



Palisades Charter High School

Board Meeting

Date and Time

Tuesday November 6, 2018 at 5:00 PM PST

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 (10/16/18)

E. Approve Minutes (10/4/18)

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
- C. Charter Committee Updates
- D. Election Committee Updates
- E. Post-Retirement/Lifetime Healthcare Benefits

IV. Board Committees (Board Members Only)

- A. Board Members Only - Grade Appeal Committee Updates

V. Academic Excellence

Academic Excellence

- A. Restorative Justice Peer Mediation Class - Presentation
- B. Department Presentations/Initiatives
 - Social Studies Dept
 - PE Dept
 - Restorative Justice
 - Athletics
- C. CDE State Dashboard Local Indicators Report
- D. School-wide Goals 3 & 4 - Homework Load Update
 - Update on the Administrations progress towards creating equity across classrooms and designing a homework policy
 - Asking the Board to reinstate the Academic Accountability Committee for the purposes of researching and selecting the more viable bell schedule proposals for PCHS

VI. Facilities/Operations

A. Update - Bus Transportation

B. School Emergency Operations Plan - Update

- Adopted Board Approved School Emergency Operations Plan with last Board meetings change request

C. Social Media Monitoring

VII. Finance

Finance

A. 2018-2019 Budget Updates

B. 2017-2018 Actuarial Report

VIII. Governance

Governance

A. Revisions to UTLA-PCHS Sunshining

B. Public Hearing and Adoption of PCHS Initial Proposal for Negotiations with UTLA-PCHS

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 Tuesday, December 11, 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)

C. Conference with Legal Counsel: Anticipated Litigation

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

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 (10/16/18)

Section: I. Opening Items
Item: D. Approve Minutes (10/16/18)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on October 16, 2018

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday October 16, 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, Larry Wiener, Leslie Woolley, Reeve Chudd, Shawn McClellan, Susan Ackerman

Trustees Absent

Emily Hirsch

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

Guests Present

Amy Nguyen, Michael Brent IV

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 Oct 16, 2018 at 5:11 PM.

B. Record Attendance and Guests

C. Public Comment

Andrew Lippman

Question: What impact the current situation with LAUSD and the possibility of a strike have with regard to Pali.

Comment: From his standpoint he is happy with the buses; even with the changes. Heard concerns about transportation being something other than budgetary. It brought to his attention how helpful it would be for the students to learn how to read a budget. He realizes that the transportation issues are due to budgetary concerns.

Robert Peters

Going to Pali for 4 years and has been taking the bus. Provided information as to how much Santa Monica HS charges for parking. \$1.50 for 20 minutes

UCLA \$249; other varying costs

USC \$499 per semester at USC

Harvard Westlake \$975 per year

Arguing that students here pay \$100 per year, which is 50 cents per day.

Should charge for people to park at football games and other events.

D. Approve Minutes

Reeve Page 14 section B, March 11th to the 14th (instead of for)

Brooke King made a motion to approve minutes from the Board Meeting on 09-25-18
Board Meeting on 09-25-18.

Reeve Chudd seconded the motion.

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

II. Organizational Reports

A. Student Report

Michael Brent IV is the student representative for this evening. Freshman class president.

Next class voting on parking to raise the parking to \$100 per semester for next year.

This week is spirit week. Today is Disney Day; jersey day; blue & white day.

Homecoming is this weekend at the Museum of Flying.

B. Parent Report

Parent email with regard to homework load.

C. Classified Staff Report

Nothing to report

D. Faculty Report

Nothing to report.

E. Human Resources Director (HR) Report

Stands as submitted.

F. Director of Operations Report

Stands as submitted.

Dara Williams brought up the structural engineering work for the fencing in the parking lot and PE tunnel as an expense that perhaps we cannot afford. That money has already been spent. Dara Williams also brought up the social media monitoring reporting service as issues given our budgetary concerns.

Michael Brent raised the same concern with regard to the social media monitoring contract and whether this is important given our budgetary concerns. Also raised that many students would not appreciate being monitored.

Dr. Magee brought up that we also can catch suicidal thoughts and other social-emotional issues.

But Michael Brent brought up that many students want their information to be private and that this a step out of bounds

IT person brought up that it searches terms but not students particular profile. Searching for keywords that a Pali student is in distress.

So it brings up things that might be relevant to our campus.

Personal identifiable information is not what is being searched.

Don Parcell noted that the monitoring is only of all things that are already out in the public domain.

G. Director of Development Report

Stands as submitted

H. Chief Business Officer (CBO) Report

Stands as submitted.

9th grade student data added this morning; 53 free and reduced students added to the free/reduced lunch count

Still down from last year.

Went to LACOE for an informational LCAP meeting. Useful materials for school district to use.

Audit team coming on Monday and do the initial site work.

Suggest that the Audit Committee meet shortly after that; so he will try to schedule that meeting.

Dara, Reeve, and Camille are all on this committee.

Camille had a question about the credit card chart. When the ASB uses the school credit card then that club/group has to pay back the school for the charge.

I. Executive Director/Principal (EDP) Report

Report focuses on activism. Many students really trying to look for solutions to things. A big shout out to the kids for working on finding solutions.

Laying the ground work for UTLA negotiations. Trying to identify what is important to the teachers as far as negotiations.

Dr. Magee works closely with UTLA leadership to stay on top of things.

Camille asked about the bargaining unit and when we would meet. Dara pointed out that there are reports on the negotiations but that we are not directly involved in the bargaining meetings.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Updates

Nothing to report.

B. Budget & Finance Committee Updates

Sara Margiotta

Budget and Finance met.

Three new proposed members

Rene Rodman

Ellen Grady

Paul Mittlebach

In communication with Dr. Magee.

Not able to meet the goal at last meeting. But able to make some cuts. Hoping to be able to make additional cuts for next semester. Nothing is off the table. Dr. Magee is going to send out an email to every department to try to get more equal representation from each department. Some departments have multiple members on the board.

Leslie brought up that the committee can have 17 members.

Right now there are 13 or 14 members. If we have people who join from unrepresented departments then we may have to ask departments to relinquish some members.

Camille Schoenberg made a motion to approve 3 budget and finance committee members.

Susan Ackerman seconded the motion.

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

C. Charter Committee Updates

Nothing to report.

D. Election Committee Updates

One applicant for the open faculty seat: Jeannie Saiza.

Would like a vote to seat Jeannie Saiza.

Next meeting is December 14th at 2:15 pm

Jeannie joins the Board at this meeting.

Reeve Chudd made a motion to seat Jeannie Saiza as a trustee.

Andrew Paris seconded the motion.

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

E. Post-Retirement/Lifetime Healthcare Benefits

Meeting October 24th at 2:15 pm.

Dara Williams brought up that we need to have a proposal with regard to Lifetime Health Benefits before we enter negotiations with the UTLA. Leslie Woolley agreed.

IV. Board Committees (Board Members Only)

A.

Board Members Only - Committee Updates

Grade Appeal - 40 submitted; 2 held already; 9 scheduled.

V. Academic Excellence

A. Department Presentations/Initiatives

Attendance

Very small number of teachers not taking attendance.

Ordered 2 scanners for late students to scan their i.d.s and get students to class more quickly.

Tech Ed: Positive results in getting more students of color and female students into AP computer classes.

Other CTE classes have increased enrollment.

Looking to bring back STEM programs for the 2019 school years. Looking at other programs to model after.

English classes - best practices.

Pali Academy building a bridge between Pali Academy and Pali.

Leslie asked about CTE pathways being developed to connect with jobs in that industry.

Some CTE classes don't yet have the connection to industry.

B. Consideration of a Personal Financial Elective Class

Reeve Chudd:

Materials about personal finance. California doesn't have a mandatory class on personal finance.

Discussed credit card purchases and how they impact personal finance.

Average credit card debt is about \$12,000.

Student loans nearly \$40,000 for the average student have to earn an average of \$70,000 to repay those loans.

Need for students to have an understanding of finances to make informed decisions.

Advertisers want us to want instant gratification and not to exercise frugality.

Advocating for a personal finance course at Pali. He would readily volunteer to help create it.

Michael was inquiring as to whether it would count towards a tech credit. Also suggested that maybe it could be part of a POD.

Reeve suggested that it might be more useful for seniors.

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

WEE plan needs to be approved. It is for work study program start by Simon Santana.

Dara Williams made a motion to approve the WEE program.

Leslie Woolley seconded the motion.

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

D.

School-wide Goals 3 & 4 - Start Time

A little bit complicated for Pali because we are not only a neighborhood school.

It would also have to be part of the collective bargaining process.

We know teenagers stay up way too late and it is hard for them to get up early.

Dara pointed out that the early start time can have a negative impact on economically disadvantaged students because they might still have to get here at the early time and then they would have to leave later. So the late start time might actually negatively impact them.

Susan brought up that we should look at traffic patterns because if it takes people longer to commute then that might impact whether there is a real benefit.

Leslie Woolley pointed out that even a 20 minute later start time was beneficial. Not advocated this per se but just pointing out that even a slightly later start time can be beneficial.

Michael pointed out that ending later can have a negative impact on students as well. He thinks that the time we have now is what works best. Change would be hard given homework and after school activities and this makes this harder. Doesn't think it balances out.

Camille Schoenberg - the research shows that it would be beneficial and so the school should at least look at it.

Based upon the comments, this will be addressed in Curriculum Council and departments and will put together a committee that will include stakeholders to report back to the Board.

E. School-wide Goal 3 & 4 - Homework Load

Parent comment on homework load. High achieving school with many demanding classes. Classes that help with college acceptance and college credit. Work load that comes with that. Need to have a reasonably balanced load.

Curriculum council has been looking at this. As have program coordinators.

Don't have a school wide policy in place.

Dara expressed her concerns about the homework load and how little sleep these students are getting.

Michael mentioned that he takes him about 3 hours to read each chapter and then to have other AP World homework.

Very time consuming.

Jeannie Saiza Santa Monica doesn't allow kids to take APs in 10th grade

May not be ready for that workload.

Susan Ackerman - Teachers need to know that they cannot add homework to Schoology at the last minute.

Brooke brought up that health and safety are her main focus; it seems like the faculty needs to be coached to understand that there may be ways of teaching without assigning too much homework

Larry Wiener brought up that he has taught for 40 years. There is zero correlation between the amount of homework and learning. The only reason to give homework is to

reinforce learning. If the assignment only allows you to get the assignment done without learning then it has no worth. Need to provide students with homework that is practice. Michael brought up that if the students aren't remembering then it is not helpful. Also lack of Hispanic and Black people because they live further away and so they don't have the time to take AP classes.

F. Progress on 2018-2021 School-wide Goals

Pam Magee:

Will look at the start time and homework and determine whether we should combine these two issues.

Progress Report provided with the materials at tonight's meeting.

We will bring back these goals in November so that we have time to look at them.

Camille brought up the Budget Categories to Prioritize and that is misleading because there are other priorities that are not on the list.

Reeve asked about student centered lessons and about what that meant. It is where students are engaged and the teacher is not just lecturing.

Susan asked if we can do an audit on the hours the NBC teachers are used and see how they are being utilized effectively, especially given our budget.

Camille had a question about agency vs. employing adult supports.

Dara brought up that we don't have to vote on the how of the goals. The goals have already been approved. But as Leslie brought up this is something that we should all familiarize ourselves with so that we understand how the goals will be implemented.

VI. Facilities/Operations

A. Transportation Update

Adjustments have been made including 2 stops added back in to the morning routes.

Schedules are continuing to be refined but we are still using 10 buses. The funds coming in for transportation are being allocated to students who have expressed a financial need. Buses come in at a targeted time and the buses generally seem to be on target of getting here at 7:30 +/- 5 minutes

Tracking the time based upon when the first student gets off the bus

There have been things that have slowed down because of a bus break down and a traffic accident but only 2 times.

There have not been a significant number of students have left Pali.

There were 10 students who dropped from the bus.

Leslie Woolley was wondering if we can contact students who left Pali to see why; was it the buses or something else.

B.

2018-2019 School Safety Plan Adoption

Dara Williams brought up that child on child sexual assault has to be reported to DCFS/Law Enforcement by mandated reporters. She suggested taking out the word, "older" on page 110 under the heading of Sexual Abuse.

Michael inquired as to how much we spent on the safety training. Don indicated that it was approximately \$2500.

Greg Wood pointed out that page 62 of the report lists a different bus company than the company we use.

Michael asked about the water for emergencies and other supplies for emergencies and whether they have been updated. The monies that the PTSA donated is earmarked for these supplies. There is a proposal in front of Booster Club to implement a better quality plan for water and food. Other funds are used for other emergency preparedness.

Reeve Chudd made a motion to adopt the school safety plan with the changes to the Sexual Abuse section on page 110 of the plan and to change the bus company to our current provider.

Larry Wiener seconded the motion.

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

VII. Finance

A. Updates on 2018-2019 Budget Readoption

Greg Wood presented

Now the \$471k deficit is a \$355k surplus so we have a net change of \$827k

So we need to find savings of another \$549k

Documents relating to budget with the materials.

Show some budget updates

State lottery we received some lottery information that we are getting around \$9k

Gained approximately \$30k in state revenue

Civic Center permit has brought in another \$50k

\$150k in teacher savings from teachers leaving/retiring

There are things that can be done now and then there are things that we can wait on and do next year

Worker's comp audit and some other things came to light as expenses as well

Lifetime health benefits funding is a very large expense \$311k worth of expense but we have historically budgeted more to build up our fund and so it may make sense to only budget for the actual expenditures.

\$648k in total salary and benefit savings

Capital expenses - VAPA and Science department expenditures that were cut for a total savings of \$78k

Rental and leases budget lowered by \$20k

Pupil transportation the extra buses were costing \$3k to \$4k per day so that cost approximately \$85k for the time we had the extra buses but now we are not incurring this cost

Special Ed buses are not used at Granda; instead they use taxi transportation and we can save money; right now we have 3 in taxis
But next year we can compare the cost of buses versus taxis for special ed student; cannot be done this school year because of the contract
Michael had a question about communications; Greg explained that the line that shows \$270k; the \$70k is pure communication expenses; the other expenses include things that actually bring in revenue
Capital savings of \$150k primarily in building and equipment
That gets us to the \$355k in surplus
Not suggesting that we are going to stop here; still looking for more places to add to the surplus
Trying to make sure that we are not funding things that are an "exception" to what is in the budget
There will be a freeze on making expenditures at some point so that we can make sure to balance the budget and make up for the prior year's deficit.

Reeve Chudd made a motion to lock in the savings on the budget and that the B&F continue working on budget savings.

Camille Schoenberg seconded the motion.

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

Roll Call

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

VIII. Governance

A. Public Hearing: UTLA-PCHS Initial Proposal for Bargaining Units

Teachers want to find the best resolution for all students and staff in reaching a contract agreement.

B. Review of Bylaws of PCHS

No amendments since last year. Included in the packet to make sure we have access to and review the materials.

Reeve asked about the non-interested parties - there are 6 so we are in compliance with the by-laws.

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

Reeve has a question on page 353 for an unchecked item. Pam responded that this item is in process.

This year it will be submitted by dropbox so there is an effort to make it more efficient.

By January 11th it will be sent back with everything checked off and complete.

Charter Renewal Committee will definitely start to meet because it is a long process.

IX. Consent Agenda: Finance Items

A. Approval of reimbursements for Executive Director/Principal

Dara Williams made a motion to approve the consent agenda.

Reeve Chudd seconded the motion.

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

Roll Call

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

B. Approval of Field Trips

No field trips to approve.

X. New Business / Announcements

A. Announcements / New Business

Pam Magee invited Board members into classrooms to observe if they are interested.

This can be coordinated with Pam Magee directly.

B. Announce items for closed session, if any.

XI. 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 7:57 PM.

Respectfully Submitted,
Leslie Woolley

Coversheet

Approve Minutes (10/4/18)

Section: I. Opening Items
Item: E. Approve Minutes (10/4/18)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on October 4, 2018

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Thursday October 4, 2018 at 4:30 PM

Location

Library, Palisades Charter High School, 15777 Bowdoin St, Pacific Palisades CA 90272

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Trustees Absent

Shawn McClellan

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

Guests Present

Amy Nguyen, Hallie Mcrae, Shelby Ladnier

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 Thursday Oct 4, 2018 at 4:38 PM.

B. Record Attendance and Guests

C. Public Comment

Public Comments

Mercy Montgomery - Senior at Pali with a sophomore brother. Things happening here will effect her family. Restorative justice to resolves issues. Want to humanize the situation to show how things are effecting students with regard to the buses and transportation. Thought to make a video. Link Crew where they mentor freshman, Varsity basketball team, track, and dance team. Participates in extra curricular because the college counselors tell them to engage to help for college admissions. Freshman and sophomore years transportations costs were significantly lower and she received some subsidies. When the price became cost prohibitive she began taking Metro buses and trains 2 hours each way to and from school. Video is played (some technical difficulties).

Emely Garcia - Read PCHS Mission Statement; much diversity in the school arrives by bus; mother sends her here because of opportunities and because it is safer than her public school. Victoria, her friend, could not be here tonight. The transportation costs

were prohibitive and they had to find a carpool in the morning. They have to wake up at 4:00 a.m. and they fall asleep and cannot participate in after school activities.

Todd Wilkinson - teaches English at Pali. Emely speaks 2 languages; students like her and others make the room smarter. Wants to thank these students for what they bring to the school.

Maria Hernandez - Complimented video; so many students come from unsafe places; she gets home at 5:00 and the situation with the bus and it is night. After the bus prices were raised she couldn't afford to take the Pali bus. So she has to take public buses - she has to take 3 buses. Takes AP classes, participates in clubs. Improving transportation would help. Taking public transportation makes her feel unsafe.

Brad Young - Junior and this is his 3rd year at Pali. After prices were raised his mother had a discussion with him about whether he should stay at Pali. Realized that Paul Revere/Pali provided opportunities for him. He participates in ceramics, which he wouldn't have gotten at his home school of View Park. Gets home at 6:30 everyday and there are things he has to do and then 2 hours of homework.

Ellia Essombe - 10th grade; She feels that the price last year was fair; this year the buses are not as good and the times aren't as good and the prices are high. Windsor Hills is her bus stop and the stop is a 45 minute walk from her house and it is not in a good place; it is dark and there are coyotes. Students and parents should have had a say in what stops were cut.

Jackie Hamilton - Senior; track team captain; Pali needs to make more of an effort with all of the sports; not just football and basketball; need more injury prevention; mentioned math department dropping GPAs. Need to show more support to all of the athletes here.

Daphne Gronich - parent here and is on the finance committee; has been involved in the Palisades at the elementary school and middle school level. Pali doesn't get money for the buses; this is a financial issue because the bus funding was cut when Pali stopped being a magnet. We want to figure out a way to make this work and that we value diversity at Pali. Expressed her sorrow at what these students are going through.

Robert Peters - Attending Pali for 4 years; president of Black Student Union; recent situation with the bus has directly affected him; overcrowded and not enough seats; people sleeping on the bus; price of parking is only \$100 for a full year; proposing price raise to \$250, which would create about \$30,000 in additional funding. Fence rental of \$12,000 for every three months making it \$48,000 a year; also spending money on security cameras.

Diago Pickens - Wants us to have real understanding that people of color who go here have struggles getting here and wants us to understand what they go through. Feels like sometimes people look at him differently because of the color of his skin

Shylynn Smith - 12th grader; involved in activities; doesn't take the bus herself but she sees how it is affecting the students with having to get up so early; kids are struggling to stay away in class; should have the opportunity to access certain things without such a struggle; we will see it affect peoples academics

Booke Messaye - Senior at Pali; did not go to Paul Revere but went to a City School; applied here in part because of bus near her house; her mom is a teacher so it was a struggle for her to afford to take the bus; costs less for her brother to go to Harvard Westlake then to come to Pali on the bus; she can take the late bus home and get home at 7:45 in the evening and she had to wake up at 5:45 in order to get the bus. This meeting proves that the Board cares about this issue but we should think about what Robert said about increasing parking fees

Janet Santibanez - involved in the student union; wakes up at 5:00 every morning; bus stop has drugs and prostitution; at the bus stop before the sun rises; having higher payments makes her feel like students are not being prioritized

Wendy Cano - taken the bus in 9th, 10th, and 11th grade years but this year, her senior year she cannot afford it; her mother told her she should consider going to a different school but she wanted to remain here so she takes public transportation; she participates in Link Crew and Leadership and it was important for her to stay here. Gets to school at 6:15 in the morning so that she can stay here; she gets home late and even later when she has to do extracurricular events; she knows the solutions are hard

Rebecca Shane - takes the bus; she has the privilege of living a lot closer than other kids; cost is an issue to her and she is saddened that it is an issue for other kids.

Leslie Woolley and Pam Magee both expressed that they were happy to have all the students here speaking and that we are doing what we can to make the situation better.

II. Finance

A. Readoption of 2018-2019 Budget - Amount & Timeline

Greg Wood

History of Transportation Costs:

2003 - 2004 LAUSD paid for transportation because we had a magnet program and LAUSD was getting state funding for the busing

2010 - 2011 magnet busing was taken away and busing was no longer funded (magnet was transferred to University High)

History of Transportation Costs graph charts attached

2013 - 2014 cost per day per bus was \$320 per day

2014 2015 cost per day per bus went up to \$325 per day

Number of buses increased and the cost of buses increased

\$341 15-16

\$373 16-17

\$474 17-18

\$513 18-19

Bus costs have gone up 40%

And only one bus company was willing to contract with us

14-15 approximately \$300,000 is our portion

18-19 approximately \$700,000 is our portion

Budget

Lower ADA, higher bus costs, change in state funding after we adopted our budget, which accounts for our current budget shortfall

Last year our deficit was \$904,000

This year with the current budget the deficit would be \$471,000

Figure out how much of the deficit the budget needs to recover

For this year would like to recover the \$471,000 and to split the prior's years deficit recovery into 2 years

So we would need a budget surplus of \$450,000 to make up that deficit

So we need a process in play so that we can get stakeholder input to adopt a revised budget.

Camille commented that there are 2 votes:

1st is to determine how fast we are going to make up last year's deficit

Then we will discuss proposals on how to do that

Then we will task the budget & finance committee to determine how to do this

Dara Williams expressed concerned that we need to know where the cuts can realistically come from before we can vote on a time frame but Greg Wood thinks we can vote on the time frame before we come up with a time frame.

Greg Wood wants us to come up with \$900,000 cuts this year.

Hoping that the Board adopts this.

Reeve Chudd made a motion to adopt the financial statements presented with board materials which are the end result of our audited financials and the 2018-2019 budget and to forward those numbers to the Budget and Finance committee to come up with possible solutions to fund those deficits; with the recommended numbers of \$904,000 and \$471,000.

Emily Hirsch seconded the motion.

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

Roll Call

Andrew Paris	Absent
Leslie Woolley	Aye
Emily Hirsch	Aye
Shawn McClellan	Absent
Camille Schoenberg	Aye
Larry Wiener	Absent
Reeve Chudd	Aye
Susan Ackerman	Absent
Brooke King	Absent
Dara Williams	No

B. Preliminary Recommendations for 2018-2019 Budget Readoption

Greg Wood presents:

On the revenue side we have identified approximate \$6200 in state revenue

Civic Center revenue hoping to increase it to \$1,051,000

Budget & Finance Committee will come up with additional sources of revenue if necessary

Teacher savings - left that have not been rehired \$150,000 in savings there

\$100,000 in efficiency savings but nothing has been detailed in this; just thought that we can do this; needs to talk to the department chairs to see how we can make these cuts

Reeve Chudd pointed out that about 80% of our funding goes to salaries

Mandatory contribution to CALSTRS of \$40,000 would be saved IF we can make the \$100,000 in efficiency cuts

Workers Comp audit causes a raise of \$17,000

Lifetime Benefit Account approximately \$600,000 can be cut because we are not obligated to pay this; but we do have to pay the benefits --> \$380,000 in savings

Capital outlay deferred \$150,000

Identify projects to freeze/defer \$150,000

If all these savings are adopted we would have a surplus of \$282,000

III. 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 6:24 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_11_6_18.pdf



PALISADES

CHARTER HIGH SCHOOL

Human Resources Board Report

November 6th, 2018

Retirement/Resignation/Leaves:

Name	Classification/Position	Funding	Effective Date
Shanise James	Special Education Assistant	Special Education	November 9, 2018
Melinda Meinen	Study Center Coordinator	General	November 16, 2018

Benefits:

Student loan repayment benefit: Two representatives from Fiducius, a student loan consolidation corporation, will be on campus on November 13th. This will be an opportunity for faculty and staff to meet with the representatives and determine if student loan forgiveness or consolidation is an option for their specific circumstances.

Negotiations:

PCHS is in negotiations with the UTLA-PCHS union. Both the PCHS administration and the UTLA-PCHS outline of topics to be discussed is attached in the sunshine documents.

