also conducted in an independent school setting, a 25-minute delay in start time was associated not only with increased sleep duration and decreased daytime sleepiness but also with less self-reported depressed mood.⁵⁸ Although more research is needed, given the mounting evidence supporting a bidirectional link between sleep patterns and problems and mood disorders in this population⁵⁹ (including an increased risk of suicidal ideation⁵⁷), countermeasures that could potentially mitigate these effects have important public health implications.

Furthermore, adolescents are at particularly high risk of driving while impaired by sleepiness, and young drivers aged 25 years or younger are involved in more than one-half of the estimated 100 000 police-reported, fatigue-related traffic crashes each year.⁶⁰ Danner and Phillips⁵² examined the relationship between automobile crash records for students 17 to 18 years of age and high school start times. Car crash rates for the county that delayed school start times decreased by 16.5% over the 2 years before and after the school-start change, whereas those for the state as a whole increased by 7.8% across the same time period. In another recent study conducted in

2 adjacent, demographically similar cities, there were significantly increased teen (16- to 18-year-olds) crash rates over a 2-year period in the city with earlier high school start times (2007: 71.2 per 1000 vs 55.6 per 1000; 2008: 65.8 per 1000 vs 46.6 per 1000 [$P < .001$]), and teen drivers' morning crash peaks occurred 1 hour earlier.⁶¹ Finally, the recent study by Wahlstrom et al⁵⁴ found a crash rate reduction in 16- to 18-year-olds of 65% and 70%, respectively, in 2 of the 4 high schools studied; notably, the high school with the latest start time (Jackson Hole, WY) had the largest decline in car crashes.

Although considerable empiric support exists for the concepts that early school start times are detrimental to adolescents' health and well-being and that delaying school start times results in substantive and sustained benefits to students, the ongoing debate among school districts in the United States regarding the widespread institution of later start times for middle and high schools continues to spark controversy. Moreover, the logistical considerations in implementing delayed school start times in middle and high schools are far from trivial. Wolfson and Carskadon⁶² surveyed 345 public high school personnel regarding their perspective on high school start times, factors influencing school start times, and decision-making around school schedules. Most respondents at that time had not changed or contemplated changing their school start times. Perceived barriers to changing school schedules commonly endorsed included curtailed time for athletic practices and interference with scheduling of games, reduced after-school employment hours for students, challenges in providing child care for younger siblings, adjustments in parent and family schedules, potential safety issues, effects on sleep duration in younger children if

elementary school schedules are “flipped” with those of middle/high school students, and the need to make alternative transportation arrangements. However, to date, to our knowledge, there have been no published studies that have systematically examined the impact of school start time delay on these parameters, although anecdotal evidence suggests that many of these concerns are unfounded (www.sleepfoundation.org). Moreover, communities across the country have adopted a variety of creative solutions to address these problems, including shifting to public transportation for older students, enlisting community volunteers to provide supervision at bus stops, adjusting class schedules to minimize late dismissal times, scheduling free periods/study halls at the end of the school day to allow participation in after-school extracurricular activities, exempting student athletes from physical education requirements, and installing lights for athletic fields.

In addition, as outlined in a recent Brookings Institute Report (“Organizing Schools to Improve Student Achievement: Start Times, Grade Configurations, and Teacher Assignments”),⁶⁵ economists have suggested that delaying school start times would have a substantial benefit-to-cost ratio (9:1). This finding is based on a conservative estimate of both costs per student (\$0–\$1950, largely related to transportation) and the increase in projected future earnings per student in present value because of test score gains related to moving start times 1 hour later (approximately \$17 500). Finally, because the appropriation of federal dollars for schools is partially dependent on student attendance data, reducing tardiness and absenteeism levels could result in increased funding and further offset costs related to moving start times later.

CONCLUSIONS

Taken together, these studies support the presence of significant improvements in benchmarks of health and academic success in a variety of settings in association with later school start times, including in urban school districts with a large percentage of low-income and minority students, suburban public schools, and college-preparatory independent schools. It is clear that additional research is needed to further document the effects of changes in school start times over time, to examine specific factors that increase or decrease the likelihood of positive outcomes, and to assess the effect on families, the community, other stakeholders, and the educational system in general. However, it may be strongly argued that both the urgency and the magnitude of the problem of sleep loss in adolescents and the availability of an intervention that has the potential to have broad and immediate effects are highly compelling.

It should also be emphasized that delaying school start times alone is less likely to have a significant effect without concomitant attention to other contributing and potentially remediable factors, such as excessive demands on students’ time because of homework, extracurricular activities, after-school employment, social networking, and electronic media use. One of the biggest challenges school districts face is the need to inform community stakeholders (eg, parents, teachers and administrators, coaches, students, bus drivers, businesses that employ students, law enforcement officials) about the scientific rationale underpinning the merits of delaying school start times; the threats to health, safety, and academic success posed by insufficient sleep; and the potential benefits for adolescents of school start time delay. Thus, education and community engagement are equally

key components in increasing the likelihood of success.

The American Academy of Pediatrics recognizes insufficient sleep in adolescents as a public health issue, endorses the scientific rationale for later school start times, and acknowledges the potential benefits to students with regard to physical and mental health, safety, and academic achievement. The American Academy of Pediatrics lends its strong support to school districts contemplating delaying school start times as a means of optimizing sleep and alertness in the learning environment and encourages all school administrators and other stakeholders in communities around the country to review the scientific evidence regarding school start times, to initiate discussions on this issue, and to systematically evaluate the community-wide impact of these changes (eg, on academic performance, school budget, traffic patterns, teacher retention).

RECOMMENDATIONS

1. Pediatricians should educate adolescents and parents regarding the optimal sleep amount teenagers need to match physiologic sleep needs (8.5–9.5 hours). Although napping, extending sleep on weekends, and caffeine consumption can temporarily counteract sleepiness, these measures do not restore optimal alertness and are not a substitute for regular sufficient sleep.
2. Health care professionals, especially those working in school-based clinics or acting in an advisory capacity to schools, should be aware of adolescent sleep needs. They should educate parents, teenagers, educators, athletic coaches, and other stakeholders about the biological and environmental factors, including early school start times, that contribute to widespread chronic sleep deprivation in America’s youth.

3. Educational interventions for parents and adolescents as well as the general public should be developed and disseminated by the American Academy of Pediatrics and other child and sleep health advocacy groups. Content should include the potential risks of chronic sleep loss in adolescents, including depressed mood, deficits in learning, attention and memory problems, poor impulse control, academic performance deficits, an increased risk of fall-asleep motor vehicle crashes, and an elevated risk of obesity, hypertension, and long-term cardiovascular morbidity. Information should also be included about the potential utility of systemic countermeasures, including delaying school start times, in mitigating these effects. Finally, educational efforts should also emphasize the importance of behavior change on the individual level and the personal responsibility that families and students themselves have in modifying their sleep habits.
4. Pediatricians and other pediatric health care providers (eg, school physicians, school nurses) should provide scientific information, evidence-based rationales, guidance, and support to educate school administrators, parent-teacher associations, and school boards about the benefits of instituting a delay in start times as a potentially highly cost-effective countermeasure to adolescent sleep deprivation and sleepiness. In most districts, middle and high schools should aim for a starting time of no earlier than 8:30 AM. However, individual school districts also need to take average commuting times and other exigencies into

account in setting a start time that allows for adequate sleep opportunity for students. Additional information regarding opportunities, challenges, and potential solutions involved in changing school start times may be found at: <http://www.sleepfoundation.org/article/sleep-topics/school-start-time-and-sleep>; <http://schoolstarttime.org>.

5. Pediatricians should routinely provide education and support to adolescents and families regarding the significance of sleep and healthy sleep habits as an important component of anticipatory guidance and well-child care. In particular, pediatricians should endorse parental involvement in setting bedtimes and in supervising sleep practices, such as social networking and electronic media use in the bedroom; for example, pediatricians could recommend to parents that they establish a “home media use plan” and enforce a “media curfew.” Adolescents should be regularly queried regarding sleep patterns and duration and counseled about the risks of excessive caffeine consumption, misuse of stimulant medications as a countermeasure to sleepiness, and the dangers of drowsy driving.

LEAD AUTHOR

Judith A. Owens, MD, MPH, FAAP

CONTRIBUTING AUTHORS (ADOLESCENT SLEEP WORKING GROUP)

Rhoda Au, PhD
Mary Carskadon, PhD
Richard Millman, MD
Amy Wolfson, PhD

COMMITTEE ON ADOLESCENCE, 2012–2013

Paula K. Braverman, MD, FAAP, Chairperson
William P. Adelman, MD, FAAP
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Rebecca F. O'Brien, MD, FAAP

LIAISONS

Loretta E. Gavin, PhD, MPH – *Centers for Disease Control and Prevention*
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Margo Lane, MD – *Canadian Pediatric Society*
Benjamin Shain, MD, PhD – *American Academy of Child and Adolescent Psychiatry*

STAFF

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Linda Grant, MD, MPH – *American School Health Association*
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STAFF

Madra Guinn-Jones, MPH

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Pediatrics originally published online August 25, 2014;

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Let Teenagers Sleep In

Starting schools before 8:30 a.m. shows a tragic disregard for both the mental health of children and for science.

By Henry Nicholls

Mr. Nicholls is a journalist and a high school science teacher.

Sept. 20, 2018

This article has been updated to reflect news developments.

A fresh-faced batch of teenagers just began a new school year, but will they get the most out of it? In the mornings, many are forced to get to school much too early. And at night, ubiquitous screens are a lure that's hard to resist. This double whammy is a perfect lesson in sleep deprivation.

Three out of every four students in grades 9 to 12 fail to sleep the minimum of eight hours that the American Academy of Sleep Medicine recommends for their age group. And sleep deprivation is unremittingly bad news. Anyone who talks about sleep as if it's some kind of inconvenience and getting less of it is a virtue should be challenged. These people are dangerous.

At its most basic, insufficient sleep results in reduced attention and impaired memory, hindering student progress and lowering grades. More alarmingly, sleep deprivation is likely to lead to mood and emotional problems, increasing the risk of mental illness. Chronic sleep deprivation is also a major risk factor for obesity, Type 2 diabetes, hypertension, cardiovascular disease and cancer. As if this weren't enough, it also makes falling asleep at the wheel much more likely.

It is important to understand why teenagers have a particularly hard time getting enough sleep, and what adults need to do to help.

First, a reminder of the basic biology: After puberty, adolescents are no longer the morning larks of their younger years. They become rewired as night owls, staying awake later and then sleeping in. This is not part of a feckless project to frustrate parents, but is driven by changes in the way the brain responds to light.

New technology habits aren't helping. More teenagers now turn to activities involving screens at night. According to a report this year from the Pew Research Center, some 95 percent of children aged 13 to 17 now have access to a smartphone, up from 37 percent in 2012 and 73 percent in 2015. A Centers for Disease Control and Prevention survey from 2017 reveals that 43 percent of high-school students are playing computer or video games for more than three hours on an average school night. Given the binge viewing encouraged by the likes of Netflix and YouTube and the pressure to nurture social networks like Facebook, Instagram and Snapchat, the total screen time for youngsters is probably well in excess of six hours a day, on average.

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The growth in screen time is particularly problematic for sleep. Not only does it eat into the time available for rest, but the blue light emitted by LEDs, TVs, tablets and smartphones suppresses the body's secretion of melatonin, the hormone that signals it's time to sleep. Overdosing on screens at night effectively tells the brain it's still daytime, delaying the body's cues to sleep even further.

Parents should set real limits on screen time, model responsible use of devices and praise children who show signs of regulating their own media consumption. In the hour before bedtime, there should be a moratorium on bright lights in the home, avoiding devices and harsh LED bulbs often found in kitchens and bathrooms.

Excessive screen use is compounded by a dangerous tradition: starting high school abnormally early. Based on data available from 2015, 86 percent of high schools started before 8:30 a.m., and one in 10 high schools had a start time before 7:30 a.m. Prying a teenager out of bed at 6 a.m. to get to school is the equivalent of waking an adult at 4 a.m. The brain will be at its least active in the 24-hour cycle, which explains the monosyllabic grunts of teenagers as they lumber to the school bus.

In 2014, the American Academy of Pediatrics recommended that middle and high schools start no earlier than 8:30 a.m., a policy now backed by the American Medical Association, the C.D.C. and many other health organizations.

Whenever schools have managed the transition to a later start time, students get more sleep, attendance goes up, grades improve and there is a significant reduction in car accidents. The RAND Corporation estimated that opening school doors after 8:30 a.m. would contribute at least \$83 billion to the national economy within a decade through improved educational outcomes

and reduced car crash rates. The Brookings Institution calculates that later school start times would lead to an average increase in lifetime earnings of \$17,500.

Since 2014, several states have passed legislation related to school start times. In August, California lawmakers passed a bill that would have gone further. By 2021, most middle and high schools across the state would have had to start at 8:30 a.m. or later.

It was landmark legislation, according to Terra Ziporyn Snider of the grass-roots organization Start School Later, which has been campaigning for change since 2011. “It is becoming less acceptable to run schools at unhealthy hours, and this bill reflects that sentiment,” she said. But California’s governor, Jerry Brown, vetoed the bill on Thursday amid opposition from local officials, a deeply regrettable decision. It shows a tragic disregard for both the mental health of children and for science.

But Ms. Ziporyn Snider remains upbeat: “Eventually a bill like this, created in the best interests of children, will pass. It’s only a matter of time.”

Parents need to be vocal about the reasons change is so important, joining forces with community leaders, sleep scientists, health professionals and educators to put school start times on the local, then state agendas.

Changing the operating hours of an institution so central to the community is far from easy. It requires strong leadership and adjustments by school bus companies and businesses offering services like child care and extracurricular clubs. But despite the upheaval involved, making such a shift would pay off in the long run. It is unthinkable that a school should operate with asbestos in the ceilings, with no central heating in winter or with rats in the kitchen. Starting school before 8:30 a.m. should be equally unacceptable.

Henry Nicholls (@WayOfThePanda) is a journalist, science teacher, trustee of Narcolepsy U.K. and the author of “Sleepyhead: The Neuroscience of a Good Night’s Rest.”

A version of this article appears in print on Sept. 22, 2018, on Page SR7 of the New York edition with the headline: End the Lessons in Sleep Deprivation



COMMENT OF THE MOMENT

D **Didi**
USA | Sept. 20

My teens are not up late playing video games, but doing homework...almost all on a computer. They aren't home from mandatory sports until 6pm at the earliest. Neither of them will be home tonight until after 8 due to play practice and an away game. As a parent, I just don't see enough hours in the day for them to do what they need to do. Don't even get me started on the college applications...

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Coversheet

2018-2019 School Safety Plan Adoption

Section: VI. Facilities/Operations
Item: B. 2018-2019 School Safety Plan Adoption
Purpose: Vote
Submitted by:
Related Material: VI_2018_19 School Safety Plan Adoption_10_16_18.pdf



PALISADES
CHARTER HIGH SCHOOL

Palisades Charter High School

School Emergency Operations Plan

Revised Fall 2018

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, 16th 2018

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. The main physical security improvement needed is more perimeter fencing.

School Safety Tip Line: Students and their families may text **310-570-6111** or call **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 threat or crime. In the event of an emergency, the school will use all its 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; and www.nsc.org.

Please be assured that we take many 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. 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:

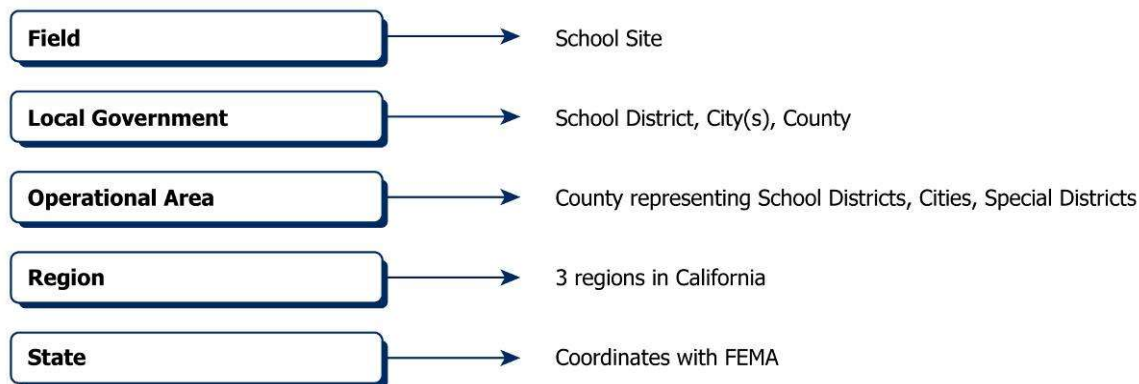
- Incident Command System
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

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

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)

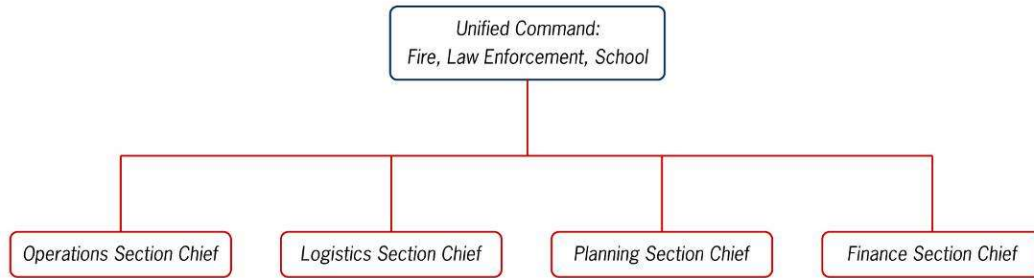
ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts – duplication of efforts – by 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.

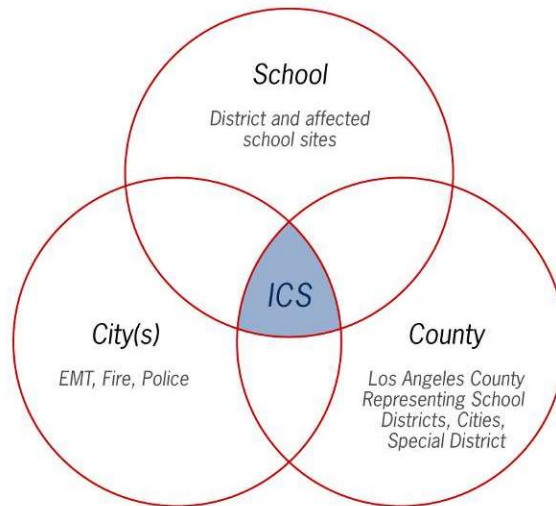
The five ICS functions are required at all NIMS levels. They are: command, planning, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human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

Incident Command System

ICS Unified Command



ICS Principles



* 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, 2018

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

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

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

First Aid at Flag Pole
Nurse
Nurse Assistant
Finance Office Personnel
Carolyn Herrmann

Assembly Area Athletic Field
Monica Iannessa
Tami Christopher
Deans

Backup Incident Commanders
Russ Howard
Monica Iannessa
Chris Lee

Morgue behind J-101
Kim Thomas
Crystal Estrada

Request Gate Visitors Upper Gate
Chris Lee
Alt. Tom Seylar
Jean Maniger, Elva Pouya
Heather Schon, 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: Kim Theard
Jill Barker, Nicole Newble
Adelina Aleman

**Search & Rescue Members go to Outdoor Stage
Teams will be assigned by Team Leaders**

Holly Korbonski	David Carini
Peyman Nazarian	Sarah Crompton
Greg Wood	Steve Klima
Ray Marsden	Michael Mashbaum
Erika Najar	Minh Ha Ngo
Cheryl Onoye	Karen Perkins
Eva Pichelbauer	John Rauschuber
Jeanne Saiza	Larry Wiener
Rick Steil	Dave Suarez
John Vieira	Mike Voelkel
Brooks Walker	