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_11_6_18.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report November 6, 2018

Security/Safety:

- PCHS Safety 1 Category Update: (THIS SUB-SECTION UNCHANGED FROM OCT)
 - **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 FROM Boosters and PTSA to fund the 5-Year Classroom Supplies request for water/food for lockdown scenarios. Thank You to both organizations! This will 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. conducted on five consecutive Mondays in October. Professional Development for all Faculty/Staff was conducted in August at the start of the 2018-19 school year, and will be refreshed again at the January 7th, 2019 PD Day. Additionally, the Safe Kids people met with our Leadership Students on Thu 11/1, and plan to meet with our Faculty on Tue 11/13, to provide their feedback and receive feedback as well.

- PCHS has a mutually agreed upon contract with Social Media Monitoring vendor Social Sentinel (www.SocialSentinel.com) and as an additional early detection/warning of potential threats. This contract being presented at Board's Tue 11/6/2018 meeting for approval.



PALISADES

CHARTER HIGH SCHOOL

Security/Safety (Continued):

- 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.
- 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.
- Unfunded and Currently Not Being Pursued, but Desired - 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.
- 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, Monday 10/12/2018 and Monday 11/5/2018. Additional schedule changes possible, but not likely at the current ridership levels.
- Ridership impact of the rightsized and revised routes/schedule has seen ~15 students leave the PCHS School Bus Program. Several more left over the last week as the unrestricted period (Oct) for departures was ending. Further departures from the bus program may occur over the rest of the school year for the usual reasons that occur every year.
- PCHS Transportation Committee has continued to meet and has allocated virtually 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.



PALISADES

CHARTER HIGH SCHOOL

Transportation (Continued):

- 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 May 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.
- Unless the Board agrees to subsidize all bus riders for the 2019-20 school year, bus costs for next year for students without a scholarship and without donations will go up at least \$10/student to \$225/mo./student. Additional price increases could still occur over and above that, but preliminary projections are a \$2,250/year/student (\$225/mo./student) cost for bus riders in 2019-20.

Permits & Setups:

- Permit Revenue for Oct 2018 was ~\$63,500:
 - ~\$41,000 from Facility Rentals
 - ~\$1,900 from Banner Rentals
 - ~\$20,600 from Filming
- Permit Revenue for Nov 2018 will be available at the next board meeting
- We continue to receive many calls regarding filming requests. Currently have three pending requests, with one of them potentially substantial (a Hulu movie), and the others are DSW and Under Armor commercials. There continues to be 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
- Oct 2018 Set-Ups/Events:
 - Sister Act Opening Night – 10/4
 - College Fair – 10/8
 - Mock Election – 10/9
 - Softball Fundraiser – 10/14
 - PCHS Spirit Week – 10/15-10/19
 - The Great Shakeout – 10/18
 - PCHS Homecoming – 10/19
 - Pali Symphony Performance – 10/21



PALISADES

CHARTER HIGH SCHOOL

Permits & Setups (Continued):

- Nov 2018 Set-Ups/Events:
 - The Banter Opening Night – 11/1
 - DTASC Fall Festival – JV – 11/3
 - Booster Club Phone-a-thon – 11/5
 - Coffeehouse Concert – 11/5
 - Election Day Voting in Mercer - 11/6
 - Marching Band Showcase – 11/7
 - PTSA Meeting - 11/15
 - Historic Black College Fair – 11/16
 - Thanksgiving Break Sat 11/17 thru Sun 11/25
 - Dramatic Scene Night – 11/27
 - Jazz band and Concert Orchestra Winter Concert – 11/29
 - Symphony Orchestra and Concert Orchestra Winter Concert – 11/30

MGAC/Pool:

- Fall pool hours still in effect, but Holiday Hours coming soon
- Major club swim meet scheduled for Sat 11/3 and Sun 11/4
- 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)

Information Technology:

- The rest of the below items still apply and are the major considerations for IT other than standard school year activities and budgeted line items.
 - Note: A switch failure occurred in the Music Building recently, knocking out Wi-Fi in the Music & Mercer Hall areas for a few days (Wired network remained operational). The E-Rate project will help minimize these types of aging infrastructure issues
- Classroom management software (Impero) continues to be rolled out and tested with teachers/students. Impero allows teachers to easily manage institutional and BYOD devices. It recently was instrumental in uncovering a few students cheating on a test.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- 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.
- 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
- 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.
- 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

Facilities/Projects:

1. Cafeteria gas regulator and gas shut off valve fixed/replaced to re-enable all gas-utilizing appliances.
2. SARC Compliance violations from LAUSD remedied/resolved
3. Completed roofing and gutter repairs on our Main Buildings (A, C, D, E, F, G) as well as loading dock roof and Mercer Hall roof.
4. Completed full fix to faulty storm drain in conjunction with City of Los Angeles, LAUSD and PCHS. Storm drain grate was removed to alleviate the pine needles from clogging the mesh grates, and replaced with a large object blocking crossbar grate. Damaged portion of concrete sidewalk was replaced/leveled, and hillside restored and re-compacted.
5. LAUSD completed its ADA assessment of PCHS for hoped-for future bond funded remediation of targeted deficiencies.

Larger Scale Projects:

- **Security Fencing** – LAUSD mandated Architectural & Structural Engineering plans being created Breen Engineering Inc. and will then be submitted to LAUSD for their approval. Funding needed for fence purchase/installation.
- **Short-Term Heating System Repair (Primarily LAUSD Funded)** – Project design and execution completed by LAUSD. Estimated start date is mid-Nov with completion by Dec 2019. Any cost to PCHS 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-Feb 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 reduced project scope to remove the decorative pony brick wall and “Palisades Charter High School” sign and just do the landscaping portion of the project. Re-bid process completed, preliminary vendor selection completed, contract process now underway. Expected start date of late Nov.

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_11_6_18.pdf

Board of Trustees Meeting
Development Report

11/1/2018

TOTAL FUNDS RAISED TO DATE:	Prior Report	YTD	Inc.	Fund
The PCHS Fund	\$80,396	\$91,974	\$11,578	General
The Pali GO Fund	\$17,363	\$20,568	\$3,205	Pali GO
Campus Safety & Security Campaign	\$2,150	\$2,150	\$0	General
Donor Brick Campaign	\$1,276	\$1,276	\$0	General
Donations to Athletic Teams	\$1,672	\$1,672	\$0	ASB
Donations to Classroom Teachers	\$6,850	\$14,970	\$8,120	ASB
Donations to Extra-Curriculars	\$7,072	\$7,201	\$129	ASB
Donations to Pali Cares	\$0	\$0	\$0	ASB
Restricted Donations/Pledges - Received	\$29,624	\$29,624	\$0	General
Restricted Donations/Pledges	\$125,000	\$125,000	\$0	General
	<u>\$271,403</u>	<u>\$294,435</u>	<u>\$23,032</u>	

TOTAL EXPENSES TO DATE:

Bacio Design	\$855
L.A. Press Printing	\$3,721
American Direct Mail	\$2,329
Postage	\$46
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	\$960
Temporary Fencing	\$0
Restroom renovation	\$0
Videography	\$0
Young Alumni Pizza Lunch	\$0
Career Day & Fair Breakfast/Lunch	\$0
Donor Reception	\$0
Awards	\$0
New Parent Welcome Breakfast	\$1,162
	<u>\$19,613</u>

* Campus Unification Director and Director of Development salaries paid through PCHS Fund

TOTAL NET FUNDS **\$274,822**

Board of Trustees Meeting
Development Report

Submitted Grant Proposals:

<i>Date Submitted</i>	<i>Found./ Grantor</i>	<i>Request Amt.</i>	<i>Outcome</i>	<i>Award Date</i>
3/28/2018	District 4 Facilities	\$20,000	Pending - Campus Safety & Security	4/15/18
7/16/2018	Norman F. Sprague, Jr	\$5,000	Transportation Assistance - Submitted	None
7/16/2018	Jewett & Chandler	\$10,000	Transportation Assistance - Submitted	12/31/18
8/1/2018	American Honda	\$30,000	Pending - Technology	11/1/18
8/2/2018	Donald T. Sterling	\$5,000	Transportation Assistance - Submitted	Varies
8/2/2018	Hidden Leaf	\$10,000	Transportation Assistance - Submitted	9/1/19
8/2/2018	Hofmann Family	\$10,000	Transportation Assistance - Submitted	12/31/18
8/2/2018	Leonardt	\$5,000	Transportation Assistance - Submitted	None
8/2/2018	Saban Family	\$10,000	Transportation Assistance - Submitted	2/15/19
8/2/2018	Kathryne Beynon	\$5,000	Transportation Assistance - Submitted	None
8/20/2018	CTE Teach Mentor	\$15,000	Pending invitation	8/20/18
9/1/2018	Joseph Drown	\$25,000	Transportation Assistance - Submitted	10/31/18
9/17/2018	Craigslist Charitable	\$5,000	Transportation Assistance - Submitted	None
9/18/2018	T & D Leavey	\$1,000	Transportation Assistance - Submitted	Varies
9/18/2018	Cynthia & Wm Simon	\$5,000	Transportation Assistance - Submitted	None
9/24/2018	Lowe's Toolbox	\$5,000	Smartboard - Submitted	1/30/19
10/15/2018	Cathay Bank Found.	\$10,000	ELL Program - submitted	11/30/18
10/15/2018	Mara Breech Found.	\$10,000	Pro. Dev. - Google cert. - Submitted	12/31/18
10/15/2018	Wm. Bannerman Fdn	\$10,000	Transportation Assistance - Submitted	3/15/19
10/22/2018	PP Women's Club	\$1,500	Soil & Supplies for Pali Academy Garden	3/12/19
3/31/2018	PP Optimist Found.	\$20,000	Received - Surveillance camera	6/1/18
4/28/2018	Motorola Solutions	\$30,000	Denied - PCHS lacked proven eval. proc.	7/15/18
6/1/2018	Lewis A. Kingsley	\$10,000	Received - General program funds	7/3/18
7/12/2018	A & E Borchard Fdn	\$10,000	Not accepting uninvited proposals	None
8/2/2018	William H. Hannon	\$10,000	Denied - already allocated funds for yr.	None

**Board of Trustees Meeting
Development Report**

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 5_CAFE REPORT - YTD 09-30-18.pdf

II.H_Part 4_POOL_PERMIT BUDGET TO ACTUALS 10.31.pdf

II.H_Part 3_POOL_PERMIT 3 YEAR ACTUALS 7 YEAR PROJECTION - 10.31.18.pdf

II.H_Part 2_CC - OCT 2018.pdf

II.H_Part 1_CBO Report 11.6.2018.pdf

FOOD CAFETERIA OPERATIONS

2018-2019

	July 2018	August 2018	September 2018	Year To Date 18/19
Cash sales per day	\$ -	\$ 934.79	\$ 1,097.32	
Revenue				
A La Carte/Paid	\$ 4,321	\$ 14,022	\$ 18,654	
Total Sales	\$ 4,321	\$ 14,022	\$ 18,654	\$ 38,318
Catering Revenue	\$ -	\$ -	\$ -	\$ -
State Reimbursements	\$ 124	\$ 1,775	\$ 2,755	\$ 4,654
Federal Reimbursements	\$ 1,701	\$ 21,746	\$ 33,227	\$ 56,674
Total Revenue	\$ 6,146	\$ 37,543	\$ 54,636	\$ 99,646
Cumulative	\$ 6,146	\$ 43,689	\$ 98,325	
Expenses				
Total Salaries & Benefits		\$ 3,525	\$ 6,844	\$ 10,369
Chartwells Management				
44.27%	\$ 1,409	\$ 16,199	\$ 24,829	\$ 42,437
Food Expense				
Operational Expenses	\$ 1,774	\$ 20,392	\$ 31,256	\$ 53,422
55.73%				
Total Chartwells Expenses (Invoice)	\$ 3,184	\$ 36,590	\$ 56,085	\$ 95,859
Total Expenses (Before Commodity Credit)	\$ 3,184	\$ 40,115	\$ 62,929	\$ 106,228
Commodity Credit	\$ (1,675)	\$ (1,675)		\$ (1,675)
Net Expenses	\$ 3,184	\$ 38,441	\$ 62,929	\$ 104,553
Net Income/(Loss)	\$ 2,962	\$ (898)	\$ (8,293)	\$ (4,908)
Year To Date	\$ 2,962	\$ 2,064	\$ (6,228)	\$ (4,908)
Per day profit		\$ (59.86)	\$ (487.80)	
Operating Days	12	15	17	
Operating Days-Cumulative	12	27	44	44
Free Students	29	738	733	
Reduced Students	13	189	203	
Total F & R-	42	927	936	-
Enrollment (Per Infinite Campus)	121	2,959	3,009	
F & R %	35%	31%	31.11%	
Meals Served:				
Breakfast				
Free	141	2,769	4,597	7,507
Reduced	36	437	750	1,223
Paid	92	428	796	1,316
Lunch				
Free	179	3,766	5,341	9,286
Reduced	53	639	947	1,639
Paid	159	1,426	2,115	3,700
Total Meals	660	9,465	14,546	
Participation:				
Free				
Breakfast	9%	18%	38%	
Lunch	7%	21%	42%	
Reduced				
Breakfast	33%	9%	24%	
Lunch	23%	13%	30%	
Paid				
Breakfast & a la carte	13%	1%	2%	
Lunch	8%	10%	17%	

**PCHS PERMIT and POOL
FY17/18 Actuals FY18/19 Budget YTD (10/31/18)**

	2016-2017 Actuals			2017-18 Adopted Budget			2017-18 Actuals			2018-19 Budget			2018-19 YTD (until 10/31/18)			Comments
	Pool	Other Facilities	Total	Pool	Other Facilities	Total	Pool	Other Facilities	Total	Pool	Other Facilities	Total	Pool	Other Facilities	Total	
INCOME																
Fundraising			-			-		200,000	200,000							-
Leases & Rentals	481,890	587,792	1,069,682	509,686	550,000	1,059,686	473,029	443,964	916,993	501,400	550,000	1,051,400	144,917	224,528	369,445	
Total Income	481,890	587,792	1,069,682	509,686	550,000	1,059,686	473,029	643,964	1,116,993	501,400	550,000	1,051,400	144,917	224,528	369,445	
EXPENSES																
Salary	160,594	71,854	232,448	150,261	60,000	210,261	169,309	83,901	253,210	150,000	88,200	238,200	42,558	17,820	60,378	
Benefits	18,736	13,675	32,411	42,073	10,000	52,073	19,727	17,375	37,102	37,500	22,050	59,550	15,793	9,446	25,238	
Total Salary & Benefits	179,330	85,529	264,859	192,334	70,000	262,334	189,036	101,276	290,312	187,500	110,250	297,750	58,351	27,265	85,616	
Consulting & Support		132,747	132,747	-	110,000	110,000		37,094	37,094	74,604	62,823	137,427		67,004	67,004	
Utilities	36,000		36,000	37,120		37,120	35,789		35,789	36,000		36,000			-	
Insurance			-	3,500		3,500			-			-			-	
Other Supplies	72,021	47,539	119,560	88,499	45,000	133,499	75,194	38,394	113,588			-	32,645	8,692	41,337	
Operating Exp. Other (repairs)							5,360	20,703	26,063	3,500	13,867	17,367	2,230	175	2,405	
Non-Capital Expenditures									-	11,700	16,871	28,571	6,210		6,210	
Subscriptions									-	-	1,750	1,750	700		700	
Capital	7,819	28,371	36,191		12,000	12,000			-	26,601	27,289	53,890	12,358	20,568	32,926	
Total Operating Expenses	115,841	208,657	324,497	129,119	167,000	296,119	116,343	96,191	212,534	152,405	122,600	275,005	54,142	96,439	150,582	
Total Expenses	295,171	294,186	589,356	321,453	237,000	558,453	305,379	197,467	502,846	339,905	232,850	572,755	112,493	123,705	236,198	
Operating Profit/(Loss)	186,719	293,606	480,325	188,233	313,000	501,233	167,650	446,497	614,147	161,495	317,150	478,645	32,424	100,823	133,247	
DEBT SERVICE																
Interest	33,314		33,314	26,262	-	26,262	26,262	18,698	44,960	18,887	34,045		7,132	11,701	18,833	
Principal	153,489		153,489	160,540	-	160,540	160,541	19,394	179,935	167,916	156,087		55,136	49,791	104,927	
Total Debt Service	186,803	-	186,803	186,802	-	186,802	186,803	38,092	224,895	186,803	190,132	376,935	62,268	61,492	123,760	
Net Permit Reserve Add/(Reduct)	(83)	293,606	293,523	1,431	313,000	314,431	(19,153)	408,405	389,252	(25,308)	127,018	101,710	(29,844)	39,331	9,487	

PCHS FY 2018/2019 CIVIC CENTER/PERMIT 3 YEAR ACTUALS 7 YEAR PROJECTIONS

Year #	Actuals		Budget	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
	1	2	3	1	2	3	4	5	6	7
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Operating Profit/Expenses	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Total Revenue	\$ 1,069,682	1,116,993	1,051,400	1,076,108	1,101,396	1,127,279	1,153,770	1,180,884	1,208,635	1,237,038
Total Expenses	\$ 589,356	\$ 502,846	\$ 572,755	\$ 589,136	\$ 605,985	\$ 623,316	\$ 641,143	\$ 659,480	\$ 678,341	\$ 697,741
Profit Contribution to Loan-Civic Center Permits	\$ 480,325	\$ 614,147	\$ 478,645	\$ 486,972	\$ 495,411	\$ 503,963	\$ 512,627	\$ 521,404	\$ 530,294	\$ 539,296
Debt Service:										
Track		38,092	190,132	190,132	190,132	190,132	162,867	-	-	-
Pool	\$ 186,803	\$ 186,803	\$ 186,803	\$ 186,803	\$ 155,669	\$ -	\$ -	\$ -	\$ -	\$ -
Total Debt Service	\$ 186,803	\$ 224,895	\$ 376,935	\$ 376,935	\$ 345,801	\$ 190,132	\$ 162,867	\$ -	\$ -	\$ -
Permit Operations Profit (Loss)- Current Year	\$ 293,523	\$ 389,252	\$ 101,710	\$ 110,037	\$ 149,610	\$ 313,831	\$ 349,760	\$ 521,404	\$ 530,294	\$ 539,296
Deferred Maintenance used for T/F		\$ (474,103)								
Ending Amt. Due To (General Fund)/Available for Def. Maint.	\$ 474,103	\$ 389,252	\$ 490,962	\$ 600,999	\$ 750,609	\$ 1,064,440	\$ 1,414,200	\$ 1,935,604	\$ 2,465,898	\$ 3,005,194
Recommended Deferred Maintenance:										
Track/Field & Pool - minimum recommended deferred maintenance amount	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118
Cumulative Deferred Maint.	\$ 868,824	\$ 518,839	\$ 642,956	\$ 767,074	\$ 891,192	\$ 1,015,309	\$ 1,139,427	\$ 1,263,544	\$ 1,387,662	\$ 1,511,780

BOTW Loan Paid on 4/2016, Pool loan now to lifetime benefits fund (fund 20.0)
Track & Field Loan of \$850K @4.5% interest rate, 5.5 years (first 6 mos interest only payments), added
Payment begins Nov. 2017

Projection rate for revenue: 2.35%

Projection rate for expense: 2.86%

Palisades Charter High School
Credit Card Reconciliation Form
For the Period of: 10/01/18 - 10/31/18

PLEASE COMPLETE

For finance use only

Date	Vendor	Description of Expense	Cardholder	Requested By	Amount	Board Approval Required?	Resource	Budget Category
10/1/2018	DOMINO'S 8546 - 310-473-6575, CA	LTSP Meeting	P. MAGEE	P. MAGEE	305.15		LCAP	HOSPITALITY SUPPLIES
10/2/2018	DOMINO'S 8546 - 310-473-6575, CA	Lunch - Fuerza Unida Men's Group	P. MAGEE	J. JIMIENEZ	95.60		LCAP	HOSPITALITY SUPPLIES
10/2/2018	MAILCHIMP *MONTHLY - MAILCHIMP.COM, GA	Monthly Communications System	P. MAGEE	S. LADINIER	150.00		GENERAL FUND	COMMUNICATIONS
10/2/2018	DOUBLETREE SALT LAKE C - SALT LAKE CIT, UT	NACAC Conference 2018	P. MAGEE	COLLEGE CENTER	780.09		ASB	COLLEGE CENTER
10/3/2018	INDEED - 203-564-2400, CT	Job posting	P. MAGEE	A. NGUYEN	55.51		GENERAL FUND	DUES/MEMBERSHIPS
10/3/2018	WEST COAST PERC ALLIAN - WWW.SCPA.ORG, CA	Marching Band Registration	P. MAGEE	A. DALE	800.00		ASB	MARCHING BAND
10/5/2018	DOMINO'S 8546 - 310-473-6575, CA	Lunch - Men's Group	P. MAGEE	M. THOMPSON	51.00			
10/10/2018	DOMINO'S 8546 - 310-473-6575, CA	Special Board Meeting	P. MAGEE	P. MAGEE	243.53		GENERAL FUND	HOSPITALITY SUPPLIES
10/12/2018	DOMINO'S 8546 - 310-473-6575, CA	Lunch - Men's Group	P. MAGEE	M. THOMPSON	50.60		LCAP	DEANS OFFICE
10/15/2018	DOMINO'S 8546 - PACIFIC PALIS, CA	Lunch - Men's Group	P. MAGEE	G. STEWART	41.75		LCAP	DEANS OFFICE
10/16/2018	THE UPS STORE 1787 - PACIFIC PALIS, CA	Legal Documents	P. MAGEE	A. NGUYEN	9.63		GENERAL FUND	COMMUNICATIONS
10/16/2018	FLOCABULARY - HTTPSWWW.FLOC, NY	Digital License - Special Ed	P. MAGEE	C. BIEBER	120.00		SPECIAL ED	DUES/MEMBERSHIPS
10/16/2018	Amazon Prime - Amzn.com/bill, WA	AmazonPrime Membership	P. MAGEE	P. MAGEE	14.22		GENERAL FUND	COMMUNICATIONS
10/18/2018	WPY*CTE Conference - 855-4693729, CA	CTE Conference	P. MAGEE	M. RAWSON	406.85		GENERAL FUND	PD
10/19/2018	DOMINO'S 8546 - 310-473-6575, CA	Lunch - Men's Group	P. MAGEE	M. THOMPSON	50.60		LCAP	DEANS OFFICE
10/19/2018	VISTAPR*VistaPrint.com - 866-8936743, MA	Business cards - R. Howard	P. MAGEE	R. HOWARD	40.47		GENERAL FUND	SUPPLIES
10/19/2018	SANTA MONICA 28 AIRPORT - SANTA MONICA, CA	Homecoming - City Permit	P. MAGEE	R. KING	553.78		ASB	HOMECOMING
10/22/2018	A NOISE WITHIN THEATER - PASADENA, CA	Academic Decathlon - Theatre	P. MAGEE	J. JIMIENEZ	350.00		GENERAL FUND	ACADEC IMA
10/23/2018	BANNERWORLD - 213-7454777, CA	Banner/Marquee - "The Barker" Play	P. MAGEE	M. SMITH	275.94		ASB	THESIANS
10/23/2018	QUALITY WASTE SERVICE - 323-264-2236, CA	Homecoming - Waste Bins Rental	P. MAGEE	R. KING	300.00		ASB	HOMECOMING
10/26/2018	DOMINO'S 8546 - 310-473-6575, CA	Lunch - Young Men at Risk	P. MAGEE	R. HOWARD	50.60		LCAP	DEANS OFFICE
10/26/2018	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Card Order (to be refunded)	P. MAGEE	S. LADINIER	55.18		GENERAL FUND	SUPPLIES
10/29/2018	DOMINO'S 8546 - 310-473-6575, CA	LTSP Meeting	P. MAGEE	P. MAGEE	200.76		LCAP	HOSPITALITY SUPPLIES
10/29/2018	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Card Order (to be refunded)	P. MAGEE	S. LADINIER	(55.18)		GENERAL FUND	SUPPLIES
10/30/2018	WWW.STENHOUSE.COM - 8009889812, ME	PD Materials	P. MAGEE	P. MAGEE	21.99		GENERAL FUND	SUPPLIES
10/30/2018	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Cards - C. Lee	P. MAGEE	C. LEE	46.77		GENERAL FUND	SUPPLIES
10/31/2018	SP * HBARSCI - HBARSCI.MYSHO, NY	Physics - Supplies	P. MAGEE	D. SCHALEK	70.68		GENERAL FUND	PHYSICS IMA

Grand Total **5,085.52**



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING NOVEMBER 6, 2018

2018-2019

No updates are available for October due to the timing of the Board meeting and Finance has not closed the general ledger for the month. Prior report: 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.

Attendance

Current enrollment through 11/2/18 was 2,948. No ADA Updates are available as the Monthly ADA reports for month 3 will not be available until next week. Prior report: 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%.