Utilities
Leader: Walter Donez
Mario Tores
Kalei Pipczynski

Fire Suppression/Haz Mat
Leader: Oscar Cabrera
Science Dept Dave Schalek
Pool: Brooke King

Security/Traffic Control and Perimeter Supervision
Leader: LASPD Officer
Security Supervisors
All Security Guards/Aids

ICS responsibilities of the School Site

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

Function	School Site Command Post
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

Signal	Description	Signal
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"> 1. Shots being fired 2. Gunman in the building 3. Hostage situation 	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 or 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 ó 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 (805) 484-6977
SOS Survival Products www.sosurvivalproducts.com (800) 479-7998
Sherman Safety Co. (800) 913-3342
Quake-Kare, Thousands Oaks www.quakekare.com (800) 277-3727
Emergency Food Supplies
Ready Reserve Foods www.readyreservefoods.com (800) 453-2202
Simpler Life Emergency Provisions www.simplerlife.com (800) 266-7737
Quake-Kare, Thousands Oaks www.quakekare.com (800) 277-3727
Specialty Products
Quake-Kare, Thousands Oaks www.quakekare.com (800) 277-3727
LAUSD Supplies & Equipment Catalog
(Storage Warehouse)
(562) 654-9005
Fastening Solutions, Inc. www.fasteningsolutions.com (818) 996-1977
Segull Security Systems, Sherman Oaks 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 (800) 735-0284
Quake-Kare, Thousand Oaks www.quakekare.com (800) 277-3727
SOS Survival Products www.sosurvivalproducts.com (800) 479-7998
Medical
Zee Medical Services, Santa Monica www.zeemedical.com (888) 225-5933
Masune First Aid 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

Item	Quantity	Description/Usage
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)

Item	Quantity	Description/Usage
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)

Item	Quantity	Description/Usage
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: _____

Quantity	Contents	Quantity	Contents
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:

List procedures for contacting all 'dead' communication areas:

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
Hospital(s)	
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

Emergency Telephone Numbers (continued)

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

*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.

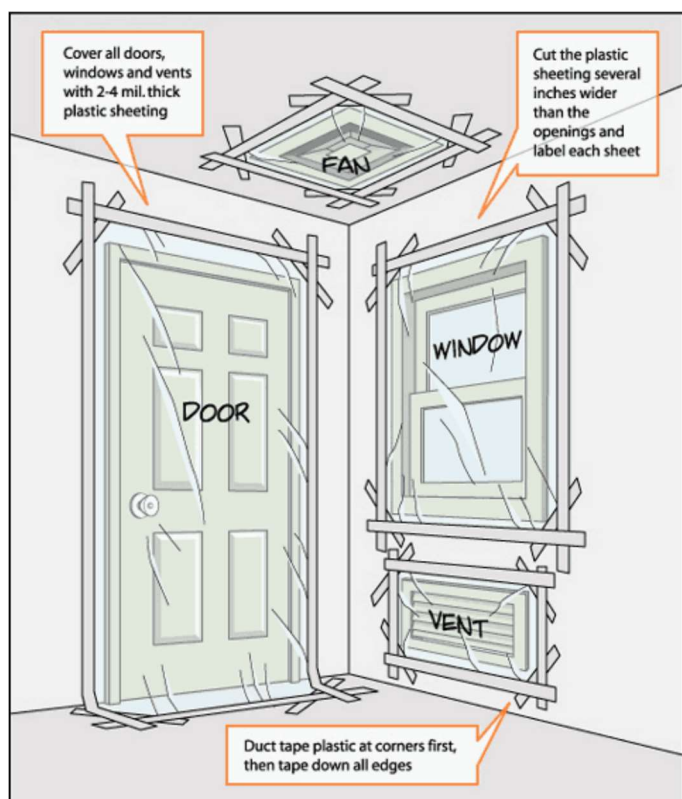
Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

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.

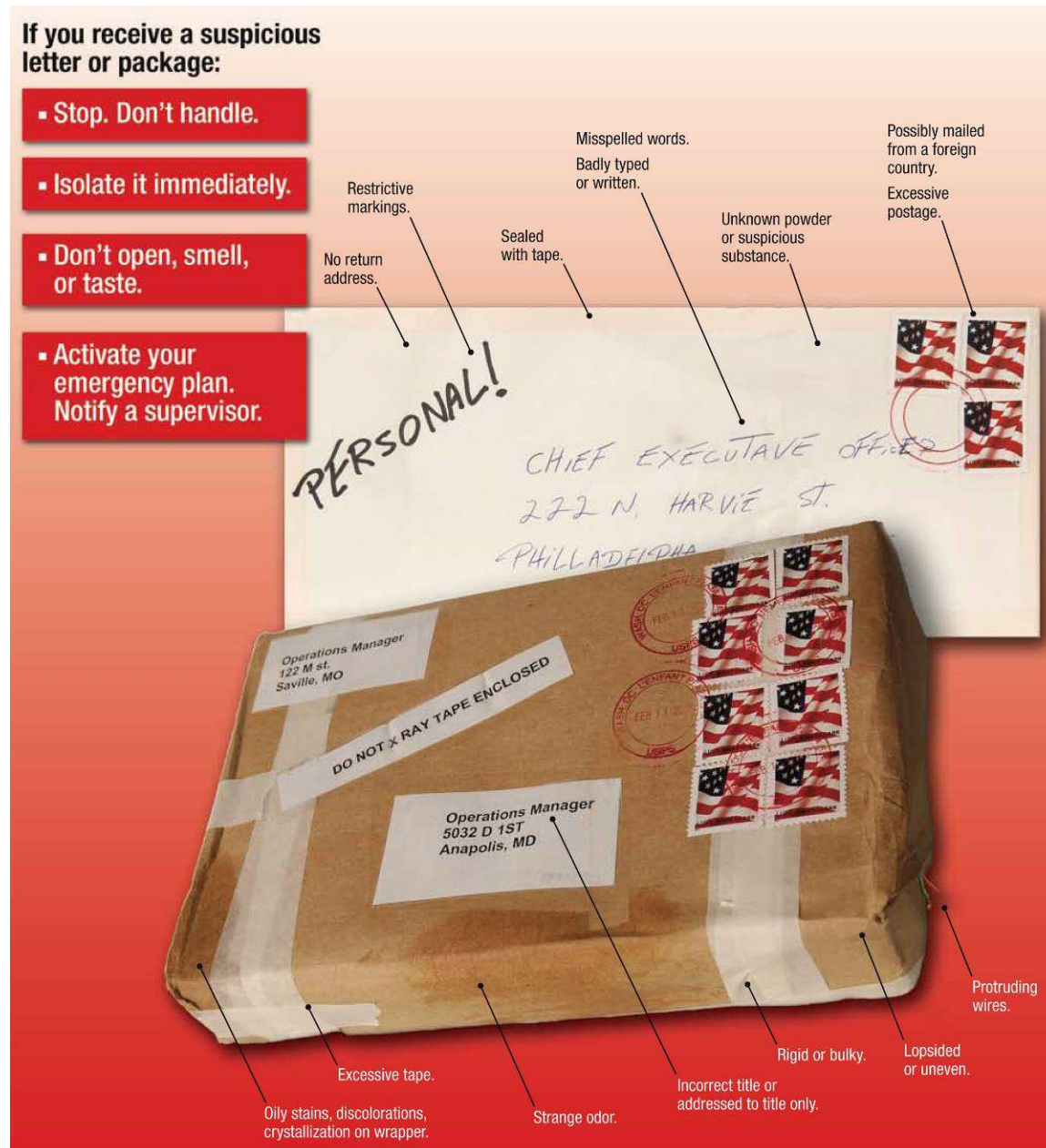
Detecting Suspicious Packages/Letters

***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.

Earthquake Size Descriptions		
Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	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.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.

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"> - Implement in an orderly fashion, the appropriate evacuation route, upon notification from the building fire alarm system. - Act as 'supervisor' of the area under their direct control. - Receive and dispatch information and instructions and oversee evacuation of occupants from their area. - Ensure every disabled person has staff assigned to him or her who stays with them. - Report the location of these persons to the Fire Department upon their arrival
Assistant Floor Warden (one for every floor)	Building U Bldgs J and W		<ul style="list-style-type: none"> - Responsible to the Floor Warden to see all students and staff leave their area(s) and evacuate through the appropriate exit. - Listen for any new information and if questions arise, get direction from Floor Warden - Take no action without checking with the Floor Warden, except in extreme circumstances.

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 is 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).
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 medical 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.² Behavioral health specialists recommend that students should receive “psychological first aid” to reduce the risks for subsequent disorders, such as an anxiety disorder.³ These specialists who are specially trained in disaster behavioral health response should be made available to students and families after a traumatic event.⁴

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.

¹ 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).

² American Psychological Association Practice. Reactions and Guidelines for Children Following trauma/ Disaster. American Psychological Association. <http://www.apa.org/practice/ptguidelines.html>

³ National Child traumatic Stress Network and National Center for PTSD. 2005. *Psychological First Aid: Field Operations Guide*.

⁴ 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)

SEVERE (Red)	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Listen to radio and TV for current information and instructions • Be alert and immediately report suspicious activity to Police 911 • Close school if recommended to do so by appropriate authorities • 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff, and faculty. • Offer lessons from Masters of Disaster "<i>Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>" curriculum. • Ensure School School Emergency Response Team members are available for students, staff and faculty.
HIGH (Orange)	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Be alert and immediately report suspicious activity to Police 911 • Review emergency procedures and supplies • Offer lessons from Masters of Disaster "<i>Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>" curriculum. • Discuss children's fears concerning possible terrorist attacks in consultation with School Emergency Response Team. • Prepare to handle inquiries from anxious parents and media.
ELEVATED (Yellow)	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Be alert and immediately report suspicious activity to Police 911 • Ensure all emergency supplies are stocked and ready • Distribute copies of <i>Terrorism: Preparing for the Unexpected</i> to students, staff and parents.
GUARDED (Blue)	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Be alert and immediately report suspicious activity to Police 911 • Provide safety training to staff and practice emergency drills • Review emergency supplies and supplement as necessary
LOW (Green)	<ul style="list-style-type: none"> • Ensure School Emergency Operations Plan is current with team members and emergency telephone numbers • Offer American Red Cross "Masters of Disaster" curriculum on emergency preparedness for natural disasters. • Ensure selected staff members are trained on first aid and CPR.

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

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 7th, 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.

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 ("SPR") 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 SPR process
2. Persons other than those on the student's emergency release form will try to pick up students during an emergency
3. Parents may be emotional when arriving at the school
4. While some emergency situations are slow to develop, others escalate quickly and occur without warning. Hence, there may be time for deliberate student/parent reunification or a SPR 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.

IV. CONCEPT OF OPERATIONS

A. General

1. SPR 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 SPR, 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 "request/report point" and the "student reunion/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. American 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 in their line-up positions and ideally sitting down in an orderly fashion. Each teacher to 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 via the Emergency Attendance Rosters.
 - b. Reunion/Release Gate Operations - When a parent/guardian arrives at the Reunion Gate, 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). Without proper ID, unless in an extreme emergency, students are not to be released/reunited with the requesting people. 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 Request/Report staging area ("Request Gate") that the designated student(s) are to be escorted to the release point. When the student(s) reports to the Reunion Gate point, the staff member will have the parent/guardian sign for the student(s) on the 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 reunion/release to them, the staff member at the Reunion Gate 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 a 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 SPR process. SPR planning should resolve the following questions:
 - a. How will parents/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 (IC) in conjunction with the Public Information Officer (PIO) 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 and any mass communications systems/services the school has at its disposal.
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.

V. ORGANIZATION & ASSIGNMENT OF RESPONSIBILITIES

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

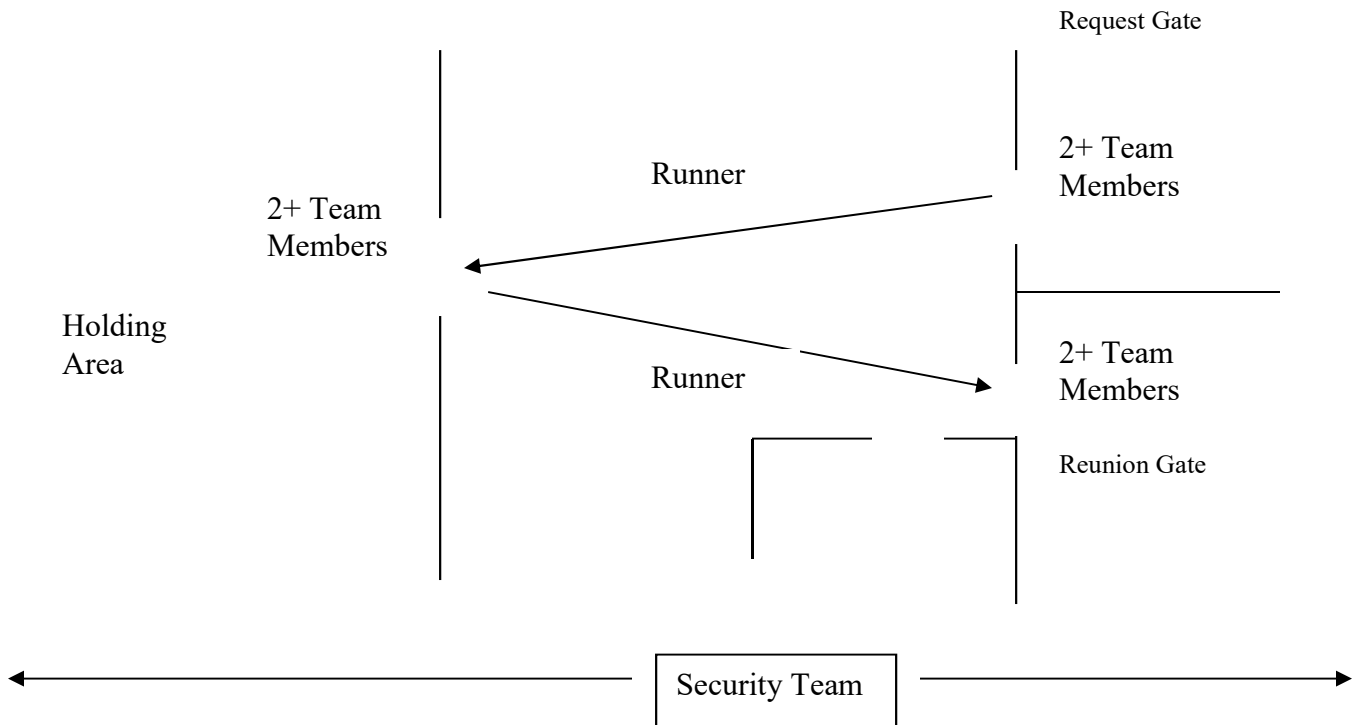
Appendix 1 Example and Explanation of Double Gate System

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;">APPENDIX 3 Student/Parent Reunification Sites</p>
--

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

Appendix 4 Student/Parent Reunification Checklist
--

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
Subject: **EMERGENCY PROCEDURES**

Please review the emergency procedures packet on your safety pole. Remind students of the emergency signals/commands and your evacuation/assembly on the Primary Evacuation Location (typically the Stadium 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 evacuation/assembly line-up map
4. An Emergency Attendance 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 is expected and will be needed. **In an emergency, Faculty & Staff without a class or assignment should report to the outdoor stage for instructions.** If you have questions about your assignment, please contact the Director of Operations for clarification.

Thank you.

PALISADES CHARTER HIGH SCHOOL

EMERGENCY PROCEDURES PLAN

(Please keep with emergency packet)

Revised for the 2018-19 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 safety pole "flags" contain:

1. Room number signage
2. Safety procedures
3. Evacuation/Assembly Line-Up Locations/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 STUDENTS !!! 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 the Request Gate Supervisor (see Section 2.1

for the Incident Command SERT Chart for the Request Gate Supervisor) and the Counseling Department (For the Stadium Field location – Near the PE Tunnel & Visitors Restroom corner of the Stadium Field) 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 the REQUEST GATE 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 and connect with the HR Director for any assignments to assist. The PSSA Area is near the large tree in the Main Quad by the corner of Mercer Hall.