Budget

The 2018-2019 Budget projections have not changed from the Budget presented at the October 2018 meeting (Refer to Agenda Item VII.A). The 1st Interim Financial Report, representing Actual Expenditures to October 31, 2018 and updated projections for the full year will be prepared this month. This report is due to the CDE by December 15th, 2018. The Administration is still in the process of targeting additional Enrollment/ADA to start the second semester and evaluating class sizes and auxiliaries for the second semester with the expectation that some expectation that Budget savings can be identified.



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING NOVEMBER 6, 2018

Cafeteria

A separate report has been attached to show the Financial results of the Cafeteria through September 30th. The Free & Reduced population at PCHS remains largely unchanged at 31.5% of the total Enrollment

Civic Center Permit

Budget updates on the Civic Center Permit Activities are attached with associated Cash Flow Forecasts to 2026.

Audit

The Year end 2017-2018 Audit on site review started the week of October 22nd. Our Auditors, Nigro & Nigro, will be finishing up their review by the end of this month in anticipation of the December 15th deadline to file our CDE required Audited Annual Report.

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

- Volunteering at Booster Phone-a-thon (11/5 & 11/7)**
- Hair drive 11/7**
- Alternative to Winter Formal being explored**

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_Part 2_EDP Report_Restorative Justice Peer Mediation Class_11_6_18.pdf
II_I_Part 1_EDP Report_11_6_18.pdf



PALISADES

CHARTER HIGH SCHOOL

Restorative Justice Peer Mediation Class

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.



PALISADES

CHARTER HIGH SCHOOL

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%.
- 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.



PALISADES CHARTER HIGH SCHOOL

PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES MEETING EXECUTIVE DIRECTOR AND PRINCIPAL REPORT NOVEMBER 6, 2018

Our mission: 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.

Schoolwide Goal: PCHS will continue to develop and expand opportunities for social emotional wellness development and stress management both inside and outside the classroom for all stakeholders.

“Take 10” Room PCHS has launched a morning support program for students who travel long distances to school. Students who arrive on late buses have the opportunity to get breakfast, print homework assignments, pick up personal toiletries, and collect themselves for the day. A new portable check-in systems allows students to bypass the Attendance Office. After a ten-minute moment to decompress, students are on their way to class.

Restorative Justice Class - This course is an A-G approved UCCI (University of California Curriculum Integration) course offered for the first time at PCHS this year. See the additional material in the meeting packet for more information about the course. A presentation by students and staff will be provided at the November 6 Board meeting.

Schoolwide Goal: PCHS will commit to equitable policies and practices to ensure Pali’s diverse student population have access to academic opportunities.

Schoolwide Goal: PCHS will improve consistency in instructional curriculum, policies, and practices and increase student centered learning.

PCHS continues to revise the **PCHS Homework Policy** to ensure equity across classrooms. A revised policy draft is being presented at the November 6 Board meeting.

Upcoming elections that impact education in CA

The work we do with our students, families, and staff is foundational to increasing civic engagement and awareness about the elections and elected officials that make decisions about our schools and communities. I encourage you all to get out and **vote Tuesday, November 6** and to encourage your friends and family to do the same. The **State Superintendent of Instruction, State Assembly and Senate races are especially important** in dictating the direction of education policy across the state.



PALISADES

CHARTER HIGH SCHOOL

Collective Bargaining

PCHS UTLA and PCHS Management Teams met this week to begin planning for contract negotiations. As an independent charter school, PCHS teachers bargain separately from LAUSD UTLA. The teams calendared dates for future meetings and determined materials needed for productive discussions. Both teams have included sunshine proposals in the meeting materials for the November 6 PCHS Board meeting. ***PCHS UTLA has indicated that the bargaining unit will not be part of potential strike activity that is currently being discussed by LAUSD UTLA.***

PCHS builds relationships and engages in state level charter school initiatives

Conversion Charter School Leadership meeting at Vaughn Learning Center

The leaders of conversion charter schools authorized by LAUSD continue meeting to develop strategies to address common concerns and share best practices. Birmingham Community Charter High School, El Camino Real Charter High School, Granada Hills Charter High School and Vaughn Learning Center Executive Directors and Chief Executive Officers participated along with Palisades Charter High School. The charter leaders will be meeting with CA Charter School Association leadership to determine how the organization can best support the unique needs of conversion charters. An area where CCSA currently serves as an excellent resource is through the charter renewal process, which PCHS will be going through next year.

CA Charter School Association Executive Summit convened in San Francisco this past week.

Charter school leaders from across the state met for two days to provide input on priorities for the organization and learn about the current landscape for charter schools. CCSA is fully embracing a social justice focus to ensure good public schools for all students. CCSA is also very involved in State and local advocacy and policy creation. The need to elect officials who will support education-friendly initiatives will be critical for the future.

Coversheet

Department Presentations/Initiatives

Section: V. Academic Excellence
Item: B. Department Presentations/Initiatives
Purpose: Discuss
Submitted by:
Related Material: V_B_Part 2_Restorative Justice Peer Mediation Class_11_6_18.pdf
V_B_Part 1_Dept Presentation_Social Studies_Athletics_11_6_18.pdf

Restorative Practices Paradigm Shift

“What’s fundamental about restorative justice (practices) is a shift away from thinking about laws being broken, who broke the law, and how we punish the people who broke the laws. There’s a shift to: there was harm caused, or there’s disagreement or dispute, there’s conflict, and how do we repair the harm, address the conflict, meet the needs, so that relationships and community can be repaired and restored. It’s a different orientation. It is a shift.”

Cheryl Graves- Community Justice for Youth Institute

Traditional Approach	Restorative Approach
<i>School and rules violated</i>	<i>People and relationships violated</i>
<i>Justice focuses on establishing guilt</i>	<i>Justice identifies needs and obligations</i>
<i>Accountability = punishment</i>	<i>Accountability = understanding impact, repairing harm</i>
<i>Justice directed at offender, victim ignored</i>	<i>Offender, victim and school all have direct roles in justice process</i>
<i>Rules and intent outweigh whether outcome is positive/negative</i>	<i>Offender is responsible for harmful behavior, repairing harm and working toward positive outcomes</i>
<i>No opportunity for remorse or amends</i>	<i>Opportunity given for amends and expression of remorse</i>



Fall 2018 Palisades Athletics Update

- Football Western League Co-Champs ranked #7 in the City, begin playoffs Nov. 9 at Eagle Rock
- Girls Volleyball League Champions and will play in City Championship Sat. Nov 3rd vs Taft High School. Incredible comeback vs rival Granada Hills High School in Semis while being down 2-0 in games and down 20-11 in game 3 came all the way back on their court to win. Qualified for State Regional Tournament
- Girls Tennis League Champions received the #1 seed in the Open Division beat Cleveland in the Semi-Finals. They will take on play Granada Hills in the Finals on 11/7 at Balboa Rec center.
- Girls Golf League Champions undefeated in league play and qualified for the Finals tournament at Encino golf course. They placed 5th overall in the City at the Finals. Two golfers qualified for the State Regional Tournament
- Boys Polo League Champions received the #1 seed beat Venice in Quarters finals, 11/6 semifinals @ Pali and Finals at LA Valley College 11/8
- Cross Country both girls and boys western league champions. Will compete in the CIF LA prelims on 11/10 at Pierce College followed by the City Finals 11/17.

Coversheet

CDE State Dashboard Local Indicators Report

Section: V. Academic Excellence
Item: C. CDE State Dashboard Local Indicators Report
Purpose: Discuss
Submitted by:
Related Material: V_C_CDE State Local Indicators_11_6_18.pdf

CA Accountability Dashboard

Three things I know about the CA Dashboard are:

1.

2.

3.



Students, write your response!

How would you rate your knowledge of the Dashboard?

Add your dot to the continuum below:

Just Learning ----- Dashboard Expert



Students, drag the icon!



Powered by BoardOnTrack

Eight State Priorities

- Multiple Measures- not just test scores!
- Progress toward meeting students' needs
 - Status:
 - Very High
 - High
 - Medium
 - Low
 - Very Low
 - Change
 - Increased Significantly
 - Increased
 - Maintained
 - Declined
 - Declined Significantly

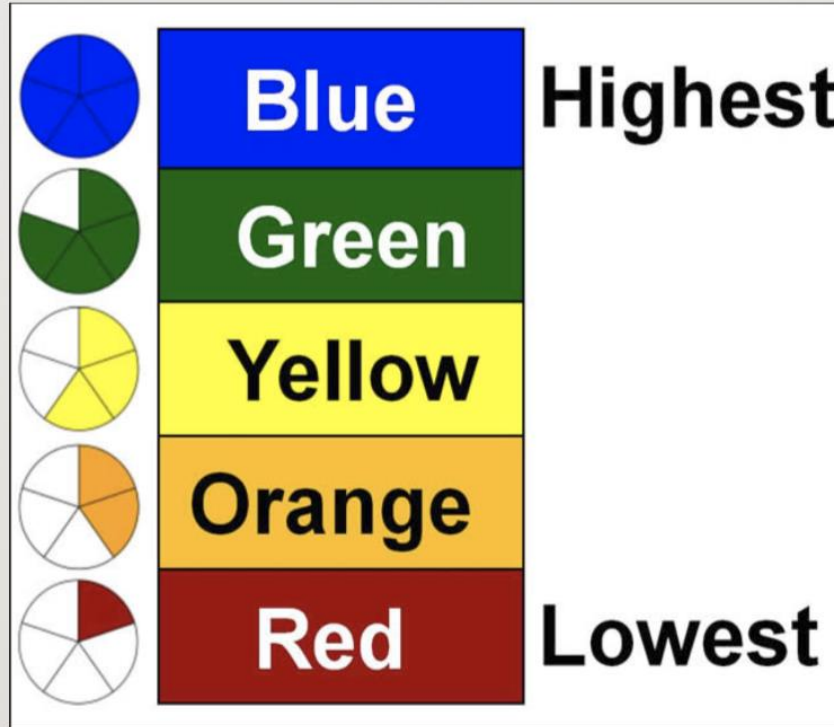
BACKGROUND

The California Way

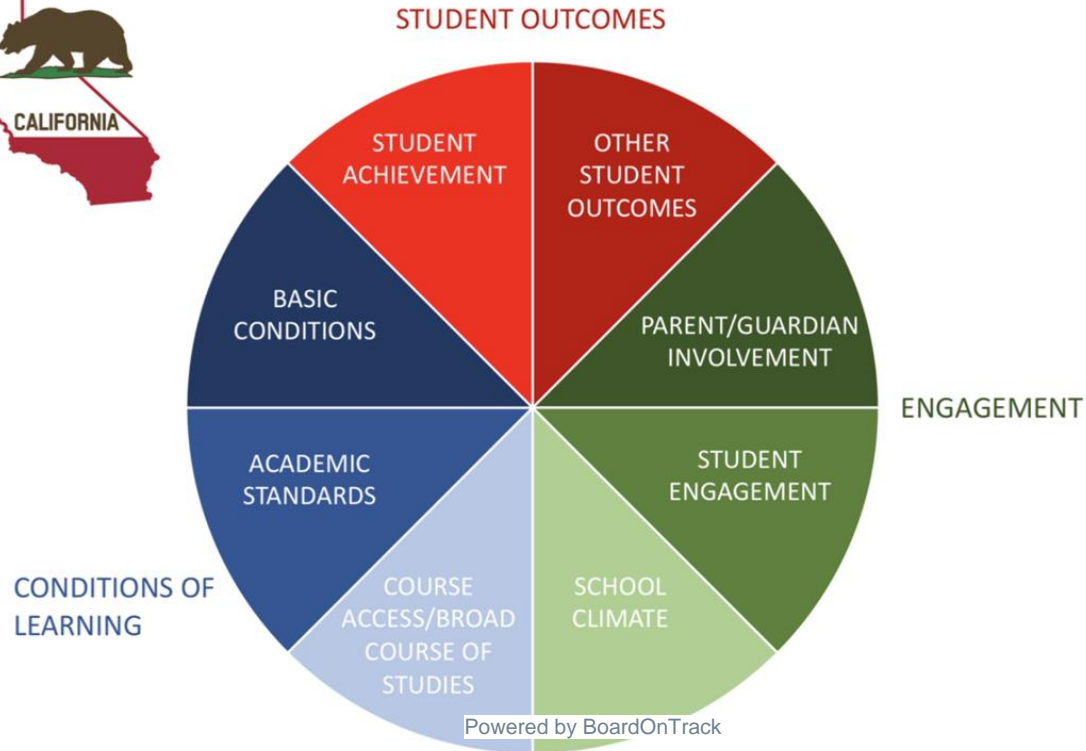
5 X 5 GRID

LEVEL	Change: Declined Significantly	Change: Declined	Change: Maintained	Change: Increased	Change: Increased Significantly
Status: Very High	Green	Green	Blue	Blue	Blue
Status: High	Green	Green	Green	Green	Blue
Status: Medium	Yellow	Yellow	Yellow	Green	Green
Status: Low	Orange	Orange	Orange	Yellow	Yellow
Status: Very Low	Red	Red	Red	Orange	Orange

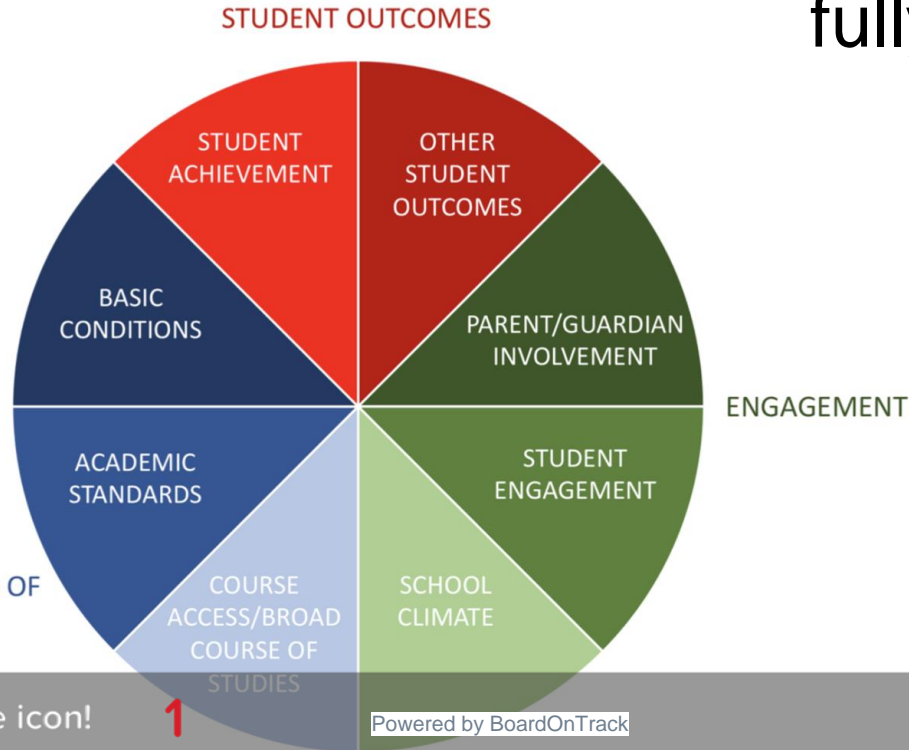
COLORED FRACTION WHEELS



CALIFORNIA'S EIGHT STATE EDUCATION PRIORITIES



Drag a red “1” to the State Priority wedge which requires that all students access fully-credentialed teachers:

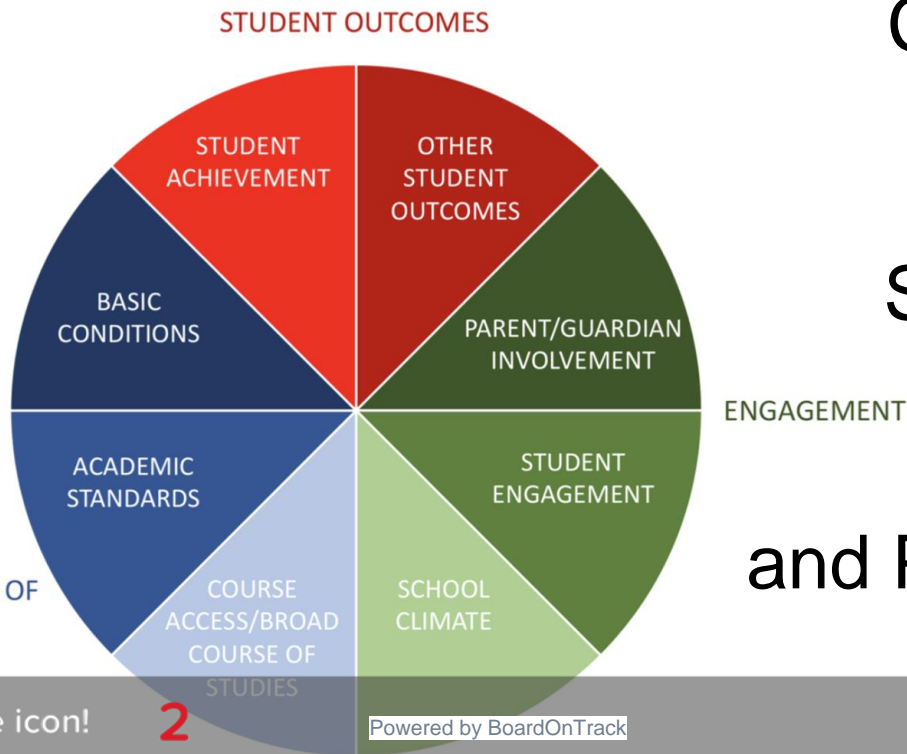


Students, drag the icon!

Drag a red “2” to the State Priority wedge which requires schools to implement

Common Core
NGSS
ELD
Social Science
VAPA
Health
and PE Standards.

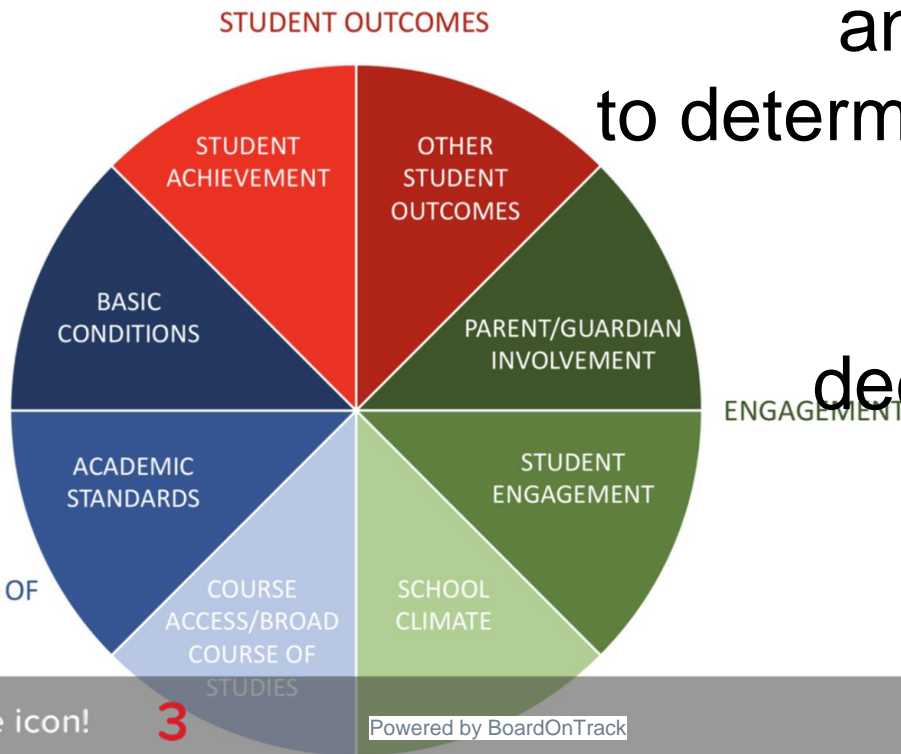
a



Students, drag the icon!

Drag a red “3” to the State Priority wedge in which PCHS uses Columbia Survey and WASC data to determine how much Parents are involved in decision-making.

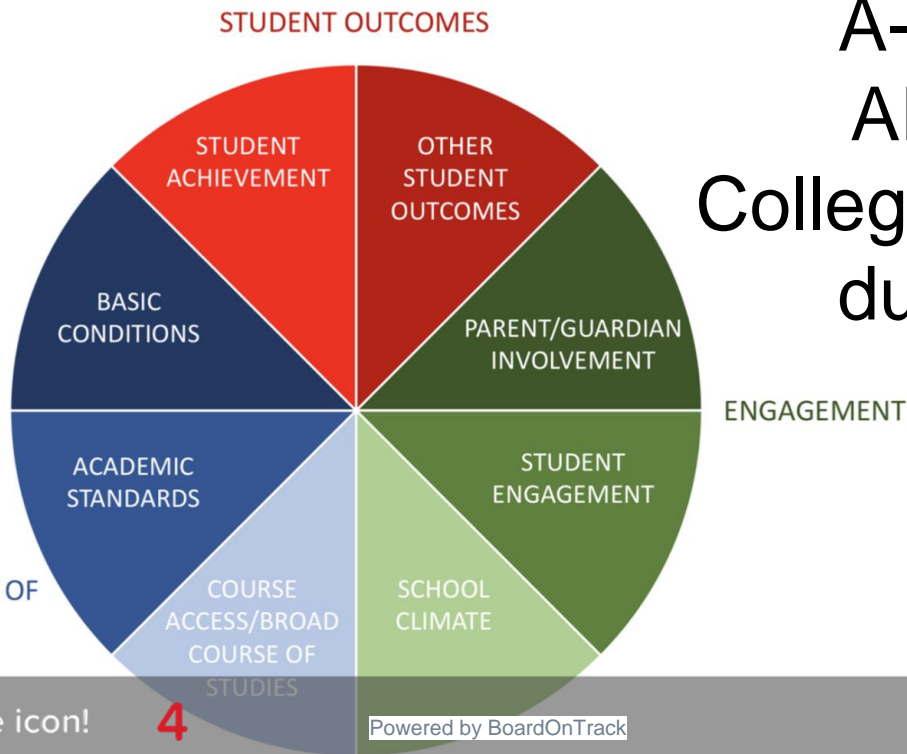
a



Students, drag the icon!

Drag a red “4” to the State Priority wedge in which PCHS is measured using SBAC, A-G completion, AP coursework, College coursework, dual-enrollment, and grad rate data.

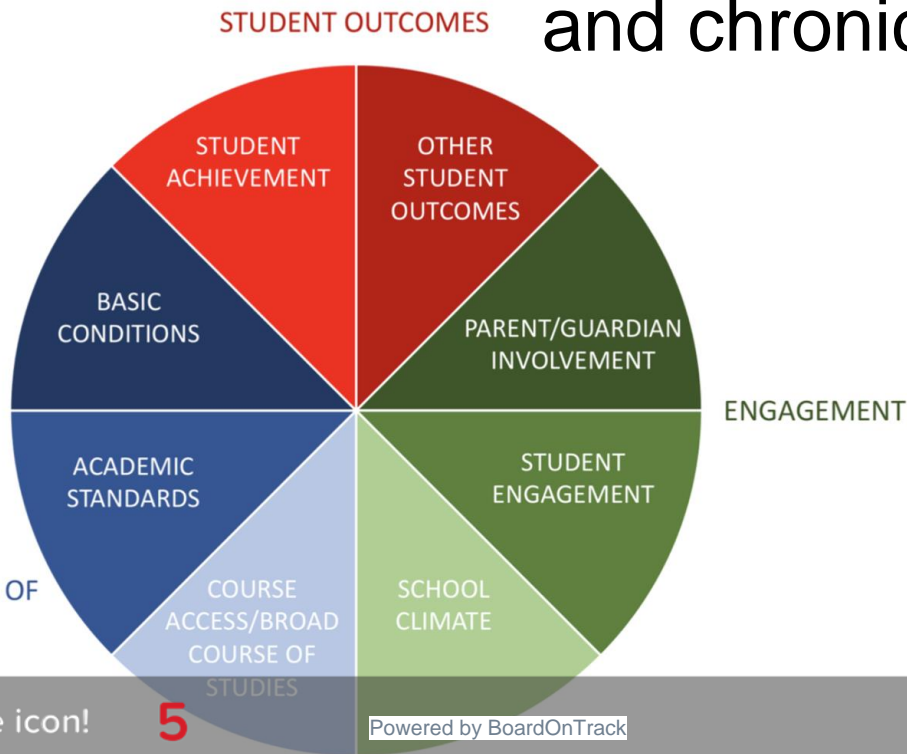
a,



Students, drag the icon!

Drag a red “5” to the State Priority wedge in which PCHS is measured using Attendance and chronic absenteeism data.