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

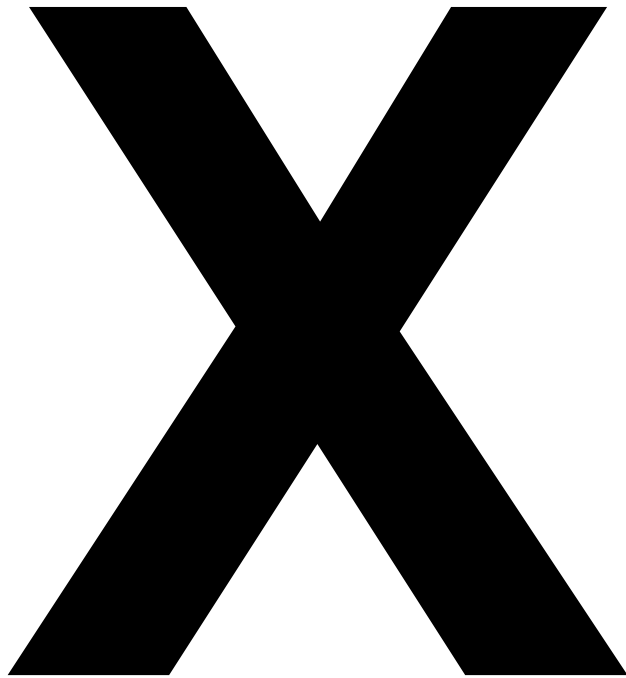
TEAM 6 Bldgs. M & M.Hall

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>EVACUATION PROCEDURE</p> <ol style="list-style-type: none"> Possible reasons for an evacuation to be initiated: <ol style="list-style-type: none"> An incident after a lockdown; Fire; Natural gas leak; Hazardous chemical leak inside the building; Localized flooding; Fumes from an unknown source; Persons who can call for an evacuation: <ol style="list-style-type: none"> Administrators; IC Law enforcement; Office staff or campus administrators are to call 911. <p>Evacuation Drill</p> <ul style="list-style-type: none"> An evacuation drill maybe initiated by personal contact from an administrator or law enforcement officers or via an announcement over the intercom. <p>Classroom teachers should:</p> <ol style="list-style-type: none"> Listen for specific directions. Immediately instruct students to shut off monitors, Bunsen burners, welding equipment, etc. Locate and take attendance book and emergency pole Turn off air conditioner/ handlers if possible; Turn off lights; Close windows; Close doors but do not lock; Place yellow X on outside of door if your room is cleared Exit quickly but do not run; While exiting, scan areas for anything out of the ordinary; glance at neighboring classrooms to ensure all students have exited; <ol style="list-style-type: none"> Get students to Safety <ul style="list-style-type: none"> Go to your designated spot on the football field (or alternate location). Sit them down and Supervise at all times; Take role – send attendance sheet to the request gate Keep students quiet in the event of further directives; <ul style="list-style-type: none"> An administrator will signal all personnel when the building is safe to re-enter. Wait for the “All Clear” 	<p>BOMB THREAT PROCEDURE</p> <ul style="list-style-type: none"> As caller calls in threat, ‘Bomb Threat Information Form’ should be completed. (see Backside) Immediately after receiving a bomb threat call, notify 911 (use non-emergency number if it is a drill – state that the campus is having a drill. Quickly scan your immediate area of building prior to evacuation. (Devices are more likely to be outside or in a common area.) If bomb threat is determined to be real, follow ‘Evacuation Procedure’ or ‘Lockdown Procedure’ as determined by threat. <p>Note: Radios/cell phones/pagers should be turned off during a bomb threat. Electronic communication signals could trigger certain types of bombs.</p> <p>Turn Over For Bomb Threat Form</p>	<p>LOCKDOWN PROCEDURE</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"> Reasons for a lockdown to be initiated: <ul style="list-style-type: none"> An out of control person who is a threat to the safety of our students, staff, or himself/herself; Someone who has a gun or weapon; An intruder; Hazardous chemical outside the building; A weather related event; Persons who can call a lockdown; <ul style="list-style-type: none"> Administrator; IC Law enforcement; Office staff; <p>LOCKDOWN CHECKLIST</p> <ul style="list-style-type: none"> Parents were informed prior to a drill or after an actual event. _____ Scenario was reviewed with staff prior to the event. _____ Student/staff went inside, closed the doors, and closed and locked all windows. _____ Roll call of students and staff. _____ Turn off air conditioning/exhaust fans. _____ Close drapes and curtains. Window panel in door should be unobstructed. _____ Rooms were designated for people to go to during a drill. _____ Turn off pilot lights, but electricity should remain on. _____ Call 911 (non-emergency # 1234 during drill) and alert Main Office _____ Check whether anyone left the building during drill or actual event. _____ Debriefing after drill or event. _____
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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 and Close all doors.
- c) Lower or close any blinds/shades, cover any windows without blinds/shades.
- d) Secure-the-Door and Barricade the room.
- e) Prepare to evacuate and take counter measures if necessary.
- f) Place students away from sight lines of doors or windows. Find safe triangles.
- g) Turn off 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 Faculty 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 anyone is 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 unless you are instructed to do so by a proper authority and are confident it is safe to come out of the lockdown room. 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.

2. 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.
The Executive Director & Principal will be the overall lead for non-emergency process & communication

Teachers:

Once an early closure has been called please –

- Stay in/return to your classroom – All students will be sent back to class for the release process – you are still personally liable to:
 - **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 are notified by PCHS 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, Safety Event, etc.), 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

Updates on 2018-2019 Budget Readoption

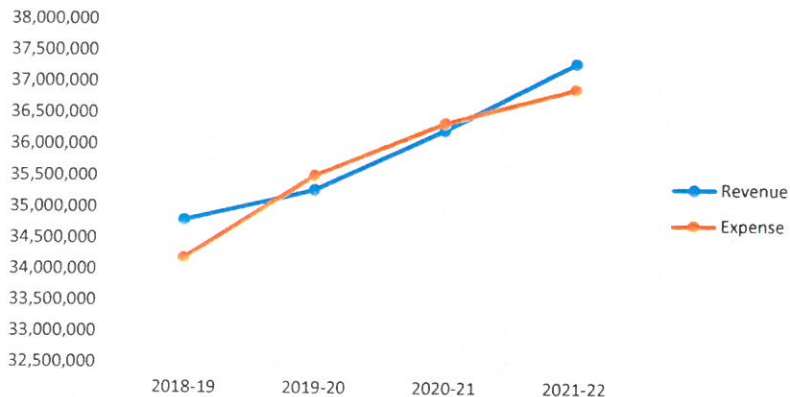
Section: VII. Finance
Item: A. Updates on 2018-2019 Budget Readoption
Purpose: Vote
Submitted by:
Related Material: VII_Part 2_MYP_2018_2019 Budget Readoption.pdf
VII_Part 1_Budget Details_2018_2019 Budget Readoption.pdf

Revenues			2018-2019 10/10 Updates	2019-20		2020-21		2021-22	
			Totals	% change	Totals	% change	Totals	% change	Totals
LCFF			\$ 28,305,891	3.11%	\$ 29,185,253	2.67%	\$ 29,964,500	2.94%	\$ 30,845,456
Federal Revenue	8100-8299		1,389,976	2.57%	1,425,698	2.67%	1,463,764	2.94%	1,506,798.99
Other State	8300-8599		2,659,841	2.57%	2,728,199	2.67%	2,801,042	2.94%	2,883,392.64
One time/New revenue - assumes no add'l one-time mandates in 18/19 & beyond	8300-8599		546,333	-100.00%		#DIV/0!		#DIV/0!	
Local	8600-8799		1,892,591	2.57%	1,941,231	3.50%	2,009,174	3.50%	2,079,495
Total Revenue			\$ 34,794,632	1.40%	\$ 35,280,381	2.72%	\$ 36,238,480	2.97%	\$ 37,315,142
Change in Revenue					\$ 485,749		\$ 958,099		\$ 1,076,662
Expenditures									
Certificated Salaries				Increase Factor		Increase Factor		Increase Factor	
Teachers			\$ 13,360,179	100.0%	\$ 13,360,179	100.0%	\$ 13,446,980	100.0%	\$ 13,534,441
Admin			916,313	100.0%	916,313	100.0%	938,013	100.0%	959,878
step & column				0.8%	108,501	0.8%	109,326	0.8%	110,157
Total Certificated	1000-1999		\$ 14,276,492		\$ 14,384,993	0.76%	\$ 14,494,319	0.76%	\$ 14,604,476
Classified									
Base			4,385,988	100.00%	4,385,988	100.00%	4,414,013	100.00%	4,442,243
Admin			412,863	100.00%	412,863	100.00%	419,869	100.00%	426,927
step & column			-	0.7%	35,032	0.7%	35,287	0.7%	35,545
Total classified	2000-2999		\$ 4,798,851	0.73%	\$ 4,833,883	0.73%	\$ 4,869,170	0.73%	\$ 4,904,715
Stat. benefits - Cert									
STRS			2,324,213	12.21%	2,607,999	6.15%	2,768,415	-1.88%	2,716,433
Other Certificated Benefits			380,541	24.74%	474,705	0.76%	478,313	0.76%	481,948
Stat. benefits - Class									
PERS			866,768	16.00%	1,005,448	13.81%	1,144,255	5.45%	1,206,560
Other Classified Benefits			436,073	5.31%	459,219	0.73%	462,571	0.73%	465,948
lifetime benefits			311,000	100.0%	691,000	100.0%	691,000	100.0%	691,000
Medical benefits			3,516,712	104.1%	3,660,897	104.5%	3,825,638	104.5%	3,997,791
Total Benefits	3000-3999		\$ 7,835,308	13.58%	\$ 8,899,268	5.29%	\$ 9,370,191	2.02%	\$ 9,559,679
Books & Supplies	4000-4999		1,087,906	3.50%	1,125,983	3.23%	1,165,392	2.94%	1,203,034
Services	5000-5999		5,243,204	3.50%	5,426,716	3.23%	5,616,651	2.94%	5,798,069
Capitol Outlay	6000-6999		610,890		500,000		500,000		500,000

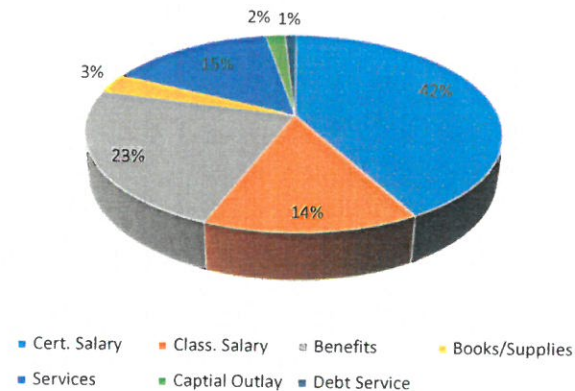
Revenues		2018-2019 10/10 Updates	2019-20		2020-21		2021-22	
		Totals	% change	Totals	% change	Totals	% change	Totals
Other Outgo	7100-7299							
Indirect	7300-7399	284,528		291,853		299,645		308,455
Interest/Debt Service	7400-7499	52,932		52,213		37,294		21,709
other uses	7610-7699							
Total Expenditures, Cash Reporting Basis		\$ 34,190,111	3.87%	\$ 35,514,908	2.36%	\$ 36,352,663	1.51%	\$ 36,900,137
Change in Expenditures - Cash Basis				1,324,798		837,755		547,474
Total Expenditures, Financial Reporting Basis		34,439,221		35,874,908		36,712,663		37,260,137
Change in unrestricted fund balance-Cash basis		\$ 604,521		\$ (234,527)		\$ (114,183)		\$ 415,006
Change in expenditures, financial reporting basis				1,435,688		837,755		547,474
Depreciation		\$ 860,000		\$ 860,000		\$ 860,000		\$ 860,000
Fund Balance Change (financial reporting basis, including fixed assets)		\$ 355,411		\$ (594,527)		\$ (474,183)		\$ 55,006
Additional OPEB Reporting Requirement (as required by GASB 75)		\$ 749,445		\$ 749,445		\$ 749,445		\$ 749,445
Fund Balance with OPEB obligation reported		\$ (394,034)		\$ (1,343,972)		\$ (1,223,628)		\$ (694,439)
salary		\$ 19,075,343		\$ 19,218,876		\$ 19,363,489		\$ 19,509,191
benefit		\$ 7,835,308		\$ 8,899,268		\$ 9,370,191		\$ 9,559,679
% benefit to salary		41.08%		46.30%		48.39%		49.00%
% salary/benefit of expenses		78.71%		79.17%		79.04%		78.78%
Assumptions to Use (Based on Department of Finance figures)								
STRS		16.280%		18.130%		19.100%		18.600%
PERS		18.062%		20.800%		23.500%		24.600%
OASDI		6.200%		6.200%		6.200%		6.200%
Medicare		1.450%		1.450%		1.450%		1.450%
SUI		0.050%		0.050%		0.050%		0.050%
WCI		1.800%		1.800%		1.800%		1.800%
CPI		3.66%		3.50%		3.23%		2.94%
Stat COLA		3.70%		2.57%		2.67%		3.42%
Gap Funding		0.00%		0.00%		73.51%		100.00%
One-Time Discretionary (per ADA)		\$184.00		\$0.00		\$0.00		\$0.00
Unduplicated Count		853.00		853.00		853.00		853.00

Revenues		2018-2019 10/10 Updates		2019-20		2020-21		2021-22	
		Totals	% change	Totals	% change	Totals	% change	Totals	
LCFF Revenue Calculations									
<u>ADA</u>	ADA %age	Enrollment/ADA (P-2)		Enrollment (lower class size)		Enrollment (Project flat from 16/17)		Enrollment (Project Flat)	
<u>Changes in ADA</u>		-	-	2,882	-	2,882	-	2,882	-
	COLA Factor		2.57%		2.67%		2.94%		
	Per student funding (9-12) Updated	\$ 9,873	\$ -	\$ 10,127	\$ 29,185,253	\$ 10,397	\$ 29,964,500	\$ 10,703	\$ 30,845,456
	Total LCFF funding (includes Supplemental, Gap, & Augmentation)		\$ 28,305,891	\$ 29,185,253	2.67%	\$ 29,964,500		\$ 30,845,456	
	Total Current Year LCFF Funding		28,305,891	3.11%	29,185,253	2.67%	29,964,500	2.94%	30,845,456

Revenue vs. Expense



2018-19 Expense Comparison



PALISADES CHARTER HIGH SCHOOL
2017-2018 Unaudited Actuals 2018-2019 10/1 Admin Recommendations

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Budget (Admin/BF committee Adopted 6/4/18)	09/20/18 Changes	Admin & Budget & Finance Proposed 10/1/18 Budget Updates	Changes to 10/8/2018	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED						ADA Concerns- Need to increase (lower ADA # to be more realistic, by 15) Target 2nd Semester Enrollment
ADA ESTIMATES/ACTUAL FUNDED	2,905	2,882	2,867	2,867		
LCFF FUNDING PER ADA		9,814	9,873	9,873		
EPA Funding-Prop 30	4,657,544	4,277,299		5,061,334		Per CDE 9/18
LCFF Entitlement - State Aid - Current Year	15,142,505	17,497,951		16,327,203		PER FCMAT CALC 8/23/18
High Needs Grant (Included in LCFF)						
LCFF PY Adjustments	(265,161)					
C S Funding In Lieu of PropTax -	7,281,331	6,502,627		6,917,354		PER LAUSD 9/2018
C S Funding In Lieu of PropTax - PY adjustments	-					
LCFF Funding-Total	26,816,219	28,277,877	28,305,891	28,305,891		-
NCLB:T1, Basic School Support	281,972	285,028	308,894	308,894		Updated Funding 7/18/18
Special Ed: IDEA Basic Local Assistance Entitlement	565,541	583,296	568,813	568,813		\$188.4/ADA (Actual Sp Funding-9/18)
NCLB:T11, Teacher Quality/ESSA	57,519	57,891	64,848	64,848		Updated Funding 7/18/18
MAA-Medical Reimbursements	16,925	18,000	-	-		
Perkins	24,736	29,570	29,570	29,570		
DOR-Rehab	8,550	20,000	20,000	20,000		
AP Fees	3,359	-	-	-		
Child Nutrition Program	362,687	397,851	397,851	397,851		
Federal Revenues-Total	1,321,289	1,391,636	1,389,976	1,389,976		-
Prop. 39 energy	220,105	-	-	-		
State Lottery: Non Prop 20 - Current Year	461,509	420,699	448,182	448,182		New Lottery Est 8/18 (\$151/Enrolled)
State Lottery: Non Prop 20 - PY adjustments	-	-	-	9,542	9,542	Final 17/18 Lottery pmt 9/18
Child Nutrition: School Programs	30,495	33,380	33,380	33,380		
Mandated Costs Reimbursement	125,271	130,330	130,353	131,554	1,201	per CDE 10/18
Educator Effectiveness Grant (3 year grant)	-	-	-	-		
One Time Discretionary Grant	419,051	991,236	530,288	535,301	5,013	revised @\$184/ADA per CDE (as a result of P-2 ADA PY)
State Lottery: Prop 20 Inst Mats-Current Year	176,959	138,312	157,746	157,746		New Lottery Est 9/18 (\$53/Enrolled)
State Lottery: Prop 20 Ins Mats-PY adjustments	-	-	-	15,218	15,218	Final 17/18 Lottery pmt 9/18
Special Education- AB602	1,681,851	1,698,015	1,687,258	1,687,258		\$538.51/ADA (Actual P-1 Funding) 9/18
Student ID/CAHSEE	4,860	13,111	13,111	13,111		
CTE Grant	527,117	-	-	-		
College Readiness Block Grant	124,016	-	11,032	11,032		revenue recognized from 17/18
LAUSD-Sp Ed Grants (Option 3)	172,997	143,850	163,850	163,850		Recover Extra SpED Transportation Costs with COP Grant
Other State Revenues-Total	3,944,232	3,568,933	3,175,200	3,206,174	30,974	(33,569)
Food Service Sales	202,852	190,255	190,255	190,255		
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	1,116,993	1,051,400	1,051,400	1,101,400	50,000	Increase Revenue to 17-18 Actuals
Interest	115,788	112,932	112,932	112,932		
Encroachment	0					
Lease Revenue- iPad Rentals						
Fundraising	343,734	488,004	488,004	488,004		Possible Uptick on these \$\$\$'s ??
Other Local Revenues-Total	1,779,367	1,842,590	1,842,591	1,892,591	50,000	(162,745)
Total Revenue	33,861,107	35,081,036	34,713,656	34,794,632	80,974	(204,633)
Teachers	12,976,082	12,757,083	12,757,083	12,757,083		(367,378)
School Admin	900,745	916,313	916,313	916,313		
Librarians	127,764	129,463	129,463	129,463		
Guidance, Welfare	698,603	723,633	723,633	723,633		
Other Support/Impact of / Step and Column	-	-	-	(150,000)	(150,000)	Teacher Savings from 17/18 not returning 2018/19
New Periods & Teachers (Master Budget- Other - SUBS)	-	-	-	(100,000)	(100,000)	Placeholder :Savings on Teaching Efficiencies- Small Classes close or combining classes (including possible auxiliaries, eff. 2nd semester)
Certificated Salaries	14,703,193	14,526,492	14,526,492	14,276,492	(250,000)	
Inst'l Aides	905,595	971,377	971,377	971,377		SpED Assistants review for efficiencies?
Admin. Sal	435,684	412,863	412,863	412,863		
Clerical/Office	1,829,675	1,968,726	1,968,726	1,968,726		Review OT !!
Maint./Oper (Incl. in Clerical/Office)	107,143	107,014	107,014	107,014		
Food Services	46,488	46,410	46,410	46,410		
Math Paraprofessionals	84,181	170,000	170,000	170,000		Use of Math Paraprofessionals- Savings?
Other Classified	1,183,398	986,461	986,461	986,461		
Impact Step and Column	-	56,000	56,000	56,000		
Proposed New Positions/Hours	-	80,000	80,000	80,000		
Classified Salaries	4,592,164	4,798,852	4,798,851	4,798,851		
Total Salaries	19,295,357	19,325,343	19,325,343	19,075,343	(250,000)	
STRS - Certificated (ER 16.28%)	2,059,405	2,364,913	2,364,913	2,324,213	(40,700)	Lower STRS for lower Salary
PERS - Classified (ER 18.06%)	609,158	866,673	866,768	866,768		
OASDI Regular - Certificated	14,330	15,000	15,000	15,000		
OASDI Regular - Classified	277,840	297,529	297,529	297,529		
OASDI Medicare - Certificated	209,576	210,634	210,634	210,634		
OASDI Medicare - Classified	67,090	69,583	69,583	69,583		
Health & Welfare Benefits - Certificated	2,302,720	2,335,548	2,335,548	2,335,548		
Health & Welfare Benefits - Classified	1,115,968	1,181,164	1,181,164	1,181,164		
Unemployment Insurance - Certificated	11,188	7,263	8,716	11,716	3,000	Adjust 18/19 to PY levels
Unemployment Insurance - Classified	4,795	2,399	2,399	4,879	2,480	Adjust 18/19 to PY levels
Workers' Compensation - Certificated	146,742	133,191	133,191	143,191	10,000	Worker's Comp Audit
Workers' Compensation - Classified	59,333	57,082	57,082	64,082	7,000	Worker's Comp Audit
Other Employment Benefits - Certificated (LT Benefits)	203,094	483,000	483,000	263,000	(220,000)	Maximum Benefits/no "Extra Fund Payments

PALISADES CHARTER HIGH SCHOOL
2017-2018 Unaudited Actuals 2018-2019 10/1 Admin Recommendations