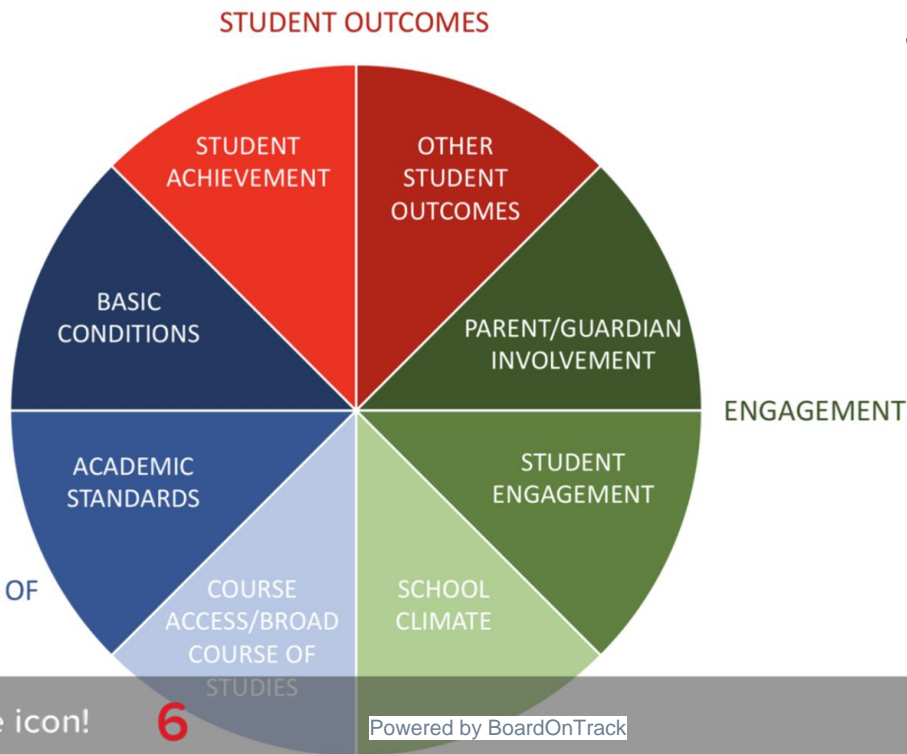
a,



Students, drag the icon!

Drag a red “6” to the State Priority wedge in which PCHS is measured using Suspension and Expulsion data.

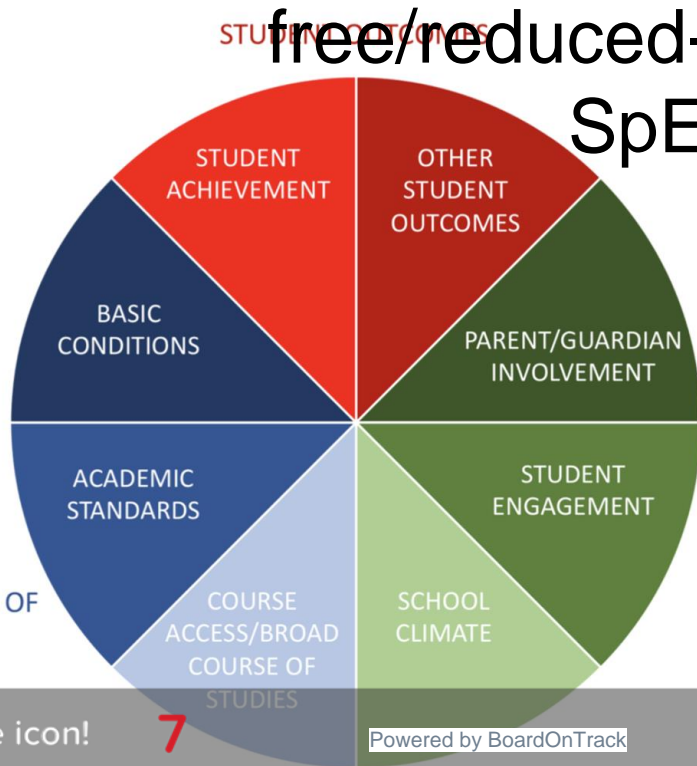
a,



Students, drag the icon!

Drag a red “7” to the State Priority wedge in which PCHS must make sure that EL students, free/reduced-cost lunch students, SpEd, & foster students, have access to classes that prepare them for college and careers.

a,



ENGAGEMENT

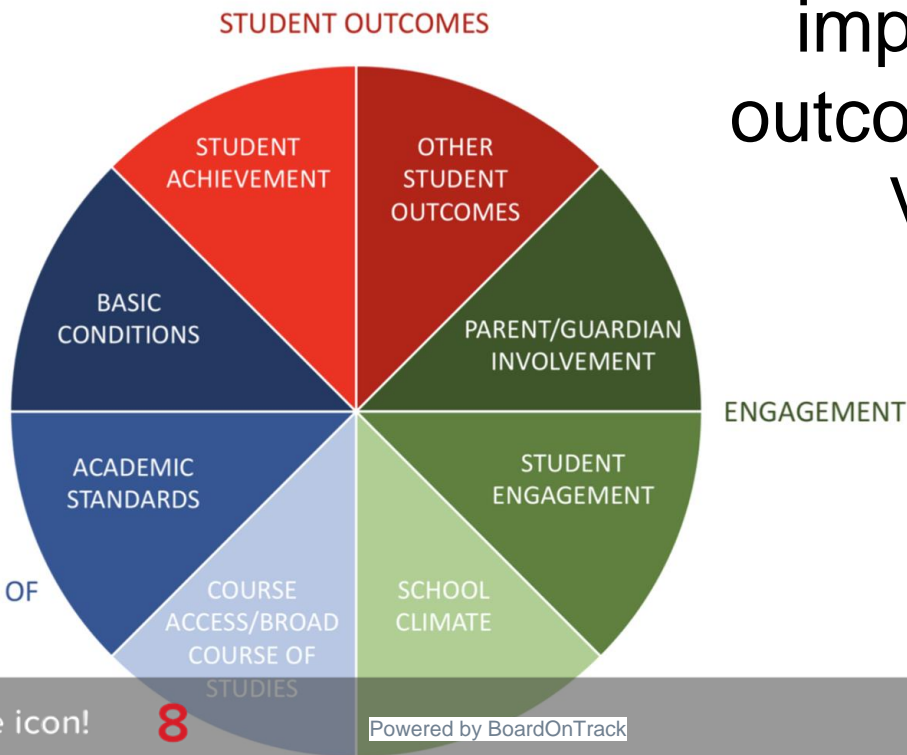


Students, drag the icon!

7

Drag a red “8” to the State Priority wedge in which PCHS measures other important student outcomes, such as, VAPA and PE.

a,



Students, drag the icon!

PERFORMANCE INDICATORS

From CALPADS, mostly:

From Pali-written “narratives,” mostly:

STATE INDICATORS

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- Graduation Rate
- College/Career Readiness
- English Language Arts
- Mathematics

LOCAL INDICATORS

- Basics (Teachers, Instructional Materials, Facilities)
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey

New for 2018-19:

Access to Broad Course of Study

Local Indicators due to CDE on November 16!

DASHBOARD

Analysis of Spring 2017

USE YOUR GRAPHIC ORGANIZER to ANALYZE OUR RESULTS.




Do on your own by visiting www.caschooldashboard.org, or follow along with the Slides.

State Indicators

All Students Performance

Total Student Groups

Student Groups in Red/Orange

Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		8	6
English Learner Progress (1-12)		N/A	N/A
Graduation Rate (9-12)		7	0
College/Career (9-12) <small>Select for one year of available data</small>	N/A	N/A	N/A

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators

Ratings

[Basics \(Teachers, Instructional Materials, Facilities\)](#)

Met

[Implementation of Academic Standards](#)

Met

[Parent Engagement](#)

Met






[Local Climate Survey](#)

Met

SPRING 2017

Adding "Access to Broad Course of Study" to Local Indicators in 2018

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

Chronic Absenteeism

Demographic	Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	430	37	8.6%
American Indian or Alaska Native	12	3	25.0%
Asian	252	14	5.6%
Filipino	26	1	3.8%
Hispanic or Latino	645	58	9.0%
Pacific Islander	16	1	6.3%
White	1,654	133	8.0%
Two or More Races	13	0	0.0%
Not Reported	*	*	*

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Palisades Charter High	3,049	247	8.1%
Los Angeles Unified	661,653	77,312	11.7%
Los Angeles County	1,571,756	167,311	10.6%
Statewide	6,405,496	694,030	10.8%

Suspensions

All Students		2,991	Medium 1.8%	Increased +0.4%
English Learners		54	Medium 1.9%	Increased +1.9%
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		1,002	Medium 2.7%	Increased +0.4%
Students with Disabilities		250	Medium 4%	Increased +1.8%
African American		429	Medium 4%	Increased +0.6%
American Indian		13	High 7.7%	Increased +1.4%
Asian		209	Medium 1.9%	Increased +1.5%
Filipino		38	Medium 2.6%	Increased +2.6%
Hispanic		710	Low 1.3%	Maintained +0.1%
Pacific Islander		17	Very Low 0%	Maintained 0%
Two or More Races		16	Very Low 0%	Maintained 0%

HISPANIC -->

WHITE -->

White



1,554

Low
1.4%

Increased

Students browse:

www.caschooldashboard.com/#/DashboardDetail/19647331995836/2/2

Powered by BoardOnTrack

Near Deck Interactive Slide
Do not remove

76 of 384



Suspensions

LEVEL	Increased Significantly by greater than 3.0%	Increased by 0.3% to 3.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 2.0%
Very Low 0.5% or less	Gray (N/A)	Green (None)	Blue (None)	Blue (None)
Low greater than 0.5% to 1.5%	Gray (N/A)	Yellow ▪ White	Green ▪ Hispanic	Green (None)
Medium greater than 1.5% to 6.0%	Orange (None)	Orange ▪ All Students (School Placement) ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ Students with Disabilities ▪ African American ▪ Asian	Yellow (None)	Green (None)

Very High
95.1%
Increased
+1.6%

Grad Rate:

English Learners		30	Medium 86.7%	Increased +2.2%
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		342	High 93%	Increased +1.2%
Students with Disabilities		66	High 90.9%	Increased Signi +5.9%
African American		102	High 94.1%	Increased +2%
American Indian		4	*	*
Asian		50	Very High 98%	Increased +4.3%
Filipino		8	*	*
Hispanic		182	High 91.2%	Maintained -0.1%
Pacific Islander		1	*	*
Two or More Races		3	*	*

Who is in GREEN?
(answer in your textbox)



Students, write your response!

**Maintained
Declined or
increased by less
than 1.0%**

**Increased
by 1.0%
to less than 5.0%**

**Increased
Significantly
by 5.0% or greater**

Grad Rate:

Who is in BLUE?

Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Blue (None)	Blue <ul style="list-style-type: none"> All Students (School Placement) Asian White 	Blue (None)
Green <ul style="list-style-type: none"> Hispanic 	Green <ul style="list-style-type: none"> Socioeconomically Disadvantaged African American 	Blue <ul style="list-style-type: none"> Students with Disabilities
Yellow (None)	Green <ul style="list-style-type: none"> English Learners 	Green (None)
Orange	Yellow (None)	Yellow (None)



Students, write your response!




Academic Performance

Assessment Performance Results	Number of Students	Status	Change
English Language Arts (Grade 11)	694	55.5 points above level 3	+7.2 points
Mathematics (Grade 11)	690	9.4 points below level 3	-1.4 points

The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
622	Prepared	281	45.2%
	Approaching Prepared	122	19.6%
	Not Prepared	219	35.2%

You can also sort by subgroup: this is “WHITE”

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.4%	Increased +0.3%
Graduation Rate (9-12)		Very High 96.9%	Increased +1.4%
College/Career (9-12) Select for one year of available data		N/A	N/A

**Play around the Dashboard, and fill out
your reflection/graphic organizer**

Coversheet

School Emergency Operations Plan - Update

Section: VI. Facilities/Operations
Item: B. School Emergency Operations Plan - Update
Purpose: Discuss
Submitted by:
Related Material:
VI_B_School Emergency Operations Plan for 2018-19 vPublic as of 2018-10-16.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

Leslie Woolley
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:

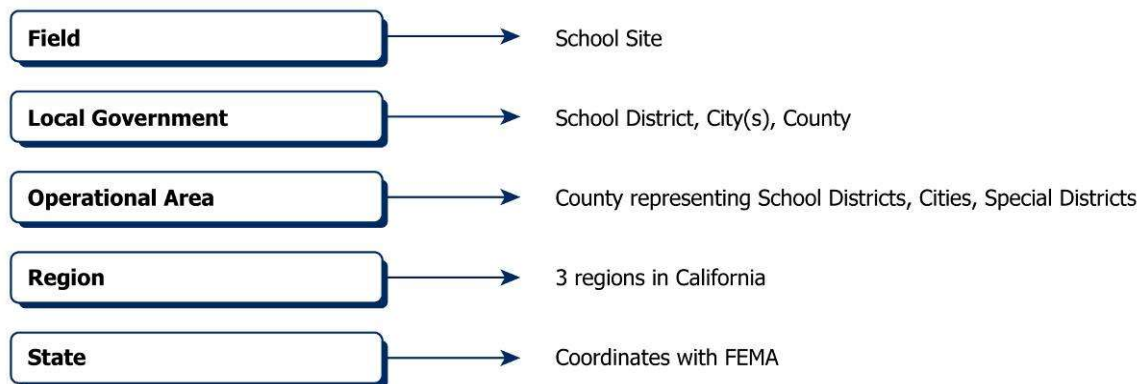
- Incident Command System
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

Public schools have mutual aid 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 the following:

- 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)

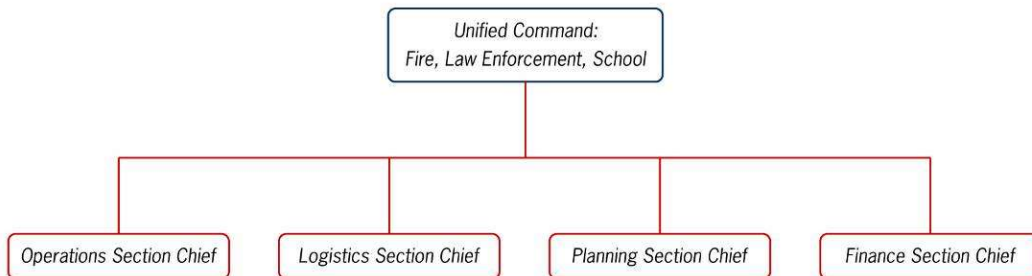
ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts – duplication of efforts – by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

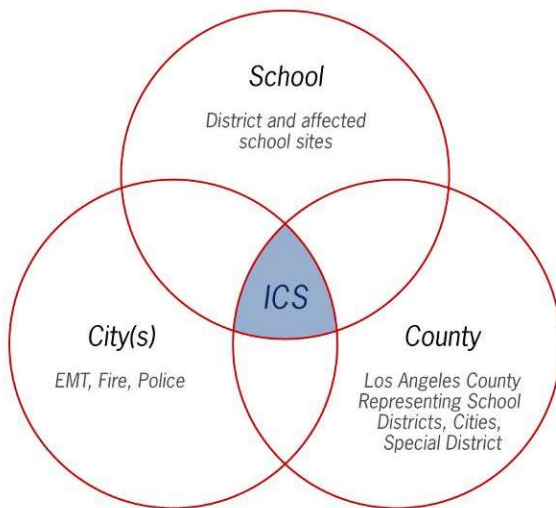
The five ICS functions are required at all NIMS levels. They are command, planning, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources 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 RESPONSE 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
Carolin 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
Alternate: Tom Seylar
Jean Maniger, Elva Pouya
Heather Schon, Linda Ello

SEARCH & RESPOND
Co-Leaders: Steve Yusi & Jennifer Peeks
Alternates: Andy Paris & Gio Stewart
Assistants: Minh Ha Ngo & Cheryl Onoye
Radio Operator: Minh Ha Ngo

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

Reunion Gate Visitors Lower Gate
Leader: Kim Theard
J.Barker, N. Newble, A. Aleman, Attendance Office

PSA (Personnel Staging Area)
Leader: HR Director
Alternate: HR/Library Assistants
All Staff/Personnel without SERT Assignment

Utilities
Leader: Walter Donez
Mario Tores
Kalei Pipczynski

**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	Brooks Walter
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

Evac. Site Line-Up Communication Captains

Green: Olivia Castro, Danielle Foley, Evelyn Rivera

Red: Jessica Elisha, Ian Miller, Jamie Agius

Blue: Angelica Pereyra, Lauren Spivak, Karen Newbill

Yellow: Michelle Green, Michael Mashbaum, Dustin Woropay

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 that 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 to either 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: The Incident Commander is responsible for emergency operations to ensure the safety of students, faculty, 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
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. To remain in charge of 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 workers 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. This 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 workers; minimum two 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 clockwise 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 team has cleared the room.
 - 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 to whom they were released.
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 reasonable physical barriers for use by 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 two 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 Lockdown - 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
Intentionally
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 the Request Gate Team that is staffed by members of the Counseling Team.
 - The teacher will render first aid if necessary or if the school nurse of First Aid Team is not available.
 - Students on the athletic fields should proceed to their previously designated area and assume regular emergency procedure discipline.
 - During any drill, the teacher will remain with the class.
 13. The teacher will assist others as directed by the IC.
 14. An All Clear signal will be given to return to your classrooms.
 15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

Evacuation of Disabled Students

General Procedures

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

Options include:

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

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

Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

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

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

Evacuation of Wheelchair-Confined Individuals

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

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

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

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

Map intentionally not shown

Evacuation Resources:

American Transportation Services, Inc.

3133 East South Street
Long Beach, CA 90805
(562) 531-8000

Red Cross

11355 Ohio Avenue
Los Angeles
(310) 445-9900

CERT CONTACT AND TRAINER

Name of Program:

Point of Contact: Brad Davis

Phone Number: 310-456-2489

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

Brief Description:

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

Section 8

Emergency Response Supplies

Emergency Response Supplies

CLASSROOM EMERGENCY

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

TOILET FACILITIES AND SUPPLIES

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

SUPPLIES DISTRICT SUPPLY CATALOG

COMMODITY CODE

BASIC SEARCH AND RESCUE (SAR Tools)

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

Stretcher

BASIC SEARCH AND RESCUE

(SAR Supplies)

(Supplies per team member)

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

Vest, SAR printed on back

Gloves, leather palms 895-72-41000

Flashlight 450-32-11380

Dusk mask 345-72-51110

Safety goggles 345-64-60050

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

Whistle 680-62-90200

Triage tag (6) 966-12-26135

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

Extra Batteries 450-06-11040

Duct Tape 832-24-09077

Rope 450-24-53051

SUPPLIES DISTRICT SUPPLY CATALOG

COMMODITY CODE

ADDITIONAL SUPPORT SUPPLIES AND EQUIPMENT

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

Solar blankets (Mylar) 345-30-25575

Camping lanterns

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

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

Gas generator

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

Emergency lights, for use during and after earthquake

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

Plastic bags (various sizes)

can be used as rain gear, storage or body bags

665-24-52804

Nylon rope, (50 & 100)

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

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

Emergency First Aid Kit

Cart with wheels 560-69-00100

Storage crates 100-06-59522

Shovel – pound point 445-61-74810

Shovel – square point 445-61-77160

Pick 445-03-42150

Portable PA 803-60-00125

Air Horn 345-73-13064

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

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

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

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

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

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

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

EARTHQUAKE SUPPLIES VENDOR LIST

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

VENDOR WEBSITE PHONE NO

Family/Employee Preparedness Training and Handbooks
American Red Cross – Emergency Services (213) 739-5211
Emergency Preparedness Society (EPS) Santa Fe Springs (800) 628-9111
Lafferty and Associates Earthquake Preparedness (818) 952-1268
Earthquake Preparedness Supplies
Earthquake Preparedness Products, Santa Ana (714) 542-3200
Earthquake Management (800) 925-9744
Survival Industries www.suvivorind.com (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 of 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 firefighting.

As 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 that 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.

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 is 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 affects the entire community and is likely to draw media attention. Ineffective handling of a crisis can endanger the welfare of all involved and negatively affect 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 landlines 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.

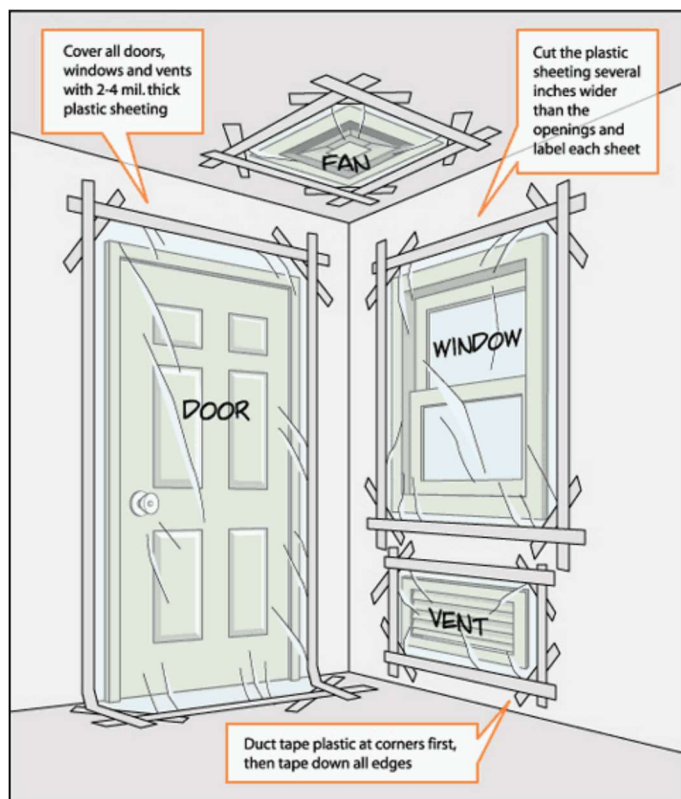
Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

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. In addition, 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. However, 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 usually 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 persons 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 persons 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 that 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.
 - Do not 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 that 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 injuries 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, 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 more capable 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 other 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.
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 it 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.

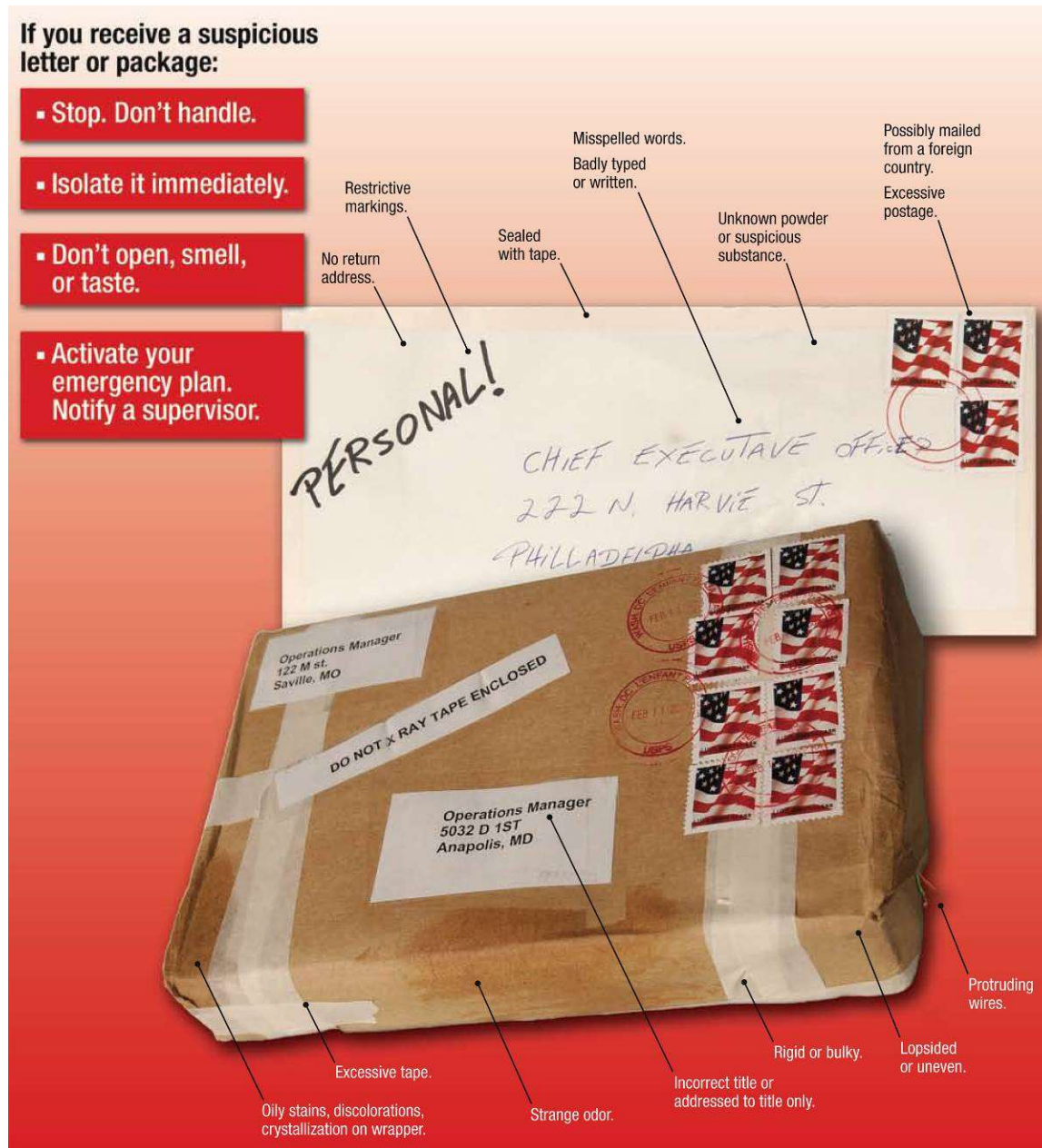
Detecting Suspicious Packages/Letters

***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 sleeve/contents 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 safety 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

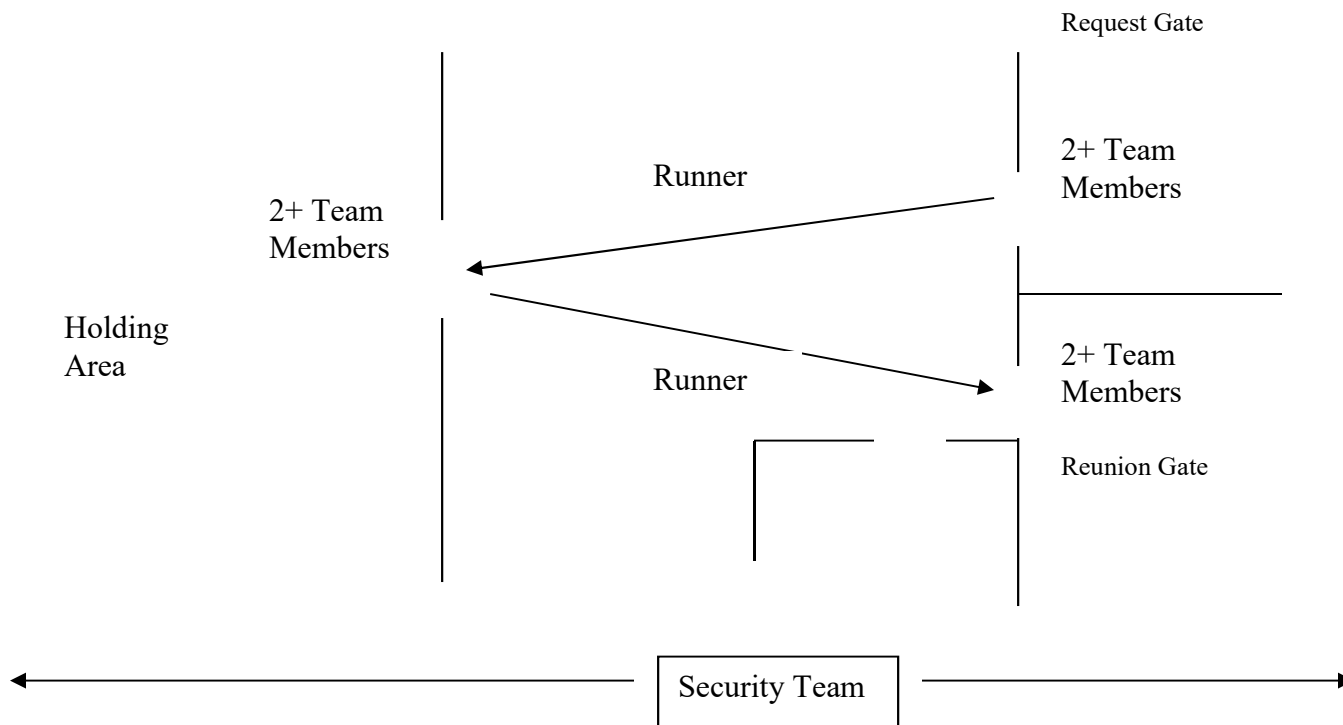
Appendix 2 Directions for Parent/Student Reunion Drill

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>
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Outdoor Reunification site #1:

Request Gate Location: **Visitors/Tunnel side gate**

Holding Area Location: Football Field

Notification Room Location: Portable on Home/Tunnel side

Outdoor Reunification site #2:

Request Gate Location: **Flag pole**

Holding Area Location: Quad and Baseball Field

Notification Room Location: A-Building

Indoor Reunification Site #1:

Reunion Gate Location: **Mercer Hall**

Holding Area Location: Classrooms, Gyms

Notification Room Location: A-Building - Attendance Office

Indoor Reunification site #2:

Reunion Gate Location: **A-Building**

Holding Area Location: Classrooms, Mercer Hall, Gyms

Notification Room Location: A-Building - Counseling Office

Appendix 4 Student/Parent Reunification Checklist
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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

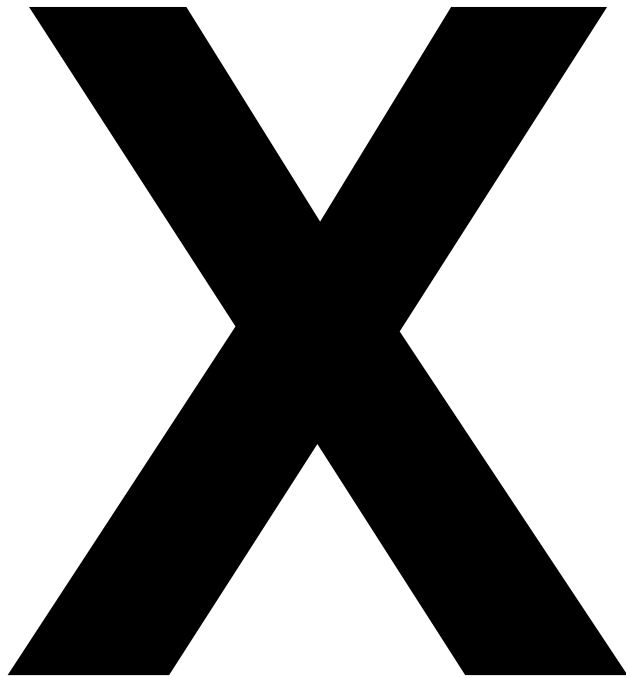
TEAM 6 Bldgs. M & M.Hall

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

Social Media Monitoring

Section: VI. Facilities/Operations
Item: C. Social Media Monitoring
Purpose: Vote

Submitted by:

Related Material:

VI_C_Part 2_PCHS Notice of Proposed Program to Obtain Information from Social Media.pdf

VI_C_Part 1_Social Media Monitoring_Service Agreement_11_6_18.pdf



PALISADES CHARTER HIGH SCHOOL

NOTICE OF INFORMATION OBTAINED FROM SOCIAL MEDIA

Notice to all faculty/staff, students and parent/guardians of Palisades Charter High School:

Please be advised that Palisades Charter High School will be considering a plan to gather or maintain in its records publicly available information obtained from faculty/staff and student social media solely for the purposes of school, faculty/staff or student safety. This plan would involve a third-party vendor that would alert PCHS to any detected threats to school safety apparent through data and information shared publicly on social media and blog streams.

“Social Media” means an electronic service or account, or electronic content, including, but not limited to, videos, still photographs, blogs, video blogs, podcasts, instant and text messages, email, online services or accounts, or Internet Web site profiles or locations. It does not include an electronic service or account used exclusively for educational purposes or primarily to facilitate creation of school-sponsored publications, such as a yearbook or pupil newspaper, under the direction or control of a school, teacher, or yearbook advisor. (Education Code, section 49073.6(a)(2).)

PCHS will present this plan, and recommend approval of its third-party vendor agreement, as an open session item at its regularly scheduled Board Meeting on Tuesday November 6, 2018 and will provide faculty/staff, parents or guardians with an opportunity for public comment before such a plan is adopted at that meeting.

Upon Board adoption of this plan and consistent with Education Code section 49073.6, a faculty/staff member, student and/or a student’s parents/guardians will be notified if PCHS decides to maintain information about a student from social media in the student’s record, and given an opportunity to correct or delete such information. Requests to access a record for examination of the social media information gathered through the plan, or to remove and/or correct such information, may be directed to PCHS at the following address:

Director of Human Resources (Amy Nguyen at anguyen@palihigh.org)
HR Dept. at 310-230-6670
1577 Bowdoin St, Pacific Palisades, CA 90272

Within thirty (30) days of receipt of a request to remove/correct social media information, the PCHS Executive Director or designee will review the request with the faculty/staff member, student and/or student’s parents/guardian and make a determination on whether to grant or deny the request. Additionally, any information about a person from social media that PCHS maintains in its records will be destroyed within one year after the student turns 18 or within one year after the person is no longer enrolled in PCHS or employed by PCHS, whichever occurs first.

Please note, this plan is consistent with PCHS’ existing Social Media Policy for Students, and PCHS is not prevented from otherwise fulfilling existing legal obligations to prevent reasonably foreseeable harm to the school or its faculty/staff or its students.



PALISADES

CHARTER HIGH SCHOOL

PUBLIC HEARING ON THIRD-PARTY AGREEMENT FOR SOCIAL MEDIA MONITORING

1. Administration may seek Board approval to contract with a third-party vendor to conduct monitoring of publicly available online activity on social media sites, related to Palisades Charter High School. The purpose of such monitoring is the safety and well-being of students, faculty/staff, and visitors. Prior to entering into such a contract, Education Code section 49073.6 requires that PCHS provide an opportunity for public comment at a regularly scheduled public meeting of the governing board. Administration recommends the Board provide this opportunity for public comment regarding PCHS's proposed program to gather or maintain publicly available information obtained from social media, which may include publicly available information on faculty/staff or students' social media accounts.

CONSENT AGENDA

1. Administration recommends the Board approve PCHS' third-party vendor contract for monitoring of publicly available information obtained from faculty/staff or student social media solely for the purposes of school, faculty/staff or student safety.

SOCIAL SENTINEL, INC.
SOCIAL SENTINEL® SERVICE ORDER FORM

Order Form Number:		Order Form Expiration Date:	November 12, 2018
Sales Contact:	Mike Snook	Sales Contact Phone #:	203-885-5718

Client Information			
Client Name:	Palisades Charter High School (CA)		
Client Billing Contact		Client Support Contact (Identify at least one)	
Contact Name:	Don Parcell	Contact Name:	Jeff Roepel
Title:	Director of Operations	Title:	Director of IT
Address:	1577 Bowdoin St	Address:	same
City, State, ZIP:	Pacific Palisades, CA 90272	City, State, ZIP:	same
Phone:	310-230-6625	Phone:	310-230-6666
Email:	dparcell@palihigh.org	Email:	jroepel@palihigh.org

Term	Service Fees		Data Usage Fee	Total Fees	
Annual Period 1	11/12/2018	to 11/11/2019	\$5,000.00	\$1,000.00	\$6,000.00
Annual Period 2	11/12/2019	to 11/11/2020	\$11,000.00	\$1,000.00	\$12,000.00

Does Client require a PO?		PO Contact Info:	
Effective Date of Agreement:		November 12, 2018	

PLEASE READ THIS CAREFULLY: Client’s use of the Social Sentinel® service (the “Service”) will be governed by the terms and conditions of this Order Form and the Social Sentinel Service Terms of Use (the “TOU”) (together, the “Agreement”) in effect as of the Effective Date provided on this Order Form (the “Effective Date”). By signing this Order Form, Client agrees to be bound by the terms and conditions of both the Order Form and the TOU, effective as of the Effective Date, as long as the Effective Date is following the Client’s authorized signing of this Order Form to follow the formal approval of the Service, Order Form and TOU by the Client’s Board of Trustees.

The “Term” for this Agreement will commence on the Effective Date and will continue for the duration of the Annual Periods set forth above. Either party may terminate this Agreement at the end of any Annual Period for convenience upon at least thirty (30) days written notice to the other party prior to the end of such Annual Period. No terms, provisions or conditions of any purchase order or other business form issued by Client relating to this Agreement will have any effect on the rights, duties or obligations of the parties under, or otherwise modify, this Agreement, regardless of any failure of Social Sentinel to object to such terms, provisions or conditions. The person signing this Order Form represents and warrants that the person has the authority to bind Client and agrees that this Agreement may be electronically signed. The parties agree the electronic signatures appearing on this Order Form are intended to authenticate this writing and have the same force and effect as hand-written signatures for purposes of validity, enforceability and admissibility.

SOCIAL SENTINEL, INC.	CLIENT:
Signature:	Signature:
Print Name: Richard Gibbs	Print Name: Dr. Pamela Magee
Title: President	Title: Executive Director & Principal
Date:	Date:

SOCIAL SENTINEL, INC.
SOCIAL SENTINEL® SERVICE TERMS OF USE

These Social Sentinel® Service Terms of Use (“TOU”) are incorporated by reference into the Social Sentinel® Service Order Form (the “Order Form”) executed between the Client identified on the applicable Order Form and Social Sentinel, Inc. (“Social Sentinel”) (together, the “Parties”). The services provided by Social Sentinel to Client, as indicated in the Order Form, will collectively be referred to as the “Service.” The TOU, the Order Form, and any approved addenda or schedules will be the entire agreement by and between Parties (the “Agreement”).

1. Definitions.

“Annual Period” means the one (1) year period of time during which Client receives the Service under this Agreement. Notwithstanding the foregoing, if explicitly stated in the Order Form, Annual Period 1 may be more or less than one year depending on the Effective Date of the Agreement.

“Confidential Information” means all confidential information in oral, written, graphic, electronic or other form including, but not limited to, past, present and future keywords/phrases, refined keywords/phrases, algorithms, filters, library, topic areas, business, financial and commercial information, prices and pricing methods, trade secrets, ideas, inventions, discoveries, methods, processes, know-how, computer programs, source code, and any other data or information disclosed, whether orally, visually or in writing. Confidential information also includes any nonpublic personal information provided by Client when using the Service, including information that constitutes pupil record information as defined in the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g) (“FERPA”) and California Education Code 49076. To the extent Social Sentinel receives any pupil record information from Client, Social Sentinel agrees it will not disclose it and will use that information only as permitted in this Agreement. Confidential Information will not include data or information that: (a) is publicly available Social Media Data (as defined in Section 10.1 below); (b) is other information that was in the public domain at the time it was disclosed or falls within the public domain, except through the fault of the receiving party; (c) was known to the receiving party at the time of disclosure without an obligation of confidentiality, as evidenced by the receiving party's written records; (d) becomes known to the receiving party from a source other than the disclosing party without an obligation of confidentiality; or (e) is developed by the receiving party independently of the disclosing party's confidential information as demonstrated by written records.

“Data Usage Fees” means the variable third party data consumption and processing fees that Social Sentinel will incur on Client's behalf in connection with Client's use of the Service, including but not limited to data ingestion fees imposed by social media services and other third-party data providers. As more fully outlined in Section 3.5, below, the Data Usage Fees outlined on the Order Form represents Social Sentinel's good faith effort to prospectively estimate such variable costs during each Annual Period.

“Documentation” means user guides, documentation, reports, and other help materials specifically describing the Service, as may be made available by Social Sentinel to Client and updated from time to time by Social Sentinel at Social Sentinel's sole discretion.

“Malicious Code” means any software code or program that may prevent, impair or otherwise adversely affect the operation of any computer software, hardware or network, or adversely affect access to, or the confidentiality of, any system or data, or adversely affect the user experience, including worms, Trojan horses, viruses and other similar things or devices.

“Service” means the Social Sentinel software as a service (SaaS) (and related Documentation), as updated from time to time, provided by Social Sentinel to Client that can help alert Client to threats through data and information shared publicly on social media and blog streams (“Alerts”), which Alerts Client may aggregate and assess for potential risks in the areas of security, public safety, harm, wellness or acts of violence. The Service includes the Sentinel SearchSM Library, Local+SM algorithms, and the Roles and Permissions Tool.

“Service Fees” means the fees for Social Sentinel's provision of the Service to Client (and, collectively, with the

Data Usage Fees, the “Fees”).

“User” means an individual who: (a) is Client’s employee or contractor, (b) is authorized by Client to use the Service, and (c) to whom Client (or Social Sentinel at Client’s request) has supplied a user identification and password.

2. Right to Use the Service. Social Sentinel hereby provides Client the right to use the Service during the Term (as defined in Section 4.1, below) in accordance with the terms and conditions of this Agreement. Any use of the Service not expressly authorized in this Agreement is strictly prohibited.

3. Fees and Payment

3.1. Fees. For each Annual Period, Client shall pay the Fees to Social Sentinel in the amounts set forth in the Order Form. Except as otherwise provided herein, (a) Fees are based on the Service subscription, and not actual usage, and (b) except as otherwise stated in Section 4.4, payment obligations are non-cancelable and any Fees paid are non-refundable.

3.2. Invoicing and Payment. Fees for Annual Period 1 will be invoiced upon Social Sentinel’s receipt of the properly executed Agreement from Client. Fees for subsequent Annual Periods will be invoiced at the beginning of each Annual Period. Fees for increased Data Usage Fees will be invoiced as provided in Section 3.5, below. All payments are due from Client thirty (30) days from date of invoice. Client is responsible for providing complete and accurate billing and contact information to Social Sentinel and notifying Social Sentinel of any changes to such information.

3.3. Overdue Fees. If Client fails to make payments when due, then in addition to Social Sentinel’s other rights and remedies, Social Sentinel will have the right, at its sole discretion, to suspend the Service pending Client’s full payment of any outstanding fees, immediately terminate this Agreement, and/or recover Social Sentinel’s reasonable costs and expenses, including reasonable attorneys’ fees, expended in collection of such amounts due. Unpaid amounts shall accrue interest at the lesser of one and one-half percent (1.5%) per month or the maximum amount chargeable by law, commencing thirty (30) days from when the payment was due and continuing until fully paid.

3.4. Taxes. Unless otherwise stated, Social Sentinel’s fees and pricing do not include any taxes, levies, duties or similar governmental assessments of any nature, including but not limited to value-added, sales, use or withholding taxes, assessable by any local, state, provincial, federal or foreign jurisdiction (collectively, “Taxes”). Client is responsible for paying all Taxes associated with Client’s use of the Service and licenses under this Agreement, however, since Client is a tax exempt organization they will not be responsible for any taxes related to this Agreement..

3.5. Data Usage Fees. Client acknowledges and understands that the Data Usage Fees outlined in the Order Form represent Social Sentinel’s good faith effort at the time the Order Form is executed to estimate, on an annual basis, variable fees that can be known for certain only at a future date. Once actual Data Usage Fees are ascertainable for a current Annual Period, or Social Sentinel has a good faith belief that any Data Usage Fees for any given future Annual Period need adjustment, Social Sentinel may, in its sole discretion, adjust such Data Usage Fees by providing Client with written notice (which notice may be by email or through the Service) as follows: (a) Should the adjustment be made to a current Annual Period, Social Sentinel may invoice Client for, and Client shall pay as outlined in this Section 3, the difference in cost between the original Data Usage Fee amount and the actual Data Usage Fee amount. (b) Should an adjustment be made to a future Annual Period, Social Sentinel may modify the Data Usage Fee for such Annual Period and the updated Data Usage Fee shall be binding upon Client. Data Usage Fees reflect third party costs, but Social Sentinel will make commercially reasonable efforts to limit any increase in Data Usage Fees (whether under 3.5(a) or 3.5(b)) to no more than 10%. Notwithstanding (a) and (b), above, for any increases to Data Usage Fees, Client has the right, in its sole discretion, to terminate this Agreement within thirty (30) days of receipt of the notice of increase by Social Sentinel.

4. Term and Termination

4.1. As noted in the Order Form, the “Term” will commence on the Effective Date and (unless this Agreement is otherwise terminated as outlined herein) will continue for the duration of the Annual Periods set forth in the Order Form. Either party may terminate this Agreement at the end of any Annual Period for convenience upon at least thirty (30) days written notice to the other party prior to the end of such Annual Period.

4.2. In addition, either party may terminate this Agreement for cause: (a) upon thirty (30) days written notice to the other party of a material breach if such breach remains uncured at the expiration of such period; (b) immediately upon written notice to the other party of a material breach that is incapable of cure; or (c) immediately if the other party becomes the subject of a petition in bankruptcy or any other proceeding relating to insolvency, receivership, liquidation or assignment for the benefit of creditors.

4.3. Social Sentinel may modify this Agreement from time to time. Such modifications generally will be effective at the beginning of the next Annual Period, except for limited circumstances where Social Sentinel makes a reasonable determination that a modification should go into effect at an earlier date. If Social Sentinel makes modifications to the Agreement, Social Sentinel will provide Client notice either by email, through the Service, or by other means, to provide Client the opportunity to review the modifications before they become effective. If Client accepts the modifications, such modifications will become effective upon acceptance or as otherwise provided in such modification. If Client objects reasonably to any such modifications, unless otherwise agreed to by the parties, this Agreement will terminate effective thirty (30) days from notice to Social Sentinel of such objection, and Social Sentinel will refund a pro-rated portion of the Fees prepaid for the current Annual Period.

4.4. Upon termination, Client’s rights and access to the Service will terminate, and Client will discontinue all use of the Service. As outlined in Section 3.1, the Fees for any paid Annual Period are non-refundable. Notwithstanding the forgoing, should Client terminate the Agreement for cause under Section 4.2, or due to changes to the Agreement via Section 4.3, or should Social Sentinel terminate the Agreement for convenience under Section 4.1, Social Sentinel will refund a pro-rated portion of the Fees prepaid for any Annual Period.

4.5. Upon expiration or termination of this Agreement for any reason, those provisions of the Agreement that by their nature are intended to survive will survive in accordance with their terms, including, but not limited to, Sections 7 through 12.

5. Client’s Use of the Service and Restrictions.

5.1. Client may use and access the Service solely to aggregate and assess publicly available social media and blog streams for potential threats in the areas of security, public safety, school safety, harm, wellness or acts of violence. Unless Client notifies Social Sentinel in writing of pending litigation that requires Social Sentinel to preserve information that Client is not able to preserve as long as needed, Alerts are available through the Service for up to thirty (30) days. No other rights, express or implied, are granted by this Agreement or otherwise. Client is solely responsible for Client’s and any User’s use of the Service and for compliance with this Agreement. Client will use reasonable efforts to prevent unauthorized access to, or use of, the Service, and Client will notify Social Sentinel promptly of any suspected unauthorized access or use. Client will (and will ensure all Users) use the Service only in accordance with applicable laws and government regulations. Client is solely responsible for maintaining the confidentiality of passwords associated with any account used by Client or Users to access the Service.

5.2. Client will not: (a) make the Service available to, or use the Service for the benefit of, anyone other than Client and Users; (b) sell, resell, license, sublicense, distribute, rent or lease the Service; (c) use the Service to monitor or surveil any individual or small groups of individuals; (d) use the Service in violation of any third-party privacy rights; (e) use the Service for employment or credit check purposes; (f) use the Service to store or transmit Malicious Code; (g) interfere with or disrupt the integrity or performance of the Service or third-party data contained therein; (h) attempt to gain unauthorized access to the Service or its related systems or networks; (i) reverse engineer, reverse compile, copy, translate, modify or create derivative works of the Service or any part, feature, function or user interface thereof; (j) use the Service for any purpose other than to obtain Alerts regarding possible

threats shared publicly on social media and blog streams; or (k) use the Service in any manner that is illegal or fraudulent, or otherwise in violation of the terms of this Agreement. The Parties note that Client's provision of alerts to public safety partners for the benefit of Client pursuant to Client's policies and procedures is not a violation of this Section 5.2.

5.3. Client acknowledges that pursuant to use of the Service, Client and Users may provide information about Client or others, including, but not limited to, by setting "geofences" and adding Local+ information to be used by the Service ("User Added Items"). Client hereby grants Social Sentinel the right to use the User Added Items as necessary to provide the Service as outlined herein. Notwithstanding anything to the contrary in this Agreement, but consistent with Section 14, Social Sentinel may de-identify and aggregate any User Added Items and use such anonymous, aggregated, de-identified User Added Items in perpetuity for any reasonable business purpose.

5.4. Client may not enter an individual's name in the Service's Local+ feature unless and until either: (a) Client is charged with providing the individual with safety or security services pursuant to applicable law, regulation, organizational policy, or contractual agreement, and the individual has acknowledged same through written documentation; or (b) the individual has provided documented consent regarding such use of the individual's name. Client will keep such documentation for the Term plus two (2) years thereafter, and Social Sentinel may at any time review and make copies of such documentation.

5.5. Client acknowledges and understands that any User Added Items may affect the Alerts provided through the Service, for example by increasing the number of Alerts presented through the Service. Social Sentinel reserves the right (but shall have no obligation) to pre-screen, review, flag, filter, modify, refuse or remove any or all User Added Items from the Service in its sole discretion, and when appropriate, Social Sentinel will make commercially reasonable attempts to discuss such actions with Client in a timely fashion before doing so.

5.6. For any Alerts or other information Client receives through the Service that contain posts or data from third-party social media companies, Client will abide by the terms of use or terms of service of such third-party social media companies, including but not limited to the Twitter Terms of Service (located at <http://twitter.com/tos>) and the Instagram Terms of Use (located at <https://help.instagram.com/478745558852511>).