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Budget (Admin/BF committee Adopted 6/4/18)	09/20/18 Changes	Admin & Budget & Finance Proposed 10/1/18 Budget Updates	Changes to 10/6/2018	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED						ADA Concerns- Need to increase (lower ADA # to be more realistic, by 15) Target 2nd Semester Enrollment
LFFF FUNDING PER ADA	2,905	2,882	2,867	2,867		
Other Employment Benefits - Classified (LT Benefits)	26,134	208,000	208,000	48,000	(160,000)	Maximum Benefits/no "Extra Fund Payments
Employee Benefits	7,107,370	8,231,979	8,233,528	7,835,308	(398,220)	
Total Salary & Benefits	26,402,727	27,557,322	27,558,871	26,910,651	(648,220)	
Textbooks	156,447	99,583	99,583	99,583	-	
Instructional Materials	303,557	240,000	240,000	240,000	-	
Non-capitalized Equipment	540,471	413,547	413,547	335,547	(78,000)	Freeze Furniture or other non Cap Items (incl. VAPA Board & Science Venter)
Other Supplies	220,386	165,000	165,000	165,000	-	Paper/Schoolwide supply cuts needed
Food Service Supplies	231,314	247,776	247,776	247,776	-	
Books & Supplies	1,452,174	1,165,906	1,165,906	1,087,906	(78,000)	
Personnel Services-Mileage	6,817	4,060	4,060	4,060	-	
Travel/Conference	101,280	36,034	36,034	36,034	-	
Due/Memberships (Subscriptions)	299,208	404,160	404,160	404,160	-	Subscriptions under review
Insurance	183,815	173,678	173,678	173,678	-	
Operation and Housekeeping Services	308,389	683,850	683,850	683,850	-	Operations needed to reduce 18-19/Prior Year LAUSD billing issue
Utilities	459,712			-		NOTE:Utilities combined with Ops & Housekeeping
Rentals/Leases/Repairs & Noncapitalized Improvements	510,828	598,254	598,254	578,254	(20,000)	Review needed-Further Savings possible (Leases lowered)
Professional Consulting Services& Operating Exp (5800, 5810, 5821, 5850, 5860)	3,097,378	2,370,680	2,370,680	2,370,680		Lower use of Consultants Concerns re: SpED consultants & legal
Pupil Transportation	689,084	607,651	712,651	712,651		Transportation issues-Add \$20k for SpED Buses/\$85k for 6 extra buses
Other Expenses	233,213					NOTE: Expenses combined below
Communications	70,315	279,837	279,837	279,837		Expenses combined above
Services, Other Operating Exp	5,960,039	5,158,203	5,263,204	5,243,204	(20,000)	
Capital Outlay (6100-6500)-Total (Detail Below)	-	760,890	760,890	610,890	(150,000)	Capital Reduction in spending
Sites & Improvement (6100)	-	-	-	-	-	No Prop 39 funding
Bldgs & Improvement (6200)	-	525,890	525,890	375,890	(150,000)	Safety 1 & Safety 2 Projects to Freeze/Defer
Equipment-Technology (6400)	-	235,000	235,000	235,000	-	
Equipment/Furniture Replacement (6500)	-	-	-	-	-	
Depreciation Expense	637,921	860,000	860,000	860,000	-	
Interest	44,961	52,932	52,932	52,932	-	
Indirect Cost (Total charter school supervisory oversight fees only)	268,177	282,779	284,528	284,528	-	Indirect cost = 1% of LFFF
Total Expenses-Financial Reporting Basis	34,765,997	35,077,142	35,185,441	34,439,221	(746,220)	
Total Expenses-Cash Reporting Basis	34,128,077	34,978,032	35,086,331	34,190,111	(896,220)	
Financial Reporting Basis-Adjusted for Depreciation (before L/T Benefit accrual)	(904,890)	3,894	(471,783)	355,411	827,194	Board approved restoration of deficit at \$1.3M, 18/19 ending balance must be at \$904K, total of 17/18 deficit
				549,479		Additional funding to meet board approved restoration
				904,890		Board goal of restoring deficit.
Additional Financial Lifetime Benefit Accrual Needed to Comply with FASB		(749,445)	-			
Revised Financial Reporting		(745,551)	(471,783)			
Net Reserve Fund Increase(Reduction)-Cash Basis	(266,969)	103,004	(372,673)	604,521	977,194	

Coversheet

Public Hearing: UTLA-PCHS Initial Proposal for Bargaining Units

Section: VIII. Governance
Item: A. Public Hearing: UTLA-PCHS Initial Proposal for Bargaining Units
Purpose: Discuss
Submitted by:
Related Material: VIII_A_UTLA Bargaining Units_Sunshining_10_16_18.pdf



October 10, 2018
Dr. Pam Magee, Executive Director/Principal
Palisades Charter High School
15777 Bowdoin St.
Pacific Palisades, CA 90272

VIA: EMAIL
pmagee@palihigh.org

Re: Public Disclosure of UTLA’s Initial Proposals for Negotiations

Dear Dr. Magee,

United Teachers Los Angeles (UTLA) submits this description of topics we wish to negotiate, fulfilling the requirements of the sunshine provisions of the Educational Employment Relations Act (EERA) (California Government Code, Sections 3540 et. seq.) and initiating the negotiations of a full successor collective bargaining agreement between Palisades Charter High School (Pali) and UTLA. Please include this item in the agenda of your next board meeting.

It is the intent of UTLA to negotiate an agreement that will continue to serve the best interests all Pali students, parents, the community, and the dedicated educators and professional staff of Pali.

UTLA intends to negotiate over the following terms and conditions of employment:

- Compensation & Benefits
- Union Rights
- Grievance Procedure
- Discipline
- Class Size
- Academic Freedom
- Hours, Duties, & Working Conditions
- Safety
- Local Governance & Shared Decision Making

A request for information will be sent to you at a later date.

Sincerely,

Hong Bui
Area Representative, Charter Schools
United Teachers Los Angeles
Cell Phone: 213-713-8652
hbui@utla.net

CC: Steve Klima
Dave Suarez

OFFICERS

ALEX CAPUTO-PEARL
President

CECILY MYART-CRUZ
UTLA/NEA Vice President

JUAN RAMIREZ
UTLA/AFT Vice President

GLORIA MARTINEZ
Elementary Vice President

DANIEL BARNHART
Secondary Vice President

ALEX OROZCO
Treasurer

ARLENE INOUYE
Secretary

Coversheet

Review of Bylaws of PCHS

Section: VIII. Governance
Item: B. Review of Bylaws of PCHS
Purpose: Discuss
Submitted by:
Related Material: VIII_B_Review of Bylaws of PCHS_10_16_18.pdf

**BYLAWS
OF
PALISADES CHARTER HIGH SCHOOL**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

The name of this corporation is: Palisades Charter High School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is 15777 Bowdoin Street, Pacific Palisades, County of Los Angeles, State of California. The Board of Trustees (“Board of Trustees” or “board”) may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Trustees may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

The purpose of this corporation is to manage, operate, guide, direct and promote the Palisades Charter High School (“Charter School” or “PCHS”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of

these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Trustees may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Trustees finds appropriate.

ARTICLE VII BOARD OF TRUSTEES

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Trustees, sometimes referred to as the Board of Trustees. The board may delegate the management of the corporation's activities to any person(s), management company or committees (Article VII, Section 23), however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Trustees shall have the power to:

(a) Subject to any applicable contractual or other legal requirements, appoint and remove, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

(b) Change the primary administrative office or the primary business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of the board.

(c) Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

(d) Adopt and use a corporate seal.

Section 3. DESIGNATED TRUSTEES. The designated trustees (also referred to herein as "board members") are described in the Element 4 of the Charter School's Charter.

To run for the position of trustee, an individual should, to the best of his or her knowledge, be an eligible member of the group that he or she will be representing for the entire term. Eligible candidates for the Board of Trustees must also demonstrate a willingness to actively support and promote the Charter School, as well as a dedication to the Charter School's educational philosophy and goals.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Trustees may be interested persons. PCHS shall abide by conflict of interest policies applicable to public entities, including Government Code Section 1090 and the Political Reform Act. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. BOARD MEMBERS' TERMS. Board Member's terms shall be as described in the Element 4 of the Charter School's Charter. In order to provide continuity of leadership, directors' terms shall be staggered in such manner as the board deems appropriate.

Section 6. ELECTION COMMITTEE. The Board of Trustees shall appoint an Election Committee. The Election Committee shall (a) help source qualified candidates, when necessary, (b) confirm candidate eligibility and (c) oversee any election to the Board of Trustees, according to the composition criteria set forth in Section 3 of this Article VII.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT CANDIDATE. If more people are running for director than can be elected, no corporation funds may be expended to support a candidate.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Trustees shall occur in the event of (a) the death or resignation of

any director; (b) the removal of a director, with or without cause, by resolution of the board as noted below; (c) the declaration by resolution of the Board of Trustees of a vacancy in the office of a trustee who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (d) the increase of the authorized number of directors; (e) the failure to solicit a candidate for a vacant director position; and (f) termination of employment with the Charter School for a board member who is an interested member.

Any trustee may be removed, with or without cause, by the vote of the majority of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 14. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Any trustee who does not attend three successive regular board meetings will automatically be removed from the board without board resolution unless (a) the director requests a leave of absence for a limited period of time, and the leave is approved by the directors at a regular or special meeting (if such leave is granted, the number of board members will be reduced by one in determining whether a quorum is or is not present), (b) the director suffers from an illness or disability that prevents him or her from attending meetings and the board by resolution waives the automatic removal procedure of this subsection; or (c) the board by resolution of the majority of board members agrees that director who has missed three meetings may be reinstated.

Section 9. RESIGNATION OF TRUSTEES. Except as provided below, any trustee may resign by giving written notice to the chairman of the board, if any, or to the vice chairman or the secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective.

Section 10. TRUSTEE MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected trustee or trustees.

Section 11. VACANCIES FILLED BY ALTERNATES OR SPECIAL ELECTION. A vacancy on the Board of Trustees shall be filled by the appropriate alternate as designated in the Charter School Charter and these bylaws. The alternate for any particular trustee position shall be designated as the next highest vote earner in the election in which the vacating director was most recently elected.

Should the designated alternate no longer be eligible or willing to serve, the vacancy shall be filled by an appropriate special stakeholder election, with the exception that if the remaining term of office of a vacant director position is six (6) months or less, the vacancy may either be filled or left vacant by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (1) the unanimous consent of the trustees then in office, (2) the affirmative vote of a majority of the trustees then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (3) a sole remaining trustee.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF TRUSTEES. Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF TRUSTEES MEETINGS. Meetings shall be held at the principal office of the corporation or at such other location as may be designated by the board within the boundaries of the territory over which the local agency has jurisdiction. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq. (the "Brown Act"), as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by the chairman of the board.

Section 15. REGULAR MEETINGS. Unless changed and publicized with adequate notice, regular meetings of the board shall be held on the third Tuesday of every month, unless the third Tuesday of the month should fall on a legal holiday or unless a quorum (as defined in Article VII, Section 19) is unavailable, provided, however, that the board may, by resolution, hold its regular meeting on a different day. At least 72 hours before a regular meeting, the board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the board for any purpose may be called at any time by the chairman of the board, the vice chairman, the president, the secretary, or a majority of the Board of Trustees. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the board may be held only after twenty-four (24) hours notice is given to each board member and to the public through the posting of an agenda. Pursuant to the Brown Act, the board shall adhere to the following notice requirements for special meetings:

(a) Any such notice shall be addressed or delivered to each board member at the board member's address or email as it is shown on the records of the corporation, or as may have been given to the corporation by the board member for purposes of notice, or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the board are regularly held.

(b) Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is

delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(c) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. TELECONFERENCE MEETINGS. Board members may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

(a) At a minimum, a majority of the board members then in office shall participate in the teleconference meeting from locations within the boundaries of the school district in which PCHS operates;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the board directly at each teleconference location; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 19. QUORUM. A majority of the voting directors then in office (not to include vacant director positions in the calculation) shall constitute a quorum. Any action taken by a majority of the directors present at a meeting duly held in which a quorum is present constitutes an act of the board. Should there be less than a majority of the voting directors then in office present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or

¹ This means that directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting

decision made is approved by at least a majority of the required quorum.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any board meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. CLOSED SESSION MEETINGS. Closed session meetings of the board shall be posted and run in compliance with the provisions of the Brown Act. Unless otherwise dictated by need and approved by the chairman of the board (or if the chairman of the board is absent, the vice chairman of the board) only members of the board may participate in closed session meetings..

Section 22. CREATION OF POWERS OF COMMITTEES. The board may create one or more standing or ad hoc committees, to serve at the pleasure of the board. Standing committees made up not solely of board members currently include the following: (1) the Budget and Finance Committee; the Academic Accountability Committee; (3) the Charter Committee; and (4) the Elections Committee. Standing committees made up solely of board members current include the following: (1) Audit; (2) Bargaining; (3) Evaluation; (4) Grade Appeals; and (5) Risk Management. A committee of the board that shall exercise the authority of the board shall consist of two or more directors. Unless otherwise changed by board approval, the only committee that is authorized to exercise the authority of the board is the Grade Appeals Committee. Authorized standing committees that do not exercise the authority of the board and are not made up solely of board members, shall consist of individuals elected to committee membership according to the respective committee's bylaws. The goal is for teachers to have the right, but not the obligation, to comprise at least 50% of each such standing committee to the extent set forth in the Charter. Committees shall report to the board on a periodic basis. Subject to the approval of the board, and except as otherwise set forth in the Charter, each standing committee shall establish its own bylaws to address, among other matters, purpose, committee membership, elections, meetings, and duties. No committee may:

- (a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the board or approval of a majority of all directors;
- (b) Fill vacancies on the Board of Trustees or any committee of the board;
- (c) Amend or repeal bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Trustees unless by its express terms such resolution is so amendable or subject to repeal;

(e) Create any other committees of the Board of Trustees or appoint the members of committees of the board; or

(f) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Trustees actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Trustees resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF TRUSTEES. No Trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Trustees shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a chairperson of the board, a vice-chairperson of the board, a president, a secretary, and a chief financial officer. The Charter School's president shall be known as the "Executive Director/Principal." All references in these bylaws to the "president" shall apply to the Executive Director/Principal. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. No person may hold more than one office except that the Secretary may also be the chairperson or vice-chairperson of the board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Trustees and shall serve at the pleasure of the board, subject to the rights and duties of any officer under any employment contract. Officers' terms may be staggered to provide continuity of leadership, although generally the chairperson, vice-chairperson, and secretary shall serve one year terms, subject to re-appointment.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Trustees may appoint and authorize the chairperson of the board, the president, or another officer to appoint any other officers that the corporation may require, subject to approval of the board at its next meeting, unless such authority has been delegated to the president, in which case the appointment shall be reported to the board at its next meeting. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Subject to any applicable contracts, collective bargaining requirements or other legal requirements, without prejudice to the rights of any officer under an employment contract, the Board of Trustees may remove any officer with or without cause. An officer who was not chosen by the Board of Trustees may be removed by any other officer on whom the Board of Trustees confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRPERSON OF THE BOARD. The chairperson of the Board of Trustees shall preside at Board of Trustees meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time.

Section 9. VICE-CHAIRPERSON OF THE BOARD. In the absence of the chairperson, the vice-chairperson shall preside at Board of Trustees meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time.

Section 10. PRESIDENT. The chief officer of the Charter School shall be the president, also known as the Executive Director/Principal. Subject to such supervisory powers as the Board of Trustees may give to the chairperson of the board, if any, and subject to the control of the board, and subject to the president's contract of employment, the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers (other than the chairperson, vice-chairperson, and secretary) as fully described in any applicable employment contract, agreement, or job specification. The president shall have such other powers and duties as the Board of Trustees or the bylaws may require.

Section 11. VICE-PRESIDENTS. The vice-president is also known as the Academic Principal. Subject to the vice-president's contract of employment, if the president is absent or disabled, the Academic Principal or such other vice president as may be designated by the board, shall perform all duties of the president. When so acting, the vice-

president shall have all powers of and be subject to all restrictions on the president. The vice-presidents shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 12. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Trustees may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at Board of Trustees and committee meetings.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of the Board of Trustees, and of committees of the Board of Trustees, that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Trustees or bylaws may require.

Section 13. CHIEF FINANCIAL OFFICER. Subject to the chief financial officer's contract of employment, the chief financial officer, known also as the Chief Business Officer, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The chief financial officer shall send or cause to be given to the board members such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The chief financial officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Trustees may designate; (b) disburse the corporation's funds as the Board of Trustees may order; (c) render to the president, chairperson of the board, and the board, when requested, an account of all transactions as chief financial officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Trustees for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the chief financial officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES

The corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or

indirectly has a material financial interest unless all of the requirements of Govt. Code Section 1090 and the Palisades Charter High School Conflict of Interest Code have been fulfilled.

ARTICLE X LOANS TO TRUSTEES AND OFFICERS

This corporation shall not lend any money or property to or guarantee the obligation of any trustee or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

To the fullest extent permitted by law, this corporation shall indemnify its trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

ARTICLE XII INSURANCE

This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, trustees, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, trustee's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and

- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **TRUSTEES' RIGHT TO INSPECT.** Every trustee shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of confidential employee records or pupil educational records, etc.) pertaining to access to books, records, and documents.

Section 2. **REQUESTS FOR PUBLIC RECORDS.** This corporation shall comply with the requirements of the California Public Records Act. (See Government Code Section 6250 et seq.).

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by any stakeholder at all reasonable times during office hours. If the corporation has no business office in California, the secretary shall, upon written request, furnish a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Trustees shall cause an annual report to be sent to the Board of Trustees within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursements for both general and restricted purposes;

(e) Any information required under these bylaws; and

(f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

(1) Any trustee or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

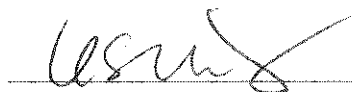
ARTICLE XVI AMENDMENT TO BYLAWS

These bylaws may be amended by a majority vote of the Board of Trustees at a meeting in which a quorum is present. Bylaws may not be amended to include any provision that conflicts with law, the Articles of Incorporation, or the Charter of the Palisades Charter High School.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Palisades Charter High School, a California nonprofit public benefit corporation; that these bylaws, consisting of fifteen (14) pages, are the bylaws of this corporation as amended by the Board of Trustees on November 10, 2014; and that these bylaws have not been amended or modified since that date.

Executed on November 10, 2014 at Pacific Palisades, California.



Coversheet

LAUSD Compliance & Monitoring Cert. of Board Compliance Review - 2018-2019

Section: VIII. Governance
Item: C. LAUSD Compliance & Monitoring Cert. of Board Compliance Review -
2018-2019
Purpose: Discuss
Submitted by:
Related Material: VIII_C_LAUSD Compliance Monitoring Cert Review_10_16_18.pdf

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2018-2019*

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 JANUARY 2019
1. The charter school maintains timely and current verification of criminal background and TB clearances 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 2018-2019" 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 JANUARY 2019
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 Teacher Credentialing 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 contact information for each Governing Board member and the 2018-2019 Board meetings calendar . 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 pre- and post-lottery and enrollment forms 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 training on the charter school's health, safety, and emergency procedures , 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 JANUARY 2019
c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Co-location Charters only- 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 English Learner Master Plan or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current DRL and 2018-2019 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 Discipline Foundation Policy and School Climate Bill of Rights . 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 JANUARY 2019
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , 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 communications, including the Parent Student Handbook , 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 facilities shall be in compliance 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 federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <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 JANUARY 2019
13. The charter school ensures that its Articles of Incorporation 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. By-laws 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 federal programs and/or grants , 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 http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school’s: <ul style="list-style-type: none"> • UCP policies • UCP procedures • UCP forms 	<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 Local School Wellness Policy . 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY JANUARY 2019
18. The governing board oversees the development of and approves/adopts the stakeholder engagement 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution 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 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. Schools Serving Grade 9 only: 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.	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 JANUARY 2019
23. For High Schools Only: 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 October 5, 2018)

The undersigned hereby certifies that, on Oct. 5, 2018 the School Administrator of
Date(s)

Palisades Charter High School
Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

<u>Dr. Pam Magee</u>	<u>Dr. Pam Magee</u>	<u>10/5/2018</u>
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

before January 11, 2019

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.**

Coversheet

Approval of reimbursements for Executive Director/Principal

Section: IX. Consent Agenda: Finance Items
Item: A. Approval of reimbursements for Executive Director/Principal
Purpose: Vote
Submitted by:
Related Material: Expense Reimbursement 10_16_18_P Magee_Part 2.pdf
Expense Reimbursement 10_16_18 P Magee Part 1_Mileage.pdf