5.7. Client agrees to keep records sufficient to demonstrate Client's compliance with this Agreement, including the names of Users using the Service.

6. Support and Availability.

6.1. Social Sentinel shall provide its standard email and telephone support for the Service to Client during normal business hours, Eastern Standard Time, at no additional charge. Social Sentinel shall only provide such support to Client. For support after hours, Client may provide messages to Social Sentinel through email or telephone, and Social Sentinel will respond as soon as reasonably practicable.

6.2. Social Sentinel shall use commercially reasonable efforts to make the Service available twenty-four (24) hours a day, seven (7) days a week, except for: (a) scheduled downtime (of which Social Sentinel will give reasonable electronic notice); (b) maintenance periods that may be reasonably necessitated outside any normal maintenance window; or (c) any unavailability caused by (i) any Force Majeure Events (as defined in Section 13.6); (ii) acts or omissions by Social Sentinel when done at the request of Client of any agent or representative of Client; (iii) Client's failure to provide information or approval that is necessary to provide the Service, or (iv) Social Sentinel's suspension of the Service as outlined in this Agreement.

6.3. Social Sentinel shall make commercially reasonable efforts to provide the following client support: (a) working with Client to set up and configure the Service; (b) training Client's Users to use and maintain the Service; (c) providing ongoing support, including holding regularly scheduled calls and responding to inquiries within a commercially reasonable period of time; and (d) providing periodic performance updates.

7. Confidentiality

7.1. Each party will hold the other's Confidential Information in confidence and, unless required by law, not make the other's Confidential Information available to any third party or use the other's Confidential Information for any purpose other than as explicitly outlined in this Agreement. The receiving party agrees to notify the disclosing party promptly of any unauthorized disclosure of the disclosing party's Confidential Information and to assist the receiving party in remedying any such unauthorized disclosure. Nothing in this Agreement will be construed to restrict the Parties from disclosing Confidential Information as required by law or court order or other governmental order or request, provided in each case the party requested to make such disclosure will (to the extent allowed by such law or order) timely inform the other party and use all reasonable efforts to limit the disclosure and maintain the confidentiality of such Confidential Information to the extent possible. In addition, the party required to make such disclosure will permit the other party to attempt to limit such disclosure by appropriate legal means.

7.2. The Service identifies Alerts only through data and information shared publicly on social media and blog streams. Though Clients are not required to provide any nonpublic personal information when using the Service, a Client or User may choose to provide nonpublic personal information (e.g., information about people, places, or locations) when using the Service, such as when using the Service's Local+ feature. If such information pertains to enrolled students, the information provided by Client shall be limited to directory information as defined under FERPA, and Client shall not inform Social Sentinel that such information pertains to enrolled students. To the extent applicable to it, each party shall at all times during the Term comply in all material respects with all laws, legislation, rules, regulations, governmental requirements and industry standards applicable to such party with respect to the performance by each party of its obligations hereunder. Without limiting the foregoing, and consistent with Section 14, each party will keep all nonpublic personal information received or obtained from the other party confidential and shall use such nonpublic personal information only for the reasonable purposes for which the party delivered the nonpublic personal information. Moreover, each party will implement and shall use administrative, electronic, technical and physical safeguards and procedures designed to protect the security, confidentiality and integrity of, to prevent unauthorized access to or use of, and to ensure the proper disposal of, nonpublic personal information.

8. Proprietary Rights and Licenses

8.1. Subject to Client's right to use the Service as outlined in Section 2, Social Sentinel retains exclusive right, title and interest (including all intellectual property rights and other rights) in and to the Service including any portion thereof (including all ideas, concepts, designs, software, software code, inventions and works of authorship, and all intellectual property associated therewith), all data Social Sentinel determines, in its sole discretion, to maintain relating to the use of the Service (including statistics available to Social Sentinel relating to the Service), any works developed by Social Sentinel related to the Service in any manner, and any integration code and any interfaces or other software or technology developed by Social Sentinel. Client shall have no ownership in or license to the Service, or any portion thereof, or in the intellectual property associated therewith. Except as otherwise set forth in this Agreement, Client shall retain copyright and any other rights Client already holds in any User Added Items created or provided by Client. Any data Social Sentinel receives from Client that constitutes personally identifiable information of students within the meaning of FERPA will continue to be the property of and under the control of Client.

8.2. Regarding Alerts and reports that Social Sentinel provides to Client as part of the Service, Social Sentinel grants to Client a perpetual, nonexclusive, nonassignable, nontransferrable license to use such Alerts and reports solely in accordance with the terms and conditions of this Agreement.

8.3. Client acknowledges and understands that if any comments, feedback or ideas (and related materials) are submitted to Social Sentinel about the Service, including possible Service developments ("Client Feedback"), Social Sentinel makes no assurances or warranties that such Client Feedback Ideas will be treated as confidential or proprietary. By submitting Client Feedback to Social Sentinel, Client is waiving any and all rights that it may have in the Client Feedback and is representing and warranting to Social Sentinel that the Client Feedback is wholly original with Client, that no one else has any rights in the Client Feedback and that Social Sentinel is free to

implement the Client Feedback if it so desires, as provided or as modified by Social Sentinel, without obtaining permission or license from any third party. This provision is subject to any limitations in Section 13.5 of this Agreement.

9. Representations and Warranties

9.1. Each party hereby represents and warrants to the other as follows: (a) that it is duly organized, validly existing and in good standing under the laws of its jurisdiction of incorporation; (b) that the execution and performance of this Agreement will not conflict with or violate any provision of any law having applicability to such party; and (c) that this Agreement, when executed and delivered, will constitute a valid and binding obligation of such party and will be enforceable against such party in accordance with its terms.

9.2. Social Sentinel warrants that: (a) the Service will perform materially in accordance with the applicable Documentation and Social Sentinel's representations of the Service as stated in this Agreement; and (b) Social Sentinel will not materially decrease the functionality of the Service during the Term. For any breach of an above warranty, Social Sentinel will use commercially reasonable efforts to cause the Service to function in accordance with the Documentation or otherwise remedy the decrease in functionality, as applicable. If Social Sentinel notifies Client that it is unable to remedy the issue, Client's exclusive remedy (and Social Sentinel's sole responsibility) shall be termination and refund of pro-rata fees as outlined in Sections 4.2 and 4.4.

9.3. Social Sentinel warrants that to the best of its knowledge it owns, or is licensed to use, all intellectual property necessary for the conduct of its business pursuant to the terms and conditions of this Agreement.

10. Disclaimers

10.1. The Service provides information that may indicate potential threats in the areas of security, public safety, school safety, harm, wellness or acts of violence based on publicly available social media posts ("Social Media Data"). This Social Media Data is made available to Social Sentinel by one or more social media services or third-party data providers. Social Sentinel makes no representations or warranties as to the sufficiency, completeness, timeliness, authorization for access to, or accuracy of Social Media Data.

10.2. Client is solely responsible for reviewing Alerts provided by the Service and for determining any actions Client will, or will not, take in response to such Alerts. Social Sentinel does not assume, and hereby disclaims, any responsibility for identifying any actionable Alert. Client acknowledges and understands that Alerts provided through the Service may include Alerts that Client does not find responsive or may omit social media posts. Social Sentinel does not warrant that the information contained in the Alerts is comprehensive, complete or accurate, and Social Sentinel does not assume, and hereby disclaims, any liability to any person or entity for any loss or damage caused by the contents or omissions in any Alerts provided through the Service, whether such contents or omissions result from negligence, accident, or otherwise.

10.3. EXCEPT AS EXPRESSLY PROVIDED IN SECTION 9, ABOVE, THE SERVICE IS PROVIDED "AS IS" AND "AS AVAILABLE." ACCORDINGLY, BUT WITHOUT IN ANY WAY LIMITING THE GENERALITY OF THE FOREGOING, SOCIAL SENTINEL DOES NOT REPRESENT OR WARRANT THAT THE SERVICE WILL MEET THE REQUIREMENTS OF ANY PERSON OR WILL OPERATE ERROR-FREE, CONTINUOUSLY, OR COMPLETELY SECURE, AND SOCIAL SENTINEL MAKES NO OTHER REPRESENTATIONS OR WARRANTIES OF ANY KIND, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, AND SOCIAL SENTINEL SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES, INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, ACCURACY, SATISFACTORY QUALITY, OR ANY WARRANTIES THAT MAY ARISE FROM COURSE OF DEALING, COURSE OF PERFORMANCE OR USAGE OF TRADE, TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW. WITHOUT LIMITING THE FOREGOING, SOCIAL SENTINEL AND ITS AFFILIATES, OFFICERS, EMPLOYEES, AGENTS, REPRESENTATIVES, PARTNERS, SUPPLIERS AND LICENSORS DISCLAIM ANY AND ALL WARRANTIES REGARDING THE SECURITY, RELIABILITY, TIMELINESS, COMPLETENESS, ACCURACY AND PERFORMANCE OF THE

SERVICE.

11. Indemnification

11.1. To the fullest extent permitted by law, Client shall defend and indemnify Social Sentinel and its officers, directors, employees, and stockholders from and against any third party claims, suits, judgments, proceedings, losses, liabilities, costs and expenses (including reasonable attorneys' fees and other reasonable costs and expenses related thereto) to the extent they arise out of or relate to Client's use of or reliance upon the Service, or breach of or failure to comply with any term, condition, representation or covenant under this Agreement.

11.2. To the fullest extent permitted by law, Social Sentinel shall defend and indemnify Client and its officers, directors, employees, administrators, board members, and stockholders from and against any third party claims, suits, judgments, proceedings, losses, liabilities, costs and expenses (including reasonable attorneys' fees and other reasonable costs and expenses related thereto) to the extent they arise out of or relate to: (a) the gross negligence or willful misconduct of Social Sentinel, or (b) any third party claims brought against Client for infringement of U.S. intellectual property rights arising from Client's use of the Service provided to Client by Social Sentinel within the scope of rights granted in this Agreement.

11.3. Notwithstanding Sections 11.1 and 11.2, above, the indemnifying party shall only be required to indemnify the indemnified party provided that (i) the indemnified party notifies the indemnifying party, promptly in writing, not later than fifteen (15) days after the indemnified party receives written notice of the claim, (ii) the indemnified party gives the indemnifying party sole control of the defense and any settlement negotiations; (iii) the indemnified party gives the indemnifying party the reasonable information, authority, and assistance the indemnifying party needs to defend against or settle the claim, and (iv) the indemnifying party shall not be responsible for any costs and expenses, including attorneys' fees, incurred by the indemnified party to monitor the defense or settlement of the claim by the indemnifying party. Notwithstanding the foregoing, in connection with the defense or settlement of any such claim, the indemnifying party may not make any admissions on the indemnified party's behalf, may not agree to any injunctive relief or restrictive covenants affecting the indemnified party, and may not settle or compromise any claim in a manner that does not unconditionally release the indemnified party from liability thereunder, without the indemnified party's prior written consent.

11.4. The infringement indemnification in subsection (b) of Section 11.2 shall not be provided by Social Sentinel: (i) if the applicable Service was used in breach of this Agreement, (ii) if the Service is altered by a party other than Social Sentinel, if Social Sentinel lacked notice that its Service was altered and if the infringement claim could have been avoided by using an unaltered version of the Service, (iii) if Client uses a version of the Service that has been superseded with a new version when Client was notified to use that new version, and if the infringement claim could have been avoided by using an unaltered current version of the Service, (iv) to the extent that an infringement claim is based on a product or service not provided by Social Sentinel; or (v) to the extent that an infringement claim is based on the combination by Client of the Service with any products or services not provided by Social Sentinel. This indemnification obligation of Social Sentinel is expressly limited to the rights to use the Service by Client from Social Sentinel.

12. Limitation of Liability. NEITHER PARTY, NOR ANY OF ITS AFFILIATES, NOR THEIR RESPECTIVE OFFICERS, DIRECTORS, STOCKHOLDERS, AGENTS, ADMINISTRATORS, BOARD MEMBERS, AND EMPLOYEES, SHALL HAVE ANY LIABILITY WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INCIDENTAL, INDIRECT OR PUNITIVE DAMAGES (INCLUDING DAMAGES DERIVED FROM THE LOSS OF EARNINGS, PROFITS OR GOODWILL OR FROM INCREASED EXPENSES OR COSTS, FORESEEABLE OR UNFORSEEABLE), THAT MAY BE INCURRED OR SUFFERED BY A PARTY OR ANY CUSTOMER OR ANY OTHER PERSON WHETHER UNDER THE LAWS OF CONTRACT, STRICT LIABILITY, TORT OR OTHERWISE, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT SHALL THE TOTAL, CUMULATIVE LIABILITY OF CLIENT UNDER THIS AGREEMENT EXCEED THE TOTAL AMOUNTS OWED BY CLIENT IN THE LAST TWELVE (12) MONTHS PRECEDING THE FIRST INCIDENT OUT OF WHICH THE LIABILITY AROSE; THE FOREGOING LIMITATION ON CLIENT'S LIABILITY SHALL NOT APPLY TO ANY LIABILITY ARISING FROM OR RELATED TO

CLIENT'S ACTIONS OR OMISSIONS RELATED TO ANY ALERTS PROVIDED THROUGH THE SERVICE. IN NO EVENT SHALL THE TOTAL, CUMULATIVE LIABILITY OF SOCIAL SENTINEL UNDER THIS AGREEMENT EXCEED THE TOTAL AMOUNTS PAID BY CLIENT IN THE LAST TWELVE (12) MONTHS PRECEDING THE FIRST INCIDENT OUT OF WHICH THE LIABILITY AROSE, PROVIDED THAT, REGARDLESS OF ANY STATUTE OR LAW, NO CLAIM OR CAUSE OF ACTION, REGARDLESS OF FORM, ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT MAY BE BROUGHT BY CLIENT OR SOCIAL SENTINEL MORE THAN TWELVE (12) MONTHS AFTER THE FACTS GIVING RISE TO THE CAUSE OF ACTION HAVE OCCURRED, REGARDLESS OF WHETHER THOSE FACTS BY THAT TIME ARE KNOWN TO, OR REASONABLY OUGHT TO HAVE BEEN, DISCOVERED BY CLIENT OR SOCIAL SENTINEL. THIS LIMITATION WILL APPLY, REGARDLESS OF WHETHER ANY REMEDY SET FORTH HEREIN FAILS OF ITS ESSENTIAL PURPOSE, AND REGARDLESS OF THE THEORY OF LIABILITY ON WHICH SUCH CLAIM OF DAMAGE IS BASED, BE IT IN CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, CONTRIBUTION, INDEMNITY OR ANY OTHER LEGAL THEORY. IF YOU ARE A CALIFORNIA RESIDENT, YOU WAIVE CALIFORNIA CIVIL CODE SECTION 1542, WHICH STATES, IN PART: "A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS WHICH THE CREDITOR DOES NOT KNOW OR SUSPECT TO EXIST IN HIS FAVOR AT THE TIME OF EXECUTING THE RELEASE, WHICH IF KNOWN BY HIM MUST HAVE MATERIALLY AFFECTED HIS SETTLEMENT WITH THE DEBTOR." The Parties acknowledge that the limitations of liability in this Agreement and the allocations of risk herein are essential elements of the bargain between the Parties, without which Social Sentinel would not have entered into this Agreement.

13. General Provisions

13.1. Governing Law. This Agreement is governed by the laws of the State of California with venue in Los Angeles County without regard to its conflicts of laws provisions, the state and federal courts of which have sole and exclusive jurisdiction to resolve any actions or claims arising out of or in connection with this Agreement. Client submits to the exclusive jurisdiction of such courts for such purpose.

13.2. Entire Agreement; Modifications; Order of Precedence. This Agreement, including any items referenced herein, is the entire agreement between Client and Social Sentinel regarding Client's use of the Service and supersedes all prior and contemporaneous agreements, proposals or representations, written or oral, concerning its subject matter. No terms, provisions or conditions of any purchase order or other business form issued by Client relating to this Agreement will have any effect on the rights, duties or obligations of the parties under, or otherwise modify, this Agreement, regardless of any failure of Social Sentinel to object to such terms, provisions or conditions. Except as otherwise outlined in this Agreement, no modification, amendment, or waiver of any provision of this Agreement will be effective unless in writing and signed (which may be electronic) by the party against whom the modification, amendment or waiver is to be asserted. In the event of any conflict or inconsistency among the following documents, the order of precedence shall be: (1) the Order Form, (2) the TOU, and (3) any exhibits or other attachments to the Agreement.

13.3. Assignment. Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the other party's prior written consent (not to be unreasonably withheld); provided, however, Social Sentinel may assign this Agreement in its entirety in connection with a merger, acquisition, corporate reorganization, or sale of all or substantially all of its assets, or the assets to which this Agreement relates. Subject to the foregoing, this Agreement will bind and inure to the benefit of the Parties, their respective successors and permitted assigns.

13.4. Independent Contractor. The Parties are independent contractors. This Agreement does not create a partnership, franchise, joint venture, agency, fiduciary or employment relationship between the Parties.

13.5. Client Disclosure. Social Sentinel will not disclose the fact that Client is a client of Social Sentinel to the general public or media, unless otherwise required by law, without Client's prior written consent.

13.6. Force Majeure. Neither party shall be liable to the other for any delay or failure to perform hereunder

(excluding payment obligations) due to circumstances beyond such party's reasonable control, including, for example, acts of God, acts of government, flood, fire, earthquakes, civil unrest, acts of terror, strikes or other labor problems (excluding those involving such party's employees), failure of the internet or other hosted service disruptions involving hardware, software or power systems not within such party's reasonable control, and denial of hosted service attacks (collectively, "Force Majeure Events").

13.7. Severability. If any provision of this Agreement is held by a court of competent jurisdiction to be contrary to law, the provision will be deemed null and void, and the remaining provisions of this Agreement will remain in effect. No failure or delay by either party in exercising any right under this Agreement will constitute a waiver of that right.

13.8. Notices. Notice under this Agreement must be in writing (including electronic format) and sent by postage prepaid first-class mail or receipted courier service to the address below or to such other address (including facsimile or e-mail) as specified below, and will be effective upon receipt:

- To Client: To the contact information provided on the Order Form or as subsequently provided in writing by Client.
- To Social Sentinel: To Social Sentinel, Inc., 128 Lakeside Dr., Suite 302, Burlington, VT 05401, Attention: General Counsel.

13.9. Headings. The headings in this Agreement are for convenience of reference only and shall not limit or otherwise affect the meaning hereof.

14. California Education Code 49073.6. The Service provides Client with Alerts based on whether individual posts shared publicly on social media and blog streams contains threat language and is associated with Client. Client does not provide Social Sentinel with information about the identity of any pupils enrolled at Client. The Service is does not intentionally gather any social media information on any enrolled pupils. Notwithstanding the foregoing, Social Sentinel acknowledges that, to the extent the Service gathers information from social media on an enrolled pupil, and except for User Added Items that, consistent with Section 5.3, Social Sentinel has de-identified and made anonymous as to the identity of any student enrolled with Client:

14.1. Social Sentinel is prohibited from using any social media information on enrolled students of Client for purposes other than to satisfy the terms of this Agreement

14.2. Social Sentinel is prohibited from selling or sharing any social media information on enrolled students of Client with any person or entity other than Client, or the student or his or her parent or guardian.

14.3. Social Sentinel further acknowledges that is required to destroy any information pertaining to an enrolled student of Client immediately upon satisfying the terms of the Agreement or, upon being given notice from Client and a reasonable opportunity to act, within one year of a student turning 18 years of age, or within one year after the student is no longer enrolled with the Client, whichever is first.

[End of Agreement]

Coversheet

2018-2019 Budget Updates

Section: VII. Finance
Item: A. 2018-2019 Budget Updates
Purpose: Discuss
Submitted by:
Related Material: VII_A_2018-2019 Budget Updates_11_06_18.pdf

PALISADES CHARTER HIGH SCHOOL
2017-2018 Unaudited Actuals 2018-2019 10/16 Board Approved

	2017-2018 Unaudited Actuals (6/30/18)	09/20/18 Changes	Board Approved 2018/19 Budget Updates (10/16/18)	Changes to 10/8/2018	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED					
LCFF FUNDING PER ADA					
EPA Funding-Prop 30	2,905	2,867	2,867		ADA Concerns- Need to increase (lower ADA # to be more realistic, by 15) Target 2nd Semester Enrollment
	4,657,544	9,873	9,873		Per CDE 9/18
			5,061,334		
LCFF Entitlement - State Aid - Current Year	15,142,505		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		6,917,354		PER LAUSD 9/2018
C S Funding in Lieu of PropTax - PY adjustments					
LCFF Funding-Total	26,816,219	28,305,891	28,305,891		(146,934)
NCLB:T1,Basic School Support	281,972	308,894	308,894		Updated Funding 7/18/18
Special Ed: IDEA Basic Local Assistance Entitlement	565,541	568,813	568,813		\$198.4/ADA (Actual Sp Funding-9/18)
NCLB:TII, Teacher Quality/ESSA	57,519	64,848	64,848		Updated Funding 7/18/18
MAA-Medical Reimbursements	16,925	-	-		
Perkins	24,736	29,570	29,570		
DOR-Rehab	8,550	20,000	20,000		
AP Fees	3,359				
Child Nutrition Program		397,851	397,851		
Federal Revenues-Total	1,321,289	1,389,976	1,389,976		(24,130)
Prop. 39 energy	220,105				
State Lottery:Non Prop 20 - Current Year	461,509	448,182	448,182		New Lottery Est 9/18 (\$151/Enrolled)
State Lottery:Non Prop 20 - PY adjustments			9,542	9,542	
Child Nutrition: School Programs	30,495	33,380	33,380		
Mandated Costs Reimbursement	125,271	130,353	131,554	1,201	per CDE
Educator Effectiveness Grant (3 year grant)					
One Time Discretionary Grant	419,051	530,288	535,301	5,013	revised @\$184/ADA per CDE (as a result of P-2 ADA PY)
State Lottery:Prop 20 Inst Matls-Current Year	176,959	157,746	157,746		New Lottery Est 9/18 (\$53/Enrolled)
State Lottery:Prop 20 Ins Matls-PY adjustments					
Special Education- AB602	1,681,851	1,687,258	1,687,258		\$688.51/ADA (Actual P-1 Funding) 9/18
Student ID/CAHSEE	4,860	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	163,850	163,850		Recover Extra SpED Transportation Costs with COP Grant
Other State Revenues-Total	3,944,232	3,175,200	3,206,174	30,974	(33,569)
Food Service Sales	202,852	190,255	190,255		
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	1,116,993	1,051,400	1,101,400	50,000	Increase Revenue to 17-18 Actuals
Interest	115,788	112,932	112,932		
Lease Revenue- iPad Rentals	0				
Fundraising	343,734	488,004	488,004		Possible Uptick on these \$\$\$'s ??
Other Local Revenues-Total	1,779,367	1,842,591	1,892,591	50,000	(162,745)

2017-2018 Unaudited Actuals 2018-2019 10/16 Board Approved

	2017-2018 Unaudited Actuals (6/30/18)	09/20/18 Changes	Board Approved 2018/19 Budget Updates (10/16/18)	Changes to 10/16/2018	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED					
LCFF FUNDING PER ADA					
Total Revenue					
Teachers	33,861,107	34,713,658	34,794,632	80,974	(204,633)
School Admin	12,976,082	12,757,083	12,757,083		(367,378)
Librarians	900,745	916,313	916,313		
Guidance,Welfare	127,764	129,463	129,463		
	698,603	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	14,276,492	(250,000)	SpED Assistants review for efficiencies?
Inst'l Aides	905,595	971,377	971,377	-	
Admin. Sal	435,684	412,863	412,863	-	
Clerical/Office	1,829,675	1,968,726	1,968,726	-	Review OT !!
Maint./Oper (incl. in Clerical/Office)	107,143	107,014	107,014	-	
Food Services	46,488	46,410	46,410	-	
Math Paraprofessionals	84,181	170,000	170,000	-	Use of Math Paraprofessionals-Savings?
Other Classified	1,183,398	986,461	986,461	-	
Impact Step and Column	-	56,000	56,000	-	
Proposed New Positions/Hours	-	80,000	80,000	-	
Classified Salaries	4,592,164	4,798,851	4,798,851	-	
Total Salaries	19,295,357	19,325,343	19,075,343	(250,000)	
STRS - Certificated (ER 16.28%)	2,059,405	2,354,913	2,324,213	(40,700)	Lower STRS for lower Salary
PERS - Classified (ER 18.06%)	609,158	866,768	866,768	-	
OASDI Regular - Certificated	14,330	15,000	15,000	-	
OASDI Regular - Classified	277,840	297,529	297,529	-	
OASDI Medicare - Certificated	209,576	210,634	210,634	-	
OASDI Medicare - Classified	67,090	69,583	69,583	-	
Health & Welfare Benefits - Certificated	2,302,720	2,335,548	2,335,548	-	
Health & Welfare Benefits - Classified	1,115,968	1,181,164	1,181,164	-	
Unemployment Insurance - Certificated	11,188	8,716	11,716	3,000	Adjust 18/19 to PY levels
Unemployment Insurance - Classified	4,795	2,399	4,879	2,480	Adjust 18/19 to PY levels
Workers' Compensation - Certificated	146,742	133,191	143,191	10,000	Worker's Comp Audit
Workers' Compensation - Classified	59,333	57,082	64,082	7,000	Worker's Comp Audit
Other Employment Benefits - Certificated (LT Benefits)	203,094	483,000	263,000	(220,000)	Maximum Benefits/no "Extra Fund Payments
Other Employment Benefits - Classified (LT Benefits)	26,134	208,000	48,000	(160,000)	Maximum Benefits/no "Extra Fund Payments
Employee Benefits	7,107,370	8,233,528	7,835,308	(398,220)	
Total Salary & Benefits	26,402,727	27,558,871	26,910,651	(648,220)	
Textbooks	156,447	99,583	99,583	-	
Instructional Materials	303,557	240,000	240,000	-	
Non-capitalized Equipment	540,471	413,547	335,547	(78,000)	Freeze Furniture or other non Cap Items (Incl. VAPA Board & Science Vendor)
Other Supplies	220,386	165,000	165,000	-	
Food Service Supplies	231,314	247,776	247,776	-	Paper/Schoolwide supply cuts needed
Books & Supplies	1,452,174	1,165,906	1,087,906	(78,000)	

PALISADES CHARTER HIGH SCHOOL
2017-2018 Unaudited Actuals 2018-2019 10/16 Board Approved

	2017-2018 Unaudited Actuals (6/30/18)	09/20/18 Changes	Board Approved 2018/19 Budget Updates (10/16/18)	Changes to 10/8/2018	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED					
LCFF FUNDING PER ADA					
Personnel Services-Mileage	2,905	2,867	2,867		ADA Concerns- Need to increase (lower ADA # to be more realistic, by 15) Target 2nd Semester Enrollment
Travel/Conference	6,817	9,873	9,873		
Due/Memberships (Subscriptions)	101,280	36,034	4,060		
Insurance	299,208	404,160	36,034		Subscriptions under review
Operation and Housekeeping Services	183,815	173,678	173,678		
Utilities	308,389	683,850	683,850		Operations needed to reduce '18-'19/Prior Year LAUSD billing issue
Rentals/Leases/Repairs & Noncapitalized Improvements	459,712				NOTE:Utilities combined with Ops & Housekeeping
Professional Consulting Services & Operating Exp (5800, 5810, 5821, 5850, 5860)	510,828	598,254	578,254	(20,000)	Review needed-Further Savings possible (Leases lowered)
Pupil Transportation	3,097,378	2,370,680	2,370,680		Lower use of Consultants. Concerns re: SpEd consultants & legal
Other Expenses	689,084	712,651	712,651		Transportation Issues-Add \$20k for SpEd Buses/\$88k for 6 extra buses
Communications	233,213				NOTE: Expenses combined below
	70,315	279,837	279,837		Expenses combined above
Services, Other Operating Exp	5,960,039	5,263,204	5,243,204	(20,000)	
Capital Outlay (6100-6500) - Total (Detail Below)					
Sites & Improvement (6100)	-	760,890	610,890	(150,000)	Capital Reduction in spending
Bldgs & Improvement (6200)	-	525,890	375,890	(150,000)	No Prop 39 funding
Equipment-Technology (6400)	-	235,000	235,000		Safety 1 & Safety 2 Projects to Freeze/Defer
Equipment/Furniture Replacement (6500)	-				
Depreciation Expense	637,921	860,000	860,000		
Interest	44,961	52,932	52,932		
Indirect Cost (Total charter school supervisory oversight fees only)	268,177	284,528	284,528		Indirect cost = 1% of LCFF
Total Expenses-Financial Reporting Basis	34,785,997	35,185,441	34,439,221	(746,220)	
Total Expenses-Cash Reporting Basis	34,128,077	35,086,331	34,190,111	(896,220)	
Financial Reporting Basis-Adjusted for Depreciation (before L/T Benefit accrual)	(904,890)	(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
Additional Financial Lifetime Benefit Accrual Needed to Comply with FASB			549,479		Additional funding to meet board approved restoration
Revised Financial Reporting Net Reserve Fund Increase(Reduction)-Cash Basis	(266,969)	(372,673)	604,521	977,194	Board goal of restoring deficit

Coversheet

2017-2018 Actuarial Report

Section: VII. Finance
Item: B. 2017-2018 Actuarial Report
Purpose: Vote

Submitted by:

Related Material:

VII_B_Actuarials_Part 4_10.31.18 LTHB Cash Flow Estimate-Worse Case Scenario.pdf
VII_B_Actuarials_Part 3_10.31.18 LTHB Cash Flow Estimate-Moderate Case Scenario.pdf
VII_B_Actuarials_Part 2_10.31.18 LTHB Cash Flow Estimate.pdf
VII_B_Actuarials_Part 1_2017_2018 Actuarial Report_11_06_18.pdf

PCHS
LIFETIME BENEFITS CASH FLOW ESTIMATE-
WORSE CASE SCENARIO

FYE	Beginning Balance	Estimated Interest (Assumes 3.5% starting 2020)	Contributions - No General Fund Available	Projected Payouts	Estimated Ending Balance	# of Years
2018	\$ 6,499,940	112,649	-	(229,229)	6,383,360	
2019	6,383,360	125,000	-	(325,896)	6,182,464	1
2020	6,182,464	204,021	-	(366,347)	6,020,139	2
2021	6,020,139	198,665	-	(411,353)	5,807,450	3
2022	5,807,450	191,646	-	(461,007)	5,538,089	4
2023	5,538,089	182,757	-	(516,125)	5,204,721	5
2024	5,204,721	171,756	-	(588,670)	4,787,807	6
2025	4,787,807	157,998	-	(642,936)	4,302,869	7
2026	4,302,869	141,995	-	(701,298)	3,743,565	8
2027	3,743,565	123,538	-	(770,846)	3,096,257	9
2028	3,096,257	102,176	-	(853,717)	2,344,716	10
2029	2,344,716	77,376	-	(913,643)	1,508,449	11
2030	1,508,449	49,779	-	(992,189)	566,039	12
2031	566,039	18,679	-	(1,068,473)	(483,755)	13
2032	(483,755)	(15,964)	-	(1,144,262)	(1,643,981)	
2033	(1,643,981)	(54,251)	-	(1,209,524)	(2,907,756)	
2034	(2,907,756)	(95,956)	-	(1,285,697)	(4,289,409)	
2035	(4,289,409)	(141,551)	-	(1,359,764)	(5,790,724)	
2036	(5,790,724)	(191,094)	-	(1,421,039)	(7,402,857)	
2037	(7,402,857)	(244,294)	-	(1,480,340)	(9,127,491)	
2038	(9,127,491)	(301,207)	-	(1,547,105)	(10,975,803)	
2039	(10,975,803)	(362,202)	-	(1,612,284)	(12,950,289)	
2040	(12,950,289)	(427,360)	-	(1,662,525)	(15,040,173)	
2041	(15,040,173)	(496,326)	-	(1,715,536)	(17,252,035)	
2042	(17,252,035)	(569,317)	-	(1,757,023)	(19,578,375)	
2043	(19,578,375)	(646,086)	-	(1,797,108)	(22,021,569)	
2044	(22,021,569)	(726,712)	-	(1,822,517)	(24,570,798)	

PCHS
LIFETIME BENEFITS CASH FLOW ESTIMATE-
MODERATE CASE SCENARIO

FYE	Beginning Balance	Estimated Interest (Assumes 3.5% starting 2020)	Contributions - No General Fund Available	Projected Payouts	Estimated Ending Balance	# of Years
2018	\$ 6,499,940	112,649	-	(229,229)	6,383,360	
2019	6,383,360	125,000	-	(325,896)	6,182,464	1
2020	6,182,464	204,021	330,000	(366,347)	6,350,139	2
2021	6,350,139	209,555	330,000	(411,353)	6,478,340	3
2022	6,478,340	213,785	330,000	(461,007)	6,561,119	4
2023	6,561,119	216,517	330,000	(516,125)	6,591,510	5
2024	6,591,510	217,520	330,000	(588,670)	6,550,360	6
2025	6,550,360	216,162	330,000	(642,936)	6,453,586	7
2026	6,453,586	212,968	330,000	(701,298)	6,295,257	8
2027	6,295,257	207,743	330,000	(770,846)	6,062,154	9
2028	6,062,154	200,051	330,000	(853,717)	5,738,488	10
2029	5,738,488	189,370	330,000	(913,643)	5,344,215	11
2030	5,344,215	176,359	330,000	(992,189)	4,858,385	12
2031	4,858,385	160,327	330,000	(1,068,473)	4,280,239	13
2032	4,280,239	141,248	330,000	(1,144,262)	3,607,225	14
2033	3,607,225	119,038	330,000	(1,209,524)	2,846,739	15
2034	2,846,739	93,942	330,000	(1,285,697)	1,984,985	16
2035	1,984,985	65,504	330,000	(1,359,764)	1,020,725	17
2036	1,020,725	33,684	330,000	(1,421,039)	(36,630)	18
2037	(36,630)	(1,209)	330,000	(1,480,340)	(1,188,179)	
2038	(1,188,179)	(39,210)	330,000	(1,547,105)	(2,444,494)	
2039	(2,444,494)	(80,668)	330,000	(1,612,284)	(3,807,446)	
2040	(3,807,446)	(125,646)	330,000	(1,662,525)	(5,265,617)	
2041	(5,265,617)	(173,765)	330,000	(1,715,536)	(6,824,918)	
2042	(6,824,918)	(225,222)	330,000	(1,757,023)	(8,477,163)	
2043	(8,477,163)	(279,746)	330,000	(1,797,108)	(10,224,018)	
2044	(10,224,018)	(337,393)	330,000	(1,822,517)	(12,053,927)	

PCHS
LIFETIME BENEFITS CASH FLOW ESTIMATE

FYE	Beginning Balance	Estimated Interest (Assumes 3.5% starting 2020)	Contributions (CY Contributions or \$691k, whichever is lower)	Projected Payouts	Estimated Ending Balance	# of Years
2018	\$ 6,499,940	112,649	-	(229,229)	6,383,360	
2019	6,383,360	125,000	-	(325,896)	6,182,464	1
2020	6,182,464	204,021	366,347	(366,347)	6,386,486	2
2021	6,386,486	210,754	411,353	(411,353)	6,597,240	3
2022	6,597,240	217,709	461,007	(461,007)	6,814,949	4
2023	6,814,949	224,893	516,125	(516,125)	7,039,842	5
2024	7,039,842	232,315	588,670	(588,670)	7,272,157	6
2025	7,272,157	239,981	642,936	(642,936)	7,512,138	7
2026	7,512,138	247,901	691,000	(701,298)	7,749,740	8
2027	7,749,740	255,741	691,000	(770,846)	7,925,636	9
2028	7,925,636	261,546	691,000	(853,717)	8,024,465	10
2029	8,024,465	264,807	691,000	(913,643)	8,066,629	11
2030	8,066,629	266,199	691,000	(992,189)	8,031,639	12
2031	8,031,639	265,044	691,000	(1,068,473)	7,919,210	13
2032	7,919,210	261,334	691,000	(1,144,262)	7,727,282	14
2033	7,727,282	255,000	691,000	(1,209,524)	7,463,758	15
2034	7,463,758	246,304	691,000	(1,285,697)	7,115,365	16
2035	7,115,365	234,807	691,000	(1,359,764)	6,681,408	17
2036	6,681,408	220,486	691,000	(1,421,039)	6,171,856	18
2037	6,171,856	203,671	691,000	(1,480,340)	5,586,187	19
2038	5,586,187	184,344	691,000	(1,547,105)	4,914,426	20
2039	4,914,426	162,176	691,000	(1,612,284)	4,155,318	21
2040	4,155,318	137,126	691,000	(1,662,525)	3,320,919	22
2041	3,320,919	109,590	691,000	(1,715,536)	2,405,973	23
2042	2,405,973	79,397	691,000	(1,757,023)	1,419,347	24
2043	1,419,347	46,838	691,000	(1,797,108)	360,078	25
2044	360,078	11,883	691,000	(1,822,517)	(759,557)	



October 31, 2018

PRIVATE

Mr. Greg Wood
Chief Business Officer
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

Re: Palisades Charter High School Actuarial Valuation

Dear Mr. Wood:

We are presenting our report of the actuarial valuation conducted on behalf of Palisades Charter High School (PCHS) for its retiree health program for the fiscal year ending June 30, 2018.

The purpose of the report is to measure PCHS's liability for postretirement health benefits and to determine PCHS's accounting requirements under the Financial Accounting Standard Board Statement No. 106 (FAS 106) and 158 codified under ASC 715 for PCHS's fiscal year ending June 30, 2018.

The Nyhart Company is an employee owned actuarial, benefits and compensation consulting firm specializing in group health and retiree health and qualified pension plan valuations. We have set forth the results of our valuation in this report.

We have enjoyed working on this assignment and are available to answer any questions.

Sincerely,
NYHART

A handwritten signature in cursive script that reads 'Luis Murillo'.

Luis Murillo, ASA, MAAA
Consulting Actuary

A handwritten signature in cursive script that reads 'Randy Gomez'.

Randy Gomez, FSA, MAAA
Consulting Actuary

LM:rl

Enclosure



Palisades Charter High School

Actuarial Valuation
Retiree Health Program
Fiscal Year Ending June 30, 2018

August 2018

**Palisades Charter High School
Actuarial Valuation
Retiree Health Program
Fiscal Year Ending June 30, 2018**

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SECTION I. EXECUTIVE SUMMARY

Background

At the request of Palisades Charter High School (PCHS), Nyhart has performed an actuarial valuation of PCHS's postretirement welfare benefits for its fiscal year ending June 30, 2018. The valuation was prepared in accordance with the assumptions and methods specified by FAS 106 and FAS 158 as codified by ASC 715.

PCHS provides for the continuation of retiree health benefits to eligible employees at retirement. Retiree health benefits include medical, prescription drug, dental and vision coverage. PCHS currently pays the cost of coverage for the retiree and any covered dependents during the lifetime of the retiree. The PPO plans require an employer contribution. Eligibility for retiree health benefits varies based on when an employee was hired. Employees hired on or after July 1, 2009 (July 1, 2012 for PESPU employees) are not eligible for PCHS-paid retiree health benefits. Section V of the report details the plan provisions applicable to each employee group.

PCHS currently provides a contribution for medical, dental and vision benefits to 27 retirees. In addition, there are approximately 100 eligible active employees earning service credit towards eligibility for future retiree health benefits. Detailed information on the census data included in the valuation is presented in Section VI of the report.

Results of the Retiree Health Valuation

We have determined the actuarial liability or expected postretirement benefit obligation (EPBO) for the PCHS retiree health plan, as of July 1, 2017, is \$20,928,968. This represents the present value of all contributions and benefits projected to be paid by PCHS for future retirees. If PCHS were to place this amount in a fund earning interest at the rate of 5% per year, and all other actuarial assumptions were met, the fund would have enough to pay all expected benefits. The valuation does not consider employees not yet hired as of the valuation date.

The actuarial liability is apportioned into the past service, current service and future service components using the projected unit credit cost method as required under FAS 106. The past service component is referred to as the accumulated postretirement benefit obligation or APBO and the current service component is referred to as the service cost. The APBO at July 1, 2017 is \$16,874,687 and the service cost for the 2017/2018 fiscal year is \$592,886.

Changes from Prior Valuation

The valuation reflects demographic and healthcare cost changes since the prior valuation. In addition, there were several assumption changes as noted in Section VII including updates to the medical and dental trend rates, and updates to the retirement and turnover. A reconciliation of the approximate change in the actuarial liability from the prior valuation is provided in the following table:

July 1, 2015 Valuation – 5.0% Discount Rate	\$20.4 Million
Expected increase due to passage of time (interest less benefits paid)	1.6 Million
Decrease due to net experience gain (primarily healthcare cost less than assumed)	(1.7 Million)
Net increase due to assumption changes	(0.5 Million)
Inclusion of implicit subsidy	<u>1.1 Million</u>
July 1, 2017 Valuation – 5.0% Discount Rate	\$20.9 Million

Fiscal Year 2017/2018 Net Periodic Postretirement Benefit Cost (Expense)

The results of the valuation including a reconciliation of the funded status of the plan at July 1, 2017 and projected to July 1, 2018 along with the development of the fiscal year 2017/2018 net periodic postretirement welfare benefit cost (expense) are presented in Section II of the report.

The fiscal year 2017/2018 net periodic postretirement welfare benefit cost is \$1,982,846. The postretirement welfare benefit cost is the amount PCHS expenses as the cost of the retiree health program on its income statement each fiscal year and is calculated independent of any cash contributions or actual welfare benefit payments.

A projection for the fiscal year ending June 30, 2019 is also provided.

Funding

PCHS has not informed us of any funds eligible as plan assets under FAS 106. Under FAS 106, assets cannot be considered as employer contributions or plan assets unless they are segregated and restricted (usually in a trust) to be used for postretirement benefits. Currently, PCHS funds for retiree health benefits on a pay-as-you-go basis but has annually set aside monies earmarked for the payment of future retiree health benefits. The reported value of the assets set aside at June 30, 2018 is \$6,383,360.

Section IV of the report shows the funded status reflecting the assets set aside at June 30, 2018. The funded status of the plan is 38% (assets set aside at June 30, 2018 divided by the projected APBO at June 30, 2018 = \$6,383,360/\$16,874,687). PCHS is currently contributing \$691,000 per year for the payment of current and future retiree health benefits. The expected 2018/19 PCHS cost for health benefits for its current retirees is approximately \$344,748. The excess over actual payments will be set aside for the payment of future retiree health benefits. If PCHS continues to contribute \$691,000 per year, the contribution is estimated to exceed actual retiree health benefit payments in around 10 years. At that time, if PCHS continues to contribute \$691,000 and uses the accumulated assets to pay future benefit amounts the accumulated assets will be depleted during the 2039/2040 fiscal year. This assumes that little or no earnings are allocated to the accumulated PCHS contributions in future years. PCHS has commenced investing the set aside assets and future earnings, depending on the investment strategy, may extend this date.

Section IV of the report provides sample funding strategies determined assuming different asset return rates, different payment patterns and different payment periods.

Actuarial Basis

The actuarial valuation is based on the assumptions and methods outlined in Section VII of the report. To the extent that a single or a combination of assumptions is not met the future liability may fluctuate significantly from its current measurement. As an example, the healthcare cost increase anticipates that the rate of increase in medical cost will be at moderate levels and decline over several years. Increases higher than assumed would bring larger liabilities and expensing requirements. The impact of a 1% higher and 1% lower healthcare trend rate is provided in Section II-E.

Another key assumption used in the valuation is the discount rate which is based on the expected rate of return of plan assets. The valuation is based on a discount (interest) rate of 5%. A 1% decrease in the discount rate would increase the APBO by 22%. A 1% increase in the discount rate would decrease the APBO by 16%.

ASC 715 requires that implicit rate subsidies be considered in the valuation of medical costs. An implicit rate subsidy occurs when the rates for retirees are the same as for active employees. Since pre-Medicare retirees are typically much older than active employees, their actual medical costs are almost always higher than for active employees. The valuation results were determined using the higher expected costs associated with retired employees assuming that the underlying morbidity is similar to other similarly situated California-based plans.

Scheduled to take effect in 2022, the "Cadillac Tax" is a 40% non-deductible excise tax on employer-sponsored health coverage that provides high-cost benefits. For insured plans, the insurance company is responsible for payment of the excise tax. For self-funded plans, the employer is responsible for payment of the excise tax. The valuation assumes that the PCHS premiums for covered health benefits remain below the projected dollar thresholds in all future years.

The valuation is based on the census information provided by PCHS. To the extent that the data provided lacks clarity in interpretation or is missing relevant information, this can result in liabilities different than those presented in the report. Often missing or unclear information is not identified until future valuations.

SECTION II. FINANCIAL RESULTS

A. Valuation Results as of July 1, 2017

The table below presents the employer liabilities associated with PCHS's retiree health benefits determined in accordance with FAS 106. The expected postretirement benefit obligation (EPBO) is the present value of all benefits projected to be paid under the program. The accumulated postretirement benefit obligation (APBO) reflects the amount attributable to the past service of current employees and retirees. The service cost reflects the accrual attributable for the current period.

1. Expected Postretirement Benefit Obligation (EPBO)	
Actives Not Fully Eligible	\$13,398,017
Actives Fully Eligible	3,132,943
Retirees	<u>4,398,008</u>
Total EPBO	\$20,928,968
2. Accumulated Postretirement Benefit Obligation (APBO)	
Actives Not Fully Eligible	\$ 9,343,736
Actives Fully Eligible	3,132,943
Retirees	<u>4,398,008</u>
Total APBO	\$16,874,687
3. Service Cost	\$ 592,886
No. of Active Employees	100
Average Age	54
Average Past Service	19
No. of Retired Employees	27
Average Age	70

B. Reconciliation of Funded Status at July 1, 2017, Projected to June 30, 2018 and June 30, 2019

	<u>Actual</u> <u>6/30/2017</u>	<u>Projected</u> <u>6/30/2018</u>	<u>Projected</u> <u>6/30/2019</u>
1. Accumulated Postretirement Benefit Obligation (APBO)			
Actives Not Fully Eligible	(\$ 9,343,736)	(\$10,403,809)	(\$11,546,530)
Actives Fully Eligible	(3,132,943)	(3,289,590)	(3,370,560)
Retirees	<u>(4,398,008)</u>	<u>(4,382,949)</u>	<u>(4,332,240)</u>
Total APBO	(\$16,874,687)	(\$18,076,348)	(\$19,249,329)
2. Plan Assets*	<u>0</u>	<u>0</u>	<u>0</u>
3. Funded Status	(\$16,874,687)	(\$18,076,348)	(\$19,249,329)
4. Unrecognized Transition Obligation	7,727,382	7,175,426	6,623,470
5. Unrecognized Prior Service Cost	0	0	0
6. Unrecognized Net (Gain)/Loss	<u>(426,611)</u>	<u>(426,611)</u>	<u>(426,611)</u>
7. (Accrued)/Prepaid Postretirement Benefit Cost	(\$ 9,573,916)	(\$11,327,533)	(\$13,052,470)

C. Net Periodic Postretirement Benefit Cost for Fiscal Year Ending

	<u>6/30/2018</u>	<u>6/30/2019</u>
1. Service Cost	\$ 592,886	\$ 622,530
2. Interest Cost	838,004	895,199
3. Expected Return on Assets	0	0
4. Amortization of Net (Gain)/Loss	0	0
5. Amortization of Prior Service Cost	0	0
6. Amortization of Transition Obligation	<u>551,956</u>	<u>551,956</u>
7. Net Periodic Postretirement Benefit Cost	\$1,982,846	\$2,069,685

D. Benefit Payments for Fiscal Year Ending

	<u>6/30/2018</u>	<u>6/30/2019</u>
1. Actual/Projected Benefit Payments	\$ 229,229	\$ 344,748

* PCHS has not reported any FASB eligible plan assets but has set aside assets and has commenced investing these assets for the future payment of retiree health benefits. The amount of set aside assets at June 30, 2018 is \$6,383,360.

E. Sample Disclosure for Fiscal Year Ending June 30, 2018

	<u>Projected 6/30/2018</u>
1. Change in Benefit Obligation	
Benefit Obligation at Beginning of Year	\$16,874,687
Service Cost	592,886
Interest Cost	838,004
Change Due to Plan Amendments	0
Change Due to (Gain)/Loss	0
Projected Benefits Paid	<u>(229,229)</u>
Benefit Obligation at End of Year	\$18,076,348
2. Change in Plan Assets	
Fair Value of Plan Assets at Beginning of Year	\$ 0
Expected/Actual Return of Plan Assets	0
Employer Contributions	232,785
Actual Benefits Paid	<u>(232,785)</u>
Fair Value of Plan Assets at End of Year	\$ 0
3. Funded Status (2. minus 1.)	(\$18,076,348)
Unrecognized Net (Gain)/Loss	(426,611)
Unrecognized Prior Service Cost	0
Unrecognized Transition Obligation	<u>7,175,426</u>
Net Amount Recognized	(\$11,327,533)
4. Amount Recognized in Unrestricted Assets	
Net Actuarial (Gain)/Loss	(426,611)
Prior Service Cost	0
Unrecognized Net Transition Obligation	<u>7,175,426</u>
Net Amount Recognized	\$ 6,748,815
5. Weighted Average Assumptions for Disclosure	
Discount Rate	5.0%
Initial Healthcare Trend Rate	7.0%
Ultimate Healthcare Trend Rate	5.0%
6. Components of Net Periodic Benefit Cost	
Service Cost)	\$ 592,886
Interest Cost	838,004
Expected Return on Assets	(0)
Amortization of Net (Gain)/Loss	0
Amortization of Prior Service Cost	0
Amortization of Transition Obligation	<u>551,956</u>
Net Periodic Postretirement Benefit Cost	\$1,982,846
7. Effect of a 1% Increase in Healthcare Trend	
Benefit Obligation	\$3,515,760
Total Service Cost and Interest Cost	\$ 340,974

	Projected <u>6/30/2018</u>
8. Effect of a 1% Decrease in Healthcare Trend Benefit Obligation	(\$2,744,517)
Total Service Cost and Interest Cost	(\$ 263,035)
9. Estimated Future Benefit Payments	
2017/2018	\$ 355,785
2018/2019	\$ 344,748
2019/2020	\$ 393,809
2020/2021	\$ 451,284
2021/2022	\$ 508,563
2022/2023	\$ 556,405
2023/2024	\$ 638,344
2024/2025	\$ 698,948
2025/2026	\$ 842,331
2026/2027	\$ 940,591

SECTION III. PROJECTED CASH FLOWS

The valuation process includes the projection of the expected benefits to be paid under the Plan. This expected cash flow takes into account the likelihood of each employee reaching age for eligibility to retire and receive health benefits. The projection is performed by applying the turnover assumption to each active employee for the period between the valuation date and early retirement date. Once the employees reach the earliest retirement date, a certain percent are assumed to enter the retiree group each year. Once reaching the maximum retirement age all remaining employees are assumed to have retired. Employees already over the maximum retirement age as of the valuation date are assumed to retire immediately. The per capita cost as of the valuation date is projected to increase at the applicable healthcare trend rates both before and after the employee's assumed retirement. The projected per capita costs are multiplied by the number of expected future retirees in a given future year to arrive at the cash flow for that year. Also, a certain number of retirees will leave the group each year due to expected deaths and this group will cease to be included in the cash flow from that point forward. Because this is a closed-group valuation, the number of retirees dying each year will eventually exceed the number of new retirees, and the size of the cash flow will begin to decrease and eventually go to zero.

The expected employer cash flows for selected future years are provided in the following table:

Projected Employer Cash Flows – Representative Years

<u>Fiscal</u> <u>Year</u>	<u>Future</u> <u>Retirees</u>	<u>Retired</u> <u>Employees</u>	<u>PCHS Total</u>
2017/18	\$ 0	\$ 229,229	\$ 229,229
2018/19	\$ 81,473	\$ 263,275	\$ 344,748
2019/20	\$ 120,323	\$ 273,486	\$ 393,809
2020/21	\$ 166,186	\$ 285,098	\$ 451,284
2021/22	\$ 215,603	\$ 292,960	\$ 508,563
2022/23	\$ 257,123	\$ 299,282	\$ 556,405
2023/24	\$ 334,470	\$ 303,874	\$ 638,344
2024/25	\$ 391,170	\$ 307,778	\$ 698,948
2025/26	\$ 447,446	\$ 314,752	\$ 762,198
2026/27	\$ 525,317	\$ 317,014	\$ 842,331
2027/28	\$ 622,329	\$ 318,262	\$ 940,591
2028/29	\$ 691,805	\$ 318,386	\$ 1,010,191
2029/30	\$ 773,419	\$ 317,275	\$ 1,090,694
2030/31	\$ 866,294	\$ 303,532	\$ 1,169,826
2031/32	\$ 966,551	\$ 299,765	\$ 1,266,316
2032/33	\$ 1,036,299	\$ 294,556	\$ 1,330,855
2033/34	\$ 1,136,388	\$ 287,848	\$ 1,424,236
2034/35	\$ 1,223,449	\$ 279,608	\$ 1,503,057
2035/36	\$ 1,284,785	\$ 269,828	\$ 1,554,613
2036/37	\$ 1,346,838	\$ 258,534	\$ 1,605,372
2037/38	\$ 1,412,897	\$ 245,795	\$ 1,658,692
2038/39	\$ 1,485,996	\$ 231,725	\$ 1,717,721
2039/40	\$ 1,539,191	\$ 216,489	\$ 1,755,680
2040/41	\$ 1,586,177	\$ 200,309	\$ 1,786,486
2041/42	\$ 1,620,781	\$ 183,458	\$ 1,804,239
2042/43	\$ 1,682,685	\$ 166,235	\$ 1,848,920
2043/44	\$ 1,725,045	\$ 148,940	\$ 1,873,985
2044/45	\$ 1,739,805	\$ 131,871	\$ 1,871,676
2045/46	\$ 1,759,383	\$ 115,299	\$ 1,874,682
2050/51	\$ 1,809,634	\$ 47,359	\$ 1,856,993
2055/56	\$ 1,675,237	\$ 12,412	\$ 1,687,649
2060/61	\$ 1,399,282	\$ 1,833	\$ 1,401,115
2065/66	\$ 1,032,928	\$ 136	\$ 1,033,064
2070/71	\$ 648,658	\$ 0	\$ 648,658
2075/76	\$ 330,996	\$ 0	\$ 330,996
2080/81	\$ 129,791	\$ 0	\$ 129,791
2085/86	\$ 36,793	\$ 0	\$ 36,793
2090/91	\$ 6,819	\$ 0	\$ 6,819
2095/96	\$ 706	\$ 0	\$ 706
2100/01	\$ 36	\$ 0	\$ 36
All Years	\$66,005,303	\$8,060,903	\$74,066,206

SECTION IV. FUNDING ANALYSIS

There are multiple ways to approach funding a retiree health plan. The net periodic benefit cost (expense) determined under FAS 106 is one method, of many, that could be used to pre-fund benefits. The annual expense amount will fluctuate from year to year based on the asset performance and as the population matures. The FAS 106 expense amortizes the initial accumulated postretirement benefit obligation (also referred to as the actuarial accrued liability) over 20-years on a straight-line basis (with a separate interest component) and defers any recognition of actuarial gains and losses until the amount exceeds a 10% corridor.

Our recommended funding approach is to amortize the remaining unfunded actuarial accrued liability over a reasonable period to represent the average remaining period for the active employees since this is a frozen group. A determination of the annual funding requirement of the current period is presented below:

1. Development of Unfunded Actuarial Accrued Liability	
Projected Actuarial Accrued Liability at 7/1/2018	\$18,076,348
Reported Value of Plan Funds at 6/30/2018*	<u>(6,383,360)</u>
Unfunded Actuarial Accrued Liability (UAAL)	\$11,692,988
15 Year Fixed Dollar UAAL Payment (principal & interest)	\$ 1,072,885
2. Recommended Funding Contribution	
Normal Cost (Current Fiscal Year Accrual)	\$ 592,886
15 Year Fixed Dollar UAAL Payment (principal & interest)	<u>1,072,885</u>
Recommended Contribution Payable at Beginning of Fiscal Year	\$ 1,665,771
Interest at 5% to End of Fiscal Year	<u>83,289</u>
Recommended Contribution Payable at End of Fiscal Year	\$ 1,749,060

* PCHS has set aside funds earmarked for the payment of future retiree health benefits. The reported value of set aside funds at June 30, 2018 is \$6,383,360.

The development of the recommended contribution is consistent with funding methods that might be used to pre-fund pension benefits. The normal cost component of the recommended funding contribution will tend to decrease over time as the group is frozen. The amortization of the UAAL will stay constant and then drop to zero after 15 years; however, future experience gains and losses will result in decreases or increases as additional amortization bases are added.

A more simplified approach to pre-fund the postretirement health benefits could be adopted by PCHS. Presented below are our best estimate to pre-fund the entire PCHS obligation (the present value of projected payments) for its current active employees and retirees using the level-dollar method over varying periods of time and assuming varying asset return rates on the liability. PCHS may want to use these as parameters for a minimum or maximum funding amount.

	Expected Long Term Asset Rate of Return		
	<u>5.0%</u>	<u>6.0%</u>	<u>4.0%</u>
Present Value of Projected Benefits (PVPB)	\$21,740,457	\$17,970,656	\$26,736,807
Reported Value of Plan Funds	<u>(6,383,360)</u>	<u>(6,383,360)</u>	<u>(6,383,360)</u>
Unfunded PVPB	\$15,357,097	\$11,587,296	\$20,353,447
Level Dollar Funding			
20 Year PVPB Payment	\$1,167,177	\$940,968	\$1,438,194
25 Year PVPB Payment	\$1,032,047	\$844,288	\$1,251,147
30 Year PVPB Payment	\$ 946,213	\$784,087	\$1,130,319

We have listed below some financial advantages that may be achieved by pre-funding retiree health benefits. Of course, pre-funding will have to be weighed against alternative uses of the contribution amounts.

- The earlier contributions are made, the less PCHS contributions in aggregate will have to be made to fulfill its obligations.
- Pre-funding can mitigate any resulting adverse impact on credit rating that could result from disclosure of liabilities.
- Pre-funding may provide additional benefit security to current and future retirees.

SECTION V. SUMMARY OF PLAN PROVISIONS

This study analyzes the post-retirement health benefit program provided by PCHS.

PCHS provides health benefits to certain eligible employees at retirement. The retiree health benefits provided are a continuation of the medical including prescription drugs, dental and vision benefits provided to active employees. The retiree health coverage is paid for entirely by PCHS for the lifetime of the retiree except retirees electing the higher PPO plans must pay the difference in cost. Survivors of deceased retirees may continue health coverage, at their own expense. Eligibility for retiree health benefits requires the following:

- * Future retiree must be enrolled in health plan prior to retirement date
- * Future retiree must be in receipt of monthly payment from STRS or PERS
- * Active employees must meet the following years of service requirements at retirement
 - Hired before 3/12/84 must have 5 consecutive years of service just prior to retirement
 - Hired after 3/11/84 but before 7/1/87 - must have 10 consecutive years of service just prior to retirement
 - Hired after 6/30/87 but before 6/1/92 - must have 15 consecutive years of service just prior to retirement or 20 years of service with 10 years of consecutive years of service just prior to retirement
 - Hired after 5/31/92 age + consecutive years of qualifying service at retirement greater than or equal to 80
 - Hired after 2/28/07 age + consecutive years of qualifying service at retirement greater than or equal to 80 & at least 15 consecutive years of qualifying service at retirement
 - Hired after 6/30/09 age + consecutive years of qualifying service at retirement greater than or equal to 85 & at least 25 consecutive years of qualifying service at retirement
- * Retiree must be enrolled in Medicare Part A if eligible; and must enroll in Part B

All employees except PESPU employees hired on or after July 1, 2009 are not eligible for PCHS-paid health benefits at retirement. PESPU employees hired after June 30, 2012 are not eligible for PCHS-paid health benefits at retirement. Employees who defer their retirement after separation from service with PCHS are not eligible for PCHS-paid health benefits.

Premium Rates

PCHS provides retiree health coverage through health plans available through SISC. The following table summarizes the current monthly premiums for the health benefit coverage provided by PCHS.

Medical Plans:

10/1/2017 to 9/30/2018	Kaiser HMO/ Sr. Adv.	California Care HMO	BC/ Medco 90/\$10	BC/ Medco 90/\$20	BC/ Medco 80/\$20	Companion Care
Retiree Only	\$ 551	\$ 807	\$1,015	\$ 941	\$ 816	NA
Retiree Plus Spouse	\$1,102	\$1,147	\$1,425	\$1,325	\$1,152	NA
Retiree Plus Family	\$1,558	\$1,459	\$1,812	\$1,684	\$1,465	NA
Retiree Only - Medicare	\$ 205	\$ 544	\$ 544	\$ 542	\$ 538	\$437
Retiree Plus Spouse - Medicare	\$ 410	\$1,088	\$1,088	\$1,084	\$1,076	\$874

:

10/1/2018 to 9/30/2019	Kaiser HMO/ Sr. Adv.	California Care HMO	BC/ Medco 90/\$10	BC/ Medco 90/\$20	BC/ Medco 80/\$20	Companion Care
Retiree Only	\$ 551	\$ 815	\$1,026	\$ 951	\$ 824	NA
Retiree Plus Spouse	\$1,102	\$1,158	\$1,440	\$1,338	\$1,164	NA
Retiree Plus Family	\$1,559	\$1,473	\$1,831	\$1,702	\$1,480	NA
Retiree Only - Medicare	\$ 225	\$ 574	\$ 506	\$ 506	\$ 490	\$419
Retiree Plus Spouse - Medicare	\$ 450	\$1,148	\$1,012	\$1,012	\$ 980	\$838

Dental & Vision Plans:

10/1/2017 to 9/30/2018	Delta Premier Incentive Plan	Delta PPO Plan	VSP Vision Plan
Retiree Only	\$ 53	\$ 60	\$12.30
Retiree Plus Spouse	\$106	\$120	\$24.60
Retiree Plus Family	\$139	\$158	\$36.90

10/1/2018 to 9/30/2019	Delta Premier Incentive Plan	Delta PPO Plan	VSP Vision Plan
Retiree Only	\$ 53	\$ 60	\$12.30
Retiree Plus Spouse	\$106	\$120	\$24.60
Retiree Plus Family	\$139	\$158	\$36.90

SECTION VI. VALUATION DATA

The valuation was based on the census furnished to us by PCHS. The following tables display the age distribution for retirees, and the age/service distribution for active employees.

Age Distribution of Eligible Retired Participants & Beneficiaries

All Retirees	
<55	0
55-59	0
60-64	2
65-69	11
70-74	10
75+	<u>4</u>
Total:	27
Average Age:	70.3
Average Retirement Age:	65.1

Age/Service Distribution of All Active Employees

Age	Service									Total
	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	
20-24	0									0
25-29	0									0
30-34	0	1								1
35-39	0	2	4	1						7
40-44	0	1	8	3	1	1				14
45-49	0	0	7	4	5	4				20
50-54	0	2	6	0	3	5				16
55-59	0	2	6	5	2	1	3	1		20
60-64	0	0	6	3	1	4	1	0	1	16
65-69	0	0	1	0	2	0	0	0	0	3
70+	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total:	0	9	39	16	15	15	4	1	1	100
Average Age:			52.5							
Average Service:			18.5							
Average Hire Age:			34.0							

SECTION VII. SUMMARY OF ACTUARIAL ASSUMPTIONS & METHODS

The liabilities set forth in this report are based on the actuarial assumptions described in this section.

Fiscal Year: July 1st to June 30th

Measurement Date: July 1, 2017

Applicable Accounting Standards: ASC 715

Discount Rate: 5.0%

Return on Assets: Not applicable

Pre-retirement Turnover: Termination rates are based on the most recent rates used by CalPERS and the California State Teachers Retirement System (STRS) for the pension valuation. Sample rates are in the following tables:

Service	Entry Age			
	20	30	40	50
0	17.30%	15.25%	13.19%	11.14%
5	10.94%	8.70%	6.46%	1.07%
10	8.01%	5.72%	0.74%	0.25%
15	6.52%	4.18%	0.32%	0.02%
20	4.93%	0.38%	0.02%	0.02%
25	3.28%	0.10%	0.02%	0.02%
30	0.15%	0.02%	0.02%	0.02%

Termination rates for Certificated employees and Management employees in STRS are based on the most recent rates used by the California State Teachers Retirement System (STRS) pension valuation. Sample rates for male and females are as follows:

Service	Male	Female
0	16.0%	15.0%
5	3.5%	3.0%
10	1.8%	1.8%
15	1.2%	1.2%
20	0.9%	0.9%
25	0.7%	0.7%
30	0.6%	0.6%

[Prior valuation used following tables:]

Service	Male	Female
0	16.0%	15.0%
5	3.9%	3.9%
10	1.8%	1.8%
15	0.9%	0.9%
20	0.5%	0.5%
25	0.3%	0.3%
30	0.2%	0.2%

Mortality Rates:

RPH2014 mortality table with generational projection scale MP-2017

[Prior valuation used following tables:]

Mortality rates are based on the following rates:

Age	Actives		Retirees*	
	Males	Females	Males	Females
25	0.023%	0.013%		
30	0.033%	0.014%		
35	0.034%	0.018%		
40	0.057%	0.034%		
45	0.076%	0.041%		
50	0.103%	0.063%		
55	0.143%	0.093%	0.164%	0.118%
60	0.238%	0.179%	0.300%	0.254%
65	0.435%	0.368%	0.596%	0.468%
70			1.095%	0.864%
75			1.886%	1.451%
80			3.772%	2.759%

* Rates applicable to future retirees include a 2 year setback.

Retirement Rates:

Age	Male	Female
55	2.7%	4.5%
56	1.8%	3.2%
57	1.8%	3.2%
58	2.7%	4.1%
59	4.5%	5.4%
60	6.3%	9.0%
61	6.3%	9.0%
62	10.8%	10.8%
63	13.5%	16.2%
64	10.8%	13.5%
65	10.8%	14.4%
66	10.0%	13.5%
67	10.0%	13.5%
68	10.0%	13.5%
69	10.0%	13.5%
70	100.0%	100.0%

* Of those having met eligibility to receive pension benefits. The percentage refers to the probability that an active employee who has reached the stated age will retire within the following year.

Retirement Eligibility Age:

The earliest retirement age assumed for employees who participate in STRS is age 55. The earliest retirement age assumed for employees who participate in PERS is age 50. The last retirement age is assumed to be age 70 or age first eligible, if greater than age 70.

Participation Rates:

100% of future active employees are assumed to elect retiree health coverage at retirement – 50% are assumed to elect HMO coverage and 50% are assumed to elect PPO coverage. Of those electing coverage approximately 50% are assumed to elect coverage for their spouse. Female spouses are assumed to be three years younger than male spouses.

Claim Cost Development:

The valuation claim costs are based on the premiums paid for medical insurance coverage. The District participates in a community rated plan. An implicit rate subsidy can exist when the non-Medicare rates for retirees are the same as for active employees. Since non-Medicare eligible retirees are typically much older than active employees, their actual medical costs are typically higher than for active employees. The current valuation contains an estimate of the implicit rate subsidy.

Medical Trend Rates:

Year	Trend
2018/19	Actual
2019/20	7.0%
2020/21	6.5%
2021/22	6.0%
2022/23	5.5%
2023/24+	5.0%

Dental & Vision Trend Rates:

Year	Trend
2017/18+	3.0%

Actuarial Cost Method: The actuarial cost method used was Projected Unit Credit with service prorate. Under this method, the Actuarial Accrued Liability is the present value of projected benefits multiplied by the ratio of benefit service as of the valuation date to the projected benefit service at first full retirement eligibility age. The Normal Cost for a plan year is the expected increase in the Accrued Liability during the plan year.

All employees eligible as of the measurement date in accordance with the provisions of the Plan listed in the data provided by PCHS were included in the valuation.

Actuarial Value of Assets: As of the valuation date there are no eligible plan assets.

SECTION VIII. ACTUARIAL CERTIFICATION

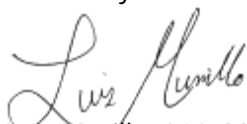
The results set forth in this report are based on the actuarial valuation of the retiree health benefit plans of Palisades Charter High School (PCHS) as of July 1, 2017.

The valuation was performed in accordance with generally accepted actuarial principles and practices and in accordance with FASB statements No. 106 and 158. We relied on census data for active employees and retirees provided to us by PCHS. We also made use of plan information, premium information, and enrollment information provided to us by PCHS.

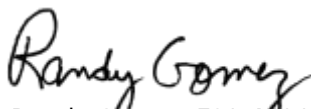
The assumptions used in performing the valuation, as summarized in this report, and the results based thereupon, represent our best estimate of anticipated experience and actuarial cost of the retiree health benefits program. The discount rate, expected return on assets, and other economic assumptions were selected by PCHS.

I am a member of the American Academy of Actuaries and believe I meet the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion contained herein.

Certified by:



Luis Murillo, ASA, MAAA
Consulting Actuary



Randy Gomez, FSA, MAAA
Consulting Actuary

October 31, 2018

Date

Coversheet

Revisions to UTLA-PCHS Sunshining

Section: VIII. Governance
Item: A. Revisions to UTLA-PCHS Sunshining
Purpose: FYI
Submitted by:
Related Material: VIII_A_Revisions UTLA Sunshine Amendment_11_06_18.pdf



November 2, 2018
Dr. Pam Magee, Executive Director/Principal
Palisades Charter High School
15777 Bowdoin St.
Pacific Palisades, CA 90272

VIA: EMAIL
pmagee@palihigh.org

Re: Amendment to Previous Public Disclosure of UTLA's Initial Proposals for Negotiations

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

Dear Dr. Magee,

United Teachers Los Angeles (UTLA) submits this amendment to the previous public disclosure of initial proposals, that was made available for public comment during the School's October 16, 2018 Board meeting.

In addition to the subjects of bargaining previously submitted, UTLA also intends to negotiate the Leaves of Absence article. Please include this amendment on the agenda for the November 6, 2018 Board meeting.

Sincerely,

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

CC: Steve Klima
Dave Suarez

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: IX_A_Expense Report_11_06_18.pdf

Coversheet

Approval of Field Trips

Section: IX. Consent Agenda: Finance Items
Item: B. Approval of Field Trips
Purpose: Vote
Submitted by:
Related Material: IX_B_Part 2_Marriot_Field Trips_11_06_18.pdf
IX_B_Part 1_San Diego_Field Trips_11_06_18.pdf

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

Check the appropriate box: Field Trip School Journey Curricular Trip Athletic Trip
 Curricular Buss Tour OTHER (Describe) _____

Name of Employee _____ Certified _____
 School: **Palisades Charter High School** Supervising trip Jeanne Saiza Non-Cert. _____
 Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER all

1. Destination Marriot Warner Center Are admission fees charged? Yes _____ No _____
2. Dates of Trips 11/10-11/11/2018 3. Number of Students 20 Number of adults 2
4. Name and employee number of employee who will go on trip: Jeanne Saiza and Peyman Nazarrarian
5. Substitute required? Yes _____ No _____ How Many? _____ Source of funds _____
6. Time schedule required by school: Leave School n/a Arrive destination 11/10 9:00 AM
 Leave destination 11/11 2:00 PM Return school n/a
7. Duration of trip: Less than one day ___ One day _____ Overnight _____ (if overnight, how many days?) 2
8. Method of transportation: School bus (indicate number required) _____ Walking _____ Automobile _____
 Public Carrier: airplane _____ boat _____ bus _____ train _____ other _____ (explain) _____
9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will debate political issues at Junior State of America Convention
10. Source of funds for trip _____

NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

11. Have the locations of the nearest emergency facilities been obtained? Yes _____ No _____
12. Have forms for parent's or guardian's permission been obtained? Yes _____ No _____
13. If hiking or camping activity:
 - a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area?
 Yes _____ No _____
 - b. Has the area been checked for potential hazards? Yes _____ No _____
 - c. Has the School Police Department been notified of the trip? Yes _____ No _____

APPROVALS:

Principal or Asst. Principal *Pam Majeed* Date: 10/18/18

Board of Trustees* _____ Date: _____

* ONLY TRIPS INVOLVING SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES.

Request for Approval of School Organized Trip

Revised January 2012

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

Check the appropriate box: Field Trip School Journey Curricular Trip Athletic Trip
 Curricular Buss Tour OTHER (Describe) _____

Name of _____ Employee _____ Certified _____
 School: **Palisades Charter High School** Supervising trip Kolavo/Nazarian/Carini Non-Cert. _____
 Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER _____

1. Destination Paradise Point, San Diego CA Are admission fees charged? Yes _____ No _____

2. Dates of Trips 11/29-11/30 3. Number of Students 24 Number of adults 3

4. Name and employee number of employee who will go on trip: Brad Kolavo, 630-347-7595, Peyman Nazarian 310-985-5839, David Carini 310-866-3632

5. Substitute required? Yes No _____ How Many? 3 Source of funds VEI

6. Time schedule required by school: Leave School 12:00pm 11/29 Arrive destination 3:00pm
 Leave destination 3:00pm 11/30 Return school 6:00pm

7. Duration of trip: Less than one day ___ One day Overnight 1 (if overnight, how many days?) _____

8. Method of transportation: School bus (indicate number required) ___ Walking _____ Automobile _____
 Public Carrier: airplane _____ boat _____ bus _____ train _____ other (explain) multi passenger vans

9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will attend first trade show for 2018-19 school year Student gain the first hand experience of their first trade show and learn the expectations, requirements and gain ideas for future shows. They also compete in salesmanship, marketing, creative booth and elevator pitch competition

10. Source of funds for trip _____

NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

11. Have the locations of the nearest emergency facilities been obtained? Yes _____ No _____

12. Have forms for parent's or guardian's permission been obtained? Yes _____ No _____

13. If hiking or camping activity:

a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area?
 Yes _____ No _____

b. Has the area been checked for potential hazards? Yes _____ No _____

c. Has the School Police Department been notified of the trip? Yes _____ No _____

APPROVALS:

Principal or Asst. Principal *Ram Majee* Date: 10/17/2018

Board of Trustees* _____ Date: _____

* ONLY TRIPS INVOLVING SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES.