



Palisades Charter High School

Board Meeting

Date and Time

Tuesday October 12, 2021 at 5:00 PM PDT

Location

Gilbert Hall, Palisades Charter High School
15777 Bowdoin Street, 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>.

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.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
Opening Items			
A.	Call the Meeting to Order	Dara Williams	
B.	Record Attendance and Guests		2 m
C.	Public Comment		60 m
<p><i>"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).</i></p> <p>Google Form Public Comment Procedure: <i>A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link https://forms.gle/kSsxkvL6T9GgXpdEA. Your comment will be read aloud by the Board Chair. General public comments not read after 30 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. 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).</i></p>			
D.	Announce items for closed session, if any.	Dara Williams	1 m
II. Closed Session			6:03 PM
A.	Conference with Legal Counsel	Vote	10 m
<ul style="list-style-type: none"> • (Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9) 			
B.	Employee complaint/Assignment/Discipline/Dismissal/Release	Vote Amy Nguyen	5 m

	Purpose	Presenter	Time
• (Govt. Code section 54957) (Education Code section 44929.21)			
III. Open Session			6:18 PM
A. Return to Open Session	FYI	Dara Williams	1 m
B. Report Out on Action Taken In Closed Session, If Any.	FYI	Dara Williams	1 m
IV. Approve Minutes from Previous Board Meetings			6:20 PM
A. Approve Minutes	Approve Minutes	Dara Williams	2 m
Approve minutes for Board Meeting on September 21, 2021			
B. Approve Minutes	Approve Minutes	Dara Williams	2 m
Approve minutes for Annual Goal Setting Board Retreat on September 18, 2021			
C. Approve Minutes	Approve Minutes	Dara Williams	2 m
Approve minutes for Board Meeting on August 24, 2021			
V. Organizational Reports			6:26 PM
A. Student Report	FYI	Christopher Clausen	5 m
B. Parent Report	FYI	Jewlz Fahn, James Wells, Monica Batts-King	5 m
C. Represented Classified Staff Report	FYI	Andrew Paris	5 m
D. Unrepresented Classified Staff Report	FYI	Brooke King	5 m
E. Faculty Report	FYI	Brenda Clarke, Lisa Saxon, Maggie Nance	5 m
F. Human Resources Director (HR) Report	FYI	Amy Nguyen	5 m
G. Director of Operations Report	Vote	Don Parcell	5 m

	Purpose	Presenter	Time	
"To approve the proposed 2021-22 school year School Emergency Operations Plan."				
H.	Director of Development Report	FYI	Mike Rawson	5 m
I.	Chief Business Officer (CBO) Report	FYI	Juan Pablo Herrera	5 m
J.	Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
VI.	Board Committees (Stakeholder Board Level Committees)		7:16 PM	
A.	Academic Accountability Committee Update	FYI	Dr. Brenda Clarke	5 m
	<ul style="list-style-type: none"> • PCHS Board Committees • PCHS No Credit Policy 			
B.	Budget & Finance Committee Update	FYI	Sara Margiotta	5 m
C.	Election Committee Update	FYI	Various	5 m
D.	Post Retirement/Lifetime Healthcare Benefits Committee Update	FYI	Various	5 m
VII.	Board Committees (Board Members Only)		7:36 PM	
A.	Board Members Only- Committee Updates	FYI	Various	5 m
	<ul style="list-style-type: none"> • Grade Appeal Committee Update 			
VIII.	Board of Trustees Meeting Format and Public Comment Presentation		7:41 PM	
A.	Meeting Format and Public Comment Presentation	Vote	Jeff Roepel	10 m
	<ul style="list-style-type: none"> • AB 361 • In-Person or Remote Board Meeting Format 			
IX.	Academic Excellence		7:51 PM	
A.	PCHS Proposed Resolution Requiring COVID-19 Vaccinations for Eligible Students	FYI	Dr. Pam Magee	10 m

	Purpose	Presenter	Time
<p>PCHS Proposed Resolution Requiring COVID-19 Vaccinations for Eligible Students-<i>Recommends approval of a resolution requiring COVID-19 vaccinations for all students who access in-person instructional programs operated by PCHS, who are 12 years of age and older</i></p>			
B.	Equity in Athletics Presentation	Discuss	Russel Howard 15 m
X.	PCHS Clean Energy Task Force		8:16 PM
A.	Letter of Intent Regarding Solar Power for Pali High	FYI	Various 10 m
	<ul style="list-style-type: none"> • Presenter Herb Mendelsohn's presentation • PermaCity Executive Summary • Letter of Intent 		
XI.	Finance		8:26 PM
A.	2021-2022 Budget vs Actuals	FYI	Juan Pablo Herrera 5 m
B.	ESSER II & ESSER III Allocations	Vote	Juan Pablo Herrera 5 m
	"Motion to approve the ESSER II and ESSER III Expenditure Plan"		
C.	Transportation/Security Update	FYI	Don Parcell 5 m
XII.	Governance		8:41 PM
	Governance		
A.	PCHS Recusal Policy	FYI	Dara Williams 5 m
B.	Unrepresented Salary Scale Updates	Vote	Amy Nguyen 5 m
	"Motion to Approve Unrepresented Salary Scale Update"		
C.	LAUSD Notice of Concern - LCAP Matrix	Vote	Juan Pablo Herrera 5 m
	"Motion to Approve the Revised 2021-2024 Local Control & Accountability Plan (LCAP)"		
D.	Form 503-804 Certificate of Signatures	Vote	Juan Pablo Herrera 5 m
	"Motion to approve the updated certificate of signatures form for 2021-2025."		

	Purpose	Presenter	Time
E. Discussion Regarding FPPC Advice Letter Request	Discuss	Dara Williams	5 m
XIII. New Business / Announcements			9:06 PM
A. Announcements / New Business	FYI	Dara Williams	1 m
<ul style="list-style-type: none"> • Date of the next Board Meeting: Tuesday, November 16, 2021 at 5:00pm 			
XIV. Closing Items			9:07 PM
A. Adjourn Meeting	FYI	Dara Williams	1 m

Coversheet

Approve Minutes

Section: IV. Approve Minutes from Previous Board Meetings
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on September 21, 2021

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday September 21, 2021 at 5:00 PM

Location

Gilbert Hall, Palisades Charter High School
15777 Bowdoin Street, 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 be calling from an off-site location to participate.

Trustees Present

Andrew Paris, Brenda Clarke, Brooke King, Dara Williams, Jack Seltzer, James (Jim) Wells, Jewlz Fahn, Lisa Saxon, Maggie Nance, Monica Batts-King, Sara Margiotta

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Christopher Clausen

I. Opening Items

A. Call the Meeting to Order

Dara Williams called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Sep 21, 2021 at 5:11 PM.

B. Record Attendance and Guests

C. Public Comment

Gloria Setarch - Parent of 2 children at Pali. She advocated for not mandating vaccinations for students citing COVID immunity, non-severe cases of COVID, and WHO vaccination recommendations who don't currently support vaccination for children vaccinations. Side effects from COVID vaccinations are were also cited. She was also hoping to see additional long term data. She also noted that a vaccination mandate is against the US Constitution.

Gita Lalezari - Pali parent. She is also against mandating COVID vaccinations for students citing cases of myocarditis in boys and menstrual irregularities in girls. She also noted a low transmission in school settings. She feels that there should be freedom of choice. She also cited the short time with which the vaccines were tested approved. Feels it should be a choice.

Darick Ruiz - Noted he believes in freedom. If you want to vaccinate you students you are free to do so. His body is choice. Also noted that there are class action lawsuits against LAUSD. Discussed potential collusions with government and pharmaceutical

companies. Also argued against mandates on athletes. He also discussed minority vaccination rates citing historical human experimentation.

Mandana Hedayat -Hi everyone, my name is Behnaz Naeim and I am a parent of a 9th grader and 12th grader at Pali High School. I am an epidemiologist and my husband is a physician and the CMO for Clinical Research at UCLA, so we both have our pulse on everything COVID. And we both support a vaccine mandate at Pali High.

As parents, we are the biggest protector of our kids. But that's how those who perpetuate misinformation and falsehoods, get to us. They feed into our biggest vulnerability: our kids. The noise of unscientific, baseless theories and anecdotes seem to overpower reality.

But the facts, which come from scientifically driven data, need to be on the forefront of our fight against COVID.

Fact: Early September, the US added over 251,000 cases of child COVID-19 cases which is an all time record.

Fact: If we continue on this trajectory we will need 6800 PICU beds. The US only has 4500.

Fact: We are averaging over 2,000 deaths per day as a result of COVID. However, only 1,957 vaccinated people have died due to COVID19. This means that COVID death is now 99% preventable.

Fact: COVID-19 has killed 486 kids which is more than any year of the flu and is now the top 10 leading causes of death among children.

Fact: COVID can invade every cell in the body including causing neurological damage and loss of brain tissue and cause MISC-C in kids.

Fact: The risk of myocarditis was 37 times higher for unvaccinated children under 16 who were infected with COVID-19.

Fact: Myocarditis after the mRNA vaccines is extremely rare at 0.0066%. And no adolescents have died from myocarditis induced by the vaccine and all have fully recovered.

Fati Adeli - (Continued reading statement from Behnaz Naeim) - Fact: The hospitalization rate among unvaccinated adolescents was 10 times higher than that among fully vaccinated adolescents

Fact: Breakthrough infections will happen as not everyone is able to build a robust immune response to the shots. But the more people vaccinated, the fewer infections and lower probability of new super variants.

The bottom line is that the vaccines are safe and work to keep you from being hospitalized and die. It's easy for us to get caught up in the misinformation train, especially when it comes to our kids, but the data and science fully support the safety and efficacy of vaccines over not getting the vaccine. Reality is science. Science is progress. Progress is change and change is what propels us forward. Thank you.

Ruth Kocher - Speaking about sports. She noted that cheer appears to be a sport in the athletics dept. Also asked how you choose your children's courses. Her daughter is doing cheer and PE and trying to get clarification on what you get credit for and what you don't. Also asked how many teams at PCHS do not have teachers of record and therefore don't get credit. She brought up consistent transportation for various teams at the school.

Michael Friedman - Here to discuss vaccine mandates. Noting that LAUSD should not be mandating COVID vaccinations for LAUSD and Independent Charters. He discussed COVID procedures and encouraged the Board not to put COVID vaccination mandates. He also advocated not to pass the NC vs. F grade.

Sabine Cutrono - Spoke as a Pali parent. She noted that when kids come to school parents are entrusting the school to take care of them. She noted that the school doesn't have medical license to make vaccination decisions for her students. It is a parents' responsibility. She argued that vaccinated students can still get COVID. Also citing myocarditis as a concern.

Scott Sveslosky - Noted he is not anti-vaccination he is anti-mandate. Wanted to know if Board would take responsibility of a child had a side effect from the vaccination. Is the school willing to be responsible for long term care for side effects associated with the COVID vaccination. Discussed polio vaccines noting that once vaccinated, vaccinated individuals cannot contract or spread the disease. Also noted that children don't get very sick from COVID.

Mia Kulinsky - Sr. at PCHS - She wanted to say how much she loves PALI and reminded that we are all a community and we should all love each other.

Shane Masterson - Student at PCHS. (9th) - Argues in favor of student vaccinations noting that it would make he and his friends feel a lot safer on campus. Cites the mRNA research and noted that it is not new.

Joshua Khorsandi - Sr. at Pali. Commented on the vaccinations students are required to take in order to go to school. He also counters many of the arguments as noted above.

Noting that the Pfizer vaccination technology has been extensively tested and is safe. Noting that the school is responsible for the students safety and he doesn't want to be sitting next to an unvaccinated student. Noting that he doesn't want to be responsible for contracting COVID at school and giving it to his mother with breast cancer or his grandmother.

Daliah Setareh - she has a daughter that is at Pali in leadership. She has been vaccinated. She is triggered by this issue as an immigrant. She moved to the US for freedom. She discussed concentration camps and noted that they used "science". She urged not to require vaccination mandates for students.

Anonymous -

As an argument for coerced vaccination, "you don't have the right to put me at risk" is the ultimate form of objectification: by overriding consent, it treats someone else's body as a mere tool for reducing one's own perceived risk. It is a selfish theft of personhood and dignity.

Michelle Ashley, MD - I believe vaccine mandates are the most effective tool to keep our students, staff and community safe. Physicians all over the country are seeing a deluge of unvaccinated Covid patients. We need to do our part to stop Hospital and ICU beds, staff and oxygen from being rationed. It is our responsibility to protect ourselves and our community. No hospital beds means no care for anyone who needs hospital care. Vaccination will also help to keep our schools open. We are required to vaccinate for many communicable diseases. Covid vaccines should not be exempted from this requirement. It is not a political issue but a public health issue. PCHS policy should follow LAUSD's lead." Best Regards, Michelle G. Ashley, MD - Parent of 10th grader & graduated Pali student

Kami Turrou - The restrictions at the football games are so extreme. We attended the Hollywood Bowl the same weekend and there were not nearly as many restrictions. We were eating and drinking and the audience was near capacity. Band was hungry, spectators were hungry. ASB lost out on a lot of money. I assume Cheer lost funds from not having concessions for sale. Case rate at school is low, currently 5 active cases, I think we can return to a "normal" game.

Anonymous - If the Brown Act allows, we hope you will continue to offer at least an audio live Board meeting to encourage inclusivity for traveling teachers and parents. This format, even though not as good as Zoom, would at least provide more of a connection throughout our large PCHS community. While of course minutes are available, audio allows for more immediate information, reaches the auditory learner, and makes us feel like we are more of a school community. Thank you.

Karla Gomez - Against kids vaccination mandate, there isn't sufficient studies showing effectiveness of vaccine. In addition, no studies showing kids dying of covid

Jennifer Solomon - Covid 19 has killed 4.5 million people worldwide - 26.000 of those in LA County alone. Our family is 100% in favor of mandating the vaccine for all who attend or work at Pali High. The vaccine WORKS and prevents hospitalizations, deaths and in most cases, even getting the illness in the first place. It is unacceptable to allow people to opt out of the vaccine for non immunization compromised reasons. We live in a large community that depends on the health of all to thrive and grow. Without this mandate, we are held hostage and our lives and those of our children will never get back to "normal". Refusing the vaccine is a new form of elitism that cannot be tolerated. Science is real and must be used for the greater good. Please vote YES to mandate the Covid 19 vaccine at Pali High. Thank you.

Rose Reiss - I am a grandparent of a freshman Palisades student and fully support LAUSD's vaccine requirement for all eligible LAUSD students, teachers, and staff. In addition to the weekly covid testing, this is one step further to minimizing the impacts of Covid-19 and ensuring the health and safety of teachers, staff, students, and families. It is also paramount that in conjunction with this vaccine requirement, Palisades High School commits to educating and informing reluctant families about the safety and effectiveness of the vaccine to counter the vaccine mis-information. Thank you.

Jennifer Solomon - Please, I am begging you to include the zoom link to this meeting in every reminder email you send about the meeting. Let's make it as easy as possible for as many people to attend the online meetings. Thank you.

Lisa Manheim - I am strongly in favor of a COVID-19 Vaccination Requirement for all students. PCHS needs to follow our landlord LAUSD, as well as the leadership of other local school districts and the City of LA and approve this mandate. Students deserve to have a future of mask free days; of weeks when they don't have to test weekly or arrive at school a half hour early just to enter the campus. Those who are non-vaccinated are negatively impacting our return to normalcy. We are not there yet and mandating this vaccine will get us there.

Jessica and Sean Masterson - All of our family is vaccinated, including my 87 year old mother who lives with us. Should any of us contract the virus, vaccination drastically reduces the chance of dying from Covid. We wholeheartedly support a covid vaccine mandate for Palisades Charter High School.

Mary Hruska - I've already forwarded to you scientific and expert testimony that covid vaccines offer a very poor risk/benefit ratio for children and young adults. All the students who wished to get the vaccine have done so at this point. Any who get it now will be doing so as a result of the coercion of the mandate. As such, LAUSD and Pali will be complicit any negative consequences to them ensuing. It will take courage to oppose it, but I think it's well worth the effort.

I recognize it will take some amount of courage to contest the LAUSD vaccine mandate.

Perhaps the information below will elucidate what is at stake.

Here is some science on the covid vaccines with regard to children and young adults, particularly regarding myocarditis and fertility :

<https://www.medrxiv.org/content/10.1101/2021.08.30.21262866v1.full-text>

<https://www.biorxiv.org/content/10.1101/2020.12.21.423721v2.full.pdf>

[https://2020news.de/wp-](https://2020news.de/wp-content/uploads/2020/12/Wodarg_Yeadon_EMA_Petition_Pfizer_Trial_FINAL_01DEC2020_EN_unsigned_with_Exhibits.pdf)

[content/uploads/2020/12/Wodarg_Yeadon_EMA_Petition_Pfizer_Trial_FINAL_01DEC2020_EN_unsigned_with_Exhibits.pdf](https://2020news.de/wp-content/uploads/2020/12/Wodarg_Yeadon_EMA_Petition_Pfizer_Trial_FINAL_01DEC2020_EN_unsigned_with_Exhibits.pdf)

<https://virological.org/t/response-to-ncov2019-against-backdrop-of-endogenous-retroviruses/396>

<https://dpbh.nv.gov/uploadedFiles/dpbhngov/content/Boards/BOH/Meetings/2021/SENEFF~1.PDF>

Listen to experts in the field :

[https://www.theepochtimes.com/dr-robert-malone-mrna-vaccine-inventor-on-latest-covid-](https://www.theepochtimes.com/dr-robert-malone-mrna-vaccine-inventor-on-latest-covid-19-data-booster-shots-and-the-shattered-scientific-consensus_3979206.html)

[19-data-booster-shots-and-the-shattered-scientific-consensus_3979206.html](https://www.theepochtimes.com/dr-robert-malone-mrna-vaccine-inventor-on-latest-covid-19-data-booster-shots-and-the-shattered-scientific-consensus_3979206.html)

http://theepochtimes.com/part-2-dr-robert-malone-on-ivermectin-escape-mutants-and-the-faulty-logic-of-vaccine-mandates_3981859.html

<https://rumble.com/vm4hxp-dr.-peter-mccullough-discusses-current-scientific-facts.html>

Dr. Avery Jackson: Neurosurgeon Says Early Treatment Works And Vaccine Is Killing People

Dr James Neuenschwander: Vaccine Is Killing People And Does Not Stop The Spread

<https://americasfrontlinedoctors.org/frontlinenews/poison-death-shot-dr-zelenko-testifies-before-israeli-rabbinical-court/>

https://www.youtube.com/watch?v=0_fGe-iyjY

Perhaps you are wondering why you have not heard of these folks before. That is because they have been censored. There are many more.

You may be considering "the greatest good for greatest number".

This is a fallacy, as the efficacy of the vaccines is dropping by the month, with the highest case rates in those countries with the highest vaccination rates:

[http:// Israel: Highest infection rate in the world](http://Israel: Highest infection rate in the world)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1005517/Technical_Briefing_19.pdf

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8201647/>

[https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8282118/pdf/nihpp-](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8282118/pdf/nihpp-2021.06.28.21258780v4.pdf)

[2021.06.28.21258780v4.pdf](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8282118/pdf/nihpp-2021.06.28.21258780v4.pdf)

<https://www.cdc.gov/mmwr/volumes/70/wr/mm7031e2.htm>

<https://www.thecollegefix.com/despite-95-vaccination-rate-cornell-today-has-five-times-more-covid-cases-than-it-did-this-time-last-year/>

Moreover, it appears that some vaccinated health care workers carry 251 times the viral load that unvaccinated patients/co-workers have:

[https://poseidon01.ssrn.com/delivery.php?](https://poseidon01.ssrn.com/delivery.php?ID=7601221180670960870990891270920690110280320090090230850050010020281220030981080220220660131240300830700640731150240250970310050090660950761210270711110060661170290250860840870010181260331220351110490)

[ID=7601221180670960870990891270920690110280320090090230850050010020281220030981080220220660131240300830700640731150240250970310050090660950761210270711110060661170290250860840870010181260331220351110490](https://poseidon01.ssrn.com/delivery.php?ID=7601221180670960870990891270920690110280320090090230850050010020281220030981080220220660131240300830700640731150240250970310050090660950761210270711110060661170290250860840870010181260331220351110490)

Lastly, listen to the voices of some of the many children and their parents (and doctors) who have been permanently injured by the "vaccine". These are but a few of them.:

<https://rumble.com/vlpg8l-american-conversations-with-vaccine-injured-interview-with-stephanie-de-gar.html>

<https://rumble.com/vm9z5z-episode-12-american-conversations-with-vaccine-injured-interview-with-timju.html>

<https://rumble.com/vllap4-american-conversations-with-vaccine-injured-interview-with-dr.-danice-hertz.html>

<https://twitter.com/ke11ybender/status/1437164889307373568?s=21>

From VAERS :

There have been 675,591 additional Covid vaccine events submitted on the vaccines from Dec 2020 to Aug 2021 and a total of 14,506 deaths as of Sept 3, 2021.

For the week of August 27, here's the data for 12-17 year olds:

17,518 total adverse events, including 1,047 rated as serious and 18 reported deaths. Two of the 18 deaths were suicides.

The most recently reported deaths include a 15-year-old boy (VAERS I.D. 1498080) who previously had COVID, was diagnosed with cardiomyopathy in May 2021 and died four days after receiving his second dose of Pfizer's vaccine on June 18, when he collapsed on the soccer field and went into ventricular tachycardia; and a 13-year-old girl (VAERS I.D. 1505250) who died after suffering a heart condition after receiving her first dose of Pfizer.

Other deaths include two 13-year-old boys (VAERS I.D. 1406840 and 1431289) who died two days after receiving a Pfizer vaccine, a 13-year-old boy who died after receiving Moderna (VAERS I.D. 1463061), three 15-year-olds (VAERS I.D. 1187918, 1382906 and 1242573), five 16-year-olds (VAERS I.D. 1420630, 1466009, 1225942, 1475434, and 1386841) and three 17-year-olds (VAERS I.D. 1199455, 1388042 and 1420762).

2,609 reports of anaphylaxis among 12- to 17-year-olds with 99% of cases

attributed to Pfizer's vaccine.

444 reports of myocarditis and pericarditis (heart inflammation) with 438 cases attributed to Pfizer's vaccine.

89 reports of blood clotting disorders, with all cases attributed to Pfizer.

Additionally consider that VAERS is estimated to only cull about 1% of actual adverse reactions.

I leave it to you to do the math.

You may say that you are saving children from dying of Covid. This is another fallacy as the universally acknowledged Covid survival rate for children is > 99.99%.

Moreover the risk for hospitalization of children as a result of the the vaccine is as high as 6 times greater than it is for Covid-19, as is cited in the one of above papers on myocarditis.

How many children will be harmed by the vaccine? Hundreds? Thousands?

Even if it is only one child, that will be one child that is harmed because of your actions, or failure to act.

II. Organizational Reports

A. Student Report

C Clauson - Reported that ASB student events: BTS Spirit Week, Fun Days are this week. Reporting that they are going very well. It is also Attendance Awareness months and there are attendance themed events this month. Sr. Tie Dye will also be happening this month. Teen Line speaker also coming as it is suicide awareness month. BTS night is also this week and ASB will be providing support. He also discussed the football games and looking for higher capacity moving forward as we are now seeing a decline in COVID cases while maintaining student safety.

B. Parent Report

J Fahn - There are parents who spoke about parents who wanted to have BTS in person.

She also echoed the sentiments regarding wishes for a larger attendance for PCHS football games to support not only the team but also cheer, dance, etc.

M Batts-King - discussed the timing of communication as it relates to the limited capacity for the football games. There was very short noticed and some of the restrictions didn't make sense. She also discussed the school's urge to have students arrive early and this is a challenge, especially for traveling students. She also reported that parents are interested in listening into the meetings and encouraged that the school be able to continue to do this to support parents who are not able to attend in person.

J Wells reported that he had parents who asked about what requirements will happen in Oct. due to LAUSD vaccination mandates. He noted that CIF is requiring COVID vaccinations and therefore they will not be able to participate in games.

C. Classified Staff Report

A Paris noted that there is nothing to report out.

D. Faculty Report

L Saxon noted that the report stands as submitted. Additional comments made as follows:

Faculty would like the opportunity to discuss the "Failure is not an Option" information that was presented to the board. To date, faculty has not participated in these discussions.

Faculty would like clarification about the longevity stipends for unrepresented middle management. Administrators currently receive these stipends. Why are they not available to faculty members?

Pali had very successful Fuerza Unida Welcome Assemblies. Close to 400 Latinx students attended the assemblies. Students learned about A-G requirements, college prep classes versus honors classes versus AP, scholarships, FAFSA financial aid among others. The objective of the assemblies were to educate students on how to navigate Pali and pursue college after graduation.

A total of 22 Padrinos and Madrinas (teachers, counselors, therapists and administration) collaborated to make these assemblies a success.

E. Human Resources Director (HR) Report

Reviewed and stands as submitted. To be discussed further

F. Director of Operations Report

S Margiotta noted that there were some areas which were safety related which resulted in increased expenses that originally estimated. Report was reviewed and discussed.

Dara Williams made a motion to To approve the proposed 2021/2022 School Emergency Operations Plan.

Andrew Paris seconded the motion.

Discussions occurred and it was noted that there were some errors to the policy and there are corrections that need to be updated.

The motion did not carry.

Roll Call

James (Jim) Wells Abstain

Brooke King Aye

Roll Call

Brenda Clarke	Aye
Monica Batts-King	No
Maggie Nance	No
Sara Margiotta	No
Lisa Saxon	No
Andrew Paris	Aye
Jewlz Fahn	No
Dara Williams	No
Jack Seltzer	No

It was requested that the 2021/2022 School Emergency Operations Plan be reviewed and revised accordingly. This will be re-submitted to the Board at their October 2021 meeting for review/approval.

G. Director of Development Report

Reviewed and stands as submitted. To date PCHS fund has received \$105,275 vs 124,983 (\$25,000 pledges - donations plus grant \$) 60th Anniversary plans have been postponed due to COVID 9 (as well as parent breakfasts, etc. Also noted that individual donations are higher than in previous years.

H. Chief Business Officer (CBO) Report

Noted and stands as submitted

I. Executive Director/Principal (EDP) Report

P Magee reviewed the report and stands as submitted. She highlighted that Board Retreat on Sat. which was very productive. She also discussed student involvement as noted in her report and stated that the school is really trying to listen to what the students need (mental health, support, clean energy). She also praised the students who spoke out this evening during public comment. Clean Energy Taskforce will be making a presentation at the next Board meeting.

III. Board Committees (Stakeholder Board Level Committees)

A. Grade Appeal Committee

C Lee noted that PCHS is closing in on the deadline for Grade Appeals to be submitted and looking for committee members. Comprised of faculty, administration and community. Parents may not be on the committee. Each meeting is an hour commitment. A Paris, J Seltzer, L Saxon volunteered. S Margiotta will be alternate for J Seltzer, B King volunteered as an alternate at A Paris and M Nance will act as an alternate for L Saxon
Dara Williams made a motion to A Paris, J Seltzer, L Saxon volunteered. S Margiotta will be alternate for J Seltzer, B King volunteered as an alternate at A Paris and M Nance will act as an alternate for L Saxon. A Paris will chair committee.

Jewlz Fahn seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Maggie Nance	Aye
Andrew Paris	Aye
Jewlz Fahn	Aye
Jack Seltzer	Aye
Lisa Saxon	Aye
Sara Margiotta	Aye
Monica Batts-King	Aye
Dara Williams	Aye
Brooke King	Aye
James (Jim) Wells	Aye
Brenda Clarke	Aye

B. Budget & Finance Committee Update

Report reviewed and stands as submitted. The additional security costs were highlighted. B King noted that everyone wants to try to streamline the process and as a Board need to think about things that could make it more efficient. D Parcell invited all volunteers and internal staff to come and help process students. He noted that he has reached out to PTSA and now asked for parent volunteers and staff who are able to help.

Dr. Magee noted that there have been a lot of people who have helped but timing is challenging. It was also noted that the Administrators have been out helping process students in the mornings. L Saxon also noted that parents have expressed concern regarding parking availability and D Parcell noted that there is parking in the stadium lot. School is looking at alternatives to streamline the process. It was noted that there are LAUSD mandates but school needs to look at cost/benefit analysis in order to streamline the process without decreasing safety. It was noted that PCHS is following the LAUSD recommendation on how to screen students in the morning. It was also noted that LAUSD has an "app" which helps process their students. D Parcell is also noting that he is continuing to pursue alternates.

IV. Academic Excellence

A. LAUSD COVID-19 Vaccination Requirement For Employees and Other Adults Working at District Facilities

Reviewed and stands as submitted. Dr. Magee reiterated that this is a mandate from LAUSD and it going to be included in part of our annual audit with LAUSD to ensure compliance.

B. PCHS Proposed Resolution Requiring COVID-19 Vaccinations for Eligible Students

It was noted that this item has been tabled for a future Board of Trustee's meeting.

C. Failure is Not an Option Presentation

B Clarke discussed Failure is Not an Option presented as submitted in Board materials. It was noted that C Lee, M Batts-King and B Clarke, J Fahn were all involved in the process of creating this document. Presentation was reviewed noting that it would be effective immediately once approved by the Board. D Williams asked whether a D will remain on the transcript as a D is a passing grade. Only F courses need to be re-taken. It was also asked if a NC would remain on the transcript if the course is repeated and passed. C Lee did not believe that this should effect our standing for colleges. M Nance noted as a teacher she had not heard anything about this. She also asked if this has been discussed with the College Center. She believes that this needed more robust among stakeholders before voting on it. L Saxon also noted that she is on the Equity Grading Taskforce and she had not heard of this, noting that it needs to be better vetted.

She is looking for a report from Academic Accountability Team. B King noted that there was a process historically when this was discussed last year and should we continue to follow these. D Williams noted that there appears to be a need for additional discussion. M Nance noted that this needs to go to Dept. Chairs and then through the vetting process. A discussion was had about whether kids would take a NC instead of taking a lower grade (C or D). C Clauson was worried that for students who are getting Cs or Ds may be purposefully tanking their grade to and F to receive a NC. L Saxon noted that this has happened and it is discussed openly among students. She also noted how hard teachers bend over backward to make sure students have passing grades. They are also the ones that know the kids and worries that this will artificially inflate grades. M Batts-King noted that this is not always the case and not all grading is the same and consistent.

D Williams noted that there has been communication issues and appreciated that Dr. Magee asked people to provide additional feedback. Ask faculty to let us know your opinions and the reasons behind those opinions to help us make an educated decision. Is this something that can/will be decided by individual teachers. C Lee noted that the Administration was trying to be transparent and D Williams noted that there is a transparency issue but also noted that there is a communication issue (ie. discussions with the faculty). S Margiotta asked whether this issue does go hand in hand with the Equity Grading Taskforce. L Saxon concurred with S Margiotta's statement. C Clauson noted that he was in support of this but noted that his original comment was a small portion of the student population. In process, C Lee will also follow-up with the College Center re: impact on admissions, message it to all Faculty, vet at Faculty Meeting, discuss with Dept. Chairs at next meeting and Dr Magee concurred with the above

D. Virtual Back to School Night

P Magee noted that this is happening as a virtual event. She noted that she heard parents concerns who wish for an in-person event but the Administration just felt like it was not safe to do an in-person event based on the # of people who are in attendance. P Magee also noted that the school is looking for alternative in-person events in the future.

V. Equity and Pali Sports

A. Equity and Pali Sports Presentation

M Batts-King discussed the equity amongst the different sports teams. Why some sports get things that others don't. It was noted that not everyone gets credit for the sports teams with which they participate. There is inconsistencies based upon teachers of record and discussed the need to have all of these sports included on the student school transcripts. She also discussed the PE course plus the additional after school sport (citing baseball as an example which has a baseball class and then the after school portion). She also noted that having an additional PE course in addition to after school sport is a waste when students could be taking an elective.

She also discussed the differences in transportation access based upon the team on which the students play. She feels that if we allow students to participate in sports then the school should be responsible for getting players there. (Cheer was not allowed to get on the football bus.)

The goal of this discussion is to ask the Administration to look at any inequities. It was brought up to C Lee and M lanessa and it appears that this is not being addressed.

It was noted that teams are automatically not equal because teams fundraise. Can we task the administration with ensuring that there is a teacher of record for all sports so that kids get credit for their transcript.

L Saxon discussed the challenges associated with all of the teams (citing that she was a TOR for a team that started practice at 5 pm and students who didn't want to stay for Period 7 as independent study to keep them on campus).

Communication was also stressed and need for coaches to communicate. Team fundraising was also discussed and the football snacks which impacted fundraising.

The Board asked the Administration to look at the cost-neutral equity in course credits, transportation (for sports teams and other groups on campus that travel for competitions), and communication. B King voiced concern that the issues that were raised to C Lee and M lanessa were not resolved. And who gets credits for the activities in which they participate. She noted that this is something that the Administration can work on. It was also noted that ASB does the sports budget.

VI. Finance

A. 2020-2021 Unaudited Actuals

Reviewed and stands as submitted. D Williams asked if school is looking at ways of reducing the costs associated with the Lifetime Health Benefits. JP Herrera noted that they are currently looking at different healthcare coverages to see if there can be costs savings here. He will also be presenting at a Faculty Staff meeting to discuss Lifetime Health Benefits in order to survey the teachers. B Clarke noted that \$790K has been set aside for this year for these retiree benefits. She also noted that more than 1/2 of the individuals on campus are not benefiting from benefits. M Nance noted that she the reason teachers who were here when PCHS became and Independent Charter agreed to this transition because these benefits were promised to them. It was noted that the LTHB Committee is looking at less expensive options

Dara Williams made a motion to approve the PCHS 2020/2021 unaudited actuals.

Sara Margiotta seconded the motion.

C Clauson abstained

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

Roll Call

Brooke King	Aye
Dara Williams	Aye
Sara Margiotta	Aye
James (Jim) Wells	Aye
Lisa Saxon	Abstain
Monica Batts-King	Aye
Andrew Paris	Abstain
Maggie Nance	Abstain
Jewlz Fahn	Aye
Jack Seltzer	Aye
Brenda Clarke	Abstain

B. 2021-2022 EPA Budget

Presented and stands as submitted. This is done annually but was noted that this was a higher funding level.

Dara Williams made a motion to approve the 2021/2022 Education Protection Account.

Jack Seltzer seconded the motion.

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

Roll Call

James (Jim) Wells	Aye
Jewlz Fahn	Aye
Lisa Saxon	Abstain
Sara Margiotta	Aye
Jack Seltzer	Aye
Monica Batts-King	Aye
Dara Williams	Aye
Brenda Clarke	Abstain
Maggie Nance	Abstain
Andrew Paris	Abstain

Roll Call

Brooke King Abstain

C. 2021-2022 CARS Application

Reviewed and stands as submitted

Jack Seltzer made a motion to approve the CARS application.

Jewlz Fahn seconded the motion.

C Clauson abstained

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

Roll Call

Dara Williams Aye

Brooke King Aye

Sara Margiotta Aye

Maggie Nance Abstain

Andrew Paris Abstain

Brenda Clarke Abstain

Jewlz Fahn Aye

Lisa Saxon Abstain

James (Jim) Wells Aye

Jack Seltzer Aye

Monica Batts-King Aye

D. 2021-2022 Title III MOU

Reviewed and stands as submitted - We have partnered with El Camino in order to receive Title III funds as the threshold is now over \$10,000 as part of the consortium.

Dara Williams made a motion to approve 2021/2022 Title III MOU.

Jack Seltzer seconded the motion.

C Clauson supports the motion

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

Roll Call

Jack Seltzer Aye

Lisa Saxon Abstain

Maggie Nance Abstain

Andrew Paris Abstain

Sara Margiotta Aye

Monica Batts-King Aye

Jewlz Fahn Aye

Dara Williams Aye

Brooke King Aye

Brenda Clarke Abstain

James (Jim) Wells Aye

E. 2021-2022 COVID- 19 Expenditures Update

Reviewed and stands as submitted. M Batts-King asked about the cost of the thermometers and the "stand" up thermometers are expensive. D Williams noted that we need to be following LAUSD but we need to look at these extra measures to ensure that this is really providing additional safety (ie additional janitorial expenses, etc.). JP Herrera noted that they are looking at streamlining student check process and doing cost/benefit analysis to mitigate these additional costs. It was noted that the LACOE funding for COVID safety can be used to offset some of these additional costs. D Parcell noted that all of these measures don't ensure "safety" but Operations is trying to help make it "safer". B Clarke gave a "shout out" to school for all of the efforts to make the school as safe as possible and expressed concern about cutting any corners.

VII. PCHS Clean Energy Task Force

A. Clean Energy Task Force Update

Peter Garff - Co-President of Human Rights Taskforce. He noted that the Board approved the Clean Energy Task Force Resolution. He highlighted the pressing need for clean energy. Over the summer, they created the Clean Energy Task Force with 3 subcommittees which are comprised of all stakeholders. They are working to raise awareness with students and community with events on campus. They plan to return in Oct. to present additional information and a possible plan for PCHS moving forward.

VIII. Governance

A. PESPU Tentative Agreement 2020-2021

Reviewed and noted that this mirrors the UTLA agreement with the exception of the amount received if the PPP Loan is forgiven.

Dara Williams made a motion to approved the PESPU Tentative Agreement for 2020/2021.

James (Jim) Wells seconded the motion.

L Saxon noted that classified staff got the same pay raise in % is this equitable because this is a % increase and therefore the Certificated staff get significantly higher increases vs. the Classified staff because of the salary differential to begin with. This should be something to consider moving forward. C Clauson abstained

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

Roll Call

Dara Williams	Aye
Monica Batts-King	Aye
James (Jim) Wells	Aye
Andrew Paris	Abstain
Jack Seltzer	Aye
Brooke King	Abstain
Jewlz Fahn	Aye
Lisa Saxon	Abstain

Roll Call

Sara Margiotta	Aye
Brenda Clarke	Abstain
Maggie Nance	Abstain

B. Board Resolution for Unrepresented Staff 2020-2021

Reviewed and mirrors the agreement with UTLA.

Dara Williams made a motion to to approved Board Resolution for Unrepresented Staff for 2020-2021.

James (Jim) Wells seconded the motion.

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

Roll Call

Jack Seltzer	Aye
Dara Williams	Aye
Andrew Paris	Abstain
James (Jim) Wells	Aye
Monica Batts-King	Aye
Lisa Saxon	Abstain
Brooke King	Abstain
Jewlz Fahn	Aye
Maggie Nance	Abstain
Brenda Clarke	Abstain
Sara Margiotta	Aye

C. Unrepresented Salary Scale Updates

Reviewed and discussed. Job title changes were made to be consistent with similar job positions at other schools. D Williams asked whether there was a longevity bonus at Certificated positions. A Nguyen clarified the teachers have a similar system but it is called Carrier Increments. It was noted that there are auxiliaries and stipends which administrators don't have access to. It was noted that Management is not represented and D Williams noted that she is looking for consistency with longevity bonuses across the board. Teachers asked for consistency with longevity increases. A heated discussion occurred. D Parcell advocated for longevity increase. L Saxon stated that she is very appreciative of everyone who works on campus and also feels we need to be mindful of the Classified Staff. Item was tabled for October meeting. It was noted that any increase would be received in June. A Nguyen was asked to provide the Board with comparable information for various PCHS employee groups (certificated, classified, etc.) so that the Board could further evaluate the proposal and make a fair and equitable decision. It was also noted that a delay in this approval would not effect the current salaries of the positions under discussion as the requested increase would not be implemented until the end of the 2021/2022 school year.

D. Board Retreat Recap

IX. New Business / Announcements

A. Announcements / New Business

Next Board Meeting is scheduled for October 12, 2021. Conflict of Interest is Sept. 28, 2021 @ 7 pm. Academic Accountability is scheduled Sept. 20, 2021

B. Announce items for closed session, if any.

X. Closed Session

A. Conference with Legal Counsel

Board went into closed session at 5:11 pm

B. Employee complaint/Assignment/Discipline/Dismissal/Release

XI. Open Session

A. Return to Open Session

Returned to open session at 5:45 pm. It was reported out by Dara Williams there are legal issues that have to be explored on both sides of the debate and therefore we are not voting on a vaccine mandate tonight.

It was further clarified that LAUSD has mandated vaccination for Independent Charter faculty and staff but they did not mandate it for students at Independent Charters.

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

XII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:33 PM.

Respectfully Submitted,
Sara Margiotta

Coversheet

Approve Minutes

Section: IV. Approve Minutes from Previous Board Meetings
Item: B. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Annual Goal Setting Board Retreat on September 18, 2021

APPROVED



Palisades Charter High School

Minutes

Annual Goal Setting Board Retreat

Date and Time

Saturday September 18, 2021 at 9:00 AM

Location

Mercer Hall, Palisades Charter High School
15777 Bowdoin Street, 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.

Trustees Present

Andrew Paris, Brenda Clarke, Brooke King, Dara Williams, Jack Seltzer, Jewlz Fahn, Lisa Saxon, Maggie Nance, Monica Batts-King, Sara Margiotta

Trustees Absent

James (Jim) Wells

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Amy Nguyen, Amy Okafor, Chris Lee, Christopher Clausen, Don Parcell, Mary Bush, Monica lanessa

I. Opening Items

A. Call the Meeting to Order

Dara Williams called a meeting of the board of trustees of Palisades Charter High School to order on Saturday Sep 18, 2021 at 9:10 AM.

B. Record Attendance and Guests

Karen Koay - Dear PCHS Board of Trustees,
Please do not mandate Covid-19 vaccinations. Please support everyone's ability to do their own risk-benefit analysis and make their own choice. Those who chose to vaccinate are by their own definition, protected. Please respect each individual's personal health situation.

1. Vaccinated can still transmit the virus and has higher viral loads than those unvaccinated. Cornell has 95% vaccination rate and five times more COVID cases than last year.

2. Teens have been hospitalized due to vaccine reactions such as myocarditis.

<https://childrenshealthdefense.org/defender/18-connecticut-teens-hospitalized-heart-problems-covid-vaccines/>

3. Please review analysis from Physicians for Informed Consent.

Ages 0-17, Infection-Fatality Rate is 0.001% (Survival Rate of 99.999%)

All Ages not in Long Term Care, Infection-Fatality Rate is 0.35% (Survival Rate of 99.65%)

<https://physiciansforinformedconsent.org/wp-content/uploads/2021/08/PIC-COVID-19-Disease-Information-Statement-DIS-August-2021.pdf>

Thank you for your time and work! Abundant Blessings and Radiant Wellness! (Links were emailed to the trustees@palihigh.org.) Anonymous - I hope the board will follow LAUSD and require all students to be vaccinated by December.

Anonymous - I have chosen to remain anonymous because of the shaming comments I have received and the hateful conversations I have heard from co-workers regarding the subject of people who are vaccinated vs. nonvaccinated. I don't consider myself an "anti-vaxxer" or a "vaxxer". I make the choice to get shots and vaccines at the times when I need to get them and have no problem with that. I DO have a problem with that choice being taken away and that the school feels they have the power to dictate what is put into my body. Pali does not "walk in my shoes" each day and does not know and understand my body-I am the expert there and should be allowed to make choices regarding it. Who is this vaccination mandate protecting? Only a small portion of the total population at Pali may be mandated to be vaccinated. Will you now also mandate students 16 and over? Both vaccinated and unvaccinated people can GET and SPREAD Covid !!!!! When we all go home at night to different parts of the city, go to different events and stores the possibility of any of us being exposed and spreading the disease will not change whether people are forced to get vaccinated or not. The protocols are the same for vaccinated and unvaccinated people at school if they do end up catching it. Why would the school then approve this mandate that not everyone agrees with? When a doctor prescribes a new medicine to someone, they share the possible side effects with the patient. The doctor cannot guarantee that the patient will or will not get those side effects. THE PATIENT IS THEN GIVEN THE RIGHT TO CHOOSE if they want to take the risk of possible side effects or to not take the medicine and try something else. With this mandate, a person's right to choose has been stripped. Does Pali know something a doctor does not? For someone who has chosen not to get vaccinated and is now forced to -can Pali 100% guarantee that person will NOT get any possible long term side effects? Of course they cannot make that guarantee and if they can't, maybe it's not a choice they should be making. If you are on an airplane next to another passenger, sitting next to another table of people in a restaurant, at the movies, at a baseball game, or at Pali -what information would you rather know regarding the person/colleague/student next to you - their vaccination status OR that they have a negative Covid test result this week and are not spreading the virus? I am asking that Pali continues with weekly testing and face masks, but leave the choice of getting vaccinated or not to each individual. We should never lose the right to choose what happens to our individual bodies. Thank you.

C. Public Comment

Michelle Ashley - I believe vaccine mandates are the most effective tool to keep our students, staff and community safe. Physicians all over the country are seeing a deluge of unvaccinated Covid patients. Hospital and ICU beds, staff and oxygen may soon be rationed. It is our responsibility to protect ourselves and our community. No hospital beds means no care for anyone who needs hospital care. Vaccination will also help to

keep our schools open. We are required to vaccinate for many communicable diseases. Covid vaccines should not be exempted from this requirement. It is not a political issue but a public health issue. PCHS policy should follow LAUSD's lead.

Anonymous -When the decision was made at the beginning of the school year to make Back-to-school Night a virtual event, COVID numbers had been rapidly rising [from 24.6 daily new cases per 100k on 7/29 to a peak of 34.6 on 8/18 -- the day classes started.] Now those numbers have declined significantly [down to 12.5 daily new cases --- way lower than when Back-to-school Night was originally announced as happening in person.] Since the cases are currently less than 1/2 of what they were when you decided to switch to a virtual format, it makes sense now to return it to an in-person event. So much is lost when parents remain off campus and cannot meet their children's teachers face-to-face. If we're vaccinated and/or show a negative PCR test result, and we're all masked, the risk is minimal. It's certainly no greater than it was when you originally announced it as an in-person event.

Anonymous - Please do not mandate Covid vaccines for kids. Vaccines are miracles of science but time is needed to ensure they are safe for kids long term. There have now been just 35 deaths in children under 18 in the past year and a half in our state of almost 40 million. Meanwhile, myocarditis in boys is still an issue with the vaccine. Please read the Emergency Use Authorization submitted by Pfizer. In it, they acknowledge that it will take 3 years before fully knowing the long term side effects.

Robert Ritger - Back in 2019, Governor Newsom signed SB 830 into law requiring that all CA high schools start no earlier than 8:30 am, yet for some reason Pali continues to start at 7:50 am. The American Academy of Pediatrics, the American Medical Association, the American Academy of Sleep Medicine, and the CDC all recommend that school not start before 8:30 for high school students—which is more in sync with the natural sleep patterns of those age groups. Inadequate sleep can lead not just to academic problems in teens and pre-teens, it also contributes to obesity, depression, and an increased risk of car accidents. In other words, the science is overwhelming that early start times harm students. Pali follows the science and the law when it comes to Covid mask mandates and weekly testing, so my question is simple -- why isn't Pali following the science and the law when it comes to school start times?

Lee Ann Daly - Expecting growing teens to be at school by 7:15 is unrealistic and places undue pressure on their sleep schedule-- also a public health issue. The law (and prevailing wisdom) is that an 8:30 start is the rule. Since we have a 7:50 start, perhaps for vaccinated kids, having classroom teachers approve covid test results is a better solution to timeliness instead of the bottle-neck that inevitably happens with the current approach. That or making school start a little later, like the law says it should.

Anonymous - All members of the Pacific Palisades Board of Trustees have all executed their California Government Code oath of office, as outlined herein.

There appears to be a mistake and as such I would like to address the issue of the emergency COVID measures being considered and currently implemented by this board concerning the mandatory wearing of masks, such as N95 Masks, when box itself informs that misuse of these masks can cause injury or death; the ongoing compulsory testing of healthy children that causes anxiety and anguish on a daily basis; the monstrous proposal of forcing our children to be effective guinea pigs in drug trail under the guise of a "vaccine" that has no long term studies, no effectiveness, and no recourse for compensation against an alleged disease that has never been even proven to exist. Therefore, what evidence do you all have, what support, not just "We follow CDC and CHDP guidelines," what proof of the claim do you have of the science behind this mandate? Where is the science? If you can't produce the science, how is this not child abuse?

The maxim of law states that the proof relies on he who affirms, not upon he who denies. Right now, the science, the facts and the evidence denies that COVID is a threat; that COVID demands this emergency action. You haven't produced the science. You haven't produced the evidence. "We follow CDC and CHDP guidelines," we find to be unacceptable as justification.

The Declaration and the Constitution are clear that private property shall not be taken without just compensation; the science is the just compensation.

Furthermore, it has been stated that any enterprise undertaken by the public official who tends to weaken public confidence and undermine the sense of security for individual rights is against public policy and the Courts have already determined with *McNally v United States* 483 U.S. 350 (1987), ensured and enhanced with the enactment of 18 U.S. Code §1346 by the Congress of the United States, that a public official is a fiduciary toward the public and if he deliberately conceals material information from them, he is guilty of fraud.

Therefore, the law commands that you are burdened with a duty of care with obligation to produce the facts, science and evidence relied upon as consideration for any emergency measure for any taking of the private property of the people; the failure of which tends to weaken public confidence and undermine the sense of security for individual rights which is against public policy and includes the deliberate concealment of material information in a setting of fiduciary obligation of which shall apply to all employees and elected officers of the state, including the Governor and constitutional officers and all employees and elected officers of all cities, towns, counties, and political subdivisions, including the educational system.

No proof of the facts, science and evidence = no proof of claim;

no proof of claim = no right;

no right = wrong

Whereas the maxim of law is: force + wrong = greatest enemy of peace which is anti-Christ, no proof of claim would constitute a violation of 1st Amendment of the United States Constitution and Article 1, Section 4 of the California Constitution with promotion of acts dangerous to human life through a state sponsored religion employing state sponsored coercion to give the illusion that one has no choice but to comply and perform of which the courts have already declared with *United States v. Kozminski*, 487 U.S. 931

(1988) constitutes an involuntary servitude and for this board, its staff, and the teachers governed by this board, to engage in this activity without proof of claim is to engage in domestic terrorism as defined with Section 802 of the Patriot Act (Pub. L. No. 107-52) through the willful harming or injuring of a child or the endangering of the person or health of a child with unlawful corporal punishment or injury by mandated reporters as defined within the Child Abuse and Neglect Reporting Act.

Therefore, due to your willful and intentional violation of your oath of office for your refusal to support the Constitution of the United States and of the State of California, you are given this notice to step down from your board position immediately, otherwise litigation will follow.

Govern yourself accordingly.

Jessica Williams -We received 2 communications about class photos, both by mail and online. One stated that seniors must take class photos in North Hollywood. The other gave info about on campus photo packages for grades 9-11. We are hoping our son can take senior photos on campus. Will this be possible? If so, when and ow should students prepare? It would be great if seniors and their parents are informed about senior photos, as well as community service, special class activities, and graduation, well in advance. I submitted a separate comment about community service. If it would help, I would be happy to volunteer to help keep seniors and their families informed and make their year a special one!

Anonymous - Now that LA's COVID numbers are among the lowest in the country, there's no reason that parents can't be allowed back onto campus -- particularly for Back To School night, which is the only opportunity we have to get acquainted with our children's teachers. Last year, parents felt very disconnected from the school and the classes -- and as a result, many parents didn't donate to the booster club or PTSA because we had no relationship with the teachers and other faculty/staff. Please make Back To School night an in person event again. There's no medical reason not to.

Karen Koay - Dear PCHS Board of Trustees,

Please do not mandate Covid-19 vaccinations. Please support everyone's ability to do their own risk-benefit analysis and make their own choice. Those who chose to vaccinate are by their own definition, protected. Please respect each individual's personal health situation.

1. Vaccinated can still transmit the virus and has higher viral loads than those unvaccinated. Cornell has 95% vaccination rate and five times more COVID cases than last year.

2. Teens have been hospitalized due to vaccine reactions such as myocarditis.

<https://childrenshealthdefense.org/defender/18-connecticut-teens-hospitalized-heart-problems-covid-vaccines/>

3. Please review analysis from Physicians for Informed Consent.

Ages 0-17, Infection-Fatality Rate is 0.001% (Survival Rate of 99.999%)

All Ages not in Long Term Care, Infection-Fatality Rate is 0.35% (Survival Rate of 99.65%)

<https://physiciansforinformedconsent.org/wp-content/uploads/2021/08/PIC-COVID-19-Disease-Information-Statement-DIS-August-2021.pdf>

Thank you for your time and work! Abundant Blessings and Radiant Wellness! (Links were emailed to the trustees@palihigh.org.) Anonymous - I hope the board will follow LAUSD and require all students to be vaccinated by December.

Anonymous - I have chosen to remain anonymous because of the shaming comments I have received and the hateful conversations I have heard from co-workers regarding the subject of people who are vaccinated vs. nonvaccinated. I don't consider myself an "anti-vaxxer" or a "vaxxer". I make the choice to get shots and vaccines at the times when I need to get them and have no problem with that. I DO have a problem with that choice being taken away and that the school feels they have the power to dictate what is put into my body. Pali does not "walk in my shoes" each day and does not know and understand my body-I am the expert there and should be allowed to make choices regarding it. Who is this vaccination mandate protecting? Only a small portion of the total population at Pali may be mandated to be vaccinated. Will you now also mandate students 16 and over? Both vaccinated and unvaccinated people can GET and SPREAD Covid !!!!! When we all go home at night to different parts of the city, go to different events and stores the possibility of any of us being exposed and spreading the disease will not change whether people are forced to get vaccinated or not. The protocols are the same for vaccinated and unvaccinated people at school if they do end up catching it. Why would the school then approve this mandate that not everyone agrees with? When a doctor prescribes a new medicine to someone, they share the possible side effects with the patient. The doctor cannot guarantee that the patient will or will not get those side effects. THE PATIENT IS THEN GIVEN THE RIGHT TO CHOOSE if they want to take the risk of possible side effects or to not take the medicine and try something else. With this mandate, a person's right to choose has been stripped. Does Pali know something a doctor does not? For someone who has chosen not to get vaccinated and is now forced to -can Pali 100% guarantee that person will NOT get any possible long term side effects? Of course they cannot make that guarantee and if they can't, maybe it's not a choice they should be making. If you are on an airplane next to another passenger, sitting next to another table of people in a restaurant, at the movies, at a baseball game, or at Pali -what information would you rather know regarding the person/colleague/student next to you - their vaccination status OR that they have a negative Covid test result this week and are not spreading the virus? I am asking that Pali continues with weekly testing and face masks, but leave the choice of getting vaccinated or not to each individual. We should never lose the right to choose what happens to our individual bodies. Thank you.

D. Welcome and Introductions (Ice Breaker)

BOT and attendees introduced themselves and shared POWS, CHOWS and WOWS

E. Approve Minutes

D Williams made a motion to table the approval of the August 24, 2021 meeting minutes until the Board's next regular meeting on Sept. 21, 2021.

A Williams seconded the motion

The motion passed unanimously with the following votes in the affirmative: Lisa Saxon, Maggie Nance, Brooke King, Andy Paris, Brenda Clarke, Jack Seltzer, Jewlz Fahn, Monica Batts-King, Sara Margiotta and Dara Williams.

II. Review 2019-2021 Schoolwide Goals

A. Breakout Group(s) Session

In anticipation of the Breakout Groups, P Magee presented and reviewed Schoolwide Goals. She noted that she enjoys this process as it is interactive and we are going to be discussing school wide and Board goals. She is coming upon her 10th year and said that we need to reflect on what we have done well and areas of continued need to focus. 10 years ago Carpenter and Carver were the mantra. Board maintains the overall goals and the managers work to ensure the execution of these school goals. Goal evolution was discussed. Our current goals were established in 2019 but it was noted that the execution of some of these had to be put on hold because of COVID. She also reminded us that PCHS is Mission Driven: *PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure Education Excellence, Civic Responsibility, and Personal Growth.* M lanessa shared a longitudinal goal timeline from years past and looking forward. The information can be found: [Longitudinal School Goal Timeline - Google Slides](#)

PCHS Goals as included in the Board Materials were reviewed. It was noted that part of our current mission to drive Education for 21st Century Learners: As a whole, the BOT then had discussion on what this looked like. M Nance noted that we are trying to create flexible students who have tools to be prepared for jobs that we don't even know exist. Technology is key. B Clarke noted that the students should have the skills (emotionally, educationally, communication, ethics and physically) to be prepared for their goals post graduation. C Clauson noted that he thinks curriculum is at the core of their education. D Williams also agreed with the need for life skills education for students. Adaptability was also stressed along with confidence and communication skills. Peter Garff noted need for equity and climate justice to serve as an example for our campus. M lanessa noted that she appreciated the teachers coming together to collaborate over the summer to work on student assessments, grade equity, etc. C Lee highlighted that we are a Charter school and that we need to be mission driven and that BOT decisions need to ensure that we are making decisions that are mission based. The need to have skills and meaning behind what the students are doing/learning. Emphasized that all stakeholders are important and the role the students play in their educational process which is part of 21st century education. L Saxon also noted that we need to continue to work on student advocacy and that student media literacy and competency is important. B King echoed an emphasis on life skills and student advocacy. There was support for additional VEI

classes. Perhaps the goal should be the overall student with life skills and 21st century goals. P Magee noted that the school is struggling to be data driven. The bell schedule was discussed and start time will begin at 8:30 am beginning next year. The need for SMART Goals was discussed. (S -Specific M Measurable A -Attainable R -Relevant - T Timeline). Current school goals were reviewed.

PCHS will continue to cultivate and expand opportunities for social-emotional wellness development and stress management both inside and outside the classroom was discussed. Communication was highlighted. The need for individual teachers/student interaction was stressed. It was noted that these needs must be assessed. It was also noted that we need to address potential barriers to achieving these goals.

Groups were then broken out to discuss/update the school's current 5 Schoolwide Goals.

III. Update Long Term Schoolwide Goals (through 2025)

A. Breakout Group(s) Session

Break out groups were done and then groups shared their updates. Administration will work with updates to present short and long term goals with the Board for review and approval. Suggested goals that were included. Additional potential items to include are:

1. Student Achievement - Maximize the performance of each student in all academic areas balanced with emotional well-being and grading for equity.
2. Maximize use of technology and state-of-the-art teaching tools and methods to enhance the work of staff and students.
3. Promote the development of each student as a "whole" person utilizing intrinsic motivation to be prepared for post-secondary life.
4. Maintain fiscal integrity, efficient resource use, transparency and accountability of PCHS.
5. Strengthen community relations and communications.

IV. Additional Goal Setting Plan(s)

A. Develop Short Term Goals for the 2021-2022 School Year

As noted above and will be presented to the Board (based on break-out group stakeholder feedback from today) at a future meeting.

B. Develop Board of Trustees Goals for the 2021-2022 School Year

This item was not addressed and will be re-visited at an upcoming Board meeting.

V. New Business / Announcements

A. Announcements / New Business

Next Board meeting on Tuesday Sept. 21, 2021. It was also noted that Public Comment will be extended to 1 hour for that meeting.

B. Announce items for closed session, if any.

No items for closed session.

VI. 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 11:53 AM.

Respectfully Submitted,
Sara Margiotta

Coversheet

Approve Minutes

Section: IV. Approve Minutes from Previous Board Meetings
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on August 24, 2021

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday August 24, 2021 at 5:00 PM

Location

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

Or Dial-In

Meeting ID: 817 9973 6200

Passcode: 872561

Dial by your location

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 817 9973 6200

Passcode: 872561

As per Executive Order N-29-20 from Governor Newsom, the Palisades Charter High School Board of Trustees Meeting for Tuesday, August 24, 2021 at 5:00p.m. will offer a teleconferencing environment (phone-call in, no Zoom).

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.

Trustees Present

Andrew Paris, Brenda Clarke, Brooke King, Dara Williams, Jack Seltzer, James (Jim) Wells, Jewlz Fahn, Lisa Saxon, Maggie Nance (remote), Monica Batts-King, Sara Margiotta (remote)

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Amy Nguyen, Christopher Clausen, Karen Cox

I. Opening Items

A. Call the Meeting to Order

Brooke King called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Aug 24, 2021 at 5:12 PM.

B. Record Attendance and Guests

It was noted that there were approximately 20 guests in attendance and 60 call-in participants.

C.

Public Comment

D. Approve Minutes

Brenda Clarke made a motion to approve the minutes from Board Meeting (Budget) on 06-22-21.

Andrew Paris seconded the motion.

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

Roll Call

Dara Williams	Abstain
Jewlz Fahn	Aye
Monica Batts-King	Aye
Andrew Paris	Aye
Sara Margiotta	Aye
Jack Seltzer	Aye
Lisa Saxon	Abstain
Maggie Nance	Abstain
Brenda Clarke	Aye
Brooke King	Aye
James (Jim) Wells	Aye

E. Approve Minutes

Lisa Saxon made a motion to approve the minutes from Governance/Brown Act Training on 07-24-21.

Brenda Clarke seconded the motion.

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

Roll Call

Brooke King	Aye
Maggie Nance	Aye
Brenda Clarke	Aye
Jewlz Fahn	Aye
James (Jim) Wells	Aye
Lisa Saxon	Aye
Jack Seltzer	Aye
Sara Margiotta	Aye
Monica Batts-King	Aye
Dara Williams	Aye
Andrew Paris	Aye

F. Approve Minutes

Dara Williams made a motion to approve the minutes from Special Board Meeting on 08-05-21.

Lisa Saxon seconded the motion.

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

Roll Call

Andrew Paris	Aye
Maggie Nance	Aye
Sara Margiotta	Aye
Brenda Clarke	Aye
Dara Williams	Aye
Lisa Saxon	Aye
Jewlz Fahn	Aye
Jack Seltzer	Abstain
Brooke King	Aye
Monica Batts-King	Aye
James (Jim) Wells	Abstain

II. Organizational Reports

A. Student Report

Chris Clauson
Next week Fall Spirit Week
Footfall Fest this Friday - Blackout game; clubs; fundraising
Student Senate next week
Senior Tie-Die September 10th
Enhanced testing on campus has been very helpful
Students he has spoken to don't want for teachers to have to do simulcast teaching; hard to do both live teaching and simulcast teaching at the same time but there does have to be a plan for quarantined students
HRC Student Task Force has been working over the summer continuing the research

B. Parent Report

Jewlz Fahn - Concerns from parents about the teaching for kids in quarantine; hopes that there would be recordings in the classroom for those absent; also hearing about needing clear communication.

James Wells - hearing from parents about needing some sort of teaching for those students who are not in person; things have changed for the quarantine requirements for vaccinated students

When dropping his son off he has noticed students not wearing masks

Monica Batts-King

Doesn't see why the teachers cannot record their classes; if a student on a sports team gets it then a lot of students can be affected. Concerned about Covid testing; forced to use Pali testing based on the hours; parents have contacted her about receiving bills

C. Classified Staff Report

Andrew Paris

Traffic and testing at the start of school has been quite manageable; thanks to Don Parcell and John Achen to getting many entry-ways opened up; and thanks to the students for making it work

D. Faculty Report

Brenda Clarke

Students are being phenomenal about what is expected of them; very positive atmosphere; appreciate the emails to trustees in general.

Read the teacher report - teachers dedicated to dealing with teaching and mental health; UTLA and administration reached a contract for this year with negotiations continuing for the next 3 years.

PDs in person and online

Concerned about compliance issues and hoping for answers on conflict of interest questions

Interested in Lifetime Benefits investments

Lisa Saxon

Thankful to be back on campus and the joy that the students bring to the room; many teachers are working 10 to 14 hours a day; with regard to zoom, some teachers are happy to do it but there are issues with doing it and need to know that there are students who are out there who want it.

A big thank you to Jeff Roepel, the school nurse Stephanie Boyd, Oscar Herrera, and Monica Iannessa for putting together a wonderful PD program

Maggie Nance - moving forward with a consistent way for the faculty report will be based on the systematic collection of data.

E. Human Resources Director (HR) Report

Report stands as submitted; approximately 20 new employees; UTLA agenda later in the agreement

F. Director of Operations Report

Report stands as submitted. Faculty and classified employees have done a fantastic job and it has been a group effort; gone fairly well and it will improve over time.

G.

Director of Development Report

Report stands as submitted.

H. Chief Business Officer (CBO) Report

Report stands as submitted. LTSP is tomorrow; there will be a discussion of federal relief funds that have to be spent by a deadline.

I. Executive Director/Principal (EDP) Report

Pam Magee

This year the focus is on being a community and equity and care.

Equity in grading; support and access to services and intervention

Takes an effort to be a tight-knit community; challenges to this that require an immense amount of patience; de-escalate when we can.

Growth mindset here for the students and for ourselves.

Thanked those who came to the meeting and asked for their empathy.

Many teachers worked throughout the summer for mini-grants; worked on grading practices and curriculum; in an effort to provide the best education to the students

Thanks to many on the management team with Monica Iannessa on the PD.

LAUSD Board meeting is in session. Pali is finally on the list to get air conditioning in all of the classrooms.

Echoed what Juan Pablo Herrera said about attending LTSP meeting tomorrow.

Back to school night is September 23rd; working on what that will look like; current plan is for it to be in person but that will depend on the Delta variant.

III. Board Committees (Stakeholder Board Level Committees)

A. Investment Committee Update

Juan Pablo Herrera.

Have selected an investment advisor that has a low cost fee. In order to transfer the money to the investment account, the BOT must approve a Investment Policy Statement.

Thanked Michael Rawson for his help.

Dara Williams made a motion to approve the Investment Policy Statement for 2021-2022.

Jack Seltzer seconded the motion.

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

Roll Call

Sara Margiotta	Aye
Brenda Clarke	Abstain
Jack Seltzer	Aye
Lisa Saxon	Abstain
Monica Batts-King	Aye
Andrew Paris	Abstain
Brooke King	Abstain
Jewlz Fahn	Aye

Roll Call

James (Jim) Wells Abstain
Maggie Nance Abstain
Dara Williams Aye

IV. Academic Excellence

A. Changes/Updates in Response to COVID

Don Parcell

Multiple gates open to distribute everyone as much as possible; things have improved over the last 5 days

Mask wearing - students have been pretty good; masks are available at every checkpoint; the school has plenty of masks; each room has a teachers kit that includes masks, hand sanitizer, wipes

Testing - two points on campus; one near to the buses and one near to the elevator by the library; options to open up others; change in testing to eliminate problems with kids eating food prior to testing so now nasal

Window fans in classrooms with windows

Mary Bush

Teachers are getting used to being back in the classroom and getting used to the protocols

Any slowness in getting things out is due to the changes that keep occurring

School nurse is contact tracing

Slide on the latest Covid cases in Los Angeles; some information that rates are going down

UTLA voted in favor of mandating vaccines

PESPU are considering it for a vote

Pali is considering mandating vaccinations; LAUSD has mandated vaccines for staff, Culver City for students and staff; LA County employees by October 1st

Prepared for compliance with LA County mandates; on Friday, August 13th received the mandate from LAUSD that was different than the County orders; orders keep changing and the school has to modify its protocols based upon the changing orders

Slide on what to do when testing positive - testing positive must isolate for 10 days and can come back (the slides will be added to the materials).

Exposure to a confirmed case difference for vaccinated and unvaccinated; unvaccinated must quarantine but vaccinated if not symptomatic do not

New plan is on the website

Encouraging teachers to post as much as possible on Schoology and are holding zoom office hours for those who are absent; study center is open and is there to provide support for students in isolated/quarantined

Jewlz Fahn brought up that new sports teams protocols were just announced; the school needs to review the policy before letting everyone know

It is not always up to the school as to when things get shut down

Jim Wells asked how many of the Pali kids are out on quarantine - there is a Covid dashboard; right now there are 10 active cases; still contact tracing; new cases every day; number of kids who are in quarantine will go down because of the change in protocols. Asked about having a webcam in the classroom. Don Parcell responded that Pali has the infrastructure to accommodate a webcam-like system but that is something that has to be worked out with the teachers. Mary Busch brought up that the state-mandated in-person instruction and this might cause issues with that. Brenda Clarke brought up that changes to the teaching contract have to be negotiated.

Brenda Clarke asked about if and how any vaccine mandate would be enforced if a mandate is adopted.

Pam Magee brought up that any mandate will be brought to the BOT for approval; administration is in talks about teaching for students who are absent

Brenda Clarke asked whether students are required to inform the school that they are covid positive; they don't but many parents have

Comment from a parent that her son did not receive his covid test results - reach out to Mary Bush if that is a problem.

B. PCHS Academic Policies - Extend Suspension

Public comment - not in favor of changing the attendance policy for this semester; worried that parents are sending their kids to school when sick.

Pam Magee asking for the suspension of the attendance policy; want people to stay home if they are not well.

Brenda Clarke made a motion to extend the suspension of the PCHS Attendance Policy during the first semester 2021-22; to extend the suspension of the PCHS No Credit (NC) Grade Policy during first semester 2021-22; to extend the PCHS Community Service Graduation Requirement Waiver for the class of 2022.

Jewlz Fahn seconded the motion.

Questions were asked about the requirement of community service which is 40 hours; Chris Lee responded to those questions; there was a discussion about kids waited until the last minute to do it so the entire 40 hours is being waived; for the class of 2023, it will be discussed next year; Sara Margiotta expressed that over the long term she doesn't want this requirement to go away and that there are ways to get community service hours and students should be helping those that struggle. Chris Lee stated that they are recommending that students to this but not all kids have access to ways to do this; not shying away from the mission but are trying to account for students who may not have the same opportunities. There was a discussion about whether students do all have the opportunities to do community service with multiple points of view as to whether all

students do have the same opportunities or capacity to do community service. Chris Lee also discussed the No Credit policy. This is something that he and others in the administration would like to consider as a permanent policy, as opposed to giving an F in an class; this is something that some teachers are also working on. Student perspective is in favor of all three.

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

Roll Call

Brooke King	Aye
Dara Williams	Aye
Sara Margiotta	Aye
Monica Batts-King	Aye
James (Jim) Wells	Aye
Maggie Nance	Aye
Andrew Paris	Aye
Jewlz Fahn	Aye
Lisa Saxon	Aye
Brenda Clarke	Aye
Jack Seltzer	Aye

C. Assembly Bill 104

Chris Lee

Assembly 104 is a bill passed over the summer.

Materials have a summary

For any class last year, student can change it to an NC or to a pass. Deadline is 8/31.

Key thing is to consult colleges because not clear what colleges will accept a pass. UCs and Cal States will accept it. If applying out of state or private, the student needs to contact the college.

Only applies to the 2020-2021 school year; legally Pali cannot take any applications after 8/31.

If a student changes a math grade from a D to a pass then they would move up to the next level math class and they would HAVE to move up.

Interim grade retention request - in the past students could repeat a grade but that hasn't been the case for over 20 year; students can do credit recovery but they are not retained; students can request to repeat a grade if they received deficient grades in 50% or more of their classes; doesn't apply to this year's seniors; class of 2021 and 2022 can graduate with the California Department of Education (CDE) requirements, which are different than Pali's graduation requirements but this does not meet the A-G requirements; students do have to be enrolled full time

PCHS requires 230 credits but CDE requires 130 credits

Pali's graduation rates did not decline during covid

D. SMC Dual Enrollment

Chris Lee

Partnership with SMC; great opportunity to get college credits and to be exposed to college classes

Another partnership with WLA college.

WLA is on Schoology and SMC is done within the classes

WLA - Sign Language, Psychology, and Criminal Law; ASL meets the language requirement for at least some colleges (UCs and Cal State)

WLA has a representative that works with Pali to get the kids signed up

Classes that students can take for Pali credit are posted on Schoology

V. Finance

A. 2021-2022 Budget Update

Agenda materials have the updated budget. The budget was approved in June. There have been changes in the last few weeks. In some cases the revenue increased and these increases are reflected in the materials; there was a decrease in revenue (also reflected in the materials); some minor expenditure increases; the revenue increases increased Pali's positive balance but there the UTLA agreement, which the BOT is being asked to approve does increase the school's expenditures; there is still a positive balance of approximately \$226,000.

LTSP is on zoom tomorrow.

VI. UTLA Tentative Agreement

A. UTLA-PCHS Tentative Agreement 2021-2022

Proposed contract is in the materials. It includes one time payment depending on whether the loan is forgiven.

Jack Seltzer made a motion to approve the UTLA-PCHS Tentative Agreement 2021-2022.

Jewlz Fahn seconded the motion.

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

Roll Call

Maggie Nance	Abstain
Brooke King	Abstain
Andrew Paris	Abstain
Sara Margiotta	Aye
James (Jim) Wells	Aye
Jack Seltzer	Aye
Lisa Saxon	Abstain
Monica Batts-King	Aye
Brenda Clarke	Abstain
Dara Williams	Aye

Roll Call

Jewlz Fahn Aye

VII. Governance

A. Proper Activities of Board Members and Board Use of PCHS Email System

Several violation of the Brown Act and Pali's Code of Conduct policies.
The Code of Conduct was signed by the trustees
Governance is not management; fiduciary duty to make decisions for the school, not based on a personal agenda
Replying all to emails violates the Brown Act and there are other continuing violations
The Brown Act is the law in the state of CA, not a Pali rule
We are all here to do the best for PCHS
We need to understand these guideline to work together
You cannot have a conversation with a majority of the trustees; cannot text all of the trustees
Duty to conduct the people's business in public; violating the rights of the people
Multiple conversations end up being a serial meeting; it includes direct conversations or through intermediaries
Pali High email should be used for communications; do not forward your Pali High email to your personal email; if you have any trouble using it, training can be provided
Violations cause our stakeholders to question our leadership and our overseeing a budget of over \$40 million
Code of Conduct was provided to each BOT member and read by the Chair
Governance policies are on the Pali website and all BOT trustees are bound by these as well
Policy GP #6
Slide stating these policies
Cannot let stakeholder affiliation to interfere with fiduciary duty to at in the best interests of PCHS as a whole
Exercise powers and duties honestly and in good faith
Cannot make personal promises or take private action that would compromise their position as a trustee
Cannot exercise individual authority over the organization
Following the Brown Act is necessary to protect the school.
Address concerns in a way that is measured or steady.
Question from James Wells about putting things on the agenda needs 2 people.
Chair is on the agenda but if two people want something on the agenda so long as it is lawful it must be put on the agenda but there does have to be time for the administration to prepare for the agenda item so it might now be on the next agenda
Discussion was held about emails being sent out by BOT members.
Chair decides who talks when; doesn't like a parent rep being attacked
Have to move away from saying that we represent our constituency groups; we voice what they say but we don't vote for any particular group

Chris Clausen pointed out that we represent the best interest of the school but we have to be conscious of the image that we are putting out

Jewlz Fahn talked about how she represents the best interests of the school; there are no malintentions; everything she sends out she makes sure that it has factual information; she is doing the best she can to communicate with the parents; she is just trying to communicate.

Brenda Clarke commented that it is important to go to committee meetings; encourages BOT members to attend these meetings

Lisa Saxon commented that the emails did have similarities; she also pointed out that the number of emails are about 2% of the parents; she also mentioned that there were discussions on NextDoor that contained a lot of misinformation; the loud voices do not necessarily represent all of the parents and we need to keep that in mind; important to make the best decisions possible for this institution

Brooke King brought up that we should not be guided by email campaigns; we need to make decisions based upon information.

B. Election of Board Officer - Board Chair

Brooke King made a motion to approve Dara Williams as PCHS BOT chair.

Andrew Paris seconded the motion.

Lisa Saxon - Dara would be an excellent choice and understands the law; respect her because she doesn't always make popular decisions but she has always made decisions in the best interests of the school. James Wells wants to nominate Brenda Clarke and then she would make a great choice. Dara Williams gave a statement about her background and her history as a BOT member in the past. Maggie Nance gave a statement about Dara Williams saying that she would be a great chair and mentioned her intelligence and hard-working. Maggie mentioned that she knows her from her being a parent on the baseball team and as a parent at the school. Monica Batts-King asked why Brooke King no longer wants to be chair. Brooke King brought up that she believes it is in the best interest of the Board to have a non-interested chair. While it is legally permissible, Brooke King believes that having an impartial chair is in the best interest of the school.

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

Roll Call

Dara Williams	Aye
James (Jim) Wells	Aye
Maggie Nance	Aye
Brenda Clarke	Abstain
Jewlz Fahn	Aye
Andrew Paris	Aye
Brooke King	Aye
Jack Seltzer	Aye
Monica Batts-King	Abstain
Sara Margiotta	Aye
Lisa Saxon	Aye

C. Election of Board Officer - Board Vice Chair

Dara Williams made a motion to approve Brenda Clarke as the Vice-Chair.

Monica Batts-King seconded the motion.

Brooke King mentioned that she wants Brenda Clarke to be willing to do things that she was asked to do and didn't want to do last year. Brooke King believes that Maggie Nance would be better in the role. Lisa Saxon mentioned that when she put in her application for the Board and she was dissuaded by one person and that was Brenda Clarke. Monica Batts-King pointed out that she sees Brenda Clarke at many different committee meetings. There was a discussion about Brenda Clark contacting multiple members of the BOT about her being chair. Concerns were expressed about Brown Act violations. Monica Batts-King pointed out that Brenda Clarke took a step back when Dara Williams was nominated for chair and that was something that Monica Batts-King appreciated. Monica Batts-King also appreciated that Dara Williams nominated Brenda Clark. The motion did not carry.

Roll Call

Sara Margiotta	Abstain
Jack Seltzer	No
Brenda Clarke	Aye
Dara Williams	Aye
Monica Batts-King	Aye
Andrew Paris	No
Brooke King	Abstain
Maggie Nance	Abstain
Lisa Saxon	No
Jewlz Fahn	Aye
James (Jim) Wells	Aye

Dara Williams made a motion to approve Maggie Nance as vice chair.

Lisa Saxon seconded the motion.

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

Roll Call

Sara Margiotta	Aye
Brenda Clarke	No
James (Jim) Wells	Abstain
Monica Batts-King	Abstain
Dara Williams	Aye
Jewlz Fahn	Aye
Andrew Paris	Aye
Jack Seltzer	Aye
Brooke King	Aye
Lisa Saxon	Aye
Maggie Nance	Aye

D. Election of Board Office - Board Secretary

Andrew Paris made a motion to approve Sara Margiotta as Secretary.

Maggie Nance seconded the motion.

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

Roll Call

Brenda Clarke	Abstain
Jewlz Fahn	Aye
James (Jim) Wells	Absent
Dara Williams	Aye
Jack Seltzer	Aye
Maggie Nance	Aye
Sara Margiotta	Aye
Monica Batts-King	Aye
Andrew Paris	Aye
Lisa Saxon	Aye
Brooke King	Aye

VIII. New Business / Announcements

A. Announcements / New Business

Saturday September 18th Board Retreat at 9:00 am

FPCC will do a free training with us.

Next BOT meeting is September 21st

We need to decide dates for the FPCC training - date proposed is September 28th for a zoom FPCC meeting; BOT went into closed session.

B. Announce items for closed session, if any.

IX. Open Session

A. Return to Open Session

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

No reportable action taken during closed session.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:46 PM.

Respectfully Submitted,
Brooke King

Coversheet

Faculty Report

Section: V. Organizational Reports
Item: E. Faculty Report
Purpose: FYI
Submitted by:
Related Material: Faculty Board Report 10_12_2021 .pdf



PALISADES

CHARTER HIGH SCHOOL

Faculty Report Board of Trustees Meeting October 12, 2021

Grading Policy and Decision-making processes:

- Faculty would like a more robust discussion on this topic
- We are being told the proposed change but have been given no time for discussion, feedback, or deliberation.
- Faculty meetings could be used more effectively.
- We'd like the board to task administration with creating a formalized process regarding how major decisions (e.g. grading policies, bell schedules) are made to avoid this in the future. What is the role of Academic Accountability Committee vs. other avenues of discussion/decision-making.

Displaced teachers:

- Teachers who are sharing classrooms need space to work during the periods that they are displaced. Teachers are working in their cars, at picnic tables, and finding random spots.

Class size:

- Many problems could be solved by reducing class size. 40/1 ratios do not allow teachers to attend to the social-emotional needs of their students. If we reduced class sizes, we could change how we assess, and we could create a more nurturing environment for kids.

Goals:

- Teachers would like to see the PCHS goals generated from the Board Retreat.

Faculty Input on Administrative Evaluations:

- Teachers would like to see a change in how feedback is gathered and considered in terms of administrators' evaluations. The feeling is that the staff and faculty who work here have valuable insight that is not being considered by the parents and community members who do the evaluations.

Coversheet

Human Resources Director (HR) Report

Section: V. Organizational Reports
Item: F. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: HR Board Report 10_12_2021.pdf



Human Resources Board Report October 12, 2021

New Hires:

Name	Classification/Position	Funding	Effective Date
Hutchinson, Bethany	Counselor-Temporary covering FMLA	General	09/20/2021
Chang, Jaime	Information Technology I	General	10/04/2021

Benefits:

Representatives from Costco Pharmacy were able to return to the PCHS campus since Covid-19 on Wednesday, September 15th and held the annual Flu Shot Clinic. During the month of October the Navia system will open online enrollment for PCHS employees to sign up for flexible spending accounts. This money will be deducted for their accounts pre-tax.

LAUSD Compliance with COVID-19 Vaccination Mandate:

All staff are required to have completed their immunization for their COVID-19 vaccination by October 15th, 2021. This includes: completing both shots for Pfizer or Moderna or the single J&J shot.

Salary Scale : Action Item

Salary Scale update for the Unrepresented and Mid-Manager Staff

Proposal to include \$3,000 longevity stipend to apply once a staff member has been at the top of the scale for two years. Please refer to board materials.

Staffing and Recruitment:

We are currently hiring for

Director, Student Support Services

Math Paraprofessional

Stage Technician (Contract position)

Adult Tutors –

Math (2)

English (1)

Spanish (1)

Coversheet

Director of Operations Report

Section: V. Organizational Reports
Item: G. Director of Operations Report
Purpose: Vote
Submitted by:
Related Material: School Emergency Operations Plan for 2021-22_Motion.pdf
School Emergency Operations Plan for 2021-22.pdf
Operations Board Report 10_12_2021.pdf

COVER SHEET FOR School Emergency Operations Plan VOTE
October 12, 2021

TOPIC/ AGENDA ITEM:

School Emergency Operations Plan Vote

PERSONNEL INVOLVED:

Don Parcell – Director of Operations

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

Annual School Safety Plan (named “School Emergency Operations Plan”) approval.

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

Guides school’s emergency preparedness and response plans in case of an emergency

OPTIONS OR SOLUTIONS:

Outsource all School Emergency Operations Planning & Training and compliance to a 3rd-Party Vendor.

EXECUTIVE DIRECTOR/PRINCIPAL’S RECOMMENDATION:

The Executive Director/Principal recommends the Board of Trustees approve the proposed School Emergency Operations Plan as submitted to guide PCHS’s emergency preparedness and response plans in case of an emergency.

RECOMMENDED MOTION:

I make a motion to approve the proposed 2021-22 school year School Emergency Operations Plan.



PALISADES
CHARTER HIGH SCHOOL

Palisades Charter High School

School Emergency Operations Plan

Revised Fall 2021

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

School Emergency Operations Plan Table of Contents

	Introduction and Promulgation	4-11
	Requirements	5
	Purpose	6
	Scope	6
	Objectives	6
	Responsibility	7
	Emergency Management Resolution	8-9
	Statement Letter	10-11
SECTION 1	Legal Requirements	12-17
SECTION 2	National Incident Management System	18-27
SECTION 3	Emergency Phases	28-30
SECTION 4	School Emergency Response Team	31-46
SECTION 5	Emergency Management	47
	S&R Buddy System List	48
	Emergency Signals	49
SECTION 6	Emergency Maps	50-54
SECTION 7	Evacuation Procedures	55-62
SECTION 8	Emergency Response Supplies	63-73
	Food and Water Management	75-78
SECTION 9	Emergency Contact Information and Communication	79-88
SECTION 10	Incident Response Procedures	89
	Airborne Contaminants	90-92
	Animal Disturbance	93-94

	Armed Intruder/Shots Fired	95-96
	Assaults	97
	Biochemical or Chemical Release	98-104
	Bomb Threats/Device Found	105-107
	Bus Accidents	108-109
	Child Abuse Reporting	110-115
	Child Does Not Arrive Home (within a reasonable time)	116
	Civil Disturbance	117-119
	Critical Condition/Hospital Treatment	120
	Death of a Student/Staff Member	121
	Detecting Suspicious Packages/Letters	122-123
	Disruptive Student	124-125
	Earthquake	126-135
	Explosion	136-139
	Fallen Aircraft	140-141
	Fire	142-147
	Food and Water Contamination	148
	Forced Entry/Theft of School Property	149
	Hazardous Material Spill	150-152
	Heat Emergencies	153
	Hostage Situation	154-155
	Infectious Diseases	156-158
	Kidnapping or Missing Student	159-160
	Motor Vehicle Crash	161
	Police Activity in the Neighborhood	163
	Severe Weather	163-166
	Sex Offense	167
	Spilled Bodily Fluids	168-169
	Student with a Gun	170-171
	Suicide/Threat/Attempt	172-173
	Terrorist Act	174
	Threat of Violence	175
	Trespasser in Building	176
	Tsunami	177
	Utility Loss or Failure	178
	Wild Fires	179-180
SECTION 11	Recovery Operations	181-183
SECTION 12	Plan Maintenance, Training and Vital Record Retention	184-186
SECTION 13	Homeland Security Advisory	187-188

SECTION 14	Terms and Acronyms	189-191
Appendix A	Sample Parent Letters	192-207
Appendix B	Four Phase of a Crisis	208-216
Appendix C	Reunification Procedures	217-235
Appendix D	PCHS Updates	236-249
Appendix E	Early Release Procedures	250-2
SECTION 15	COVID-19/Pandemic Policies and Procedures	253-265

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 12th, 2021

Date

Dara Williams
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 Campus Aides who respond to any event at our school site.

PCHS has a Crisis Management Plans in place at the school and a Crisis and Emergency Response Plan. The Crisis Management Plan with 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. The 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 could expand our camera surveillance system to help deter, detect and investigate school crimes. Significant physical security maintenance to perimeter fencing to be maintained.

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:

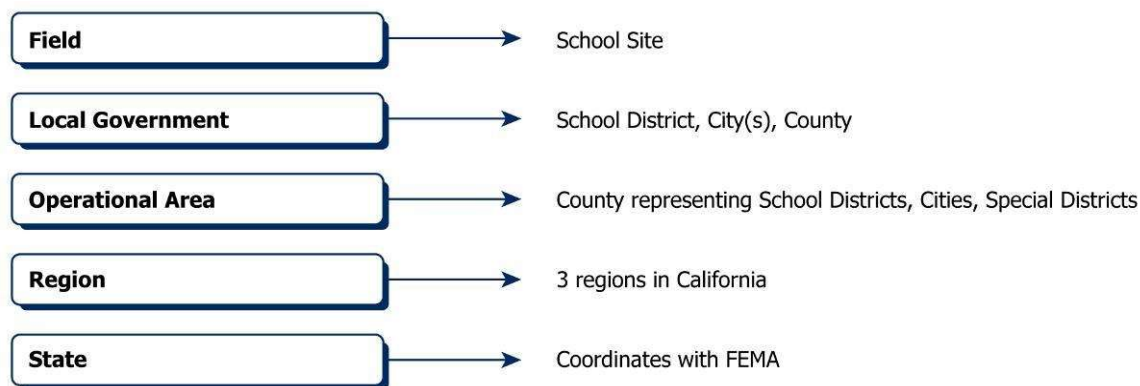
- Incident Command System
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

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)

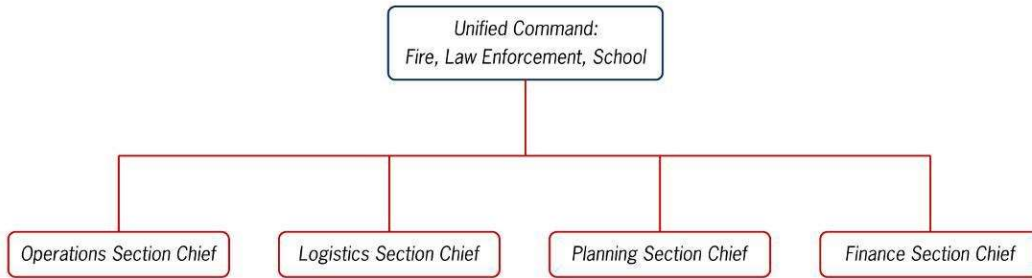
ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts – duplication of efforts – by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

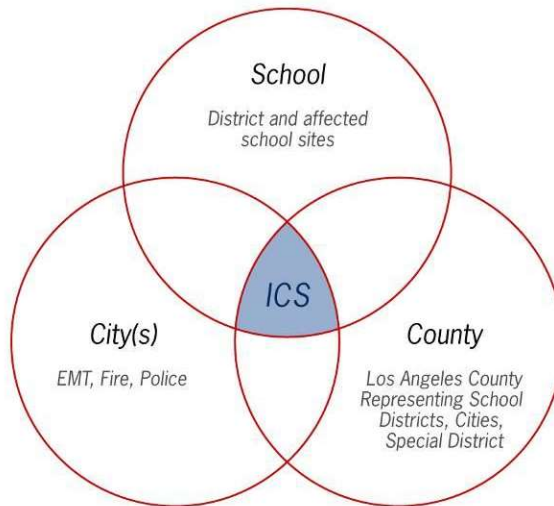
The five ICS functions are required at all NIMS levels. They are command, planning, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources 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: Sep. 17, 2021

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

<p><u>Public Information Officer</u> Executive Director & Principal Alternate: HR Director Assistants: Main Office Staff Tech Supervisor Infinite Campus Data Manager</p>	<p style="text-align: center;"><u>INCIDENT COMMAND CENTER</u> <u>Location TBD</u> <u>INCIDENT COMMANDER</u> Director of Operations or Backup Liaison: Kalei Park</p>	<p><u>First Aid at Flag Pole</u> Nurse Nurse Assistant Finance Office Personnel Carolyn Herrmann</p>																				
<p><u>Assembly Area Athletic Field</u> Monica Iannessa Amy Okafor Deans</p>	<p><u>Backup Incident Commanders</u> Russ Howard Monica Iannessa Juan Pablo Herrera</p>	<p><u>Morgue behind J-101</u> Crystal Estrada Brenda Clarke or TBD</p>																				
<p><u>Request Gate Visitors Upper Gate</u> Chris Lee Alternate: Tom Seylar Jean Maninger, Elva Pouya Heather Schon, Linda Elio, M. Hafferkamp</p>	<p style="text-align: center;"><u>SEARCH & RESPOND</u> Co-Leaders: Joel Jimenez & James Buckman Alternates: Andy Paris & Gio Stewart Assistants: Minh Ha Ngo & Cheryl Onoye Radio Operator: Minh Ha Ngo</p>	<p><u>Mental Health /Crisis Team</u> Leader: Student Services AP School Psychologist MHS Providers</p>																				
<p><u>Reunion Gate Visitors Lower Gate</u> Leader: Kim Theard S. Olmos, N. Newble, A. Aleman, Attendance Office</p>	<p><u>PSA (Personnel Staging Area)</u> Leader: HR Director Alternate: Sub & HR Assistants All Staff/Personnel without SERT Assignment</p>																					
<p><u>Utilities</u> Leader: Walter Donez Mario Torres Permits Staff Person</p>	<p><u>Search & Rescue Members go to Outdoor Stage Teams will be assigned by Team Leaders</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Alice Kim</td> <td style="width: 50%;">Adam Licea</td> </tr> <tr> <td>Peyman Nazarian</td> <td>Shana Sharfi</td> </tr> <tr> <td>Kyle Thomas</td> <td>Steve Klima</td> </tr> <tr> <td>Ray Marsden</td> <td>Mike Voelkel</td> </tr> <tr> <td>Erika Najar</td> <td>Minh Ha Ngo</td> </tr> <tr> <td>Cheryl Onoye</td> <td>Karen Perkins</td> </tr> <tr> <td>Eva Pichelbauer</td> <td>John Rauschuber</td> </tr> <tr> <td>Jeanne Saiza</td> <td>John Vieira</td> </tr> <tr> <td>Rick Steil</td> <td>Dave Suarez</td> </tr> <tr> <td>TBD</td> <td>TBD</td> </tr> </table>	Alice Kim	Adam Licea	Peyman Nazarian	Shana Sharfi	Kyle Thomas	Steve Klima	Ray Marsden	Mike Voelkel	Erika Najar	Minh Ha Ngo	Cheryl Onoye	Karen Perkins	Eva Pichelbauer	John Rauschuber	Jeanne Saiza	John Vieira	Rick Steil	Dave Suarez	TBD	TBD	<p><u>Evac. Site Line-Up Communication Captains</u></p> <p>Green: Evelyn Rivera, Vidi Torres</p> <p>Red: Jessica Elisha, Rick Woodward, Jamie Agius</p> <p>Blue: Karen Newbill, Angelica Pereyra, Yeon Hee Kim</p> <p>Yellow: Susan Ackerman, Perisha Bellinger</p>
Alice Kim	Adam Licea																					
Peyman Nazarian	Shana Sharfi																					
Kyle Thomas	Steve Klima																					
Ray Marsden	Mike Voelkel																					
Erika Najar	Minh Ha Ngo																					
Cheryl Onoye	Karen Perkins																					
Eva Pichelbauer	John Rauschuber																					
Jeanne Saiza	John Vieira																					
Rick Steil	Dave Suarez																					
TBD	TBD																					
<p><u>Fire Suppression/Haz Mat</u> Leader: Oscar Cabrera Science Dept. Dave Schalek Pool: Brooke King</p>																						
<p><u>Security/Traffic Control and Perimeter Supervision</u> Leader: LASP Officer Security Supervisors All Security Guards/Aids</p>																						

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 at command center
- Manages Overall Emergency Event until Professionals arrive
- Deploys Team Members
- Liaison with Professional 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/Attendance 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
Earthquake - 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

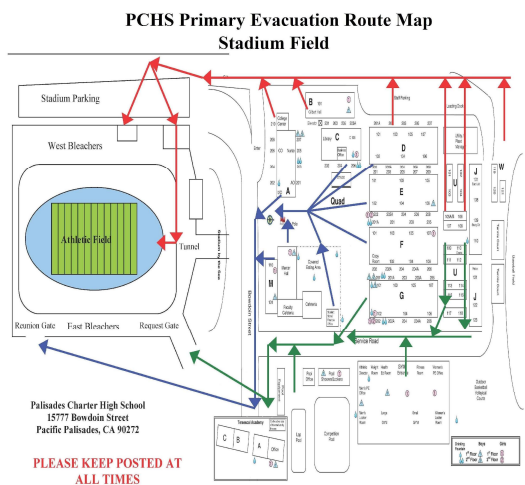
Section 6

Emergency Maps

Emergency Maps

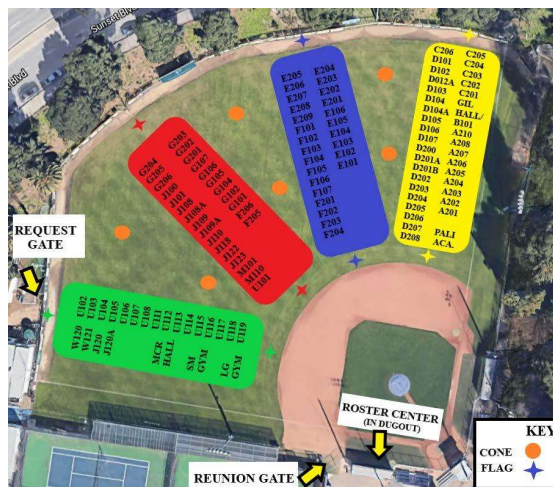
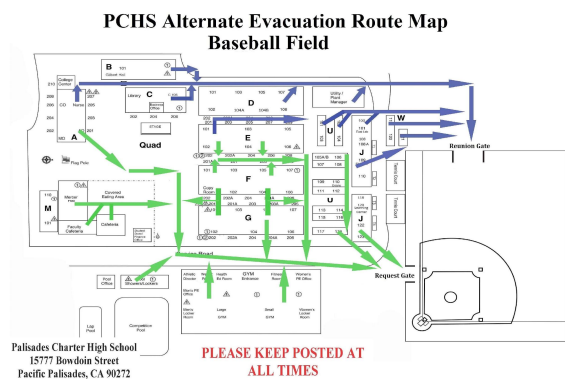
Maps of the interior of all buildings, exterior of school grounds, and aerial photos are essential to develop an emergency evacuation plan. In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire extinguishers, fire alarm 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.



PCHS Primary Evacuation Line-Up Map Stadium Field

ENDZONE		HOME BLEACHERS										REUNION GATE																																																													
G	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100		
REUNION GATE	G	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	REQUEST GATE



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 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 food and water, 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:[MALIBU CERT](#)

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 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 bottle 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.
1-2	Designated Blue Bucket of Drinking Water Pouches
1	Tub Clorox wipes
1	Box of Tissues
1	Waterless Hand sanitizer
1	Bandages
1-2	Designated Blue Bucket of SOS Food Bars
1	Privacy screen
1	Secure the Door Kit: 1-2 yellow ropes 2-4 metal cleats 1-2 black rope lock
1	Laminated Yellow X -- indicating room clear
1-2	Laminated Yellow Window Cover

3. Emergency Supplies for 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). American Red Cross (ARC) Container

Quantity	Contents
120	Classroom buckets
4	Cases adult Diapers
300	Army Blankets
150	Cots
5	Cooler
5	Flashlights
24	Extra batteries
1	Collapsible 20 in ramp

c). Search & Rescue (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
--	--

4. 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
Coolers	10	
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
Hacksaw	1	
Flashlight	4	

4. Emergency Supplies for barrels or containers (continued)

Item	Quantity	Description/Usage
Flashlight Bulb	4	Replacement
Gauze Packs	1	Bandaging wounds, attaching splints, etc.
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
Pandemic Supplies: Masks Face Shields Gloves Gowns Wipes, Disinfecting Spray Paper Towels Toilet Paper Hand Sanitizer		PPE needed in case of Pandemic.
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
Pumps for Water Barrels	10	Place pump in barrel to provide water
Plier Set	1	
Rope	2	Closing off pedestrian campus entrances, cordon off areas, S&R, bracing
Safety Goggles	4	Eye Protection
Safety Pins	1 box	Use with splints
Safety Vest	4	

4. Emergency Supplies for barrels or containers (continued)

Item	Quantity	Description/Usage
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
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	2-3 Day supply	
Whistle	4	
Wrench (pip)	1	
Wrench (adjustable)	1	

4. First Aid Team Supplies

Emergency First Aid Supplies are located: Nurse's Office, Safety Container and First-Aid Station.

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		

5. PERSONAL PROTECTIVE EQUIPMENT (PPE)

Quantity	Contents
25,000+	Masks
3000+	Face Shields
3000+	Body gowns
500+	Self-Pump Hand-Sanitizers
25	Dispenser Delivered Hand-Sanitizers
500+ Packages	Disinfecting Wipes
4	Disinfectant Fogger
150+ Bottles of	Disinfecting Sprays
TBD	Additional TP
TBD	Paper Towels
TBD	Tissues
TBD	Hand-Washing Soap
Many cartons of Glove Boxes	Protective Gloves
40+	Plexi-glass dividers
20+	Cones
TBD	Spray paint
100+	CDC recommended signage

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 distilled water supplies for each classroom (along with consumption methods) allow for ~2 Cups (16oz) of water per student over a planned 6-hour period. Four gallons more per classroom should be centrally stored for two more days drinking and cooking necessity.

PCHS's current classroom supplies provide for ~16.9oz of water per person. A Large Blue Water Bucket holds 160 Packets of Water, 4.227oz/packet, equaling 676.32oz of water, divided by 40 Students equals 16.9oz of water/student. For rooms with more students per class, more buckets/water is provided proportionally.

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 survival 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 (64oz) of water per day (16oz per 6-Hour Period) 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: Kirisun, Kenwood and HYT models

Frequency: Standard LAUSD-- 457.52500 (PL Tone)

Quantity: 40+

Storage/Distribution Locations: A-Building, Security Management and Athletics Dept.

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

LAUSD School Police - Dispatch	213.625.6631
LAUSD School Police - Officer Johnson	323.868.4409
Los Angeles Police Department	310.444.0701
Los Angeles County Sheriff's Department	310.553.5033
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 HelpLine).....	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: 800-342-5397
(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.....	310-338-3200
Child Abuse Hotline.....	800-540-4000
CalTrans/Road Conditions.....	800-427-7623

Hospital(s)

Cedars-Sinai Health Center.....	310-423-3277
Providence St. John’s Health Center	310-829-5511
Santa Monica UCLA Medical Center ER.....	424-259-6000
L.A. County – USC Medical Center.....	323-409-1000

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., Suite 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.

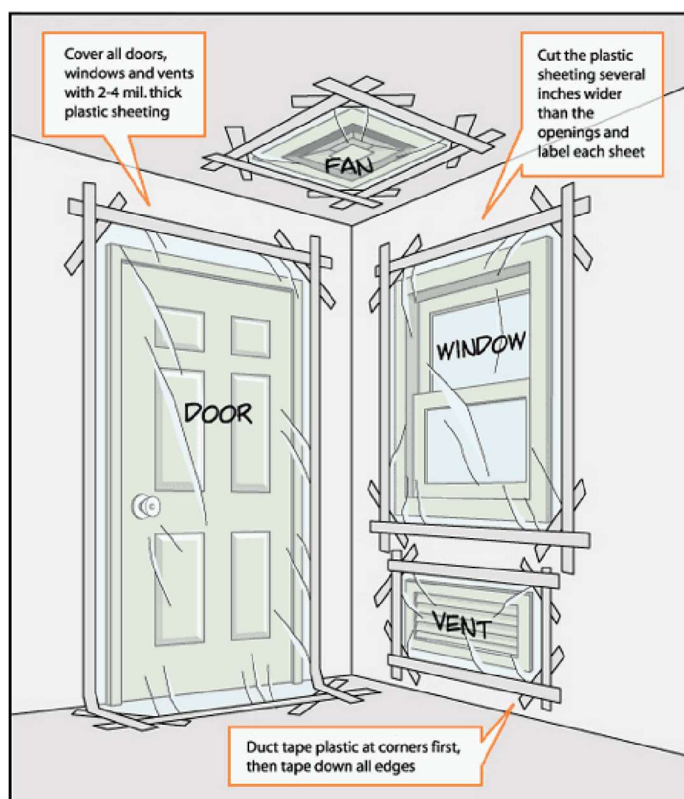
Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

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:

- Physical Abuse

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.

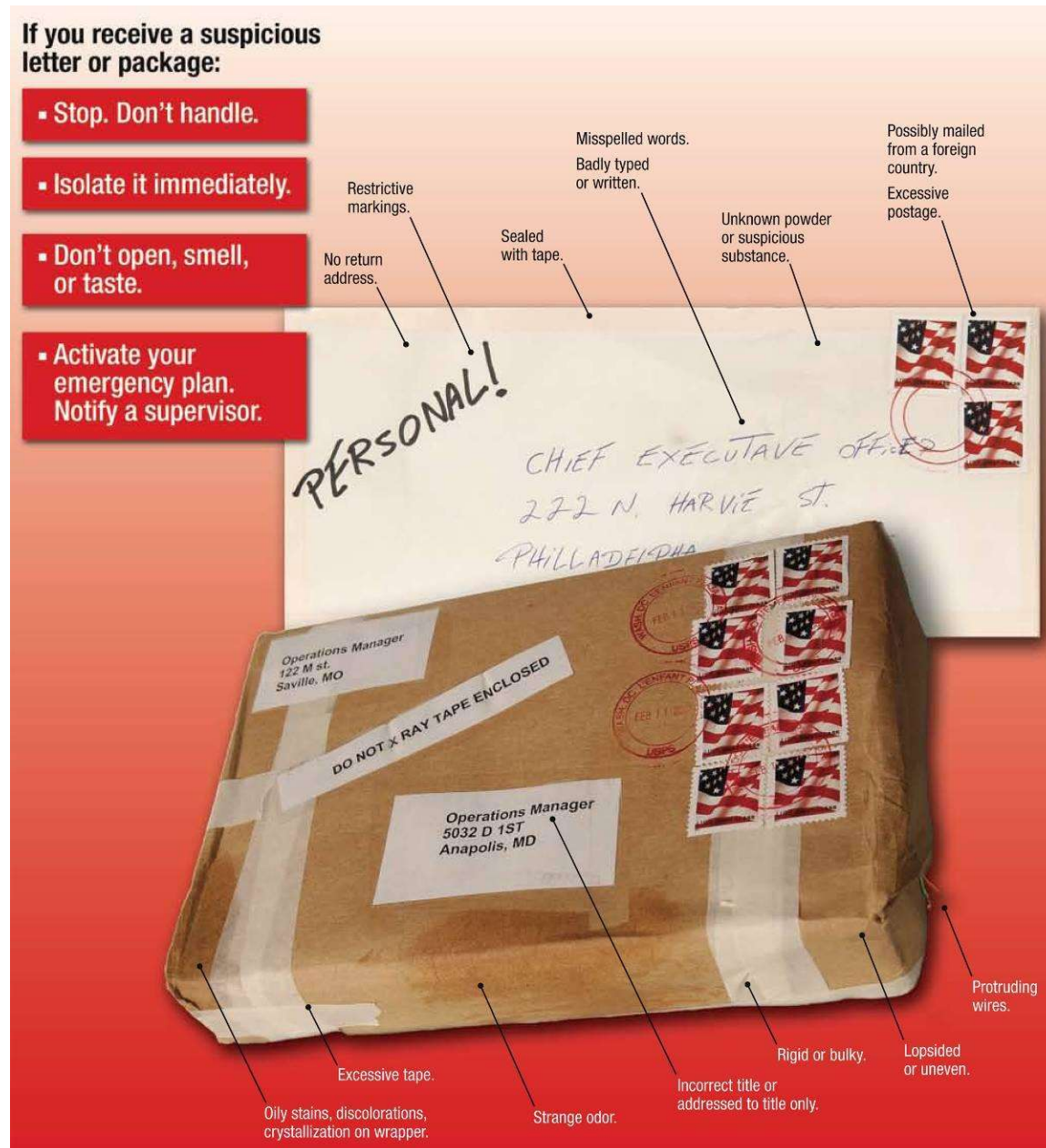
Detecting Suspicious Packages/Letters

***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.

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, and 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

Generally speaking, 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, and therefore a Relative Temperature should be considered. At PCHS due to our proximity to the Pacific Ocean, 10 degrees above our average high is still not overly hot, so anything over 90F can be used as an “extreme Heat” indicator. 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. Close windows if there is A/C - Seal gaps around window units.
3. Use a circulating or box fan to spread any cooler air around.
4. If Extreme Heat – Consider using aluminum foil covered cardboard in windows to reflect heat back outside.
5. Have proper/functional weather-stripping on doors and window.
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

In the event of a local area Pandemic (such as, but not limited to COVID-19), PCHS will follow the California Department of Public Health (CADPH) and Los Angeles County Department of Public Health (LACDPH) recommendations and guidance. Additional guidance to be taken into account from the California Department of Education (CDE), Los Angeles County Office of Education (LACOE) and PCHS's authorizer the Los Angeles Unified School District (LAUSD).

Please note that LAUSD owns virtually all the land, plant and major equipment at the PCHS campus site, and therefore as both our Independent Charter authorizer, and Landlord, PCHS has a requirement to adhere to LAUSD as well as the other more formal governmental authorities.

Depending on the severity of the pandemic, PCHS will operate in several modes based on the recommendations of PCHS's Local Board of Trustees and the Administration in relation to the guidance from all the above organizations. These modes to be

determined by the specific needs of such an event and modified on a case-by-case basis, but likely to include the following:

- Enhanced Supports without School Activity Disruption
- Reduced/Limiting of Less Essential Activities
- Partial Campus Shutdown (i.e. Hybrid Mode)
- No Student Shutdown (i.e. 100% Remote Learning with Faculty/Staff permitted on campus)
- Complete Campus Shutdown (i.e. 100% Remote with virtually no Faculty/Staff on campus)
- Complete School Closure (all school activities canceled)

Depending on what level of reduced/restricted activity is required, PCHS to implement correspondingly appropriate plans related to:

- Sanitation/Cleaning & Disinfecting Campus Areas
- Health Checks for Campus Access
- Obtaining necessary Personal Protective Equipment (PPE) and Disinfecting Supplies/Equipment appropriate to the situation, and available from the marketplace
- Campus Access Limitations/Restrictions as needed – Reduced hours, additional guards/monitoring, etc.
- Rules/Regulations & Guidance around Infection Containment (i.e. mask wearing, social distancing, hand-washing, cleaning/disinfecting, etc.)
- Provision of technology equipment, software and services as needed/available to assist with more remote operation of the school
- Messaging & Signage as needed deployed based on the situation
- Continual consultation with School Nurse, Administration and Board of Trustees re appropriate next steps in conjunction with guidance from Above organizations
- Thorough cleanup and disinfecting of all impacted campus areas before re-introduction of increased people on campus
- Continual disinfecting of utilized campus areas during re-introduction periods to help maintain as clean/safe a campus as reasonably possible

Reference Links:

<http://www.cdc.gov/ncidod/diseases/index.htm>

<http://www.cdc.gov/coronavirus>

<http://publichealth.lacounty.gov/media/coronavirus/>

<https://achieve.lausd.net>

Pre-Pandemic CDC Updates:

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



CS234796.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 cleanup.
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 (AN ACTUAL OR APPEARING REAL GUN), 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, and 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.

In the last century, dozens of wildland fires have caused the loss of thousands of homes and hundreds of thousands of acres have burned. The more recent effects of global warming are making fire conditions more prevalent, including in our surrounding Los Angeles area.

*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 shutdown 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” scenarios 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 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 Emergency Contacts List of our School Information System (previously via School Emergency Cards). During an extreme emergency, students will be released at designated Reunion Gate(s) 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 crisis 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 every day 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.

Sample Parent Memo

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

Sample Parent Memo

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 overall (6 hours in Lockdown)?
- 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, domestic water issues, 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 authorized adult household members 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/Evacuation Area Operations - 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 or during 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, and without being properly authorized as a Household member, 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 (Reunion Gate"). 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 authorized adult.
- c. If the parent/guardian must be notified that their student(s) 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 student but will ask the parent/guardian to report to a nearby room/area for further discussion. The "notification room(s)" will be staffed by a member of the School Emergency Response Team.
 - d. Notification Room Operations - School Emergency Response Team members will be responsible for notifying parent/guardian that their student 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 student(s) in a sensitive way.
 - Will assure the parent/guardian that everything possible is being done to safeguard their student(s) or their remains.
 - Will inform the parent/guardian where they are to await further information about how they will be reunited with their student(s).
 - 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, faculty/staff will call all those parents/guardians who have not yet picked up their student(s). If a parent/guardian cannot be reached, and it's safe/feasible to do so, the student will be transported to his or her home by school district personnel.

B. Student(s) & Parent/Guardian(s) 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/guardians?
 - d. What transportation support is needed?
 - e. What traffic control is needed?
 - f. Does the timing, impact or anticipated duration of the evacuation make it necessary to activate shelter and mass care facilities?
 - g. How will holding and 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 to be controlled by local law enforcement agencies whenever possible. SERT Member should only practice traffic control in extreme emergencies and when local law enforcement is not available.
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), or their designees or substitutes, will 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/guardians 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 (i.e. text, email, social media, etc.) 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, Request Gate, Reunion Gate and specific traffic routes,
 - c. When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen.

E. Access Control & Security

1. During reunification, the security of the holding area is extremely important. Faculty/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 evacuation/holding and 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 faculty/staff, student and parent/guardian awareness of possible reasons for reunification, and preplanned reunification procedures.

3. Response

See the General Reunification Checklist.

4. Recovery

- a. Initiate return of faculty/staff and students, when it is safe to do so.
- b. Coordinate temporary supervision for those whose parent/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 Request-Gate/Reunion-Gate 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 student(s).
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.

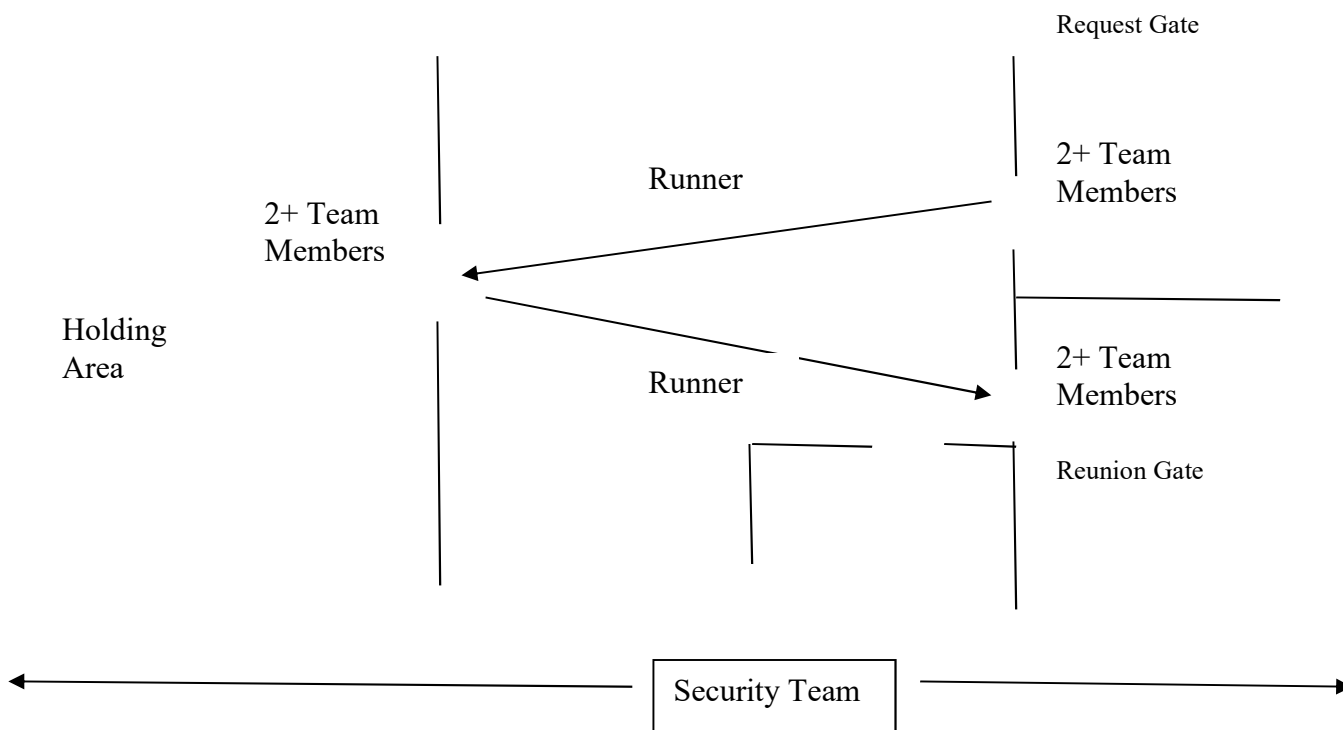
IX. REFERENCES

- 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/Guardian 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 (Authorized Person in PCHS's SIS) 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 or missing for pickup due to some other situation, 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
- Reunion 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; Reunion 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>
--

Reunification Site #1: Stadium/Football Field

Request Gate Location: Visitors Restrooms by PE Tunnel

Holding Area Location: Stadium/Football Field

Notification Room Location: Portable on Home/Tunnel side

Reunion Gate Location: Stadium Emergency Vehicles Gate ("Reunion Gate")
on Temescal Canyon Road near Pali Academy

Reunification Site #2: Baseball Field

Request Gate Location: Baseball Field Gate at 3rd Base Dugout

Holding Area Location: Baseball Field

Notification Room Location: Portable Known as W121

Reunion Gate Location: Baseball Field Gate in Left Field near W121

Appendix 4 Student/Parent Reunification Checklist
--

1. Student Release Team members:

Team Leader(s)
Head Counselor

Team Members
Counselors
Leadership Class

B. Reunion Box

- _____1. Copy Student Emergency Release Form
- _____2. Authorization to Release Student in Emergency Forms
- _____3. Student Accounting
- _____4. Runner Form
- _____5. Signage (**REUNION SITE**)
- _____6. Class Rosters

Appendix D



MEMORANDUM

To: Faculty and Staff
From: Director of Operations
Subject: **EMERGENCY PROCEDURES**

Please review the emergency procedures packet on your safety pole. Remind students of the emergency signals/commands and your evacuation/assembly on the then Primary Evacuation Location (typically the Stadium/Football 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 route-map, evacuation/holding-area line-up map and if needed an evacuation rally-points locations 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 safety pole per semester.

Please remember, that in case of a real disaster, everyone becomes a civil servant. Your name may not be listed on the School Emergency Response Team (SERT) chart, but your assistance is expected, needed and required. **In an emergency, Faculty & Staff without a class or assignment should report for instructions to the Personnel Staging Area (PSA Station) typically designated as being at the Big Tree where the Covered Cafeteria Eating Area meets corner of Mercer Hall.** 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 2021-22 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 Personnel and School & City Police.

First Aid Team

Set up first aid station in a safe place; obtain and secure supplies.

Administer first aid; maintain records; make hospital referrals.

If possible, seriously injured persons are to be taken to the most expeditious location for Emergency Services pick up.

Search and Rescue Team

Distribute Critical Supplies to S&R team members

Mobilizes teams to search campus and rooms for trapped or unable to move persons

Communicate findings with IC, S&R Team Leads and First Aid team as needed

Assembly Area - Director of APAGS

Obtains hard copies of student locator files and emergency evacuation roll sheets from teachers.

With counseling staff, execute procedures for taking full student attendance, and if necessary reuniting students with authorized family/guardians 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

Investigate and Report all structural and utility issues/failures (gas, electric, water, etc.).
Responsible for utilities shut-off containment as much as possible.

Personnel Staging Area (PSA)

Accountable for all Unassigned-to-Classes or SERT Duties Faculty & Staff members and Visitors.
Dispatches available personnel to various areas as needed.

COMMAND CENTER- TBD by Incident Commander

STAGING CENTER*S&R Team Leads distribute S&R supplies from Academic Achievement Room (AA Room – The old textbook room).

Staging Center: Check rooms to ensure everyone has evacuated all buildings. A&B Rescue trapped persons; coordinate with first aid team; aid in shutting off utilities when necessary. Each team has 3 adults.

TEAM-1: Building A & Gilbert Hall

TEAM-2: Buildings C & D

TEAM-3: Buildings E & F

TEAM-4: Building G, Gym Complex, Upper Blacktop (Basketball Courts) & Baseball Field

TEAM-5: Finance Office, Student & Staff Cafeterias, Cafeteria Patio & VAPA Workshop

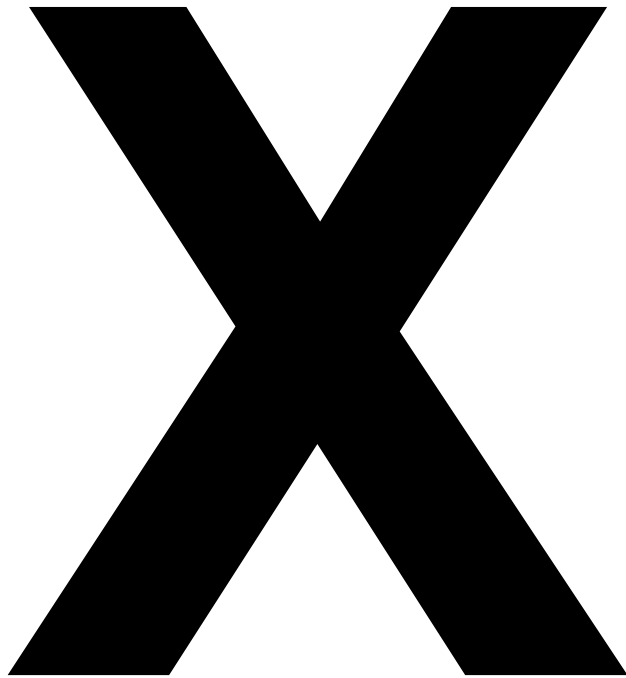
TEAM-6: Mercer Hall (Plus Backstage & Green Room), M-Bldg (Music) & Pool Complex

TEAM-7: H-Building (Loading Dock & IT Office) and U-Buildings/Bungalows

TEAM-8: Buildings J & W-Buildings/Bungalows

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 non-emergency-exit gates that are not physically monitored by Security Personnel 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



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



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. _____
---	---	--

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 that are 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 (not turn off) 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 PCHS can 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 issued picture ID (driver’s license, Passport, Military ID, etc.), or in the case of an evacuation, report to the Request Gate in effect at that time.
 - *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 or Request Gate 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 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

Section 15

COVID-19/Pandemic Policies and Procedures

PRIOR TO OUTBREAK/PREPAREDNESS & PLANNING PHASE:

- Work with local health officials (LACDPH), District Officials (LAUSD COVID Response Team and OEHS) and emergency preparedness officials (LASP, LAFD, LAFD). They may need to use schools to disseminate information to families.
- Determine the roles and responsibilities of school staff (including all ancillary staff) to implement and ensure compliance to prevent the spread of disease.
- Train appropriate personnel in symptom's recognition and actions if symptom's suspected. Remember that a person who is infected may not show symptoms right away, and that children who are getting ill may show different behavior than usual, such as eating less or being irritable.
- Educate and improve the hygiene of students and staff (things like, but not limited to: extra hand-washing, access to hand-sanitizer and disinfecting wipes, etc.). Use simple non-medical ways to reduce the spread of illness, i.e. by "cough and sneeze etiquette", wearing a mask, clean hands, and clean work areas.
- For COVID-19, clean and disinfect frequently touched objects and surfaces using an EPA approved disinfecting spray or wipe.
- Decide to what extent you will encourage or require students and staff to stay home when they are mildly ill, and Isolation & Quarantine requirements/procedures when confirm or more seriously ill. Share the symptom checklist available in the resources section of cchealth.org/coronavirus with parents and staff.
- Identify students and staff who are most vulnerable to serious illness (immune compromised, chronic illness, etc.) and may have a greater risk of infections. Encourage those personnel and families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school.

OUTBREAK ACTIONS

COMMUNICATION

The timely distribution of crisis facts is among the most important things a school can do when responding to a threatening situation. Thus, the following suggestions are offered:

- In consultation with school and community health officials, and consistent with guidance offered by the CDC, draft communication messages for school community members that provide updated information about COVID-19 and how to remain healthy. All these communications should include current information about actions schools are taking to help ensure safety and provide guidance that empowers caregivers to help students cope with this health crisis.
- Schools should draft several communications and social media posts for (a) when the illness is confirmed in the community, (b) when a significant number of students are found ill, and (c) when schools need to close due to the illness.
- Identify multiple communication outlets (e.g., television, social media, email, letters home, voicemail) through which these messages might be shared.
- Share information for parents on how to talk to support their children regarding COVID-19 (

PUBLIC HEALTH

Promote daily preventive actions for all staff, students, and families. For example, schools should encourage students to engage in **health-promoting behaviors** that prevent illnesses:

- Wash hands multiple times a day for at least 20 seconds.
- Don't share food or drinks.
- Give elbow bumps instead of handshakes or hi-fives.

- Encourage students and school staff members to eat a balanced diet, get enough sleep, and exercise regularly to help them develop strong immune systems capable of fighting illness.

REDUCE THE SPREAD –of infectious diseases.

- Know the symptoms of COVID-19 and ensure that information is made available to the school community in developmentally appropriate ways.
- Provide training about COVID-19 and flu transmission and control measures. Train students to cover their mouths with a tissue when they sneeze or cough and throw out the tissue immediately, or to sneeze or cough into the bends of their elbows, wear masks as/when required, etc.
- Educate employees, students, visitors, and primary caregivers not to come to the school if they have flu symptoms. Reinforce for families to keep sick children home.
- Establish or reinforce procedures for how families let the school know if their child is sick. These procedures should include letting the school know why the student has been kept home so as to be able to track symptoms. If children are diagnosed with COVID-19, parents must let the school know so they can communicate with, and get guidance from, local health authorities.
- School health professionals might consider interviewing flu-like illness cases for pandemic risk factors and following CDC guidelines for health professionals regarding next steps.
- Begin to conduct active surveillance to identify influenza cases (e.g., review temperature logs; triage “sick” calls, hospitalizations, staff absences, unexplained deaths).

BUILDING MAINTENANCE

- Keep up with Air-Filtration System Maintenance for Ventilation Systems. Where possible, increase ventilation.
- During/Following each school day, the school should be thoroughly ventilated and cleaned. This can be done by opening all doors and windows and/or running ventilation systems.

- Ensure that school administrators can control access to the buildings. Each school should have a plan to close certain entrances and exits, and to monitor others. To prepare for disease outbreaks, identify a main entrance and an indoor area where students and staff can be screened prior to moving to classrooms or other areas of the school.

MEDICAL ACTIONS

If they have not already done so, school health professionals should:

- Assess adequacy of infection-control supplies and review distribution plan.
- Identify areas within the school facility that can be used for isolation and quarantine.
- Develop plans for stockpiling and distributing infection-control supplies and PPE.
- Initiate screening for COVID-19 or flu-like illnesses at entrances, front desk and nurses' offices.
- Isolate and send home staff or students with flu-like symptoms, utilizing supervised isolation areas in the school—access to this room should be strictly limited and monitored (i.e., parents picking up their ill children should be escorted to and from the isolation area), and a carefully monitored student checkout system should be activated.

MENTAL HEALTH

- School personnel should communicate to parents who to contact if their child is having difficulties because of anxiety or stress related to the illness. Appropriate personnel would include the school nurse, school psychologist, school counselor, or school social worker. These professionals are able to give guidance and support to students at school.

Remain calm

- Students will react to and follow adult verbal and nonverbal reactions.

- Remind school staff of the importance of creating a calm and supportive environment for the students. Sharing basic information about the incident and providing psychological supports for students and staff who may need it assists in the recovery process. What adults say and do about the pandemic illness, current prevention efforts, and related events can either increase or decrease a child's anxiety.
- If true, emphasize to students that they and their families are fine.
- Remind them that the adults at their school are there to keep them safe and healthy.
- Let students talk about their feelings and help reframe their concerns into the appropriate perspective.

Make yourself available

- Students may need extra attention from adults and may want to talk about their concerns, fears, and questions.
- It is important that students know they have someone who will listen to them—staff and parents should make time for them.
- Remind parents/guardians to tell students that they love them and to give them plenty of affection.

Avoid blame, negative views, or false information

- Remind staff that when tensions are high, sometimes people try to blame someone.
- It is important to avoid stereotyping any one group of people as responsible for the pandemic illness.
- Bullying or negative comments made toward others should be stopped and reported to the school.
- Be aware of any comments that adults are having around students. Remind all staff that students are listening to what they are saying in the building.

Be honest and positive

- In the absence of factual information, students often imagine situations far worse than reality.
- Don't ignore student concerns but do provide factual information about the illness in developmentally appropriate messages.

- Provide developmentally appropriate information on how the pandemic illness is spread.

RECOVERY/REOPENING PANDEMIC

School personnel, in collaboration with local health officials, decide when it is safe to return to normal school activities. The health and safety of Palisades Charter High School faculty, staff and students is paramount. Nurses and other trained staff will help to educate and screen for COVID-19 when symptoms are displayed.

COVID-19 MONITORING & REPORTING

Families are expected to monitor their children for symptoms of COVID-19. Children with symptoms of COVID-19 must be kept home and should not board a PCHS school bus, attend school, etc.

According to the CDC, people afflicted with COVID-19 have reported a wide range of symptoms, ranging from mild to severe. Most afflicted children are asymptomatic or present with mild symptoms. Symptoms may appear 2–14 days after exposure to the virus. Symptoms may include those on the list below. Again, should children or staff present with any such symptoms, they should not attend school/work and contact their primary care physician, particularly if they exist in combination and/or persist:

- Fever (over 100.4) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Staff will be educated to observe students or colleagues for signs of any type of illness, additional symptoms including:

- flushed cheeks
- rapid or labored breathing
- excessive fatigue or difficulty breathing

Symptoms for which to look will be communicated to staff, students and families directly and reinforced as needed. The updated list of symptoms is available on Centers for Disease Control (CDC) and LA County Dept. of Public Health (LACDPH) websites. Those exhibiting one or more symptoms or signs, with no other explanation for them, will be managed by the school nurse for further assessment. If the school nurse is not available, a parent/guardian will be contacted to pick up the student or the staff member will be sent home.

Parents/guardians must also monitor whether a student has been exposed to a family member or any member of the household who has experienced any of the symptoms above or diagnosed with COVID-19. Ultimately, the CDC and local departments of public health advise that students who are sick, have demonstrated any of the symptoms listed above, or have recently had close contact with a person with COVID-19 stay home and seek medical attention, including a test for COVID-19.

DAILY HEALTH SCREENINGS & TEMPERATURE CHECKS FOR STUDENTS

Every student will have his/her temperature checked each day prior to boarding the school bus or entering school campus. The student (or parent/guardian) must answer verbally the screening questions provided by a PCHS designated employee/security guard, as follows:

1. I **do not** have a high-temperature or fever or chills (security guard may take your temp to verify). A temperature of ≥ 100.4 is deemed a high-temperature by LAUCDH
2. I **have not knowingly** been exposed to someone with a current case of Covid-19, or been exposed to anyone exhibiting symptoms consistent with Covid-19, within the past 14 days.
3. I **do not** feel ill.
4. I **do not** have a cough, shortness of breath or difficulty breathing.
5. I **do not** have any of these symptoms: excessive fatigue, weakness, muscle of body aches, sore throat, or significant headache.
6. I **do not** have any nausea, vomiting (unidentified cause, unrelated to anxiety or eating) or diarrhea.
7. I **do not** have a recent occurrence of loss of taste or smell.
8. I will abide by PCHS Mask Wearing and COVID-19 related policies.

9. PCHS Students, Faculty, Staff and Regular Workers ONLY – I have proof of a negative or not detected PCR Covid-19 Test Result within the last “week” (counting the test taken date as Day 1).

A designated staff member will monitor incoming students/faculty and staff. If a temperature of greater than or equal to 100.4F for any student is recorded or if any of the questions are answered in the affirmative on a given day, the student should not board a school bus nor be allowed on campus (nor be dropped off at school bus stop or campus access points).

Should a student in this situation arrive at school, he/she will be sent to a designated isolation area prior to being picked up or otherwise sent home. The student/family must contact their primary health care provider for further assessment and as warranted, follow local health department guidelines for 10 to 14-day quarantine (or as otherwise directed).

DAILY HEALTH SCREENINGS & TEMPERATURE CHECKS FOR STAFF

Prior to reporting to his/her respective classroom/office/post each day, each staff member must complete a multi-part PCHS Health Check before coming on campus—this includes a temperature reading, verbal symptom check and present a NEGATIVE PCR COVID test result within 7 days of the date scheduled to be on campus. Nine questions will be presented to them verbally by a PCHS designated security guard:

1. I **do not** have a high-temperature or fever or chills (security guard may take your temp to verify). A temperature of ≥ 100.4 is deemed a high-temperature by LAUCDH
2. I **have not knowingly** been exposed to someone with a current case of Covid-19, or been exposed to anyone exhibiting symptoms consistent with Covid-19, within the past 14 days.
3. I **do not** feel ill.
4. I **do not** have a cough, shortness of breath or difficulty breathing.
5. I **do not** have any of these symptoms: excessive fatigue, weakness, muscle of body aches, sore throat, or significant headache.
6. I **do not** have any nausea, vomiting (unidentified cause, unrelated to anxiety or eating) or diarrhea.
7. I **do not** have a recent occurrence of loss of taste or smell.
8. I will abide by PCHS Mask Wearing and COVID-19 related policies.

9. PCHS Students, Faculty, Staff and Regular Workers ONLY – I have proof of a negative or not detected PCR Covid-19 Test Result within the last “week” (counting the test taken date as Day 1).

Direct the employee to go home immediately and follow the instructions of the LA County Department of Public Health Isolation Instructions.

Additionally, staff members will enter campus each day through a Health Check access checkpoint and a temperature check will be conducted with a reading on the forehead or temple only. Checkpoint personnel will record simply whether individual staff members display a temperature of 100.4 F or higher. Those confirmed will be sent home and must adhere to designated return-to-work protocol before re-entering.

HEALTH SCREENINGS & TEMPERATURE CHECKS FOR SCHOOL VISITORS

Essential/Regular Workers (e.g., contracted service providers) will be required to a 3-Part Health Screening similar as the Staff & Students, and Visitors will be subject to 2-Part Health Checks which consists of:

1. Temperature Check, must be lower than 100.4 F
2. Verbal or App Symptoms Check - Confirmation of NO COVID-19 SYMPTOMS

If the visitor/guest responds in the affirmative to any of the verbal questions items, he/she will be denied entry. A

SIGNAGE

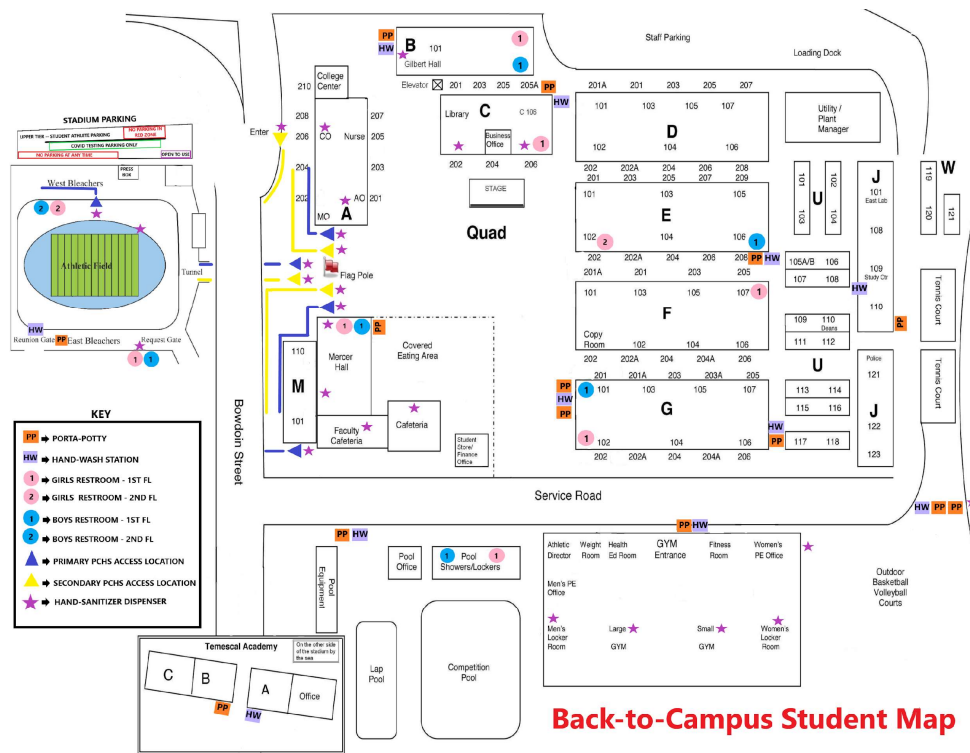
Signage is be posted conspicuously in and around each school building, reminding individuals to:

- stay home if they feel sick.
- practice physical distancing if possible (though not required)
- cover their noses/mouths with an acceptable face covering when unable to maintain social distance in accordance with LACDPH and PCHS requirements.
- report symptoms of, or exposure to, COVID-19.
- follow hand hygiene and cleaning/disinfecting requirements.

HAND HYGIENE & MASK ETIQUETTE

All faculty/staff/students/regular workers/visitors/delivery drivers/mail carriers, etc. are required to properly wear LACDPH approved face coverings at all times with the exception of being in the act of eating, drinking or xtreme physical exertion. Otherwise face covering are a requirement at all times. No Exceptions!

Hand sanitizer dispensers have been or will be multiple locations around campus. (See Map)



Back-to-Campus Student Map

Please note that handwashing (for 20 seconds or more) is preferred over use of sanitizer and will be encouraged routinely.

SYMPTOM SCREENING, ISOLATION ROOMS

School nurses and trained staff will be prepared on-site with the appropriate PPE (e.g., N95 or surgical mask, face shield, gloves, gown, etc.) and in a designated/separate room to screen students and staff who may be exhibiting COVID-19 symptoms.

If there is more than one individual exhibiting symptoms at the same time, the individuals will be separated in the room by at least 6 feet. The parent/guardian

of a student in such a situation will be contacted to pick up the child. The student will remain under the visual supervision of nurse or trained staff member until the parent/guardian arrives.

The designated room, and all other rooms occupied by symptomatic individuals, will be thoroughly cleaned, and disinfected following their departure or when it is safe to do so.

REPORTING/COMMUNICATING SUSPECTED OR CONFIRMED COVID-19 CASES

School staff will promptly report any illness of students or staff to the school nurse or other designated individual (e.g., administrator).

VACCINATED STUDENTS/STAFF

Vaccinated students and employees who are close contacts do not need to quarantine as long as they remain asymptomatic as are confirmed as such by the School Nurse. They must monitor for symptoms for 10 to 14 days. They will continue to regularly test for COVID-19.

UNVACCINATED STUDENTS/STAFF

Unvaccinated students and employees who are close contacts will quarantine. Unvaccinated people should test for COVID-19 after Day 5 and if that is Negative or Not Detected and they remain asymptomatic, they can return on Day 8. They should continue to monitor for symptoms through Day 14. Unvaccinated people who do not test for COVID-19 must complete a minimum 10 day quarantine. Unvaccinated staff should test for COVID-19, but are still required to complete a full 10 day quarantine. They should continue to monitor for symptoms through Day 14. Provide [LA County Department of Public Health quarantine instructions](#) to parents via print out or email.

RECOVERED STUDENTS/STAFF

Students and employees who have recovered from laboratory-confirmed COVID-19 within the last 90 days AND who are a close contact to a confirmed case are not required to quarantine or test for COVID-19 unless they develop new onset

symptoms. Recovered students will need clearance through the PCHS Health Office before being admitted back to campus.



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report October 12, 2021

Transportation/Buses:

- A few slight tweaks in the scheduled times have been made in Sep, and one additional Stop at Overland ES added to a 2:06pm Dismissal Route, but other than those changes the Routes and Schedules have stayed fairly stable. The morning schedule changes have increased the buses arrival times to be more consistently in by the 7:35am target range.
- The School Bus Program has maintained a healthy Occupancy rate over 95%. Most Wait Lists students have been accommodated, though we still get the occasional inquiry for new riders. We are cautiously optimistic the Occupancy Rate will stay above the 90% Threshold we have for consideration of a Bus Fleet adjustment.
- However, our bus company (ATS) has invoked a clause in our contract stating when significant industry cost increases occur that they can re-negotiate our rates, and they have requested a 9% increase for the remainder of the school year after October 15th, 2021. Requested implies we can say No, and we can, but on Monday October 18th we will no longer have a bus company. We have called 15+ other bus companies to see if there are any feasible options, and so far most fall into one of two categories:
 - 1) Excessively more expensive than ATS's requested rate hike
 - 2) Not able to service our needs because they do not have Drivers
- The 9/30 deadline for completing the last PCHS School Bus Scholarship Contingency requirement to retain one's scholarship, applying to and being accepted into the Free & Reduced Lunch Program, has passed. Unfortunately 28 Students failed to meet this contingency and have had their Scholarship Offers rescinded for the remainder of their 2021-22 Ridership. There is expected to be some degree of dropout from the PCHS School Bus Program because of this, but the extent of this has not yet been determined.
- The Drivers of our buses are conducting the same 3-Part Health Check we use at the campus checkpoints for all Students before they board the bus to help ensure the students health and safety while on the school bus.
- The PCHS School Buses/Routes in the Morning and at 2:20pm/3:25pm have similar Assigned Seating requirements as in all Classrooms. This has been done to aid in minimizing the number of Students that may need to Quarantine if anyone on a School Bus turns out to be COVID Positive.



PALISADES

CHARTER HIGH SCHOOL

Transportation/Buses (Continued):

- Our ATS Special Ed wheelchair van has had a few hiccups in terms of Driver turnover and tardiness, but seems to be better settling in now. This van is servicing three Students. YC is servicing our other Students. YC could not service all our students as they have in the past because they could not get enough drivers (and still cannot).
- Athletic Trips, while being serviced fairly well, are a struggle to get them booked well in advance and with confidence. Again, the driver shortage is causing us to have to scramble regularly as ATS and others substitute vendors continue to struggle to have available drivers.
- The vaccination mandate for Adults/Drivers is going to make all the above issues related to driver shortages even worse, so we need to be prepared for more challenges in this area.

Security/Safety:

- Campus Access Checkpoint/Security staffing has continued to be reduced, though modestly, to save on external contract personnel that were hired to help with the multiple Campus Access Checkpoints. There has been a slight increase in PCHS-Internal personnel to help with the morning rush check-in which has enabled us to streamline external staffing a little more. However, current staffing is still not adequate to handle the last 30-Minute "Rush" when a disproportionate percentage of Students come in the 7:25am-7:55am time-period. The Admin Team has been working the front lines from 7am-8am each morning to supplement the needed staffing, in particular when many of the PCHS-Internal personnel need to leave at around 7:30am to go teach and work with their 1v1 Students.
- Additional PCHS Internal Checkpoint Staff are still needed in the 7:25am-7:55am range, and ideally PCHS-Internal or Adult Volunteers that are OK to work that specific time-period each morning. To Date, only one person has volunteered from the outside after three weeks of solicitation for morning assistance, and that one person was invited to come help and never showed up.
- Alternative approaches to help aid in the morning checkpoint process are being pursued, to create further efficiencies to lower costs. These include an option of a mandatory testing at PCHS in-class. Details are being discussed with UTLA Leadership. Additional LAUSD DailyPass-Like options are being pursued as well, but unsure if those will be viable and cost-effective.



PALISADES

CHARTER HIGH SCHOOL

Security/Safety (Continued):

- Post Campus Entry Security is ongoing as in past years to ensure the safety and well-being of all on campus during the school day. Additionally, the reduced from school start, but extra security assisting with the Access Checkpoints are helping ensure everyone is adhering to the PCHS Mask Policy as best we can. Security is of course outnumbers dramatically, and people are too frequently not complying with the mask mandate, but the Security Team is doing its best to remind everyone when seen to wear their masks and do so properly.
- PCHS continues to offer covered PCR COVID Testing to Students, Faculty/Staff and Regular Workers via the Hilton Testing Center. Hilton has now fully switched back to their original lab (UDX), and is working with PCHS on how best to try to implement an in-class testing approach for weekly testing.
- Please Note that at this time, should the Fully Vaccinated mandate go into effect as anticipated, that weekly PCR COVID19 Testing will still be required. The Vaccination Mandate, as we currently understand it, does not eliminate or reduce the requirement to PCR COVID19 Test on a weekly basis.
- Besides the main Testing Center in the Stadium Parking Lot, additional/satellite testing locations exist on Main Campus to give everyone more convenient locations to test. All the testing stations seem to be utilized fairly well. Testing Center hours have been maintained as Mon-Fri 7:00am-5:00pm at the Stadium (7am-4pm on Main Campus) to help accommodate the larger volume of people now on campus daily. Testing Station hours may be adjusted if we adopt an in-class approach, but the specifics of those time adjustments have not yet been determined.
- Details on Campus Access Requirements are posted on PCHS's website here: go.palihigh.org/CampusAccess.
- PCHS has been experiencing a significant degree of graffiti and vandalism in Student Restrooms over the last few weeks, including 3 broken sinks in Student Restrooms, the last one this past week smashed into 10+ pieces. Some of the perpetrators have been caught for some of the incidents and are being addressed in the Deans Office, but others remain at large. Any assistance in determining who they are is very welcome. Here is a picture of the latest damage:



PALISADES

CHARTER HIGH SCHOOL





PALISADES

CHARTER HIGH SCHOOL

Permits & Setups:

- **Permit Revenue for September 2021 is ~\$66,625:**
 - ~\$49,325 from Facility Rentals
 - ~\$500.00 from Facility Parking Rental
 - ~\$1,800.00 from Banner Rentals
 - ~\$15,000.00 from Filming

- Filming that took place in September: Olivia Rodrigo Music Video, Mystery Inc.

- Banner demand continues strong, maxed out for the next couple of months.

- Fall sports/permits going well – Club Sports almost fully back up to normal pace.

- Many requests from new and hopeful permit teams as well as one-off outside groups about renting facilities.

- **Potential Filming:**
 - Disney Anti-Bullying Campaign
 - Episode of “Maggie” new TV series
 - Birkenstock Commercial

- **September 2021 Set-Ups/Events:**
 - PTSA Board Meeting – September 2
 - Board of Trustees Goal Setting Retreat – September 18
 - Board Meeting – September 21
 - Picture Make-Up Day – September 28
 - LTSP – September 29
 - AA Committee Meeting -- September 30
 - Football Games – Barricading Lower Tier lot, Setup for Designated Eating Area, etc.
 - Class meetings in the Large Gym
 - Fuerza Unida Meetings
 - Etc.



PALISADES

CHARTER HIGH SCHOOL

MGAC/Pool:

- PCHS Aquatics Teams (Water Polo & Swim Team) doing their thing and heading toward playoffs
- PCHS PE Swim Classes in full swing now and going well
- Public/Community Lap Swim continuing Mon-Sat as usual
- American Red Cross Trainings - FA/CPR/AED being conducted for Staff and Coaches
- Fiscal Status – Q1 revenue @\$135,000+ public/permit, expect 15% reduction for Q2 and Q3 due to PCHS-PE and PCHS-Athletics competitions. Q2 results will be reported out in Dec/Jan.
- Currently recruiting lifeguards to replace departed guards
- Several mechanical issues (result of age of equipment):
 - Two recent pool closures quickly mitigated
 - Complex autofill issue and autofill plumbing still being investigated
 - Filters undergoing Preventative Maintenance
 - Various pump system parts replaced, and rebuild kits purchased to have on hand in anticipation of future issues
- PCHS should continue accruing/saving for major repairs in the 1-3 year timeframe as major pool components start to reach their useful life of 8-10 years.
 - 1. Re-Plaster Both Pools (~\$250k)
 - 2. Replacement/Backup Competition Pool Pump (~\$35-\$50k)
 - 3. Small Pool Coping Repair and Concrete Deck Repair (~\$25k)



PALISADES

CHARTER HIGH SCHOOL

Information Technology:

- IT continuing to work with multiple vendors on device research and testing for teacher devices, A/V equipment, and other infrastructure needs that were budget approved. Ordering for some projects has begun and we are awaiting delivery (1–4 months depending on item).
- IT in full swing working with the Deans and other stakeholders on Student Code of Conduct and Responsible Use Policy violations that may lead to disruption of the eLearning and physical classrooms.
- IT also has also been working with the Dean’s Office and Security to review many hours of video footage in response to student behavior incidents on campus (graffiti, destruction, vaping, etc.).
- Additional planning is occurring for budget-approved projects overdue from the 2020-21 school year, which were unable to be completed due to COVID related circumstances.
- IT is prepping/planning approved budget purchases and projects for the 2021-22 school year.
- Working with the Library this fall semester to continue reporting and recovery efforts related to Pandemic timeframe fine/delinquency collections for Textbooks, Library Books and Tech Devices. 142 technology items are unreturned and 160 technology related fines are unpaid.
- Event Setup season has once again hit full stride, and IT supported 28 technology setups since the last BoT meeting.
- Printing on the main copiers since the last BoT meeting totals 143,645 pages, with another 80,338 coming out of the Duplo’s. This does not include classroom or other office printing! To contrast the same period of time in 2019, pre-pandemic, we printed 177,900 pages on the copiers and 76,862 on the Dulpo’s. As we have seen a steep increase in classroom paper and toner cartridges, it is possible that less staff are relying on the copiers and copy clerk and more on their classroom printers.
- Work continues on a new copier contract. A proposal is expected to be brought to Budget & Finance and the Board in November.
- IT worked with Operations again to diagnose issues the PA system. A significant time investment is required to map out all the existing faults. It is recommended that a specialist firm or LAUSD perform this statement of work.
- Many hours continue to be spent on PRA requests/searches.
- Continuing to support Attendance Office with high-use of Swipe-K12 carts, which help to process late students in the mornings, getting them into the classroom faster.
- Continuing to assist the Attendance Office and Security Teams in setting up and providing training/support for PCHS ID Scanners for Morning Campus Access Tardy Sweeps.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects - Ongoing Day-to-Day Operations/Facilities Support:

- **General Related to COVID:**

- Regular Cleaning/Disinfecting of All Multi-Person Used Spaces & High-Touch Areas: Classrooms, Offices, Bathrooms, A-Bldg., Knobs/Handles/Railings, etc.
- Electrostatic & RYOBI Disinfecting of larger spaces as/when needed
- MGAC/Pool – Regular Janitorial Services plus Disinfecting per set schedule. Pool hours expanded with the re-introduction of Permit Groups, YMCA, PCHS Teams and now PE Classes, so added Janitorial scheduled times to Disinfecting Schedule.
- Custodial staff cleaning/disinfecting throughout the day for all commonly used areas such as: tables, chairs, tents, barricades, rooms, etc. with nightly cleaning/disinfecting completed in PM prior to next day use. Notable areas in regular usage but not limited to the below:
 - A-Bldg. 1st floor Offices, Library, AA Office, Loading Dock, Tech Office, Classrooms, Athletic Facilities, MGAC, Cafeteria, Finance Office, Teachers' Lounge, Copy Room, Gym Coach Offices/AD Office, School Psychologist
- Custodial staff cleaning/disinfecting rooms each day/night after usage is completed. In addition custodial staff is cleaning/disinfecting all areas in use, tables, chairs, tents, barricades, rooms, etc. corresponding to the various stations set up for cafeteria Grab n-Go, transportation, security check points, etc. prior to Permits Dept. breaking down nightly in PM prior to next day use.

- **PPE/Supplies:**

- PPE Stock remains in good shape with plenty of but not limited to: Face Masks, Face Shields, Gloves, Gowns, Hand-Sanitizer Bottles, Hand-Sanitizer Refills, Disinfecting Wipes, Disinfecting Spray, Paper Supplies, Soap, Chemicals for Electrostatic Sprayers and Disinfecting Spray Bottles, etc.
- Teacher Kits, Office Kits, Guard Kits and Bus Kits replenished per email request and/or Operations personnel observation and will remain available as needed. Kits include but are not limited to the following: Surgical/Medical Masks, Face Shields, Gloves, Packages of Disinfecting Wipes, Hand-Sanitizer bottles, Bottle of Disinfectant/Purple Spray, Boxes of Paper Towels, Facial Tissue - Available upon request are disposable gowns.
- Maintain all Public Area touch-less hand-sanitizer dispensers to: Baseball Field; A-Bldg. by staircase to 2nd floor, on 1st/2nd Floors for Elevator entrances bringing overall total to 25+ around campus.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

HVAC: Continued Evaluation of HVAC & Ventilation Systems

- **Boiler Room:**

2 of the 3 boilers that supply the heating system campus-wide are broken and need of significant repair or replacement. We are awaiting proposals from LAUSD and 2 other vendors for repair and replacement estimates. It is recommended we replace the two boilers completely to ensure last life/use instead of another major repair of the already old existing boilers.

- LAUSD cost proposal is \$300,000. We are bidding out the project specifications and requirements imposed by LAUSD to our vendors to hopefully get a significant reduction in cost to replace these.

Unfortunately, the current bond-funded Underground Piping Project currently in phase 1 of 3 does not cover anything to do with the central system Boiler Room including all piping, water pumps, boilers and automatic HVACC controller system. It only covers the underground piping to/from the Boiler Room.

- **Bldg. Mechanical Rooms:**

- **J-Bldg. J120** HVAC Controller Box replaced
- **MERV-13 Filters** ongoing Monthly Inspecting & Replacing

- **Other HVACC related Items:**

- **Installing (4) Reversible Window Fans**, all set to exhaust, for **Library** as was done campus wide in classrooms as an added supplement to our MERV13 Filtered Central Ventilation Systems.

Facilities/Projects (Continued):

- **Other:**

- **Safety:** Major trip hazard re concrete in A-Bldg. walkway fixed.
- **G106** - 82" T.V. installed for teaching curriculum.
- **Furniture for J108:** Received, assembled and delivered/setup the new 8' and 6' computer tables.
- **Cafeteria:** NEW Serving Glass counter sneeze guard installed to deter students from reaching in and touching food vs. getting it served and received from top of new sneeze guard.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

Other (Continued):

- **Cafeteria:** New Freezer received, assembled and installed.
- **Cafeteria Preventative Maintenance Completed for:** Freezer, walk in fridge and reach in fridge
- **Additional Trash Bins** ordered to help minimizing students from carelessly leave on floor campus wide. They do not seem to want to walk a little to throw things out.
- **IPM Pest Management** – Significant degree of baiting exterior of Bldgs. for ants and roaches using *LAUSD approved products only*.
- **PE Dept.** - Retrieved various balls from Gym roof
- **Water Fountain Filters:** Backordered filters arrived allowing us to replace and turn on additional fountains for students at start of school year
- **Pali Academy** - Basketball court drainage; seepage and sump pump maintenance
- **Transporting Nutrition and lunch** – Facilities delivers Meals to Pali Academy twice a day
- **Baseball Batting Cage & Tennis-Court Drainage Gutter** – Maintaining sweeping/cleaning routine
- **Stadium Turf** - Weekly field maintenance on going and will continue as normal
- **Set Ups** - Security stations and COVID Testing in campus locations
- **Set Ups in Athletic Facilities:** Setups for start of Athletic Teams conditioning/practicing including indoor Volleyball Games, Basketball & Football Games.
- **Hallway & PE Locker Maintenance** – Continue to support/resolve several locker maintenance requests a day.
- **Hazardous Waste/E-Waste Management** – E-Waste from Spring Semester 2020-21 and Summer 2021 was picked up by our specialty vendor.

Facilities/Projects – Other (Continued):

Items set to begin and/or in progress with expected completion soon

- **Hallway Locker Combo Changes** – Make combination changes to all the donated Hallway Lockers to be able to provide to those Students, primarily Freshman, without Hallway Lockers due to our Annual Shortage of available lockers (3,000 Students and 2,700 Lockers).
- **Gio Stewart A-Bldg. Project** - Install vertically (3) 8x4 corkboards for him to use with various student groups he works with.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects – Other (Continued):

Items set to begin and/or in progress with expected completion soon

- **Gio Stewart A-Bldg. Project** - Install/mount ceiling projector to project onto hallway wall.
- **Title & Name Plates** - Ordered for new Faculty & Staff.
- **J110B** – Replace broken office door and lockset.
- **Hazardous Waste/E-Waste Management** – E-Waste from Fall 2021 scheduled to be picked up by our specialty vendor.
- **G106** –Soundbar Install
- **J108A** – Soundbar for T.V install
- **HVACC:** J101 and J123 Automatic controller upgrade
- **Mercer Hall** – Replace constantly breaking Pocket Doors to A/V Closet with Standard Swing Doors. Paint Stage Floor. Black out shades to be installed for Main Entrance Windows
- **Football Office Bungalow** – Capacitor replacement

Facilities/Projects - Larger Scale Projects:

- **HVAC/Boiler Upgrades** – As indicated above, significant Boiler Investment needed:
 - Replacement of Down Boiler #2
 - Replacement of Down Boiler #3
 - LAUSD cost proposal is \$300,000. We are bidding out the project specifications and requirements imposed by LAUSD to our vendors to hopefully get a significant reduction in cost to replace these.
- **Long-Term Underground Utilities Infrastructure Replacement Project (LAUSD Bond Funded).**
 - Phase 1 – Completed
 - Phase 2 of 5 being planned by LAUSD now. Work is not to be starting until Nov or Dec 2021 in conjunction with the Gym HVAC Project. Meeting planned with LAUSD for Mid-Oct to review latest planning timelines.
- **Gym A/C Project (LAUSD Bond Funded):**
 - Now expected to start Nov or Dec 2021 and last 20-22 Months, in conjunction with the Underground Utilities project.
 - Issues raised about plan to close the Large Gym for up to 6-Months, starting June 2022, which will affect the Girls VB Season, start of the Boys & Girls Basketball Season, as well as Permits usage/revenue.
 - Requests made for assistance in not having the Large Gym closed for Aug-Dec 2022, and if necessary for LAUSD to find/provide Gym Space for the PCHS Teams impacted.

Coversheet

Director of Development Report

Section: V. Organizational Reports
Item: H. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Director of Development Board Report 10_12_2021 .pdf



PALISADES

CHARTER HIGH SCHOOL

Development Report Board of Trustees Meeting October 12, 2021

TOTAL FUNDS RAISED TO DATE:	Fund	Prior Report	YTD	Inc/Dec.	Budget
The PCHS Fund	General	\$102,147	\$143,025	\$40,878	\$500,000
Pali Alumni Fund	General	\$500	\$500	\$0	
TOTAL UNRESTRICTED FUNDS RAISED		\$102,647	\$143,525	\$40,878	\$500,000
CTE Incentive Grant	General	\$183,141	\$183,141	\$0	\$0
Perkins V Grant	General	\$37,861	\$37,861	\$0	\$0
Rest. Donations/Pledges - Recd	General	\$0	\$0	\$0	0
Rest. Donations/Pledges	General	\$0	\$0	\$0	0
TOTAL RESTRICTED FUNDS RAISED		\$221,002	\$221,002	\$0	\$0
TOTAL FUNDS RECEIVED		\$323,649	\$364,527	\$40,878	\$500,000

TOTAL EXPENSES TO DATE:

Bacio Design		\$1,148		\$3,500
L.A. Press Printing		\$0		\$2,500
American Direct Mail		\$858		\$6,900
Postage		\$256		\$1,800
Subscriptions		\$668		\$7,800
SafeSave service fees		\$1,370		\$7,500
Salaries & Benefits (Campus Unification/Development Dir)		\$59,271		\$177,812
Office supplies		\$0		\$200
Videography		\$0		\$1,500
Family Donor Banners		\$205		\$700
Career Day & Fair Breakfast/Lunch		\$0		\$0
Donor Bricks		\$0		\$1,500
Donor Reception		\$0		\$0
Chamber Expo		\$0		\$0
Pali High Booster Club (split donation)		\$0		
New Parent Welcome Breakfast		\$0		\$0
TOTAL EXPENSES FOR UNRESTRICTED FUNDS		\$63,776		\$211,712



PALISADES

CHARTER HIGH SCHOOL

TOTAL NET FUNDS **\$300,751** **\$288,288**

GIVING SUMMARY BY DESIGNATION:	# of Donors	Ave. Amt.	Total Amt.
Campus Safety - COVID-19	1	\$258	\$258
Classroom Instructional Materials	0	\$0	\$0
Faculty & Staff Development	0	\$0	\$0
College Center	1	\$2,060	\$2,060
Greatest Need	107	\$1,260	\$134,807
Math Aides and Tutors	0	\$0	\$0
Technology and Innovation	0	\$0	\$0
Transportation Assistance	0	\$0	\$0
Visual an Performing Arts	0	\$0	\$0

CTE Incentive Grant Budget to Date:	Budget	Actual	Balance
CTEIG Funds received		\$164,826.90	
CTEIG Funds rolled over from 2019-20		\$76,281.22	\$241,108.12
Jakus - Film/Media	\$65,000.00	\$50,842.10	\$14,157.90
Kolavo - Entrepreneurship/VEI/Sports Management	\$46,527.00	\$25,818.02	\$20,708.98
Stoyanovich - Music	\$20,047.00	\$18,472.97	\$1,574.03
Steil - Photography	\$28,000.00	\$13,789.51	\$14,210.49
Fracchiolla - Drama	\$46,535.00	\$7,597.13	\$38,937.87
Kuper - Computer Programming	\$10,000.00	\$1,647.49	\$8,352.51
Agius - MakerSpace	\$24,999.00	\$2,227.98	\$22,771.02
	\$241,108.00	\$120,395.20	\$120,712.80

Comments and Campaigns initiated to date:

- 1.) Joint Appeal with Booster Club sent 8//21
- 2.) New Parent Welcome Breakfast was cancelled
- 3.) PCHS Fund comparison: **\$143,025** this year/**\$142,668** last year
- 4.) PCHS Fund donor comparison: **113** this year/**126** last year



PALISADES

CHARTER HIGH SCHOOL

- 5.) New Parent Zoom Presentation 9/11/21
- 6.) Follow up Email sent to all parents
9/13/21
- 7.) Letters to last year's Banner donors who have not donated to date 10/20/21
- 8.) Driveway Days scheduled for October 25 - 28

Grants Submitted to date:

Grantor:	Amount	Purpose	Date Submit
CTE Incentive Grant	\$183,141.00	CTE Funds for 2020-21	1/15/2021
Perkins V Grant	\$37,861.00	Perkins Funds for 2020-21	7/15/2021
Ronald W. Burkle Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Dorrance Family Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Van Konynenburg Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Eli & Edythe Broad Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
M.B. Seretean Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Lawrence Foundation	\$5,000.00	Disruptive Innovations	2/17/2021
Non-Profit Security Grant	\$131,250.00	Perimeter Fencing	4/6/2021
Pacific Palisades Women's Club	\$250.00	Mosaic repair	7/27/2021
Lewis A. Kingsley Foundation	\$10,000.00	Program Support	8/10/2021
	\$492,502.00		

*Red italic represents grant was not approved and deducted from the total outstanding grant requests

Grants Received to date:

Grantor:	Amount	Purpose	Date Rec'd
CTE Incentive Grant	\$183,141.00	CTE Funds for 2020-21	6/30/2021
		Perkins Funds for 2020-21	
Perkins V Grant	\$37,861.00	21	9/15/2021
Pacific Palisades Women's Club	\$250.00	Mosaic repair	7/27/2021
Lewis A. Kingsley Foundation	\$10,000.00	Vernier probes Project	10/5/2021
	\$231,252.00		

Federal Grant for \$1.5 million for increasing STEM access and involvement among women and special populations we created in collaboration with XYLO Academy

Coversheet

Chief Business Officer (CBO) Report

Section: V. Organizational Reports
Item: I. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: V.I - CREDIT CARD - SEPT 2021.pdf
CBO Board Report 10_12_2021.pdf

Palisades Charter High School
 Credit Card Reconciliation Form
 For the Period of: 09/01/2021 - 09/30/2021

PLEASE COMPLETE

Date	Vendor	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
8/30/2021	BESTBUYDIRECT238809375 8003733050 MN	FILM ROOM EQUIPMENT	JP HERRERA	M JAKUS	\$ 128.76	CTE	IMA
9/2/2021	AB* ABEBOOKS.CO IVQORK HTTPSWWW.ABEB WA	Tech Ed books	JP HERRERA	P KUPER	\$ 219.06	CTE	IMA
9/2/2021	AB* ABEBOOKS.CO IVQORK HTTPSWWW.ABEB WA	Tech Ed books	JP HERRERA	P KUPER	\$ 9.66	CTE	IMA
9/3/2021	AB* ABEBOOKS.CO IVQORK HTTPSWWW.ABEB WA	Tech Ed books	JP HERRERA	P KUPER	\$ 18.70	CTE	IMA
9/3/2021	AB* ABEBOOKS.CO IVQORK HTTPSWWW.ABEB WA	Tech Ed books	JP HERRERA	P KUPER	\$ 18.70	CTE	IMA
9/8/2021	ELEAD RESOURCES 7734478884 IL	HR SWAG - NOT RECEIVED	JP HERRERA	A NGUYEN	\$ (1,254.45)	GENREAL	SUPPLIES
9/8/2021	SHORTRUNPOSTERS.COM 615-320-1195 TN	Study Center posters	JP HERRERA	B ALBERT	\$ 48.57	GENERAL	IMA
9/10/2021	CONCORD THEATRICALS CORP. NEW YORK NY	Fall play license	JP HERRERA	C SMITH	\$ 540.00	ASB	MUSICALS
9/15/2021	4WALL ENTERTAINMENT INC 702-2633858 NV	theatre equipment	JP HERRERA	N FRACCHIOLA	\$ 3,313.33	CTE	IMA
9/16/2021	ADM SNEEZE GUARDS 800-8051114 CA	cafeteria sneeze guards	JP HERRERA	C RAMIREZ	\$ 4,232.05	CAFÉ	SUPPLIES
9/20/2021	4WALL ENTERTAINMENT INC 702-2633858 NV	theatre equipment	JP HERRERA	N FRACCHIOLA	\$ 2,500.00	CTE	IMA
8/25/2021	VISTAPR*VISTAPRINT.COM 866-8936743 MA	business cards - counseling/attendance	P MAGEE	P MAGEE	\$ 78.84	GENERAL	SUPPLIES
8/29/2021	SOUNDTRAP 203-318-9708 NY	Music program subscription	P MAGEE	E STOYANOVICH	\$ 488.50	CTE	SUBSCRIPTIONS
8/31/2021	MAILCHIMP *MONTHLY MAILCHIMP.COM GA	monthly communications blast	P MAGEE	P MAGEE	\$ 87.99	GENERAL	SUBSCRIPTIONS
9/15/2021	PGC RESTAURANT PACIFIC PALIS CA	board retreat	P MAGEE	P MAGEE	\$ 215.52	GENERAL	HOSPITALITY
9/17/2021	NACAC 703-836-2222 VA	College Center Conference	P MAGEE	K ELLIS	\$ 405.00	ASB	COLLEGE CENTER
9/17/2021	NACAC 703-836-2222 VA	College Center Conference	P MAGEE	K ELLIS	\$ 810.00	ASB	COLLEGE CENTER
9/25/2021	GRAND HYATT SEATTLE 8885884384 WA	College Center Conference - Hotel	P MAGEE	K ELLIS	\$ 719.02	ASB	COLLEGE CENTER

Grand Total **12,579.25**



PALISADES

CHARTER HIGH SCHOOL

CBO Report Board of Trustees Meeting October 12, 2021

2021-2022 BUDGET UPDATE

- **Federal Revenues:** Unfortunately, our projected Federal revenues decreased by ~\$51,490, mainly attributed to a lower Title I-IV allocation. This amount (like much of our revenue sources) is subject to change in the future.
- **Expenditures:** The 10/7 budget also includes an additional \$216,197 of expenditures, mainly tied to additional pandemic-driven staffing needs (security, janitorial, morning check-in). These expenditures are expected to be funded via relief funds and will not impact our general fund. However, once the Board approves the ESSER II and ESSER III allocation, we can account for the revenue, and it will improve our ending balance.
- **Attendance (ADA):** At the time of budget adoption, we were estimating enrollment to remain flat at 3,040 and ADA to remain flat at 2,907 (~96% attendance rate). Our most recent enrollment report indicates that enrollment has decreased to ~2,990. In addition, our attendance rate is roughly 1% lower than projected. So, with fewer enrolled students, and a slightly lower attendance rate, we will likely have to revise our ADA assumption during the First Interim reporting period. Of course, attendance outreach is ongoing, and we are hoping for increased attendance rates in the coming months. We are also closely monitoring legislation updates regarding attendance during quarantine periods and excused absences (Senate Bill 14).

COMPLIANCE

- The 2020-2021 audit is now underway. This year, the CDE is requiring additional information regarding weekly student engagement and time value certifications. We are working with our auditors to provide all information/requests and the audit report will be shared in a future board meeting.

INVESTMENT OF RETIREE FUND

- Investment is in process. After providing our financial statements, tax returns, statement of assets, articles of incorporation, retiree plan documents, and non-profit information, to our investment manager, our "file" was flagged by their legal counsel. It required further evaluation to confirm our eligibility as a client. The firm has a policy on investing public/government funds, and we had to provide additional documentation to confirm that (1) our retiree benefit fund was composed of unrestricted funds and (2) our participation in STRS/PERS does not make use state/government employees.
- We look forward to the 1st quarterly share-out and achieving our investment objective.

COVID TESTING - EXPENSES

- Although we are eligible for a \$472,831 COVID testing grant from LACOE, they have requested revisions to our Testing Program and are evaluating the laboratory (UDX Labs).
- It does not impact our grant eligibility, as long as we comply with their recommended changes.



PALISADES

CHARTER HIGH SCHOOL

CAFETERIA/NUTRITION

- **Addressing Long Lunch Lines:** Our cafeteria is serving more meals than ever before (13,862 meals in Sept). Unfortunately, our food service vendor (Chartwells) has experienced some turnover and difficulties in hiring additional staff members. We offered the opportunity for internal staff to earn extra hours and work/help in the cafeteria during lunch but have not been successful. Chartwells is using a staffing agency to provide additional support (at their expense). We expect the staffing shortage to continue.
- **Free/Reduced Meal Applications:** Free/Reduced meal eligibility impacts funding levels. Our current Free/Reduced count is 745, which is approximately 3% lower than the prior year. We have seen a significant drop in our Direct Certification numbers. Direct Certification (DC) uses data from a county's social or welfare services to automatically determine Free/Reduced eligibility. This year our Direct Certification count is 276. Last year it was 510. Outreach is ongoing.

FEDERAL RELIEF FUNDING

- The combined ESSER II and ESSER III allocation has increased to approximately \$3.19 Million. At the August Board meeting, the allocation amount was communicated at \$2.62 Million. However, the revised allocation from the CDE confirms the amount is now \$3.19 Million.
- The ESSER II and ESSER III spending plan will be covered in more detail as a separate agenda item.

LOOKING AHEAD

- PPP forgiveness is still pending. Approximately 3 weeks ago, the SBA notified us that our loan was randomly selected for a deeper review. We provided the requested documentation and are awaiting a response. Will share an update once the SBA provides a decision.
- First interim reporting is around the corner (December 2021). This report will provide all stakeholders, along with the State of CA, with a snapshot of PCHS' financial condition as of October 31st. We are working to review/revise assumptions, incorporate new funding (ESSER II, ESSER III relief funds, LACOE COVID testing grant, etc.) and project annual expenditures.

Coversheet

Executive Director/Principal (EDP) Report

Section: V. Organizational Reports
Item: J. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: EDP Board Report 10_12_2021.pdf



PALISADES

CHARTER HIGH SCHOOL

Executive Director/Principal Report Board of Trustees Meeting October 12, 2021

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.

Annual Schoolwide Goals

The PCHS Board of Trustees, Executive Director/Principal, Directors/Assistant Principals and students representing ASB Leadership, Ambassadors, Justice Union, BSU, LSU and more met in Mercer Hall on Saturday, August 18 to discuss schoolwide goals for the 2021-22 school year and beyond. The group reviewed the previous schoolwide goals, critical benchmarks identified in the WASC Accreditation Action Plan for Equity, the Local Control Accountability Plan (LCAP) surveys, and the annual LAUSD Charter School Division Compliance Audit.

The theme of “Mission Driven Education for 21st Century Learners” provided direction for developing measurable goals to achieve educational excellence, lifelong learning, and wellness for all stakeholders.

What is Mission Driven Education for 21st Century Learners?

- Technology as a tool to guide and support critical thinking
 - Need for computer competency
 - Tech Standards
- Teacher PD- What does 21st Century education look like?
 - What does the research say?
 - Analyze areas of success and areas needed to update
 - Dedicated time for ongoing professional development
- Proactive Family Education and Workshops
- FUNDING for programs
- Shared schoolwide vision and application
- Updated schedule to meet the learning needs of all students
 - -Allows for Academic, Emotional, and Social Support
- Ethical Education
- CTE/College Credits/Career Exploration
 - Needs to the community- present and future
 - Outreach to the community

Participants broke into small groups to examine and revise the previous goals as reflected below:

- **Academic Achievement:** PCHS will focus on its educational program by reevaluating and *updating* existing courses and instructional practices to include innovative and



PALISADES

CHARTER HIGH SCHOOL

relevant content. Curricular units will contain technology skills, life skills/realia, and connections to college and career. Additionally, PCHS will add courses to the catalog to further align with college and career readiness. PCHS will refine its data system to track student progress towards college and career readiness.

- **Communication:** PCHS will utilize, refine, and explore current and new communication systems and platforms to inform the PCHS community on PCHS's strengths, needs, data, relevant updates, and opportunities for participation in school-wide events and programs
- **Diversity:** PCHS will commit to equitable policies and practices to connect PCHS's diverse student population with necessary personalized resources and support, accommodations, and academic opportunities.
- **Fiscal:** PCHS will identify and adopt cost-effective priorities to achieve 21st century student focused education. PCHS will do this with complete transparency and accountability, while maintaining a balanced budget and cash reserve levels of 5%+ and provide measurements through monthly and annual reporting.

The next phase of goal development is determining how these goals will be aligned to the WASC and LCAP goals for accountability and measurement. This information will be presented at the November 16 Board of Trustees meeting.

Schoolwide Assessment Day

Due to the learning loss that occurred during COVID-19, PCHS has committed to assessing academic achievement and identifying academic gaps to inform our in-person school program. We have reserved **October 13** as a **Schoolwide Assessment Day for grades 9-11**. Seniors will be engaging in specialized senior meetings and activities during this day.

The schoolwide assessment will give PCHS the data needed to identify academic levels and aptitude for future scholarships as well as Advanced Placement and Honors programs. The assessment chosen for this purpose is the Preliminary SAT/National Merit Scholarship Qualifying Test). In addition, the PSAT/NMSQT is a great practice for the SAT.

The PSAT will not incur any cost to PCHS families as the school has paid for this test. An additional benefit to our students is that they will receive free college planning tools to help them start their college searches. More importantly, students will be given feedback on the types of AP courses for which they may be particularly well-suited. Taking AP courses can help PCHS students earn college credit while still in high school.

To give this schoolwide assessment, PCHS will be following a **minimum-day schedule**. The **day will begin at 7:50 AM, and students will be released at approximately 12:30 PM**. Accommodations and extra time will be given to students who are qualified. On Thursday, October 14, our regular schedule will resume as an EVEN day.



PALISADES

CHARTER HIGH SCHOOL

Dress Code Task Force – PCHS is engaging students in the revision of the school’s dress code. A student group facilitated by PCHS counselors is currently reviewing model dress codes such as the Oregon NOW Model to present revisions for adoption this semester. Pali’s goal is to support equitable educational access without reinforcing gender stereotypes and guarantee respect for all on our campus while ensuring a safe learning environment. Once the revisions to the dress code are completed and approved, PCHS will provide mandatory training for administrators, teachers, staff, and students. An additional instructional component will address consent and anti-sexual harassment policies.

Vetting of the No Credit Policy – The Academic Accountability Committee discussed and proposed a permanent policy change to eliminate F grades to be replaced with NC marks. The proposal was presented to the PCHS Board of Trustees in September. Preparation period meetings facilitated by the faculty and administrators who proposed the policy change will be held in the coming weeks before the NC Policy returns to the Board of Trustees for a vote in November.

Save the Date - Upcoming Meeting:

- **Long Term Strategic Planning (LTSP)**

The next LTSP Committee Meeting is **Wednesday, October 27, 2021 at 3:30pm**. Participation is greatly needed and appreciated. Meetings are open to all.

Coversheet

Academic Accountability Committee Update

Section: VI. Board Committees (Stakeholder Board Level Committees)
Item: A. Academic Accountability Committee Update
Purpose: FYI
Submitted by:
Related Material: PCHS Committees_Charter.pdf

delegation will occur as a matter of routine. The Board of Trustees adopted a Recusal Policy on May 15, 2018 to ensure legally appropriate Board member disclosure and recusal when the Board is discussing or acting on any matter in which a member has a personal financial interest.

Stakeholder Board Level Committees

Stakeholder Board Level Committees (SBLC's) are committees that report directly to the Board of Trustees and are made up of at least one Board member and additional members who need not be on the Board of Trustees. SBLC's are limited to topics in which the Board of Trustees has principal responsibility, rather than topics in which the EDP has principal responsibility. On the latter group of topics, stakeholder input will be through the Long-Term Strategic Planning (LTSP) committees or their functional equivalent.

SBLC's may be set up by the Board of Trustees and disbanded by the Board of Trustees at the Board's discretion, subject to the limitations below. No Board power or authority may be delegated to an SBLC.

Except as set forth below, SBLC's shall be made up of representatives from all stakeholder groups (except community members, who may or may not be on an SBLC at the Board of Trustees' discretion), provided, however, that the faculty shall have the right, but not the obligation, to constitute a majority of each SBLC except as set forth below. SBLC members shall be appointed by the Board of Trustees in consultation with stakeholder groups. Absent exceptional circumstances, however, the Board of Trustees should give great deference to nominees presented by the stakeholder group at issue. (In other words, faculty nominations for faculty positions on a committee should be given deference by the Board of Trustees.) Nothing in the foregoing, however, shall limit the Board of Trustees' ability, in its discretion, to make appointments. Moreover, the Board of Trustees may remove a member of any SBLC with or without cause in its discretion, but the removal of a committee member shall not be used to undermine the faculty's right to constitute a majority on each SBLC. Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duties or limit its power to fulfill those duties. Accordingly, the Board of Trustees may accept, modify, or reject any recommendation made to it by any SBLC.

Except where otherwise provided by law, all SBLCs shall be subject to the Brown Act. It shall be the responsibility of each committee's chairperson to ensure compliance with the Brown Act, and the Board shall have the power and obligation to take whatever actions are necessary to ensure that SBLC's are in compliance.

Budget and Finance Committee

The purpose of the Palisades Charter High School Budget and Finance Committee is to ensure non-employee stakeholder participation (i.e., parents, students, and community members) in decisions relating to revenues, expenditures, and fund balances of the Charter School. The primary consideration of the Budget and Finance Committee in its decision-making shall be to ensure fiscal solvency while fostering development of a quality educational program and improved student achievement at PCHS.

The Budget and Finance Committee shall be an SBLC, and the Board of Trustees shall not have the discretion to disband this SBLC. The Budget and Finance Committee is so important that the community wishes to ensure that it will not be disbanded by Board action.

The Budget and Finance Committee shall, with the advice of the Executive Director and Principal and Chief Business Officer, propose a budget to the Board of Trustees in a timely fashion by a date set by the Board of Trustees. The Budget and Finance Committee shall also consider any other significant budgetary matters that may be referred to it by the Board of Trustees or its own members. Generally, any decision that will have a significant fiscal impact on the school shall be presented to the Budget and Finance Committee before being voted upon by the Board of Trustees.

Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duty to ensure that PCHS is run in a fiscally responsible manner, or in any way limit the Board's discretion as to the adoption and contents of a budget, giving due regard for the expertise and recommendations of the Budget and Finance Committee.

The Budget and Finance Committee shall be open to all non-employee stakeholders of PCHS. The committee shall be limited to a maximum of 9 non-employee stakeholder members unless that number is increased by the Board of Trustees. Those desiring membership may make such request to the Secretary of the committee. Should an excess number from any stakeholder group apply, a vote on the relevant stakeholder group(s) shall be held by the Budget and Finance Committee. The PCHS Board of Directors shall then appoint committee members in accordance with the provisions of this Charter as well as its bylaws and in consultation with the Budget and Finance Committee. The Committee will consist of the following composition:

- parents
- students
- community members
- a member representing the Booster Club and a member representing the PCHS Fund and Development Committee – these may be either parent or community members.

To ensure meaningful employee input on the PCHS budget, the Chief business Officer (CBO) will submit the draft budget to academic department chairs and each bargaining unit representative for feedback. Each academic department is encouraged to have a representative from the department attend the meetings of the Budget & Finance Committee to represent and discuss the academic department's budgetary needs and interests. The academic department representative cannot be a current board member of the PCHS Board. Following this review and discussion process, the CBO will revise the budget in consideration of the feedback, and will then present the budget to the Budget and Finance Committee. The Committee's feedback, approval, and recommendation will be considered by the Board, which has ultimate approval authority over the budget.

Academic Accountability

The Academic Accountability Committee shall be an SBLC. It will focus on student achievement and will examine quantitative and qualitative academic data in order to ensure that PCHS is complying with state and charter accountability measures and fulfilling PCHS's mission, as well as any other issues referred to it by the Board of Trustees. It will provide a detailed, written report to the Board at least once a semester regarding its findings, and its Chairperson shall be present at the Board meeting to explain the report and answer any questions that the Board might have. This report may also include recommendations for Board-level policies, priorities, and goals to be considered by the Board of Trustees.

Elections

The Elections Committee shall be made up of one PESPU representative, two United Teachers of Los Angeles (UTLA) representatives, and no fewer than three Board members (at least one of whom shall be a parent representative and two of whom shall be non-interested, parties that do not have a financial interest.), none of whom are running for election to the Board of Trustees in the next coming election. The Elections Committee is responsible for drafting specific voting guidelines, which must be approved by the Board of Trustees before becoming effective, for facilitating Board of Trustee elections, enhancing voter turnout, counting the votes, and presenting the certified results to the Board of Trustees. The Board of Trustees shall accept the Elections Committee's certified results absent objective evidence that the election procedures as described in the publicized election materials were not followed or that some other impropriety existed calling the election into question. Election improprieties are investigated by the committee with a recommended resolution made to the Board of Trustees. The Board of Trustees is briefed on the issues and may direct the committee on the agreed upon resolution.

Charter

The Charter Committee shall consider and recommend to the Board of Trustees changes to PCHS's Charter. The Charter Committee shall include at least one parent Board member and a total of at least three parent members. Notwithstanding the foregoing, however, the faculty shall have the right, but not the obligation, to constitute a majority of the Charter Committee. No recommendation shall be made unless it is supported by a majority of faculty members to the committee, a majority of parent members to the committee, and a majority of the committee overall. Each group needs a majority. Any recommendation of the Charter Committee shall be transmitted to the Board during the Organizational Report portion of the Board's next regular meeting. The Board may adopt, modify, or reject the committee's recommendation. The Board may adopt changes to the Charter without the Charter Committee's input, but it is anticipated that this will not be done absent unusual circumstances.

Other Committees

The Board of Trustees may appoint additional SBLC's in its discretion and may disband any SBLC so appointed other than the Budget and Finance Committee, due to the significance in the community as previously stated in the Charter. The faculty shall have the right, but not the obligation, to constitute a majority of the committee's membership unless the SBLC's purpose does not deal with educational priorities or teaching. When the Board of Trustees appoints an SBLC, the Board shall state in writing the scope of the SBLC's authority and whether the committee is to exist for a limited time, and, if so, when the committee will terminate.

Board Member Committees

The following committees are Board Member Committees. The Board of Trustees may appoint committees of the Board from time to time as it sees fit, and it may disband such committees in its discretion except as set forth below. Board Member Committees shall be solely comprised of Board members. The Board of Trustees may delegate its power to any Board Member Committee, but, if it does so, it shall do so by written resolution. Unless otherwise set forth herein, a Board Member Committee shall have no more than five (5) voting members. The Brown Act shall apply to such committees to the extent required by law. Each Board Member Committee shall elect its own chairperson, unless the chairperson is designated by the Board of Trustees, and may, but need not, adopt operating policies. In the event that no specific policies are adopted, then Robert's Rules of Order shall be deemed the operating policies.

Audit

The Audit Committee shall be made up of a majority of non-interested Board members. The ASB Treasurer shall serve as a non-voting *ex officio* member of the committee. The Executive Director and Principal (EDP), the Chief Budget Officer, and the ASB Treasurer shall be staff to the Audit Committee. It shall work with the outside audit firm to ensure that PCHS's financial books and records are properly kept and maintained. It shall also recommend to the Board of Trustees the retention of an audit firm to the Board of Trustees. The Audit Committee shall oversee the implementation of any recommendations made by PCHS's auditors unless the Board of Trustees rejects such recommendations, provided, however that the rejection of any auditor recommendation shall be done in writing and in public session unless otherwise required by law.

Grade Appeal

The Grade Appeal Committee shall consist of one faculty member, one classified or administrative member, and one community member. It is anticipated, but not required, that the Grade Appeal Committee shall have delegated to it the Board of Trustees' power to alter or change a grade given to a student at PCHS. If this is the case, the committee's decision is not appealable to the Board of Trustees. In exercising its authority, the Grade Appeal Committee shall be bound by Ed code 49066 with regard to when it is appropriate to change a grade. The Grade Appeal Committee shall report to the full Board of Trustees the result of any grade appeal, but in doing so it generally shall not identify the student or teacher involved. The Grade Appeal Committee shall bring any trends or concerns it might have to the full Board of Trustees. To the extent such trends or concerns involve confidential information, such a report may be made in closed session. If the Board of Trustees has delegated its authority to the Grade Appeal Committee, then the Grade Appeal Committee's decision on any grade appeal shall constitute the final decision of the Board of Trustees and of PCHS and is not appealable.

Risk Management

The Risk Management Committee shall consist of no fewer than three members, and a majority of members shall be non-interested trustees or those who do not have a financial interest. The Risk Management Committee shall meet regularly with the Executive Director and Principal (EDP) to stay informed as to any risk of pending or threatened litigation, including significant grievances or potential grievances, of which the EDP may be aware. In addition, the Risk Management Committee shall be kept informed of any potential reputational or financial risk to PCHS by the EDP. The Risk Management Committee may advise the EDP, and may, in its discretion, bring any matter to the full Board of Trustees. The Risk Management Committee may not, however, dictate to or instruct the EDP with regard to any risk management topic unless specifically authorized to do so by the Board of Trustees. (Per the PCHS Charter governance policies.)

Evaluation

The Evaluation Committee shall be made up solely of non-interested trustees or those who do not have a financial interest. It shall typically have six members. The Evaluation Committee shall be delegated with the Board of Trustees' power to evaluate the Executive Director and Principal (EDP) and to receive the detailed evaluations of senior administrators from the EDP. The evaluation shall take place at least annually pursuant to the Governing Policies. The evaluative tool shall be aligned with the school-wide goals adopted by the Board of Trustees.

Bargaining Committee

The Bargaining Committee shall be made up of all non-interested trustees or those who do not have a financial interest members of the Board of Trustees. The Executive Director and Principal (EDP) shall attend all meetings of the Bargaining Committee unless the Bargaining Committee otherwise requires. The Board of Trustees may, but need not, invite the Administrative representative (not the EDP) to sit as a non-voting member of the Bargaining Committee or to attend Bargaining Committee meetings. The Bargaining Committee shall have delegated to it the Board of Trustees' power to negotiate all collective bargaining agreements and approve all collective bargaining agreements. Any agreement approved by the Bargaining Committee shall be reported in public session of the Bargaining Committee and reported to the Board of Trustees at the Board of Trustees' next meeting. The Board votes on the approval of the Collective Bargaining Agreement. The Bargaining Committee shall have the right to retain counsel to assist it.

Survey Committee

The Survey Committee shall be comprised of Board members, at least one of whom shall be a member of the faculty and at least one of whom shall be a parent. The Survey Committee will conduct an annual survey of all stakeholders to gather staff, parent, and student opinions on PCHS's overall performance. It may also gather information from the surrounding community. The survey will seek information about overall and specific areas of satisfaction with the academic program, the working and learning environment, the school culture, and the school's administration. The Survey Committee shall seek input from the Board of Trustees and all stakeholder groups as to topics that should be included in the survey. The Survey Committee may also recommend that the Board conduct other surveys, and that if such surveys are authorized, the Survey Committee shall oversee the conduct of the survey. The Survey Committee shall report the results of all surveys taken to the Board of Trustees, and shall make all statistical results public unless doing so would be prohibited by law. Narrative responses may be made public unless doing so would, in the opinion of the Survey Committee as approved by the Board of Trustees, be improper, detrimental, or slanderous.

Other Committees

The Board of Trustees may appoint such other Board Member Committees as it deems necessary and appropriate. Any such committee that is anticipated to last beyond the end of the fiscal year in which it is appointed must have its duties and responsibilities set forth by written resolution of the Board of Trustees. Such committees shall not be subject to the Brown Act if they are *ad hoc* committees as defined therein, but shall be subject to the Brown Act in all other cases and circumstances to the extent required by law. Such other committees shall not have delegated to it any powers of the Board of Trustees except upon written resolution by the Board of Trustees, and, in such case, the committee shall be subject to the Brown Act to the extent required by law even if it is *ad hoc* in nature. All actions of any committee with delegated powers shall be reported to the extent required by law in open session of that committee, and shall be reported to the Board of Trustees at the Board's next meeting.

Administrative Roles and Responsibilities

PCHS administrative roles are related directly to the daily operations of the charter school. PCHS Administration provides stewardship of the Charter School's and procedures as well as pertinent school action plans. The Administration team includes the following positions under the direction of the EDP: Director/Assistant Principals of Academic Achievement, Academic Planning and Guidance Services, Admissions and Attendance, Student Support Services, Athletics/Activities and Discipline, as well as the Chief Business Officer, Director of Operations and Facilities, and Director of Human

Resources. The Administration must ensure compliance with both federal and state mandates. The Administration provides guidance and proper resources in order to achieve the school-wide goals. Additionally, the administration manages, develops, and evaluates school employees.

The Administration will manage lawfully, observing the principles of good school leadership, with an emphasis on (a) the means necessary to achieve school outcomes; (b) encouragement of diversity in viewpoints; (c) a clear distinction between administrators' purview and Board governance roles; and (d) proactivity rather than reactivity.

The Executive Director and Principal (EDP) will cultivate a sense of group responsibility among the administrative team. The Administration and the administrative team refer to the Executive Director Principal; the Director of Operations, The Chief Business Officer, the Director of Academic Planning and Guidance; The Director of Admission and Attendance; Director of Academic Achievement; Director of Student Support Services; Director of Student Activities, Athletics, Discipline & Security and the Director of Human Resources. The EDP will communicate with the administration to enact management initiatives. The EDP will provide the administrative team with timely feedback and will evaluate administrators on a yearly cycle. For the specific duties and responsibilities of each administrator, please refer to Element 5 of this document.

The EDP shall determine the best way to implement the priorities and goals adopted by the Board of Trustees. The scope of the EDP's discretion in this regard shall be determined by the Board of Trustees; absent a limitation, however, the EDP shall have the discretion to make all such decisions necessary to implement the priorities and goals adopted by the Board and in his or her discretion so long as the decision is permitted by law. The EDP shall report directly to, and be responsible directly to, the Board of Trustees, and it shall be the Board of Trustees' duty and responsibility to hold the EDP accountable for his or her decisions in this regard. It is anticipated that, absent exceptional circumstances, the Board of Trustees will delegate oversight over every other member of the management team at PCHS, and will not give direct instructions to other senior managers except in the form of requests for information made at a Board meeting or in the direct performance of its non-delegated duties and responsibilities (for example, such as might be required in the context of the Audit Committee).

The EDP shall oversee PCHS's management, and shall give such guidance and direction to them as he or she deems prudent. The EDP is strictly and directly responsible for the successes and failures of his or her senior management, whether or not their actions were directed by, approved by, or known to the EDP. Accordingly, the EDP shall generally have wide latitude over senior, non-union administrative staff.

Hiring and Firing Senior Managerial Staff

The power to hire and fire senior non-union managerial administrative staff resides with the Board of Trustees. Consistent with the Carver/Carpenter Managerial Model, however, it is anticipated that the Board of Trustees will, absent extraordinary circumstances, delegate its authority in this regard as to any or all such employees (other than the Executive Director Principal) to the EDP. In the event that such power is not delegated, any Trustee who has a conflict of interest or the appearance of a conflict of interest shall take no part in the discussion or determination as to any hiring or firing decision. A Trustee believing himself or herself to have a conflict or the appearance of a conflict and therefore recusing himself or herself from the decision-making process shall not have that decision questioned by the Board. The Board of Trustees may determine that a member has a conflict of interest or the

Coversheet

Meeting Format and Public Comment Presentation

Section: VIII. Board of Trustees Meeting Format and Public Comment Presentation
Item: A. Meeting Format and Public Comment Presentation
Purpose: Vote
Submitted by:
Related Material: AALRR Article_Assembly Bill 361.pdf
Assembly Bill 361.pdf
AB 361 RobertRivas Presentation (1).pdf
AB 361 RobertRivas Presentation (2).pdf

Alerts & Articles

New Brown Act Amendment Changes the Rules for Teleconference Meetings During A State of Emergency

09.20.2021

UPDATE (9.21.21): Governor Newsom signs Executive Order Suspending AB 361 until October 1, 2021

On September 20, 2021, Governor Newsom signed Executive Order (“EO”) N-15-21 to suspend AB 361 until October 1, 2021. EO N-15-21 provides that AB 361’s amendments to the Brown Act which allow teleconference meetings during a state of emergency are suspended through September 30, 2021. However, EO N-15-21 orders that any legislative body that meets prior to October 1, 2021 to take a majority vote for the purpose of determining whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees, shall comply with the requirements of Government Code 54953(e)(2) as amended by AB 361.

Assembly Bill (“AB”) 361 (Rivas). On September 16, 2021, California Governor Gavin Newsom signed AB 361 into law, effective immediately. The Bill amends the Ralph M. Brown Act^[1] to include new authorization for remote meetings, including remote public comment, for all local agencies. The new authorization, which largely extends the provisions of the Governor’s Executive Order N-29-20 (signed March 17, 2020) and Executive Order N-35-20 (signed March 21, 2020), is effective until January 1, 2024.

This Alert focuses on changes to the Ralph M. Brown Act — which governs public meetings of numerous local agencies, including school and community college districts — but please note the Bill contains corresponding changes to other public meeting laws, such as the Bagley-Keene Act.

ATTORNEYS



Kathryn E. Meola
Partner
Kathryn.Meola@aalrr.com
916-923-1200



Joshua E. Morrison
Partner
jmorrison@aalrr.com
562-653-3200

New Brown Act Amendment Changes the Rules for Teleconference Meetings During A State of Emergency

1. Traditional Teleconferencing Rules

Before the COVID-19 pandemic, the Brown Act traditionally allowed a local agency to use teleconferencing for meetings or proceedings, subject to specific agenda posting, physical access and quorum requirements. Generally, local agencies were required to:

- Post agendas at each teleconference location;
- Identify each teleconference location in the notice and agenda of the meeting or proceeding;
- Make each teleconference location accessible to the public;
- Have at least a quorum of the members of the legislative body participate from locations within the boundaries of the applicable local agency's territory; and
- Provide means for the public to address the legislative body at each teleconference location.

2. Executive Orders N-29-20 and N-35-20 Suspended Provisions of the Brown Act

On March 17, 2020 and March 21, 2020, in light of the declared state of emergency due to the coronavirus pandemic, Governor Newsom implemented several exceptions to the Brown Act's teleconferencing rules to allow local agencies to continue to function during the stay-at-home orders. Pursuant to Executive Orders N-29-20 and N-35-20, the following Brown Act requirements were suspended until September 30, 2021:

- The requirement to notice each teleconference location from which members of the legislative body participate.
- The requirement that each teleconference location be accessible to the public.
- The requirement that members of the public be able to address the legislative body from each teleconference location.
- The requirement that at least one member of the legislative body be physically present at each meeting location.



Mark W. Thompson
Partner
mthompson@aalrr.com
951-683-1122



Jeffrey A. Hoskinson
Partner
jeff.hoskinson@aalrr.com
949-453-4260



Erika Sembrano Rodine
Senior Associate
Erika.Sembrano@aalrr.com
916-923-1200

RELATED PRACTICE AREAS

Board Governance
COVID-19

RELATED INDUSTRIES

Educational Agencies
Public Entities

New Brown Act Amendment Changes the Rules for Teleconference Meetings During A State of Emergency

- The requirement that during a teleconference meeting, at least a quorum of the legislative body participate from locations within the boundaries of the district.

3. New Changes to Government Code 54953 Effective Until January 1, 2024

Given the continuing COVID-19 state of emergency, AB 361 was introduced to establish clear rules for teleconference meetings during such emergencies, effective immediately and until January 1, 2024. The legislation does not expressly state whether it is intended to override the Executive Orders for meetings held between September 16 and September 30, 2021. Local agencies with questions in this regard are advised to contact their legal counsel.

a. Teleconferencing Exemptions During Emergencies:

Effective September 16, 2021, new Government Code section 54953(e)(1) allows local agencies to continue to meet via teleconference without complying with the Brown Act's traditional agenda posting, physical access and quorum requirements for teleconferencing, but only during a state of emergency proclaimed by the Governor (in accordance with Government Code section 8625) in which (1) state or local health officials have imposed or recommended measures to promote social distancing, or (2) the legislative body has determined (or is meeting to determine) by majority vote that meeting in person would present imminent risk to the health or safety of the attendees.

This new authority clearly includes, but is not limited to, emergencies arising from pandemics.

b. How to Appropriately Utilize the New Teleconferencing Exemption:

If a local agency chooses to use the teleconferencing exemption and forego the Brown Act's traditional agenda posting requiring the identity of and public access to each teleconference location and quorum requirements for teleconferencing, Government Code section 54953(e)(2) requires the local agency to:

- Give timely notice of the meeting and post agendas as required by the Brown Act;
- Allow members of the public to access the meeting and directly address the legislative body as provided by Section 54954.3. Each agenda must provide notice of the means by which the public may access the meeting and offer public comment. The agenda must identify and include an opportunity for all persons to attend **via a call-in option OR an internet-based service option**;
- Conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body;
- In the event of a service disruption that prevents broadcasting the meeting or in the event of a disruption within the local agency's control that prevents public comment for members of the public using the call-in option or internet-based option, stop the meeting and take no further action on agenda items until

New Brown Act Amendment Changes the Rules for Teleconference Meetings During A State of Emergency

public access is restored. Actions taken on agenda items during a disruption may be subject to challenge pursuant to Section 54960.1.

Note: Public agencies may wish to indicate on their agendas how and when remote meetings which are disrupted in this manner will be continued.

- Must abolish any requirement that public comments be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time.

Note: Written public comment is still allowed, but a “real-time” comment option (e.g. telephone or internet based) which allows the person to read their own comment must be allowed. The above provisions do not require the legislative body to provide a physical location from which the public may attend or comment.

c. Public Comments:

In addition to requiring “real-time” public comments, i.e. making any requirement to provide public comment in advance and/or via email non-compliant, Government Code section 54953(e)(2) provides additional guidelines regarding public comment periods:

- The legislative body may use an online third-party system for individuals to provide public comment which might require an individual to register prior to providing comment.

Note: Under this provision, although the Brown Act does not allow a local agency to require a meeting attendee to provide their name and address as a condition of attendance, a third-party internet provider may require a person to register for the service^[2].

- A legislative body that provides a timed public comment period for each agenda item may not close the comment period or the time to register to provide comment until the timed period has elapsed.
- If the legislative body does not provide a time-limited comment period, it must allow a reasonable time for the public to register and comment on each agenda item.
- If the legislative body provides a timed general public comment period that does not correspond to a specific agenda item, it may not close the public comment period or the opportunity to register until the timed general public period has elapsed.

Note: This effectively eliminates any early cut-off of collecting email/comment cards until the end of the applicable comment period, regardless of whether there is a single comment period at the beginning of the meeting, or individual comment periods for each agenda item.

d. Verification

New Brown Act Amendment Changes the Rules for Teleconference Meetings During A State of Emergency

Government Code section 54953(e)(4) also now requires local agencies to verify **every 30 days** that the exemption from traditional teleconference requirements is still necessary. Specifically, the legislative body must make findings no later than 30 days after the first teleconference and every 30 days thereafter that:

- the legislative body has reconsidered the state of emergency circumstances; and
- either i) the state of emergency continues to directly impact the ability of the members to meet safely in person, or ii) state or local officials continue to impose or recommend measures to promote social distancing.

Because monthly meetings can be more than 30 days apart, we advise that local agencies take care to ensure their Board makes the appropriate findings at least every 30 days so as to ensure compliance with this verification requirement.

e. Sunset Provision

These provisions will be automatically repealed on January 1, 2024. At that time, unless further changes are made by future legislation, the Brown Act's traditional (pre-pandemic) teleconferencing rules will apply, as stated in section 1 above.

If you have any questions regarding this alert, please contact the authors or your regular attorney at Atkinson, Andelson, Loya, Ruud & Romo.

[1] See generally Government Code section 59450 et seq.

[2] Use of a pseudonym for registration should be allowed.

This AALRR publication is intended for informational purposes only and should not be relied upon in reaching a conclusion in a particular area of law. Applicability of the legal principles discussed may differ substantially in individual situations. Receipt of this or any other AALRR publication does not create an attorney-client relationship. The Firm is not responsible for inadvertent errors that may occur in the publishing process.

© 2021 Atkinson, Andelson, Loya, Ruud & Romo

Assembly Bill No. 361

CHAPTER 165

An act to add and repeal Section 89305.6 of the Education Code, and to amend, repeal, and add Section 54953 of, and to add and repeal Section 11133 of, the Government Code, relating to open meetings, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor September 16, 2021. Filed with
Secretary of State September 16, 2021.]

LEGISLATIVE COUNSEL'S DIGEST

AB 361, Robert Rivas. Open meetings: state and local agencies: teleconferences.

(1) Existing law, the Ralph M. Brown Act requires, with specified exceptions, that all meetings of a legislative body of a local agency, as those terms are defined, be open and public and that all persons be permitted to attend and participate. The act contains specified provisions regarding the timelines for posting an agenda and providing for the ability of the public to directly address the legislative body on any item of interest to the public. The act generally requires all regular and special meetings of the legislative body be held within the boundaries of the territory over which the local agency exercises jurisdiction, subject to certain exceptions. The act allows for meetings to occur via teleconferencing subject to certain requirements, particularly that the legislative body notice each teleconference location of each member that will be participating in the public meeting, that each teleconference location be accessible to the public, that members of the public be allowed to address the legislative body at each teleconference location, that the legislative body post an agenda at each teleconference location, and that at least a quorum of the legislative body participate from locations within the boundaries of the local agency's jurisdiction. The act provides an exemption to the jurisdictional requirement for health authorities, as defined. The act authorizes the district attorney or any interested person, subject to certain provisions, to commence an action by mandamus or injunction for the purpose of obtaining a judicial determination that specified actions taken by a legislative body are null and void.

Existing law, the California Emergency Services Act, authorizes the Governor, or the Director of Emergency Services when the governor is inaccessible, to proclaim a state of emergency under specified circumstances.

Executive Order No. N-29-20 suspends the Ralph M. Brown Act's requirements for teleconferencing during the COVID-19 pandemic provided that notice and accessibility requirements are met, the public members are allowed to observe and address the legislative body at the meeting, and that a legislative body of a local agency has a procedure for receiving and swiftly

resolving requests for reasonable accommodation for individuals with disabilities, as specified.

This bill, until January 1, 2024, would authorize a local agency to use teleconferencing without complying with the teleconferencing requirements imposed by the Ralph M. Brown Act when a legislative body of a local agency holds a meeting during a declared state of emergency, as that term is defined, when state or local health officials have imposed or recommended measures to promote social distancing, during a proclaimed state of emergency held for the purpose of determining, by majority vote, whether meeting in person would present imminent risks to the health or safety of attendees, and during a proclaimed state of emergency when the legislative body has determined that meeting in person would present imminent risks to the health or safety of attendees, as provided.

This bill would require legislative bodies that hold teleconferenced meetings under these abbreviated teleconferencing procedures to give notice of the meeting and post agendas, as described, to allow members of the public to access the meeting and address the legislative body, to give notice of the means by which members of the public may access the meeting and offer public comment, including an opportunity for all persons to attend via a call-in option or an internet-based service option, and to conduct the meeting in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body. The bill would require the legislative body to take no further action on agenda items when there is a disruption which prevents the public agency from broadcasting the meeting, or in the event of a disruption within the local agency's control which prevents members of the public from offering public comments, until public access is restored. The bill would specify that actions taken during the disruption are subject to challenge proceedings, as specified.

This bill would prohibit the legislative body from requiring public comments to be submitted in advance of the meeting and would specify that the legislative body must provide an opportunity for the public to address the legislative body and offer comment in real time. The bill would prohibit the legislative body from closing the public comment period and the opportunity to register to provide public comment, until the public comment period has elapsed or until a reasonable amount of time has elapsed, as specified. When there is a continuing state of emergency, or when state or local officials have imposed or recommended measures to promote social distancing, the bill would require a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting pursuant to these provisions, and to make those findings every 30 days thereafter, in order to continue to meet under these abbreviated teleconferencing procedures.

Existing law prohibits a legislative body from requiring, as a condition to attend a meeting, a person to register the person's name, or to provide other information, or to fulfill any condition precedent to the person's attendance.

This bill would exclude from that prohibition, a registration requirement imposed by a third-party internet website or other online platform not under the control of the legislative body.

(2) Existing law, the Bagley-Keene Open Meeting Act, requires, with specified exceptions, that all meetings of a state body be open and public and all persons be permitted to attend any meeting of a state body. The act requires at least one member of the state body to be physically present at the location specified in the notice of the meeting.

The Governor's Executive Order No. N-29-20 suspends the requirements of the Bagley-Keene Open Meeting Act for teleconferencing during the COVID-19 pandemic, provided that notice and accessibility requirements are met, the public members are allowed to observe and address the state body at the meeting, and that a state body has a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, as specified.

This bill, until January 31, 2022, would authorize, subject to specified notice and accessibility requirements, a state body to hold public meetings through teleconferencing and to make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the state body. With respect to a state body holding a public meeting pursuant to these provisions, the bill would suspend certain requirements of existing law, including the requirements that each teleconference location be accessible to the public and that members of the public be able to address the state body at each teleconference location. Under the bill, a state body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically would satisfy any requirement that the state body allow members of the public to attend the meeting and offer public comment. The bill would require that each state body that holds a meeting through teleconferencing provide notice of the meeting, and post the agenda, as provided. The bill would urge state bodies utilizing these teleconferencing procedures in the bill to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to existing law, as provided.

(3) Existing law establishes the various campuses of the California State University under the administration of the Trustees of the California State University, and authorizes the establishment of student body organizations in connection with the operations of California State University campuses.

The Gloria Romero Open Meetings Act of 2000 generally requires a legislative body, as defined, of a student body organization to conduct its business in a meeting that is open and public. The act authorizes the legislative body to use teleconferencing, as defined, for the benefit of the public and the legislative body in connection with any meeting or proceeding authorized by law.

This bill, until January 31, 2022, would authorize, subject to specified notice and accessibility requirements, a legislative body, as defined for purposes of the act, to hold public meetings through teleconferencing and

to make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the legislative body. With respect to a legislative body holding a public meeting pursuant to these provisions, the bill would suspend certain requirements of existing law, including the requirements that each teleconference location be accessible to the public and that members of the public be able to address the legislative body at each teleconference location. Under the bill, a legislative body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically would satisfy any requirement that the legislative body allow members of the public to attend the meeting and offer public comment. The bill would require that each legislative body that holds a meeting through teleconferencing provide notice of the meeting, and post the agenda, as provided. The bill would urge legislative bodies utilizing these teleconferencing procedures in the bill to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to existing law, as provided.

(4) This bill would declare the Legislature's intent, consistent with the Governor's Executive Order No. N-29-20, to improve and enhance public access to state and local agency meetings during the COVID-19 pandemic and future emergencies by allowing broader access through teleconferencing options.

(5) This bill would incorporate additional changes to Section 54953 of the Government Code proposed by AB 339 to be operative only if this bill and AB 339 are enacted and this bill is enacted last.

(6) The California Constitution requires local agencies, for the purpose of ensuring public access to the meetings of public bodies and the writings of public officials and agencies, to comply with a statutory enactment that amends or enacts laws relating to public records or open meetings and contains findings demonstrating that the enactment furthers the constitutional requirements relating to this purpose.

This bill would make legislative findings to that effect.

(7) Existing constitutional provisions require that a statute that limits the right of access to the meetings of public bodies or the writings of public officials and agencies be adopted with findings demonstrating the interest protected by the limitation and the need for protecting that interest.

This bill would make legislative findings to that effect.

(8) This bill would declare that it is to take effect immediately as an urgency statute.

The people of the State of California do enact as follows:

SECTION 1. Section 89305.6 is added to the Education Code, to read:

89305.6. (a) Notwithstanding any other provision of this article, and subject to the notice and accessibility requirements in subdivisions (d) and (e), a legislative body may hold public meetings through teleconferencing

and make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the legislative body.

(b) (1) For a legislative body holding a public meeting through teleconferencing pursuant to this section, all requirements in this article requiring the physical presence of members, the clerk or other personnel of the legislative body, or the public, as a condition of participation in or quorum for a public meeting, are hereby suspended.

(2) For a legislative body holding a public meeting through teleconferencing pursuant to this section, all of the following requirements in this article are suspended:

(A) Each teleconference location from which a member will be participating in a public meeting or proceeding be identified in the notice and agenda of the public meeting or proceeding.

(B) Each teleconference location be accessible to the public.

(C) Members of the public may address the legislative body at each teleconference conference location.

(D) Post agendas at all teleconference locations.

(E) At least one member of the legislative body be physically present at the location specified in the notice of the meeting.

(c) A legislative body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically, consistent with the notice and accessibility requirements in subdivisions (d) and (e), shall have satisfied any requirement that the legislative body allow members of the public to attend the meeting and offer public comment. A legislative body need not make available any physical location from which members of the public may observe the meeting and offer public comment.

(d) If a legislative body holds a meeting through teleconferencing pursuant to this section and allows members of the public to observe and address the meeting telephonically or otherwise electronically, the legislative body shall also do both of the following:

(1) Implement a procedure for receiving and swiftly resolving requests for reasonable modification or accommodation from individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), and resolving any doubt whatsoever in favor of accessibility.

(2) Advertise that procedure each time notice is given of the means by which members of the public may observe the meeting and offer public comment, pursuant to paragraph (2) of subdivision (e).

(e) Except to the extent this section provides otherwise, each legislative body that holds a meeting through teleconferencing pursuant to this section shall do both of the following:

(1) Give advance notice of the time of, and post the agenda for, each public meeting according to the timeframes otherwise prescribed by this article, and using the means otherwise prescribed by this article, as applicable.

Ch. 165

— 6 —

(2) In each instance in which notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, also give notice of the means by which members of the public may observe the meeting and offer public comment. As to any instance in which there is a change in the means of public observation and comment, or any instance prior to the effective date of this section in which the time of the meeting has been noticed or the agenda for the meeting has been posted without also including notice of the means of public observation and comment, a legislative body may satisfy this requirement by advertising the means of public observation and comment using the most rapid means of communication available at the time. Advertising the means of public observation and comment using the most rapid means of communication available at the time shall include, but need not be limited to, posting such means on the legislative body's internet website.

(f) All legislative bodies utilizing the teleconferencing procedures in this section are urged to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to the otherwise applicable provisions of this article, in order to maximize transparency and provide the public access to legislative body meetings.

(g) This section shall remain in effect only until January 31, 2022, and as of that date is repealed.

SEC. 2. Section 11133 is added to the Government Code, to read:

11133. (a) Notwithstanding any other provision of this article, and subject to the notice and accessibility requirements in subdivisions (d) and (e), a state body may hold public meetings through teleconferencing and make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the state body.

(b) (1) For a state body holding a public meeting through teleconferencing pursuant to this section, all requirements in this article requiring the physical presence of members, the clerk or other personnel of the state body, or the public, as a condition of participation in or quorum for a public meeting, are hereby suspended.

(2) For a state body holding a public meeting through teleconferencing pursuant to this section, all of the following requirements in this article are suspended:

(A) Each teleconference location from which a member will be participating in a public meeting or proceeding be identified in the notice and agenda of the public meeting or proceeding.

(B) Each teleconference location be accessible to the public.

(C) Members of the public may address the state body at each teleconference conference location.

(D) Post agendas at all teleconference locations.

(E) At least one member of the state body be physically present at the location specified in the notice of the meeting.

(c) A state body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically

or otherwise electronically, consistent with the notice and accessibility requirements in subdivisions (d) and (e), shall have satisfied any requirement that the state body allow members of the public to attend the meeting and offer public comment. A state body need not make available any physical location from which members of the public may observe the meeting and offer public comment.

(d) If a state body holds a meeting through teleconferencing pursuant to this section and allows members of the public to observe and address the meeting telephonically or otherwise electronically, the state body shall also do both of the following:

(1) Implement a procedure for receiving and swiftly resolving requests for reasonable modification or accommodation from individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), and resolving any doubt whatsoever in favor of accessibility.

(2) Advertise that procedure each time notice is given of the means by which members of the public may observe the meeting and offer public comment, pursuant to paragraph (2) of subdivision (e).

(e) Except to the extent this section provides otherwise, each state body that holds a meeting through teleconferencing pursuant to this section shall do both of the following:

(1) Give advance notice of the time of, and post the agenda for, each public meeting according to the timeframes otherwise prescribed by this article, and using the means otherwise prescribed by this article, as applicable.

(2) In each instance in which notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, also give notice of the means by which members of the public may observe the meeting and offer public comment. As to any instance in which there is a change in the means of public observation and comment, or any instance prior to the effective date of this section in which the time of the meeting has been noticed or the agenda for the meeting has been posted without also including notice of the means of public observation and comment, a state body may satisfy this requirement by advertising the means of public observation and comment using the most rapid means of communication available at the time. Advertising the means of public observation and comment using the most rapid means of communication available at the time shall include, but need not be limited to, posting such means on the state body's internet website.

(f) All state bodies utilizing the teleconferencing procedures in this section are urged to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to the otherwise applicable provisions of this article, in order to maximize transparency and provide the public access to state body meetings.

(g) This section shall remain in effect only until January 31, 2022, and as of that date is repealed.

SEC. 3. Section 54953 of the Government Code is amended to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all otherwise applicable requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivisions (d) and (e). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, “teleconference” means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public’s right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) (1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(2) A legislative body that holds a meeting pursuant to this subdivision shall do all of the following:

(A) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(B) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3.

In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(C) The legislative body shall conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body of a local agency.

(D) In the event of a disruption which prevents the public agency from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control which prevents members of the public from offering public comments using the call-in option or internet-based service option, the body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption which prevents the public agency from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(E) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(F) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(G) (i) A legislative body that provides a timed public comment period for each agenda item shall not close the public comment period for the agenda item, or the opportunity to register, pursuant to subparagraph (F), to provide public comment until that timed public comment period has elapsed.

(ii) A legislative body that does not provide a timed public comment period, but takes public comment separately on each agenda item, shall allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time for members of the public to register pursuant to subparagraph (F), or otherwise be recognized for the purpose of providing public comment.

(iii) A legislative body that provides a timed general public comment period that does not correspond to a specific agenda item shall not close the public comment period or the opportunity to register, pursuant to subparagraph (F), until the timed general public comment period has elapsed.

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

(4) For the purposes of this subdivision, “state of emergency” means a state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act (Article 1 (commencing with Section 8550) of Chapter 7 of Division 1 of Title 2).

(f) This section shall remain in effect only until January 1, 2024, and as of that date is repealed.

SEC. 3.1. Section 54953 of the Government Code is amended to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency in person, except as otherwise provided in this chapter. Local agencies shall conduct meetings subject to this chapter consistent with applicable state and federal civil rights laws, including, but not limited to, any applicable language access and other nondiscrimination obligations.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all otherwise applicable requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body

shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivisions (d) and (e). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, “teleconference” means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public’s right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter

2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) (1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(2) A legislative body that holds a meeting pursuant to this subdivision shall do all of the following:

(A) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(B) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3. In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(C) The legislative body shall conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body of a local agency.

(D) In the event of a disruption which prevents the public agency from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control which prevents members of the public from offering public comments using the call-in option or internet-based service option, the body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption which prevents the public agency from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(E) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for

the public to address the legislative body and offer comment in real time. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(F) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(G) (i) A legislative body that provides a timed public comment period for each agenda item shall not close the public comment period for the agenda item, or the opportunity to register, pursuant to subparagraph (F), to provide public comment until that timed public comment period has elapsed.

(ii) A legislative body that does not provide a timed public comment period, but takes public comment separately on each agenda item, shall allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time for members of the public to register pursuant to subparagraph (F), or otherwise be recognized for the purpose of providing public comment.

(iii) A legislative body that provides a timed general public comment period that does not correspond to a specific agenda item shall not close the public comment period or the opportunity to register, pursuant to subparagraph (F), until the timed general public comment period has elapsed.

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

(4) For the purposes of this subdivision, “state of emergency” means a state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act (Article 1 (commencing with Section 8550) of Chapter 7 of Division 1 of Title 2).

(f) This section shall remain in effect only until January 1, 2024, and as of that date is repealed.

SEC. 4. Section 54953 is added to the Government Code, to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting

of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, “teleconference” means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public’s right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting,

members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) This section shall become operative January 1, 2024.

SEC. 4.1. Section 54953 is added to the Government Code, to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, in person except as otherwise provided in this chapter. Local agencies shall conduct meetings subject to this chapter consistent with applicable state and federal civil rights laws, including, but not limited to, any applicable language access and other nondiscrimination obligations.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the

legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, “teleconference” means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public’s right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint

powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) This section shall become operative January 1, 2024.

SEC. 5. Sections 3.1 and 4.1 of this bill incorporate amendments to Section 54953 of the Government Code proposed by both this bill and Assembly Bill 339. Those sections of this bill shall only become operative if (1) both bills are enacted and become effective on or before January 1, 2022, but this bill becomes operative first, (2) each bill amends Section 54953 of the Government Code, and (3) this bill is enacted after Assembly Bill 339, in which case Section 54953 of the Government Code, as amended by Sections 3 and 4 of this bill, shall remain operative only until the operative date of Assembly Bill 339, at which time Sections 3.1 and 4.1 of this bill shall become operative.

SEC. 6. It is the intent of the Legislature in enacting this act to improve and enhance public access to state and local agency meetings during the COVID-19 pandemic and future applicable emergencies, by allowing broader access through teleconferencing options consistent with the Governor's Executive Order No. N-29-20 dated March 17, 2020, permitting expanded use of teleconferencing during the COVID-19 pandemic.

SEC. 7. The Legislature finds and declares that Sections 3 and 4 of this act, which amend, repeal, and add Section 54953 of the Government Code, further, within the meaning of paragraph (7) of subdivision (b) of Section 3 of Article I of the California Constitution, the purposes of that constitutional section as it relates to the right of public access to the meetings of local public bodies or the writings of local public officials and local agencies. Pursuant to paragraph (7) of subdivision (b) of Section 3 of Article I of the California Constitution, the Legislature makes the following findings:

This act is necessary to ensure minimum standards for public participation and notice requirements allowing for greater public participation in teleconference meetings during applicable emergencies.

SEC. 8. (a) The Legislature finds and declares that during the COVID-19 public health emergency, certain requirements of the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) were suspended by Executive Order N-29-20. Audio and video teleconference were widely used to conduct public meetings in lieu of physical location meetings, and public meetings conducted by teleconference during the COVID-19 public health emergency have been productive, have increased public participation by all members of the public regardless of their location in the state and ability to travel to physical meeting locations, have protected the health and safety of civil servants and the public, and have reduced travel costs incurred by members of state bodies and reduced work hours spent traveling to and from meetings.

(b) The Legislature finds and declares that Section 1 of this act, which adds and repeals Section 89305.6 of the Education Code, Section 2 of this act, which adds and repeals Section 11133 of the Government Code, and Sections 3 and 4 of this act, which amend, repeal, and add Section 54953 of the Government Code, all increase and potentially limit the public's right of access to the meetings of public bodies or the writings of public officials and agencies within the meaning of Section 3 of Article I of the California Constitution. Pursuant to that constitutional provision, the Legislature makes the following findings to demonstrate the interest protected by this limitation and the need for protecting that interest:

(1) By removing the requirement that public meetings be conducted at a primary physical location with a quorum of members present, this act protects the health and safety of civil servants and the public and does not preference the experience of members of the public who might be able to attend a meeting in a physical location over members of the public who cannot travel or attend that meeting in a physical location.

(2) By removing the requirement for agendas to be placed at the location of each public official participating in a public meeting remotely, including from the member's private home or hotel room, this act protects the personal, private information of public officials and their families while preserving the public's right to access information concerning the conduct of the people's business.

SEC. 9. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the California Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to ensure that state and local agencies can continue holding public meetings while providing essential services like water, power, and fire protection to their constituents during public health, wildfire, or other states of emergencies, it is necessary that this act take effect immediately.

O

AB 361, Robert Rivas. Open meetings: state and local agencies: teleconferences

APPROVED BY GOVERNOR SEPTEMBER 16, 2021

What is AB 361?

AB361 repeals and amends Education Code and Government Code relating to open meetings that must adhere to the Ralph M. Brown Act and the Bagley-Keene Open Meeting Act

Notable Changes

BROWN ACT & BAGLEY-KEENE OPEN MEETING ACT

All Teleconference locations must be accessible to public and advertised in agenda

Must post agenda at all locations

Must allow for public comment and viewing at all locations

Quorum must still be in-person

At least one member must be located in posted locations

Prohibits as condition of attendance, a person to register name, provide other info, or fulfill any condition precedent to attendance

AB361 ALLOWANCES THROUGH JAN 1, 2024

Teleconference locations do not need to be accessible to public and locations need not be advertised

Agendas only need to be posted online if not in person

Quorum may be achieved via teleconference

Excludes from prohibition a registration requirement by 3rd party internet website or platform, such as Zoom

No physical location requirement

AB 361 Conditional Requirements

Implement a procedure for receiving and swiftly resolving requests for reasonable modification or accommodation from individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 and resolving any doubt whatsoever in favor of accessibility

Prohibit requiring public comments to be submitted in advance. Must provide opportunity for public comment in real time, telephonically or otherwise electronically

Advertise that procedure each time notice is given of the means by which members of the public may observe the meeting and offer public comment

AB 361 Conditional Requirements (contd.)

All votes taken during a teleconferenced meeting shall be by rollcall

In the event of a disruption preventing broadcasting to the public using the call-in option or internet-based service option, or in the event of disruption within the local agency's control which prevents the public from offering public comments, the body shall take no further action agenda items until public access to the meeting is restored. Actions taken on agenda items during a disruption which prevents the public agency from broadcasting the meeting may be challenged pursuant to Section 54960.1

Requirements for using AB361

The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing

The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining by majority vote whether, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees

The legislative body holds a meeting during a proclaimed state of emergency and has determined by majority vote that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees

Requirements for using AB361 (contd.)

When there is a continuing state of emergency, or when state or local officials have imposed or recommended measures to promote social distancing, the bill would require a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting pursuant to these provisions, and to make those findings every 30 days thereafter, in order to continue to meet under these abbreviated teleconferencing procedures

Technology Capacity with Existing Equipment

Current (in B101)

Microphone used for audio intelligibility and recording quality

- Insufficient mics for members and public comment

Audio recording posted within 1-2 days

- Audio quality poor due to shared mic limitations

AB361 not in play

Broadcast/Film Only (in B101)

Microphone used for audio intelligibility and recording quality

- Insufficient mics for members and public comment
- Extremely poor audio quality

Recording available immediately

- Audio quality poor due to shared mic limitations

Remote public comment not required

AB361 not in play

Live Two-way Video/Audio (in B101)

Not advised without additional hardware purchases

Audio or video issues due to lack of equipment could cause any measure to be challenged

Remote public comment assumed

AB361 likely in play

AB 361, Robert Rivas. Open meetings: state and local agencies: teleconferences

APPROVED BY GOVERNOR SEPTEMBER 16, 2021

What is AB 361?

AB361 repeals and amends Education Code and Government Code relating to open meetings that must adhere to the Ralph M. Brown Act and the Bagley-Keene Open Meeting Act

Notable Changes

BROWN ACT & BAGLEY-KEENE OPEN MEETING ACT

All Teleconference locations must be accessible to public and advertised in agenda

Must post agenda at all locations

Must allow for public comment and viewing at all locations

Quorum must still be in-person

At least one member must be located in posted locations

Prohibits as condition of attendance, a person to register name, provide other info, or fulfill any condition precedent to attendance

AB361 ALLOWANCES THROUGH JAN 1, 2024

Teleconference locations do not need to be accessible to public and locations need not be advertised

Agendas only need to be posted online if not in person

Quorum may be achieved via teleconference

Excludes from prohibition a registration requirement by 3rd party internet website or platform, such as Zoom

No physical location requirement

AB 361 Conditional Requirements

Implement a procedure for receiving and swiftly resolving requests for reasonable modification or accommodation from individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 and resolving any doubt whatsoever in favor of accessibility

Prohibit requiring public comments to be submitted in advance. Must provide opportunity for public comment in real time, telephonically or otherwise electronically

Advertise that procedure each time notice is given of the means by which members of the public may observe the meeting and offer public comment

AB 361 Conditional Requirements (contd.)

All votes taken during a teleconferenced meeting shall be by rollcall

In the event of a disruption preventing broadcasting to the public using the callin option or internet-based service option, or in the event of disruption within the local agency's control which prevents the public from offering public comments, the body shall take no further action agenda items until public access to the meeting is restored. Actions taken on agenda items during a disruption which prevents the public agency from broadcasting the meeting may be challenged pursuant to Section 54960.1

Requirements for using AB361

The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing

The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining by majority vote whether, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees

The legislative body holds a meeting during a proclaimed state of emergency and has determined by majority vote that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees

Requirements for using AB361 (contd.)

When there is a continuing state of emergency, or when state or local officials have imposed or recommended measures to promote social distancing, the bill would require a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting pursuant to these provisions, and to make those findings every 30 days thereafter, in order to continue to meet under these abbreviated teleconferencing procedures

Technology Capacity with Existing Equipment

Current (in B101)

Microphone used for audio intelligibility and recording quality

- Insufficient mics for members and public comment

Audio recording posted within 1-2 days

- Audio quality poor due to shared mic limitations

AB361 not in play

Broadcast/Film Only (in B101)

Microphone used for audio intelligibility and recording quality

- Insufficient mics for members and public comment
- Extremely poor audio quality

Recording available immediately

- Audio quality poor due to shared mic limitations

Remote public comment not required

AB361 not in play

Live Two-way Video/Audio (in B101)

Not advised without additional hardware purchases

Audio or video issues due to lack of equipment could cause any measure to be challenged

Remote public comment assumed

AB361 likely in play

Coversheet

PCHS Proposed Resolution Requiring COVID-19 Vaccinations for Eligible Students

Section: IX. Academic Excellence
Item: A. PCHS Proposed Resolution Requiring COVID-19 Vaccinations for Eligible Students
Purpose: FYI
Submitted by:
Related Material: Governor Mandate Press Release.pdf
ACSA CA Student Vaccine Update.pdf

California Becomes First State in Nation to Announce COVID-19 Vaccine Requirements for Schools

Published: Oct 01, 2021

After implementing first-in-the-nation school masking and staff vaccination measures, California becomes the first state to announce plans to require student vaccinations – adding the COVID-19 vaccine to list of vaccinations required for school, such as the vaccines for measles, mumps, and rubella

Students will be required to be vaccinated for in person learning starting the term following FDA full approval of the vaccine for their grade span (7-12 and K-6).

SAN FRANCISCO – At a school in San Francisco, Governor Newsom announced plans to add the COVID-19 vaccine to the list of vaccinations required to attend school in-person when the vaccine receives full approval from the Food and Drug Administration (FDA) for middle and high school grades, making California the first state in the nation to announce such a measure. Following the other [first-in-the-nation school masking and staff vaccination measures](#), Governor Newsom announced the COVID-19 vaccine will be required for in-person school attendance—just like vaccines for measles, mumps, rubella and more.

“The state already requires that students are vaccinated against viruses that cause measles, mumps, and rubella – there’s no reason why we wouldn’t do the same for COVID-19. Today’s measure, just like our first-in-the-nation school masking and staff vaccination requirements, is about protecting our children and school staff, and keeping them in the classroom,” said Governor Newsom. “Vaccines work. It’s why California leads the country in preventing school closures and has the lowest case rates. We encourage other states to follow our lead to keep our kids safe and prevent the spread of COVID-19.”

Thanks to the state’s bold public health measures, California continues to maintain the [lowest case rate in the entire country](#) and is one of only two states to have [advanced out of the CDC’s ‘high’ COVID transmission](#) category. More information about the announcement can be found [here](#).

The vast majority of school districts have reported that over 95% of students have returned to in-person instruction this school year, as can be seen on the state’s [Student Supports & In-Person Dashboard](#). Thanks to unprecedented resources and public health measures ([measures shown to be highly effective](#)), California is [leading national trends in preventing school closures](#) and keeping kids in classrooms, accounting for only 14 out of over 2,000 school closures nationwide, or roughly 0.7% – despite the fact that California educates an estimated 12% of the nation’s public school students. If California’s rates had aligned with national trends, the state would have seen upwards of 240 school closures.

In order to further protect students and staff and continue supporting a safe return to in-person instruction for all students, the Governor directed the California Department of Public Health (CDPH) to follow the procedures established by the Legislature to add the COVID-19 vaccine to other vaccinations required for in-person school attendance—such as measles, mumps, and rubella—pursuant to the Health and Safety Code. COVID-19 vaccine requirements will be phased-in by grade span, which will also promote smoother implementation.

Upon full FDA approval of age groups within a grade span, CDPH will consider the recommendations of the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians prior to implementing a requirement. Following existing statute, full approval of ages 12+ corresponds to grades 7-12, and full approval of ages 5-11 corresponds to grades K-6. Students who are under the age of full approval, but within the grade span, will be required to be vaccinated once they reach the age of full approval (with a reasonable period of time to receive both doses), consistent with existing procedures for other vaccines. The requirement will take effect at the start of the term following full approval of that grade span, to be defined as January 1st or July 1st, whichever comes first. Based on current information, the requirement is expected to apply to grades 7-12 starting on July 1, 2022. However, local health jurisdictions and local education agencies are encouraged to implement requirements ahead of a statewide requirement based on their local circumstances.

Governor Newsom’s historic [\\$123.9 billion Pre-K and K-12 education package](#) is providing an unprecedented level of school and student funding to transform the state’s public schools into gateways of equity and opportunity, supporting the potential of every California student by: achieving universal transitional kindergarten for four-year-olds by 2025, expanding afterschool and summer programs, providing universal free school nutrition, increasing the number of well-prepared staff per pupil, creating full-service community schools to support the mental and social-emotional well-being of students, and more.

###

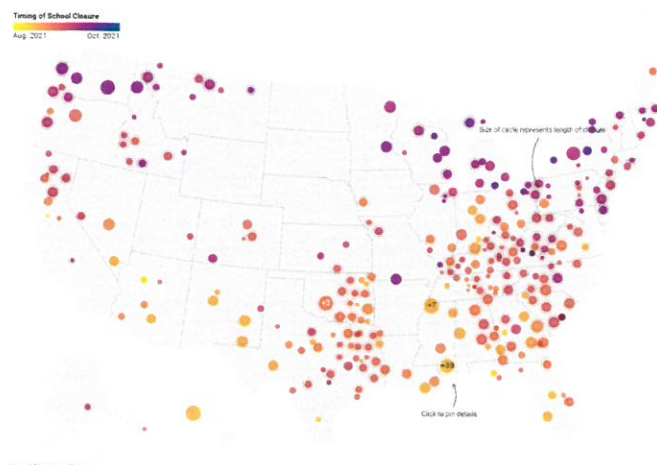


California Becomes First State in Nation to Announce COVID-19 Vaccine Will Be Added to List of Required School Vaccinations

Students will be required to be vaccinated for in person learning starting the term following FDA full approval of the vaccine for their grade span (7-12 and k-6).

Background

- California continues to lead the nation with the lowest COVID case rate, the lowest death rate, and the most vaccinations administered. The latest CDC data indicate that youth in California are being hospitalized at **less than one-fourth** the rate of states like Florida and **less than one-half** the rate of the nation as a whole.¹
- This fall, millions of California students returned to their K-12 school classrooms. Thanks to California's nation-leading measures aimed at keeping campuses safe and open, including universal masking, our state has not faced the same number of outbreaks seen in other parts of the country.
- California's schools have been open for nearly a month longer than most other states, but have experienced school closures at a far lower rate. California educates approximately **12%** of students in the nation, but California schools account for approximately **0.5%** of school closures. And those closures have been localized to regions with lower vaccination rates.²



¹ <https://covid.cdc.gov/covid-data-tracker/#new-hospital-admissions> (as of 9/28/2021)

² <https://cai.burbio.com/school-opening-tracker/> (as of 10/1/2021)

- Educators, public health experts and parents know there is no substitute for in-person instruction, but we also can't pretend the threat of COVID-19 and its variants are completely behind us.
- Schools are stepping up to keep students safe, and to meet their mental health, social-emotional, and academic needs like never before. The vast majority of schools report that **95-100%** of students have opted to return in-person; over **95%** of schools have expanded mental health services; nearly **83%** have expanded academic supports like high-dose tutoring; and over **74%** have expanded after-school programs.³
- We continue to urge everyone who is eligible to get vaccinated against COVID-19. Vaccines continue to be the best tool to end this pandemic once and for all. These vaccines are safe and effective, and the data has unequivocally shown that they prevent severe illness and death as a result of COVID-19 – nearly all of those who are ending up in ICU beds and dying are unvaccinated.

School Vaccine Requirement

- California is taking bold steps to minimize the transmission of COVID-19.
- Governor Gavin Newsom is directing the California Department of Public Health to add the COVID-19 vaccine to other vaccinations required for in-person school attendance—such as measles, mumps, and rubella—pursuant to the Health and Safety Code sections 120325 - 120380.
- This will be accomplished by regulations promulgated pursuant to section 120335(b)(11), which authorizes vaccine requirements for "any other disease deemed appropriate" by CDPH. This is also consistent with the overall intent of the law to achieve "eventual achievement of total immunization" against dangerous childhood diseases. (HSC section 120325(a)).
- COVID-19 vaccine requirements will apply to all "pupil[s] of any private or public elementary or secondary school[s]." (HSC section 120335(b)).
- COVID-19 vaccine requirements will be phased-in by grade span, grades K-6 and 7-12 This will also promote smoother implementation.
- This mandate will be a condition of in-person attendance. (HSC section 120335(f)). A student who is not vaccinated may remain enrolled in independent study, but may not attend in-person instruction.
- Requirements established by regulation, not legislation, must be subject to exemptions "for both medical reasons and personal beliefs." (HSC section 120338).

³ <https://experience.arcgis.com/experience/bf1878e63e294ff1b5c5d490085077ef> (see also <https://schools.covid19.ca.gov/>)

- The Governor has also directed that adults be held to at least the same standards as students for the COVID-19 vaccine. While currently, California requires all K-12 staff to verify their vaccination status or be tested weekly, all staff will be required to be vaccinated no later than when the requirement takes effect for students.⁴
- The current verify-or-test requirement for staff will be converted to a vaccine mandate no later than when the first phase of the student requirement becomes effective.
- Five districts nationwide -- all in California -- have moved forward with a student mandate (in the following order): Culver City Unified; LA Unified; Oakland Unified; Piedmont Unified; and San Diego Unified. Local public health and school officials are encouraged to move forward with their own vaccine requirements.
- While individual counties and schools may accelerate vaccine requirements, the state requirement will create a statewide standard to ensure all staff and students will be vaccinated.

Timing

- Students will be required to be vaccinated for in person learning starting the term following FDA full approval of the vaccine for their grade span (7-12 and k-6).
- Upon full approval by the Food and Drug Administration (FDA) of a vaccine for age groups within a grade span, CDPH will consider relevant recommendations from the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians prior to implementing a requirement, as required by the Health and Safety Code section 120335(b)(11).
- CDPH will then initiate the rulemaking process, which includes public comment. Regulations promulgated pursuant to that process will also address many of the details of the requirement, including the scope of exemptions, etc.
- The regulations will take effect at the start of the following term, meaning either January 1st or July 1st, whichever comes first. (Education Code 37200). This will also give both parents and schools sufficient time to prepare and implement.
- Based on current projections for full approval for ages 12+, we anticipate the requirement would apply to grades 7-12 starting on July 1, 2022.
- Students who are under the age of full approval, but within the grade span, will be required to be vaccinated once they reach the age of full approval (with a reasonable period of time to receive both doses), consistent with existing procedures for other vaccines.

⁴<https://www.gov.ca.gov/2021/08/11/california-implements-first-in-the-nation-measure-to-encourage-teachers-and-school-staff-to-get-vaccinated/>

Coversheet

Letter of Intent Regarding Solar Power for Pali High

Section: X. PCHS Clean Energy Task Force
Item: A. Letter of Intent Regarding Solar Power for Pali High
Purpose: FYI
Submitted by:
Related Material: Pali High Clean Energy Presentation.pdf
ESA Info Pages Solar For Pali-High 9_30_21.pdf
Letter of Intent Origination 9_30_21.pdf



Los Angeles Unified School District

Palisades Charter High School Solar Photovoltaic System Pilot

10/12/2021

Imagine what Pali-High could do with \$3 million dollars of savings from Solar, over 25 years...

You could fund the salaries of 5 teachers at \$60,000 per year for 10 years.

You could buy 12,000 musical instruments at \$250 each.

You could outfit 5,000 athletes each with \$600 worth of sports equipment.

That is the savings we're offering by going solar with the PermaCity Hybrid, NEM-FiT Program.

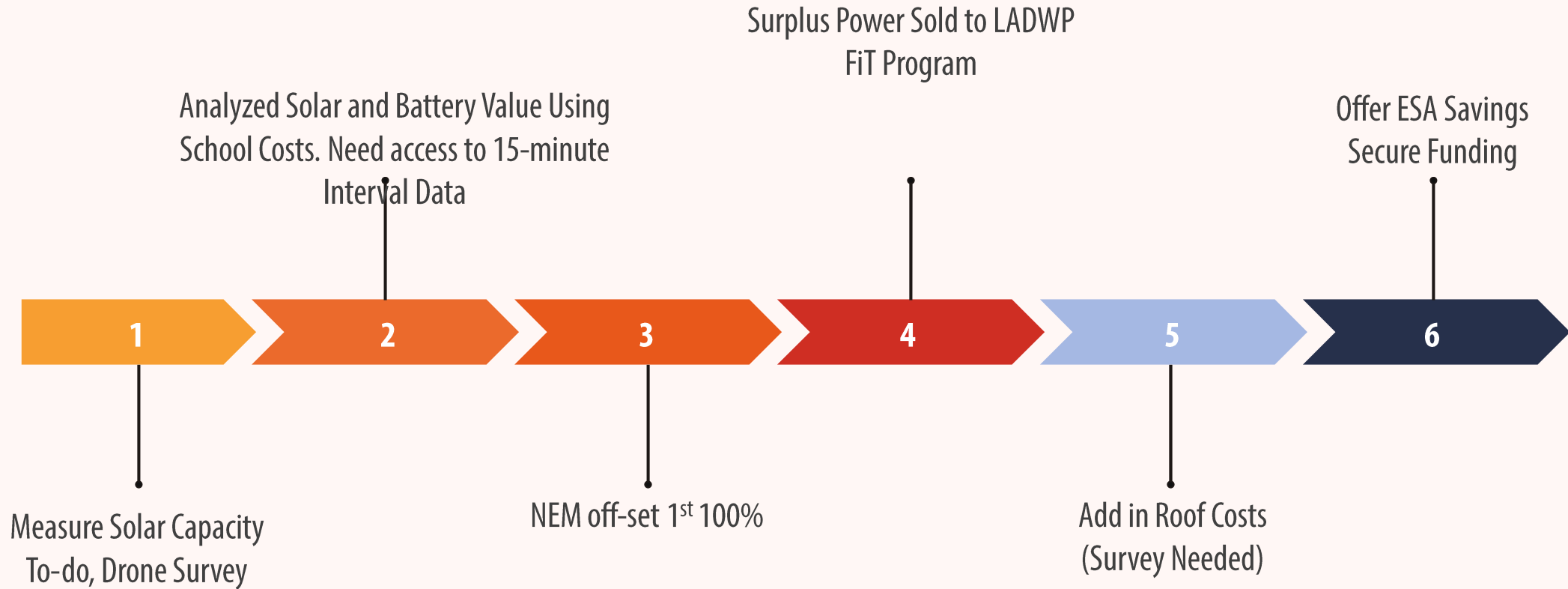
- + LAUSD awards PermaCity 4 of the 7 Pilot sites in this latest RFP. 10-12-21
- + We have built Solar for the district several times before.
- + Among those are Sotomayor, Arts and Sciences Magnet High Schools, Gardena Bus terminal, Orthopedic High School, Los Angeles Leadership Academy, and the beautiful new, South Region High School #8 in Maywood, our most recent installation.



Our business,
is repeat business.

ESA OFFER

Plan of Work



ESA OFFER

Pali-High School 3.6 MW DC



ESA OFFER

What type of Financing Agreement?

- + Energy Services Agreements (ESAs) are performance-based contracts through which a service provider agrees to finance, develop and deploy energy efficiency/renewable energy projects for clients without any upfront capital expenditures.
- + System is owned by 3rd party who gets FiT payments of \$0.14 / kW Hour from LAUSD.
- + FiT Proceeds Discount Equipment, O&M, Engineering, and other assorted costs
- + Complies with both LADWP and SCE

Estimated Savings During ESA Term With Roof Budget Included

ESA Year	Estimated Pre-Solar Utility Cost	Estimated Bill Savings from Solar	Estimated ESA Payment to PermaCity	Net Savings
1	\$263,016	\$208,798	(\$117,825)	\$90,973
2	\$270,906	\$213,986	(\$120,753)	\$93,233
3	\$279,034	\$219,298	(\$123,750)	\$95,548
4	\$287,405	\$224,737	(\$126,819)	\$97,918
5	\$296,027	\$230,304	(\$129,961)	\$100,343
6	\$304,908	\$236,003	(\$133,176)	\$102,827
7	\$314,055	\$241,836	(\$136,468)	\$105,368
8	\$323,477	\$247,807	(\$139,838)	\$107,969
9	\$333,181	\$253,919	(\$143,287)	\$110,632
10	\$343,176	\$260,174	(\$146,817)	\$113,357
11	\$353,472	\$266,576	(\$150,429)	\$116,147
12	\$364,076	\$273,129	(\$154,127)	\$119,002
13	\$374,998	\$279,834	(\$157,911)	\$121,923
14	\$386,248	\$286,696	(\$161,783)	\$124,913
15	\$397,835	\$293,718	(\$165,745)	\$127,973
16	\$409,770	\$300,903	(\$169,800)	\$131,103
17	\$422,063	\$308,254	(\$173,948)	\$134,306
18	\$434,725	\$315,776	(\$178,193)	\$137,583
19	\$447,767	\$323,472	(\$182,536)	\$140,936
20	\$461,200	\$331,346	(\$186,979)	\$144,367
21	\$475,036	\$339,401	(\$191,524)	\$147,877
22	\$489,287	\$347,641	(\$196,174)	\$151,467
23	\$503,966	\$356,070	(\$200,930)	\$155,140
24	\$519,085	\$364,691	(\$205,796)	\$158,895
25	\$534,657	\$373,510	(\$210,772)	\$162,738
Total	\$ 9,589,370	\$ 7,097,879	\$ (4,005,341)	\$ 3,092,538

DSA AND ENGINEERING



Neal Shah

SE, PE, 1 GW Solar Experience

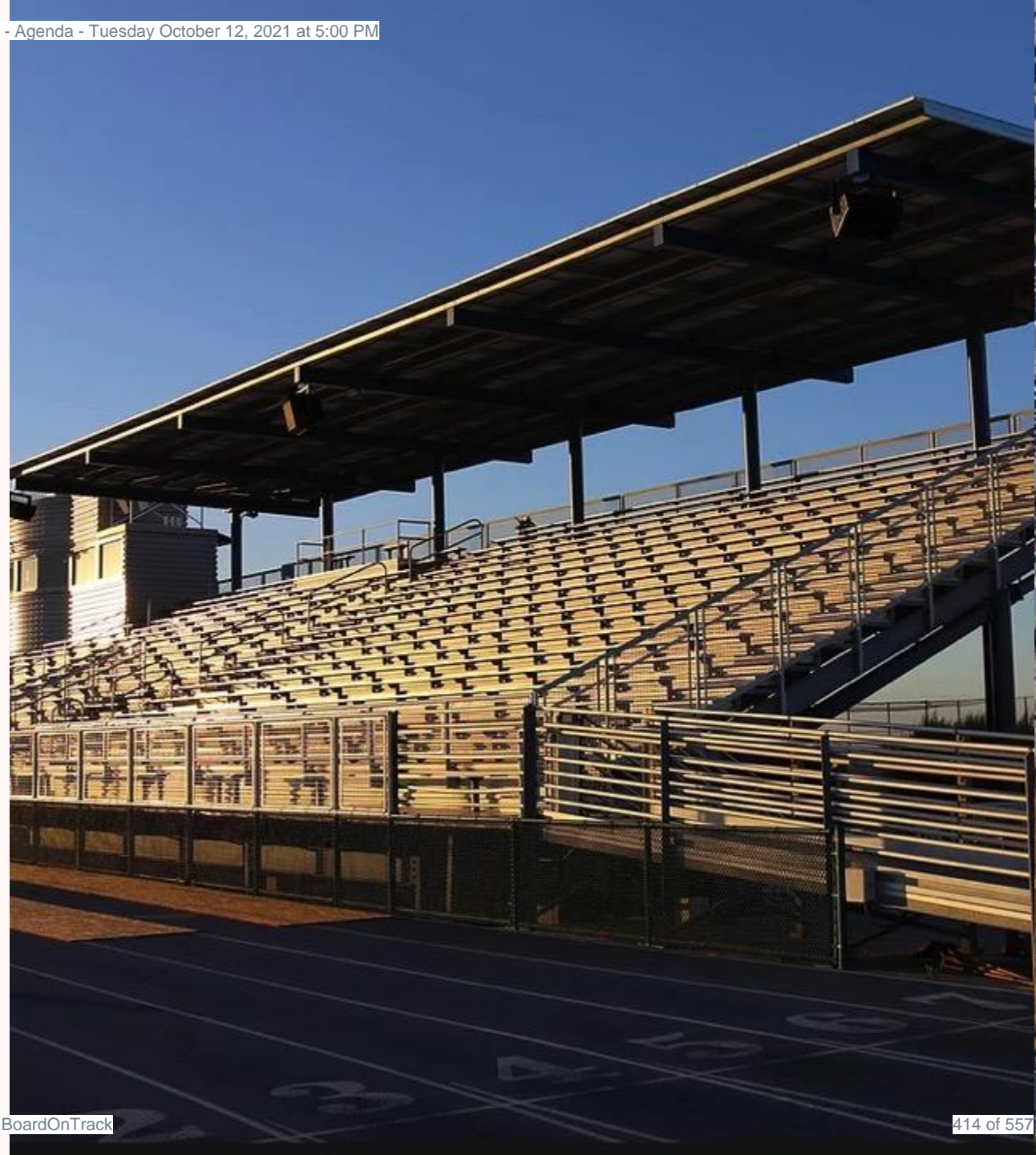
PSE, SEAOSC-Building Committee, SEAOSC Member

1,000 DSA sites completed

EOR DSA Pre-Check

DSA Roof Experience

EOR SolarStrap ICC



CONSTRUCTION INNOVATION



Jeremy Johnson

Colonel National Guard. MBA, MIT Post Grad Supply Chain Management Renewable Energy

SVP Construction

Veteran – Logistics Expert

22 years licensed GC

Implementing SolarStrap logistics plan and automation

Veteran and inner city hiring

Making a difference in veteran's life

Served in Iraq and Somalia



Confidential



ESA OFFER



Jonathan Port

President- PermaCity, Inventor- SolarStrap,
Pali-High Alum. Presently a Pali-High Dad.

18 years commercial institutional solar experience

PermaCity was recently acquired by Catalyze

Catalyze's lead investor EnCap is a \$37B top 5 energy funds in the U.S. with dedicated capital

LAUSD pilot RFP with partner TGC funding; together invested and developed more than \$100 million into Los Angeles rooftop and canopy solar projects already

Experienced team - we know what we are committing to do



Confidential



SOLARSTRAP INNOVATION

HOW IT WORKS – SAFEST IN INDUSTRY



Jonathan Port

Jonathan.port@catalyze.net

www.permacity.com

Catalyze.energy

Herb Mendelsohn

Herb.Mendelsohn@Catalyze.net

310-995-9500 (m)



EXPANDED CAPACITY

Why PermaCity?

- ✓ **Expertise** in commercial-scale renewable energy development, finance, policy & technology
- ✓ **Turnkey renewable energy solutions** designed, developed, constructed, financed, owned, and operated by Catalyze on-site
- ✓ **Advanced software platform** informs, accelerates acquisition, decision making & development process
- ✓ **Creative financial, revenue structures** to optimize client value
- ✓ **Transparency** into project details, financials, and on-going asset management
- ✓ **District scope, scale** to deliver projects across portfolios
- ✓ **Substantial capital backing** by [EnCap Investments L.P.](#) and [Yorktown Partners LLC](#)

SOLARSTRAP INNOVATION



Casey Smith

ME, MBA

President SolarStrap

Disabled Veteran

8 years solar racking product development

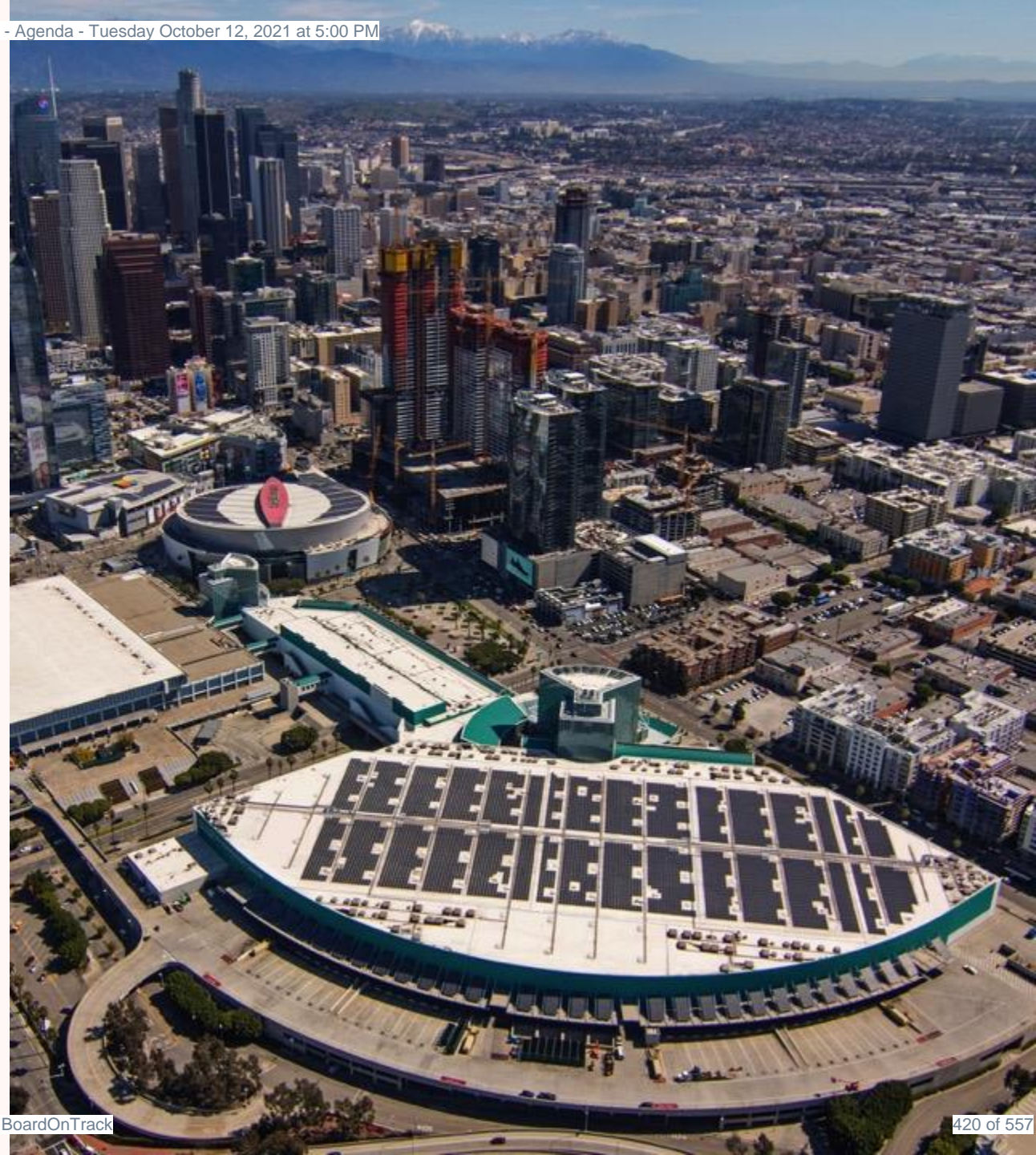
Brought SolarStrap into schools

Completed SolarStrap ICC with DSA Compliance Endorsement

Navy under water welder for USS Midway and classified ships



Confidential





September 29, 2021

Attn: Dr. Pam Magee, Executive Director/Principal
 Palisades Charter High School (Pali High)
 15777 Bowdoin St.
 Pacific Palisades, CA 90272

The Energy Service Agreement (ESA) for Pali-High

“Solar Savings to Power New Roofs.” PermaCity will harvest as much solar power as possible, approximately 3.6 Megawatts, from the Palisades Charter High School Campus, so we can reduce the School’s energy bill, then utilize 2.8 MW extra energy generated to sell power back to Los Angeles Department of Water and Power (LADWP). This is accomplished through the LADWP Feed-In-Tariff (FiT) program. Pali High needs 777 kW DC to offset its historical electricity use.

In lieu of paying a monthly rental fee to commercial roof space providers eligible for the FiT program, we will instead take advantage of FiT payments to reduce Pali High’s energy bill as much as possible. Since new roofs are needed, we will finance the cost of those roofs by wrapping it into overall project costs. Roofing budget in our proposal is capped at \$1.4 million and is only applicable to roofs where solar will be placed as shown on our proposed layout.

The estimated ESA payments and Net Savings are provided in Exhibit A. The cost per kWh equivalent for the ESA is as follows:

1. We arrived at the savings by first offering the base roof top ESA rate we are using on LAUSD schools of \$0.082/kWh;
2. Next, we increased the rate to pay for the roof replacement budget, bringing the cost up to \$0.152/kWh;
3. Then we determined the value of the surplus power to be sold to the FiT and deducted the value as a FiT credit of \$0.064/kWh. That reduces the net rate to Pali-High and helps offset the cost of the Solar System.
4. The result is a low ESA rate of \$0.082/kWh that both the Estimated Net Savings and ESA Payments are based on.

PermaCity is aware of the LADWP’s and the Los Angeles City Charter’s prohibition against selling electricity in LADWP territory. The Energy Savings Agreement, (ESA) quantifies and bills from savings produced, not electricity consumed.

Energy Services Agreements (ESAs) are performance-based contracts through which a service provider agrees to finance, develop, and deploy energy efficiency/renewable energy projects for clients without any upfront capital expenditures. PermaCity’s ESA complies with LADWP and the LA City Charter.

Regarding the use of “Sole Sourcing” to get this project going without extra cost or procedural delays, and liabilities a RFP competition causes. we find that “Sole Sourcing” in this instance is supported by the California Government Code. Under California Government Code, §§4525 et seq., “Architectural, landscape architectural, engineering, environmental, land surveying and construction project management services may be procured by a public agency without engaging in the bidding process.”

The new roofs and the installed solar (which helps protect the roofs to extend their lives) will benefit the buildings' useful lives, lower the sites' carbon footprints, and further lower the schools' LADWP electric bills. Two charts are included here for comparison. The first chart (Exhibit A) shows the estimated savings without the cost of the roofs included. ((\$5.8M)) The Second chart (Exhibit B) shows the estimated savings with the cost of the roofs as budgeted included. ((\$3.09M))

PermaCity will do all of this without a single dollar from Pali High or LAUSD invested into the solar project or the roofs. PermaCity and/or its financial partner will own and maintain the equipment at no charge to Pali High and LAUSD, for as much as the next 35 years. Pali High's electric bills will go down, demonstrating that solar is a viable option that can be adopted successfully across the LAUSD and Charter School system. The charts enclosed demonstrate how Pali High can save between \$3 - \$5.8 Million in electricity costs over the next 25 years with or without folding in new roofs.

The Solar Power Energy Service Agreement (ESA) for Pali-High proposed Layout





Exhibit A
Estimated Savings During ESA Term Without Roof Costs Included

ESA Year	Estimated Pre-Solar Utility Cost	Estimated Bill Savings from Solar	Estimated ESA Payment to PermaCity	Net Savings
1	\$ 263,016	\$208,798	(\$37,490)	\$171,308
2	\$ 270,906	\$213,986	(\$38,421)	\$175,565
3	\$ 279,034	\$219,298	(\$39,375)	\$179,923
4	\$ 287,405	\$224,737	(\$40,352)	\$184,385
5	\$ 296,027	\$230,304	(\$41,351)	\$188,953
6	\$ 304,908	\$236,003	(\$42,374)	\$193,629
7	\$ 314,055	\$241,836	(\$43,422)	\$198,414
8	\$ 323,477	\$247,807	(\$44,494)	\$203,313
9	\$ 333,181	\$253,919	(\$45,591)	\$208,328
10	\$ 343,176	\$260,174	(\$46,714)	\$213,460
11	\$ 353,472	\$266,576	(\$47,864)	\$218,712
12	\$ 364,076	\$273,129	(\$49,040)	\$224,089
13	\$ 374,998	\$279,834	(\$50,244)	\$229,590
14	\$ 386,248	\$286,696	(\$51,476)	\$235,220
15	\$ 397,835	\$293,718	(\$52,737)	\$240,981
16	\$ 409,770	\$300,903	(\$54,027)	\$246,876
17	\$ 422,063	\$308,254	(\$55,347)	\$252,907
18	\$ 434,725	\$315,776	(\$56,698)	\$259,078
19	\$ 447,767	\$323,472	(\$58,080)	\$265,392
20	\$ 461,200	\$331,346	(\$59,493)	\$271,853
21	\$ 475,036	\$339,401	(\$60,940)	\$278,461
22	\$ 489,287	\$347,641	(\$62,419)	\$285,222
23	\$ 503,966	\$356,070	(\$63,932)	\$292,138
24	\$ 519,085	\$364,691	(\$65,480)	\$299,211
25	\$ 534,657	\$373,510	(\$67,064)	\$306,446
Total	\$ 9,589,370	\$7,097,879	\$(1,274,425)	\$5,823,454



Exhibit B
Estimated Savings During ESA Term With Roof Budget Included

ESA Year	Estimated Pre-Solar Utility Cost	Estimated Bill Savings from Solar	Estimated ESA Payment to PermaCity	Net Savings
1	\$ 263,016	\$208,798	(\$117,825)	\$90,973
2	\$ 270,906	\$213,986	(\$120,753)	\$93,233
3	\$ 279,034	\$219,298	(\$123,750)	\$95,548
4	\$ 287,405	\$224,737	(\$126,819)	\$97,918
5	\$ 296,027	\$230,304	(\$129,961)	\$100,343
6	\$ 304,908	\$236,003	(\$133,176)	\$102,827
7	\$ 314,055	\$241,836	(\$136,468)	\$105,368
8	\$ 323,477	\$247,807	(\$139,838)	\$107,969
9	\$ 333,181	\$253,919	(\$143,287)	\$110,632
10	\$ 343,176	\$260,174	(\$146,817)	\$113,357
11	\$ 353,472	\$266,576	(\$150,429)	\$116,147
12	\$ 364,076	\$273,129	(\$154,127)	\$119,002
13	\$ 374,998	\$279,834	(\$157,911)	\$121,923
14	\$ 386,248	\$286,696	(\$161,783)	\$124,913
15	\$ 397,835	\$293,718	(\$165,745)	\$127,973
16	\$ 409,770	\$300,903	(\$169,800)	\$131,103
17	\$ 422,063	\$308,254	(\$173,948)	\$134,306
18	\$ 434,725	\$315,776	(\$178,193)	\$137,583
19	\$ 447,767	\$323,472	(\$182,536)	\$140,936
20	\$ 461,200	\$331,346	(\$186,979)	\$144,367
21	\$ 475,036	\$339,401	(\$191,524)	\$147,877
22	\$ 489,287	\$347,641	(\$196,174)	\$151,467
23	\$ 503,966	\$356,070	(\$200,930)	\$155,140
24	\$ 519,085	\$364,691	(\$205,796)	\$158,895
25	\$ 534,657	\$373,510	(\$210,772)	\$162,738
Total	\$ 9,589,370	\$ 7,097,879	\$ (4,005,341)	\$ 3,092,538



Confidential

September 30, 2021

Dr. Pam Magee, Executive Director/Principal Palisades Charter High School (Pali-High)
On Behalf of the Palisades Charter High School Board of Trustees
15777 Bowdoin St.
Pacific Palisades, CA 90272

Via Email

Dear Dr. Magee:

This letter of intent (the “**LOI**”) sets forth certain non-binding understandings and certain binding commitments for the development of the solar energy and possible battery storage project described below by PermaCity, a division of Catalyze Holdings, LLC, a Delaware limited liability company (along with its investors, affiliates or related special purpose vehicles, collectively “**PermaCity**”), and Palisades Charter High School Board of Trustees (“**Tenant**”) and/or assigns.

Nature of this LOI. Except in the sections below entitled “Confidentiality”, “Exclusivity” and “Expiration”, it is understood and agreed that this LOI is a statement of our mutual intentions with respect to the proposed transaction, does not constitute an obligation binding on either party, does not contain all matters upon which agreement must be reached in order for the transactions to be consummated, and creates no rights in favor of either party. A binding commitment with respect to the proposed transaction will result only upon execution and delivery of one or more definitive agreements executed between PermaCity and **Tenant** containing the applicable terms set forth below and such other terms on which the parties may mutually agree (“**Energy Savings Agreement**” or “**ESA**” and “**Solar Lease**” collectively **Definitive Agreements**”).

Anticipated Terms of the Definitive Agreements

Project	<p>A Hybrid of both “Behind,” and “In Front” of-the-meter solar photovoltaic renewable energy and battery storage project located at 15777 Bowdoin St. Pacific Palisades CA, 90272 the “Project”</p> <ul style="list-style-type: none"> • 3.6 MW DC Solar PV • Potential 1.0 MW/2.0 MWh Battery Energy Storage System (BESS) installation contingent upon SGIP and/or applicable other incentives being attained. • Pay directly to roof contractor for a portion of new roof costs for areas where Solar PV is added at a budget cap of \$1,400,000.
Energy Saving Agreement (ESA)	<p>The transaction will involve selling the savings generated by the Project from PermaCity or an affiliate designated by PermaCity to Tenant under the following terms:</p> <ul style="list-style-type: none"> • ESA Term: 25 years + two 5-year extensions at PermaCity’s option • Year 1 ESA Payments to PermaCity \$117,825/yearly* with 3% annual escalator <p>*The ESA price is based on PermaCity selling over-produced electricity to LADWP’s Feed in Tariff program at \$0.14/ kW hour and sharing the proceeds with Tenant.</p>
Estimated Year 1 Production	6,007,603 kWh
Estimated Cumulative Savings	<p>\$ 3,092,538 with roof budget included</p> <p>*Estimated Savings during ESA Term are included as Exhibit A</p>



Confidential

Target Signing Date for the Definitive Agreements	60 calendar days from the execution date of this LOI.
---	---

Confidentiality. The parties have entered into a nondisclosure agreement, dated as of even date herewith (the “**Confidentiality Agreement**”), and acknowledge and agree that the terms and conditions thereof shall apply to the terms of this LOI and that the content of this LOI is strictly private and confidential and may not be disclosed to persons other than any professional advisors engaged by either of them in connection with the Project who are bound by similar confidentiality restrictions.

Exclusivity. You agree that during the Exclusivity Period (as defined below) you will not, and will cause your affiliates, employees, representatives, contractors and agents acting on your and their behalf not to, directly or indirectly discuss, solicit, entertain offers for, negotiate or execute, any agreements with any party other than PermaCity for the development the Project or entering into a ESA or Solar Lease. Landowner shall promptly send PermaCity notice of any offers received from third parties with respect to the development of the Project or entering an ESA or Solar Lease, together with notice of all material terms of such offers.

The “**Exclusivity Period**” shall mean the period commencing on the date this LOI is countersigned and terminating on the earlier of (i) execution of a Power Purchase Agreement and Solar Lease and (ii) 60 days from executing this LOI, unless extended or sooner terminated by written agreement of the parties.

Due Diligence. The terms set forth in this LOI are based on the limited information provided to PermaCity to date. PermaCity reserves the right to verify its assumptions underlying the anticipated LOI terms. You shall provide PermaCity with full and free access to your personnel, contractors, agents, the Project site, counterparties (subject to your participation in any discussions), and all other documents and information related to the Project which are reasonably required by PermaCity, subject to the confidentiality provision below.

Costs. Each party shall be responsible for its respective costs and expenses incurred in connection with this LOI and the negotiation and execution of the Power Purchase Agreement and other transaction documents.

Limited Representations and Warranties. Each party represents and warrants that it has full authority to enter into this LOI and that this LOI is a valid, legally binding and enforceable agreement. Each party further represents, warrants and covenants that it shall comply with all applicable laws, rules and regulations in performing its obligations under this LOI.

Entire Agreement. This LOI and the Confidentiality Agreement constitute the entire agreement between the parties and supersede all prior oral written agreements and understandings between the parties as to the subject matter thereof. This LOI may be amended or modified only by a writing executed by the parties.

Choice of Law and Dispute Resolution. This LOI shall be construed under and governed by the laws of New York. Any dispute that arises regarding this LOI that cannot be resolved by informal negotiations shall be submitted to nonbinding mediation. If the parties cannot agree upon a mediator, either party may request that the American Arbitration Association, in California, appoint a neutral and otherwise qualified mediator. Each party shall bear its own mediation costs. Injunctive relief may be sought by any party without resorting to mediation to prevent irreparable harm. In any judicial action, the Prevailing Party (as defined below) shall be entitled to payment from the opposing party of its reasonable costs and fees, including, but not limited to, attorneys’ fees arising from the civil action. “**Prevailing Party**” means



Confidential

the party that most substantially prevails in its claims or defenses in the civil action. The parties waive their rights to a jury trial.

Counterparts. This LOI may be executed and delivered electronically in one or more counterparts each of which will be deemed to be an original and all of which, when taken together, will be deemed to constitute one and the same LOI.

Expiration. The terms of this LOI will expire on October 15, 2021, if PermaCity has not received a countersigned copy of this LOI by close of business on such date.

We look forward to working with you on the further development of the Project.

[SIGNATURES ON FOLLOWING PAGE]



Confidential

CATALYZE HOLDINGS, LLC

By: _____
Steve Luker, CEO

Date: _____

Approved and Accepted on Behalf of the Palisades Charter High School Board of Trustees

By: _____
Dr. Pam Magee
Executive Director/Principal

Date: _____

Exhibit A**Estimated Savings During ESA Term With Roof Budget Included**

ESA Year	Estimated Pre-Solar Utility Cost	Estimated Bill Savings from Solar	Estimated ESA Payment to PermaCity	Net Savings
1	\$ 263,016	\$208,798	(\$117,825)	\$90,973
2	\$ 270,906	\$213,986	(\$120,753)	\$93,233
3	\$ 279,034	\$219,298	(\$123,750)	\$95,548
4	\$ 287,405	\$224,737	(\$126,819)	\$97,918
5	\$ 296,027	\$230,304	(\$129,961)	\$100,343
6	\$ 304,908	\$236,003	(\$133,176)	\$102,827
7	\$ 314,055	\$241,836	(\$136,468)	\$105,368
8	\$ 323,477	\$247,807	(\$139,838)	\$107,969
9	\$ 333,181	\$253,919	(\$143,287)	\$110,632
10	\$ 343,176	\$260,174	(\$146,817)	\$113,357
11	\$ 353,472	\$266,576	(\$150,429)	\$116,147
12	\$ 364,076	\$273,129	(\$154,127)	\$119,002
13	\$ 374,998	\$279,834	(\$157,911)	\$121,923
14	\$ 386,248	\$286,696	(\$161,783)	\$124,913
15	\$ 397,835	\$293,718	(\$165,745)	\$127,973
16	\$ 409,770	\$300,903	(\$169,800)	\$131,103
17	\$ 422,063	\$308,254	(\$173,948)	\$134,306
18	\$ 434,725	\$315,776	(\$178,193)	\$137,583
19	\$ 447,767	\$323,472	(\$182,536)	\$140,936
20	\$ 461,200	\$331,346	(\$186,979)	\$144,367
21	\$ 475,036	\$339,401	(\$191,524)	\$147,877
22	\$ 489,287	\$347,641	(\$196,174)	\$151,467
23	\$ 503,966	\$356,070	(\$200,930)	\$155,140
24	\$ 519,085	\$364,691	(\$205,796)	\$158,895
25	\$ 534,657	\$373,510	(\$210,772)	\$162,738
Total	\$ 9,589,370	\$ 7,097,879	\$ (4,005,341)	\$ 3,092,538

Coversheet

2021-2022 Budget vs Actuals

Section: XI. Finance
Item: A. 2021-2022 Budget vs Actuals
Purpose: FYI
Submitted by:
Related Material: XI.A - Budget vs. Actuals 09-30-21.pdf

Palisades Charter High School - 2021-2022 Adopted Budget and Revisions as of 10/7/21, and Actuals to date as of 9/30/21

ADA	2907	2021-2022 Adopted Budget (Full Return, B/F Recommended), 6/11/21			2021-2022 Revised Budget, 8/20/21	2021-2022 Revised Budget, 10/7/21			2021-2022	% Received/Spent	Comments
		Unrestricted	Restricted	Total	Total	Unrestricted	Restricted	Total	Actuals to Date as of 9/30/21	2,907	
A. Revenues											
LCFF/Revenue Limit Sources											
	8011	15,104,903		15,104,903	12,429,602	12,429,602	12,429,602	3,428,186	28%	projected decrease in ADA	
	8012	6,777,237		6,777,237	12,599,269	12,599,269	12,599,269	2,097,525	17%	projected decrease in ADA	
	8019	-		-	-	-	-	263,636	0%		
	8096	8,980,282		8,980,282	5,786,185	5,786,185	5,786,185	2,217,102	38%	projected decrease in ADA	
		30,862,422	-	30,862,422	30,815,056	30,815,056	-	8,006,449	26%		
									1.70%		
Federal Revenues											
	8181		777,041	777,041	777,041		771,041	771,041	202,050	26%	\$267.30/ADA PER LAUSD SELPA 6/4/21
	8220		345,000	345,000	345,000		345,000	345,000		0%	
	8290		316,871	316,871	316,871		281,220	281,220		0%	revised amount per CDE, 9/27/21
	8290		59,607	59,607	59,607		55,612	55,612		0%	revised amount per CDE, 9/27/21
	8290		3,606	3,606	3,606		3,861	3,861		0%	revised amount per CDE, 9/27/21
	8290		3,621	3,621	3,621		-	-		0%	revised amount per CDE, 9/27/21
	8290		24,214	24,214	24,214		21,736	21,736		0%	revised amount per CDE, 9/27/21
	8290		35,337	35,337	35,337		35,337	35,337	-	0%	
	8290		10,170	10,170	10,170		10,170	10,170		0%	
	8290		-	-	-		-	-		0%	
	8290		-	-	-		-	-		0%	
	8290		-	-	-		-	-	163,580	0%	
	8290		-	-	-		-	-	23	0%	
	8290		107,643	107,643	107,643		107,643	107,643		0%	
		-	1,683,109	1,683,109	1,683,110	-	1,631,620	1,631,620	365,653	22%	
Other State Revenues											
	8520		20,000	20,000	20,000		20,000	20,000		0%	
	8550	139,071	-	139,071	139,071	139,071		139,071		0%	
	8560	436,050	-	436,050	473,841	473,841		473,841	87,608	18%	higher per ADA rate (\$163.00/ADA)
	8560	-	142,443	142,443	188,955		188,955	188,955	95,676	51%	higher per ADA rate (\$65.00/ADA)
	8590	-	-	-	-		-	-		0%	
	8590	-	164,827	164,827	242,836		242,836	242,836		0%	higher carryover from 20/21FY
	8590	12,073		12,073	12,073		12,073	12,073		0%	
	8590									0%	
	8590		470,566	470,566	547,287		547,287	547,287		0%	Per CDE 8/19/21- \$915,651 allocation, spent \$368K in 20/21
	8590		2,051,780	2,051,780	2,051,780		2,051,780	2,051,780		0%	(potentially split into different resources)
		587,194	2,849,615	3,436,809	3,675,843	612,912	3,062,931	3,675,843	183,284	78%	
Other Local Revenues											
	8311	-	2,002,632	2,002,632	2,002,632		2,002,632	2,002,632	520,735	26%	\$688.90 PER LAUSD SELPA 6/4/21
	8634	-	240,000	240,000	240,000		240,000	240,000	18,682	8%	
	8560	1,046,000	-	1,046,000	1,046,000	1,046,000	-	1,046,000	235,649	23%	
	8660	129,549	-	129,549	129,549	80,000		80,000	24,076	30%	lower interest rate from county treasury
	8679	-	100,000	100,000	100,000		100,000	100,000	-	0%	
	8699	450,000	-	450,000	450,000	450,000		450,000	122,782	27%	
		1,625,549	2,342,632	3,968,181	3,968,181	1,576,000	2,342,632	3,918,632	921,923	80%	

Palisades Charter High School - 2021-2022 Adopted Budget and Revisions as of 10/7/21, and Actuals to date as of 9/30/21

ADA	2907	2021-2022 Adopted Budget (Full Return, B/F Recommended), 6/11/21			2021-2022 Revised Budget, 8/20/21	2021-2022 Revised Budget, 10/7/21			2021-2022	% Received/Spent	Comments	
		Unrestricted	Restricted	Total	Total	Unrestricted	Restricted	Total	Actuals to Date as of 9/30/21	2,907		
	Obj Code										ADA	
	State Unemploy Insur, Cert Pos	3511	170,749	29,414	200,163	82,486	70,528	11,957	82,486	-	31%	Rate reduced to 0.50% by state of CA
	State Unemploy Insur, Clas Pos	3512	44,546	19,817	64,363	25,972	18,069	8,056	26,125	-	31%	Rate reduced to 0.50% by state of CA
	Worker Comp Insur, Cert Pos	3611	158,737	-	158,737	157,737	157,737	-	157,737	13,228	80%	
	Worker Comp Insur, Class Pos	3612	68,030	-	68,030	68,030	68,030	-	68,030	5,669	63%	
	Lifetime Retiree Benefits, Cert	3911	553,000	-	553,000	553,000	553,000	-	553,000	100,512	96%	must fund at this level per actuary & LAUSD recommendation
	Lifetime Retiree Benefits, Class	3912	237,000	-	237,000	237,000	237,000	-	237,000	39,901	99%	must fund at this level per actuary & LAUSD recommendation
	Total, Employee Benefits		8,091,795	1,568,142	9,659,937	9,550,424	8,021,023	1,538,923	9,559,945	1,605,470	66%	
	Supplies											
	Textbooks	4100	42,112	-	42,112	42,112	42,112	-	42,112	13,775	114%	
	Instructional Materials	4300	250,000	16,834	266,834	266,834	250,000	16,834	266,834	21,287	20%	21/22 - assume students can share
	Instructional Materials - CTE	4300	-	148,827	148,827	148,827	-	148,827	148,827	-	51%	
	Office (Tech) Supplies	4350	86,800	-	86,800	86,800	86,800	-	86,800	10,193	26%	
	Other Supplies	4390	24,300	-	24,300	24,300	24,300	-	24,300	18,223	16%	
	Non-Capitalized Equipment	4400	126,300	450,200	576,500	576,500	126,300	450,200	576,500	94,840	99%	ELO funded 1:1 device
	Food Service Supplies	4700	-	235,041	235,041	235,041	-	235,041	235,041	1,322	5%	Includes after school snack program
	Total, Supplies		529,512	850,902	1,380,414	1,380,414	529,512	850,902	1,380,414	159,641	73%	
	Services											
	Mileage & Car Allowances	5210	2,000	-	2,000	2,000	2,000	-	2,000	20	17%	
	Travel and Conferences	5220	10,000	70,000	80,000	80,000	10,000	70,000	80,000	129	16%	ELO funded PD
	Dues and Memberships/Subscriptions	5310	454,915	105,547	560,461	560,462	454,915	105,547	560,462	194,940	100%	\$80K in ELO funded expenses
	Insurance	5400	397,016	-	397,016	397,016	397,016	-	397,016	36,826	74%	COVID rebate
	Operations & Housekeeping Supplies	5510	147,000	600	147,600	147,600	147,000	600	147,600	32,821	33%	
	Utilities	5520	426,000	-	426,000	426,000	426,000	-	426,000	-	47%	
	Rentals/Leases/Repairs	5610	388,752	10,000	398,752	398,752	388,752	10,000	398,752	52,813	64%	
	Transportation	5811/ 5812	452,462	58,500	510,962	510,962	493,184	58,500	551,684	1,968	2%	9% increase in transportation rate
	Oth Contracted Services	5800	35,826	-	35,826	35,826	35,826	-	35,826	-	73%	
	STRS Int & Penalties	5803	1,200	-	1,200	1,200	1,200	-	1,200	685	92%	
	Contracted Services	5810	1,128,173	1,655,771	2,783,944	2,794,944	1,139,173	1,791,071	2,930,244	317,596	58%	Increase in Regis staffing (\$78K), TPE security guard services (\$49K)
	Legal, Audit, & Election Costs	5821	262,390	68,473	330,863	330,863	262,390	68,473	330,863	97,700	71%	
	Advertisement	5831	1,500	-	1,500	1,500	1,500	-	1,500	-	80%	
	Computer/Technlgy Related Serv	5840	86,784	-	86,784	86,784	86,784	-	86,784	-	53%	
	Conslt/Ind Contractors(NonEmp)	5850	20,000	-	20,000	28,000	28,000	-	28,000	10,363	63%	
	Fingrprt,Phys, XRY&Oth Emp Cst	5860	7,500	-	7,500	7,500	7,500	-	7,500	2,489	136%	
	Other Services	5890	96,755	16,000	112,755	112,755	96,755	16,000	112,755	23,703	56%	
	Communications Services	5910	76,000	-	76,000	76,000	76,000	-	76,000	8,261	57%	
	Total, Services		3,994,274	1,984,891	5,979,164	5,998,164	4,053,995	2,120,191	6,174,186	780,313	58%	
	Capitla Outlay											
	Sites & Improvement	6100	-	-	-	-	-	-	-	-	-	
	Buildings & Improvement	6200	97,950	-	97,950	97,950	97,950	-	97,950	25,930	98%	CAPEX
	Equipment & Technology	6400	10,000	-	10,000	10,000	10,000	-	10,000	-	26%	Repair/Replace Security Cameras
	Equipment/Furniture Replacement	6500	-	-	-	-	-	-	-	-	-	
	Total, Capitla Outlay		107,950	-	107,950	107,950	107,950	-	107,950	25,930	64%	

Palisades Charter High School - Board Meeting - Agenda - Tuesday October 12, 2021 at 5:00 PM
Palisades Charter High School - 2021-2022 Adopted Budget and Revisions as of 10/7/21, and Actuals to date as of 9/30/21

ADA	2907	2021-2022 Adopted Budget (Full Return, B/F Recommended), 6/11/21			2021-2022 Revised Budget, 8/20/21	2021-2022 Revised Budget, 10/7/21			2021-2022	% Received/Spent	Comments
		Obj Code	Unrestricted	Restricted	Total	Total	Unrestricted	Restricted	Total	Actuals to Date as of 9/30/21	
	6900	915,000	-	915,000	975,000	975,000		975,000		75%	
	7299	308,624	-	308,624	308,151	308,151		308,151	76,583	79%	
	7438	11,784	-	11,784	11,784	11,784		11,784	3,903	51%	
		320,408	-	320,408	319,935	319,935	-	319,935	80,486	76%	
		31,283,987	8,406,501	39,690,487	39,915,364	31,618,979	8,512,582	40,131,560	5,733,397	64%	
		30,476,937	8,406,501	38,883,437	39,048,314	30,751,929	8,512,582	39,264,510	5,759,327	64%	
		1,791,178	(1,531,143)	260,035	226,826	1,384,989	(1,475,399)	(90,410)	3,743,912		
		2,598,228	(1,531,143)	1,067,085	1,093,876	2,252,039	(1,475,399)	776,640	3,717,983		(Revenue - Expenses: Cash Reporting Basis)
		1,791,178	(1,531,143)	260,035	226,826	1,384,989	(1,475,399)	(90,410)	3,743,912		

Coversheet

ESSER II & ESSER III Allocations

Section: XI. Finance
Item: B. ESSER II & ESSER III Allocations
Purpose: Vote
Submitted by:
Related Material: ESSER II and ESSER III Spending Plan_final.pdf
XI_B - Board Motion Template_ESSER II and III Allocation.pdf

ESSER II & ESSER III Spending Plan

October 11, 2021

PCHS estimated ESSER II and ESSER III allocation is \$3,193,211

In December of 2020 and March of 2021, Federal Stimulus Bills were approved that infused trillions of dollars into the US economy

The portion of stimulus funds allocated for education is known as ESSER Funding

- ESSER II: PCHS allocation is **\$985,991**
- ESSER III: PCHS allocation is **\$2,209,99**

PCHS needs to develop a spending plan for the \$3,193,211 of relief funds

The funds must be spent by **September 30, 2024** and have restricted uses

Allowable Uses of ESSER II/III Funds

The allowable uses can be found on the CDE website [here](#)

To summarize: PCHS can use the relief funds in the following ways:

- Any increases to support/enhance student learning opportunities or to mitigate learning loss
- Activities to address the unique needs of high needs students*
- To coordinate emergency preparedness and respond to the impacts of the coronavirus pandemic (on-site and to prepare for long-term closures)
- Facilities: any repairs/improvements to reduce the risk of virus transmission and support student health needs

Some key areas: mental health, training & development, safety, health/wellness, assessments, curriculum development, technology, paraprofessionals, nutrition, retaining staff, etc.

Overview of COVID Relief Funds

Federal Relief Funds

2021-22 State Budget Relief Funds

\$1.69
Million

\$985k

\$2.2
Million

\$969k

\$2.05
Million

March 2020 Federal
Stimulus (**ESSER I +
Learning Loss
Mitigation Funds**)

Dec 2020 Federal
Stimulus
ESSER II

March 2021
Federal Stimulus
ESSER III

2021-22 State Budget
**In-Person Instruction
Grant**

2021-22 State Budget
**Extended Learning
Grant**

100% Allocated/spent
mainly on facilitating
distance learning &
operational needs (PPE,
supplies)

TBD

TBD

100% allocated on
supporting the return to
campus activities, safety
& health/wellness

100% allocated on tech,
PD, mental health,
extending instructional
time, tutoring, and
nutrition.

PCHS ESSER II & ESSER III Allocation	\$ 3,193,211		
Support Strategy	Revised Amount	Obj Code	Desired Outcome
Mental Health	\$ 360,000	5810	Provide additional mental health services in 22-23 & 23-24. Temporary increase of 1.0 FTE in 22-23 and 0.5 FTE in 23-24.
Tutoring	\$ 260,000	2920	Offer expanded hours for in-person and virtual tutoring offering in 22-23 and 23-24 (\$200k). This includes additional tutoring hours (staff/peer tutors) before/during/after school. Also, modernization of study center to create a more inviting and usable space to increase effectiveness of study center (\$60k)
Extending Instructional Learning Time (Sat School, Summer School, virtual learning expansion, instruction during isolation/quarantine periods)	\$ 70,000	1110	Provide additional options for expanding instructional learning time to help support credit deficient students, or to provide instruction during quarantine/isolation periods. Options include increasing virtual academy in 2021-22, Saturday School in 22-23, or additional summer school needs in '23.
Technology	\$ 900,000	4410	21-22 infrastructure needs, audio visual needs, student devices, in-classroom tech needs, charging stations, license/subscription renewal, and additional tech needs to support the technology plan
Counseling & Career Support	\$ 163,000	1110	Additional counselor support in 21-22 and 22-23 including additional hours (80) & PSAT for assessment and/or college readiness (\$43k)
Intervention Support	\$ 290,000	1110	Auxiliaries (up to 9) focused on intervention support: in 22-23 & 23-24 (\$135k) & a temporary intervention counseling support personnel for 21-22 & 22-23 (\$155k)
Paraprofessionals	\$ 305,000	2920	Up to 8 temporary Paraprofessionals through 2023-24, based on need. Focus areas are SpEd aids, Math paraprofessionals or in-classroom support (TA's) to mitigate learning loss and provide additional student support
PD (salary)	\$ 196,000	1110	Additional PD opportunities in 22-23 and 23-24. Both schoolwide and department specific PD as identified by administrative team and department chairs.
PD (conference)	\$ 35,000	5220	Additional PD opportunities in 22-23 and 23-24. Both schoolwide and department specific PD as identified by administrative team and department chairs.
Nutrition	\$ 35,000	4700	Cafeteria infrastructure needs in 21-22 (repairs or equipment upgrades) or additional temporary support staff to help mitigate long lunch lines in 2021-22.
Safety/Operations	\$ 413,000	5810	HVAC, Lighting/Electrical, Student Furniture for Students, PPE/Supplies, Additional Security/Janitorial Staffing, Safety/Security Materials, U-Bldg & Classroom Repairs needed in order to respond to the pandemic and create a safe space for students/staff, etc.
Increasing access to IMA	\$ 120,000	4300	Additional instructional material allocation (IMA) needs for 21-22, 22-23 & 23-24. Allocation is based on need and identified via Department Chairs & Administrators.
Staff support in high need areas	\$ 46,211	2460	Hours allocated towards areas of need to address learning loss: attendance/absenteeism outreach, VAPA technician, copy clerk, etc.
TOTAL	\$ 3,193,211		

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palisades Charter High School	Pamela Magee, EdD Executive Director/Principal	pmagee@palihigh.org (310) 230-6623

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
PCHS Expanded Learning Opportunities (ELO) Grant	PCHS' ELO grant to supplemental support for students in 2021-22. Plan can be accessed here .
2021-2024 Local Control & Accountability Plan (LCAP)	PCHS' LCAP which outlines the school's goals, actions and expenditures to support students in 2021-2022 and the subsequent years. Plan can be found here .

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$2,209,919

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$893,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,316,919
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$2,209,919

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

PCHS consulted with various stakeholder groups in order to identify areas of immediate need and support.

Specifically, PCHS consulted with parents, pupils, teachers, administrators, classified personnel, and bargaining units (UTLA and PESPU) to develop its ESSER III Expenditure Plan. Specifically, PCHS held public meetings in August, September & October to solicit feedback at the Long-Term Strategic Planning committee (LTSP), and Budget & Finance committee meetings. In addition, PCHS leveraged the Academic Accountability committee, Department Chair meetings and a schoolwide survey in order to identify areas of need and prioritize spending.

A description of how the development of the plan was influenced by community input.

The ESSER III Expenditure Plan was developed in a transparent and collaborative way, with stakeholder input. PCHS leveraged the Long-Term Strategic Planning Committee (LTSP) meeting in March, April & May to solicit feedback for the Local Control & Accountability Plan (LCAP) and the Extended Learning Opportunities (ELO) Grant. This feedback was the starting point for our ESSER III discussions. In August of 2021, PCHS held a public meeting at LSTP to solicit stakeholder input. The feedback was then discussed at the August Budget & Finance committee. In September 2021, we developed a schoolwide survey which was reflected of stakeholder feedback and discussed the findings at the September LTSP meeting. The survey results will be shared (names/emails redacted) for complete transparency. In October, the Budget & Finance committee will also discuss the ESSER III spending plan and recommend it for Board approval.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$893,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Safe & Positive School Environment (LCAP Gol #3)	Increase in Mental Health Support/Offerings	Provide additional mental health services through 2023-24, including temporary increase of 1.0 FTE in 2022-23 and 0.5 FTE increase in 2023-24.	\$360,000
Safe & Positive School Environment (LCAP Gol #3) & Modernization (LCAP Goal #4)	Immediate Needs to address student/staff safety and operational response to the COVID pandemic	HVAC updates, PPE supplies, U-building & Classroom repairs, and additional temporary staffing to ensure student safety via janitorial/security personnel	\$413,000
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Increasing access to Instructional Materials (IMA)	Additional instructional material allocation in 2021-22 through 2023-2024 to better engage students, minimize sharing, increase social distancing and support academic achievement.	\$120,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,156,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Increase tutoring services	Offer expanded hours for in-person and virtual tutoring offering through 2023-24. This includes additional tutoring hours (staff/peer tutors) before, during and after school. Also, maximizing the usage of the study center.	\$260,000
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Extending Opportunities for Instructional Learning Time	Provide additional options for expanding instructional learning time to help support credit deficient students, or to provide instruction during quarantine/isolation periods. Actions include virtual academy expansion, virtual Saturday School or additional summer school support.	\$70,000
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Additional Paraprofessionals to provide in-classroom support	Up to 8 temporary paraprofessionals across Special Education and Math departments in order to mitigate learning loss and support high areas of need.	\$305,000
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Intervention Support	Auxiliaries (up to 9), focused on intervention support through 2023-24 & a temporary intervention counseling support personnel for 21-22 & 22-23.	\$290,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Additional Professional Development Opportunities	Professional development (PD) for teachers and staff to increase socio-emotional support in the classroom and to support other growth areas.	\$231,000
Increasing Proficiency & Academic Achievement (LCAP Goal #1) & Safe & Positive School Environment (LCAP Gol #3)	Increase in Counseling & Career Support	Additional counselor support in 2021-22 and 2022-23, including additional hours and college readiness support (PSAT/assessment)	\$160,919

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	N/A

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Increase in Mental Health Support/Offerings	Gauge effectiveness and use of mental health resources. Key metrics will be identified including quantity of students impacts, sub-groups served and qualitative/quantitative data.	Monthly monitoring to track effectiveness of mental health offerings.
Increase tutoring services	Gauge effectiveness and use of tutoring services (and study center). Key metrics will be identified including quantity of students impacts, sub-groups served, hours, and qualitative/quantitative data to confirm effectiveness of tutoring.	Monthly monitoring to track effectiveness of tutoring support offerings.
Extending Opportunities for Instructional Learning Time	Gauge effectiveness and implementation of extended instructional learning time). Key metrics will be identified including quantity of students impacts, sub-groups served, and qualitative/quantitative data to confirm effectiveness of expanded learning time offerings.	Monthly monitoring.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

APPENDIX



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

October 12, 2021

TOPIC/ AGENDA ITEM:

XI. FINANCE

B. ESSER II and ESSER III Allocation

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Administrative team, Long Term Strategic Planning (LTSP) Committee and Budget & Finance Committee

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the ESSER II and ESSER III spending plan. The ESSER II and ESSER III funds (Elementary and Secondary School Emergency Relief) are Federal funds that were allocated as part of the December 2020 and March 2021 COVID Federal Stimulus Bills.

PCHS expects to receive approximately \$3.19 Million in ESSER II & ESSER III funding and must spend the funds by September 30, 2024. In general, the funds are required to support & enhance student learning opportunities, mitigate learning loss, or be used to respond to over and above needs driven by the pandemic.

As a condition of receiving the grant/funds, PCHS' governing board must approve the Expenditure Plan, using the required template provided by the CDE.

.IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

The action requested of the Board today will ensure compliance with this CDE requirement and ensure full grant funding.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the ESSER II and ESSER III Expenditure Plan.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the ESSER II/III Expenditure Plan.

RECOMMENDED MOTION:

“To approve the ESSER II and ESSER III Expenditure Plan.”

Juan Pablo Herrera
Chief Business Officer

Coversheet

Transportation/Security Update

Section: XI. Finance
Item: C. Transportation/Security Update
Purpose: FYI
Submitted by:
Related Material: Transportation Update_10_12_21.pdf

TRANSPORTATION UPDATE

OCTOBER 11, 2021

PCHS' transportation vendor has sent a “Notice of Rate Increase”

American Transportation (ATS) is requesting a rate increase of 9% on ALL rates.

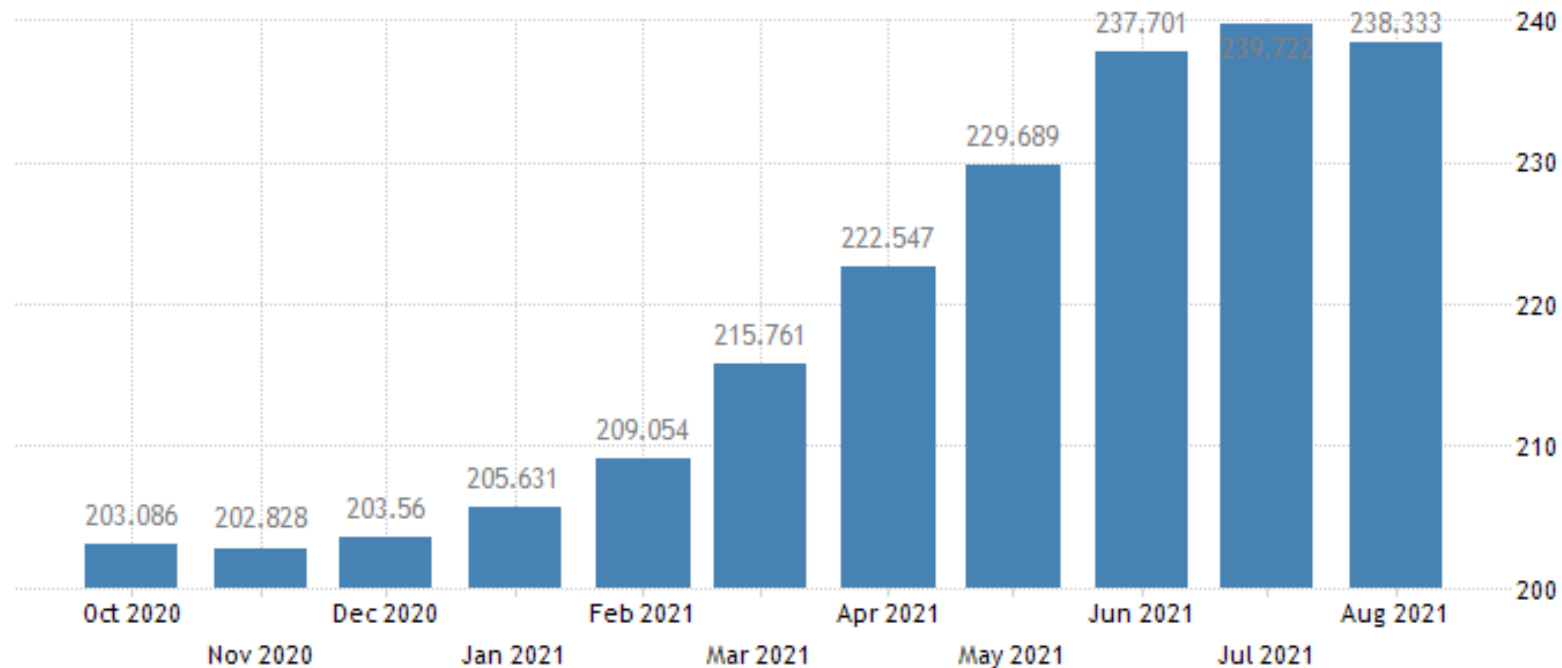
Results in a \$58,500 impact to our 2021-22 budget, yet could be more

- Rate increase is effective 10/15
- Vendor is citing increasing “industry costs,” CPI increase of 17%, labor shortage and vaccine mandate as reasons

Transportation CPI

The chart below tracks the transportation CPI across the US (not specific to LA area).

Since the contract effective date (July 1, 2021), there has been a decrease in CPI. However, the vendor is saying they “quoted” the contract in December.





3133 E. South St
Long Beach, CA 90805
562-531-8000

TODAY'S DATE: 9/29/21

SUBJECT: Rate Increase (eff. 10/15/21)

In order to financially manage the unexpected rising costs that have occurred since the original pricing was put together, American Transportation is officially requesting a rate increase. These unexpected costs are staggering and the industry is under immense pressure as a result. The key components to these rising costs are as follows:

1. Overall CPI of the transportation has risen 17% from the time rates were quoted for this agreement (Dec 2020) to the most recent month (Aug 2021)
 - a. <https://tradingeconomics.com/united-states/cpi-transportation>
2. Unprecedented national driver shortage
 - a. In an effort to maintain a sufficient driver supply to service the needs of PCHS, ATS has been forced to increase school bus driver wages and bonuses resulting in a cost increase to the company of 42.25% per hour.
3. Increase in overall labor
 - a. Office staff and allocated salaries aside, maintenance wages alone have risen 32.5% in an effort to hire and maintain a sufficient number of mechanics.
4. Increase in fuel prices
 - a. Fuel prices have risen 97 cents per gallon from 12/20 to 8/21
 - i. https://www.eia.gov/dnav/pet/hist/LeafHandler.ashx?n=PET&s=EMD_EPD2D_PTE_SCA_DPG&f=M
5. Increase in insurance rates
 - a. A 30% increase is being communicated by current brokerage firms and it could be even higher than that. Many carriers have left the market altogether over the last 12 months and there are very few that remain causing a spike in premiums. This is widely attributed to California's highly litigious nature.
6. Vaccine Mandate by PCHS
 - a. PCHS has recently mandated that all drivers who service this agreement be vaccinated by 10/15/31. This was not an agreed upon requirement in our service agreement nor has ATS been given sufficient time to prepare for this mandate. This places a large burden on ATS to find drivers that meet this requirement. Among other challenges, this mandate may result in a loss of revenue from ATS pulling drivers from other service agreements in order to best serve PCHS.

There are multiple other increased hard and soft costs associated with this service that are not mentioned above but are also weighing heavily on the ability to operate in a fiscally responsible manner (tires, lubricants, parts, bus washing fees, etc.). As a result, ATS is **requesting an increase in the amount of 9% on all rates** currently provided to PCHS via our newest service agreement. This increase will not cover all of the incurred cost increases that ATS is presently experiencing but is made in good faith to help share the costs amongst both parties. This number is nearly half of the stated 17% transportation CPI increase expressed above. ATS is requesting that these rates become **effective on 10/15/21**. We request an approval of these rates by this time.

Sincerely,


Dan Wilson, CEO

Coversheet

PCHS Recusal Policy

Section: XII. Governance
Item: A. PCHS Recusal Policy
Purpose: FYI
Submitted by:
Related Material: PCHS Recusal Policy.pdf
Ed Code 47604.1 Recusal.pdf
Charter LAUSD COI Requirement.pdf
LAUSD Policies and Procedures for Charter Schools.pdf

PALISADES CHARTER HIGH SCHOOL RECUSAL POLICY

It is the policy of the Board of Trustees (“Board”) of Palisades Charter High School (“PCHS”), a California nonprofit public benefit corporation that operates a California public charter school, to maintain a Recusal Policy to avoid actual or what may appear to be conflicts of interest and to ensure the highest degree of integrity in the decision- making process.

PURPOSE AND EFFECT

The purpose and effect of this policy is to supplement PCHS’s Conflict of Interest Code and to establish a clear process for when Board members with a conflict of interest or potential conflict of interest know how and when to disqualify/recuse themselves. This policy takes into consideration the requirements of the Political Reform Act of 1974, Government Code Section 1090, Education Code Section 47604.1, and the California Nonprofit Public Benefit Corporation Law. In the event that this Policy conflicts with federal or state laws or regulations, the federal and state laws or regulations will control, to the extent applicable to PCHS.

Conflict of interest laws and regulations apply to all Board of Trustees. Members of the Board that are also employees of Palisades Charter High School face additional certain risks of potential conflicts due to their dual roles with the Corporation. In order to protect the individual Board members, the Board of Trustees, and PCHS from potential liability, the following guidelines are provided.

II. DISQUALIFICATION/RECUSAL

A. Non-Employee Board Members

Non-employee Board members may not participate in open or closed session discussions of the Board involving any of the following topics:

- i. Discussions or actions as to transactions or contracts in which the Board member, or his or her spouse and/or children, has a material financial interest.

B. Employee Board Members

A Board member of PCHS who is also at the same time a PCHS employee shall abstain from voting on, or influencing or attempting to influence another Board member regarding any of the following topics:

- i. Discussions or actions as to transactions or contracts in which the Board member, or his or her spouse and/or children, has a material financial interest;
- ii. Discussions or meetings as to the appointment, employment, compensation,

performance evaluation, discipline, dismissal of, or hearing of complaints, claims or charges brought against a PCHS employee or employees, especially including any employee or employees who are responsible for supervising and/or evaluating the employee Board member. This rule shall not apply to the administrative representative on the Board;

- iii. Discussions or meetings with legal counsel concerning any pending or ongoing legal matters in which a current or former PCHS employee is a party in his or her personal or official capacity;
- iv. Discussions or actions regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits of PCHS's employees;
- v. Any discussions or meetings concerning negotiations with a collective bargaining unit or regarding the formation of a collective bargaining unit for PCHS's employees;
- vi. Consideration of claims made against PCHS for money and/or damages where the claimant is a current or former PCHS employee.
- vii. All matters uniquely affecting the Board member's employment.

III. PROHIBITED CONTRACTS UNDER GOVERNMENT CODE SECTION 1090

A. Non-Employee Board Members

The Board of Directors shall not enter into a contract or transaction in which a non-employee director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

B. Employee Board Members

The Board of Directors shall not enter into a contract or transaction in which an employee director directly or indirectly has a material financial interest. However, the Board of Directors may enter into a contract or transaction involving the general employment of a Director if the employee Board member abstains from voting on, influencing, or attempting to influence another Board member regarding all matters uniquely affecting that member's employment.

IV. MANNER OF DISQUALIFICATION/RECUSAL

For all Board Members required to recuse themselves under this policy, the interested Board member(s) shall disclose the disqualifying interest at the meeting prior to the Board's consideration of the matter taking place. This disclosure shall be made part of the Board's official record. The Board member shall not participate in the decision in any way. By law, this means that the Board member with the disqualifying interest shall not vote on the matter and shall leave the room during Board discussion and final voting. Additionally, the Board member with a disqualifying interest may not attempt to influence Board members or other decision-makers outside of a meeting.

In accordance with PCHS bylaws, if a Board member or members refuses to recuse himself or
Drafted 09/25/19

herself where the Board believes recusal is warranted, the Board may vote to cause involuntary recusal by majority vote, excluding the member or members with the perceived or actual conflict of interest.

ADOPTED: Approved by the Board of Trustees on September 24, 2019

Drafted 09/25/19


[Home](#)
[Bill Information](#)
[California Law](#)
[Publications](#)
[Other Resources](#)
[My Subscriptions](#)
[My Favorites](#)

SB-126 Charter schools. (2019-2020)

As Amends the Law Today

[As Amends the Law on Nov 18, 2019](#)

SECTION 1. *Section 47604.1 is added to the Education Code, to read:*

47604.1. *(a) For purposes of this section, an "entity managing a charter school" means a nonprofit public benefit corporation that operates a charter school consistent with Section 47604. An entity that is not authorized to operate a charter school pursuant to Section 47604 is not an "entity managing a charter school" solely because it contracts with a charter school to provide to that charter school goods or task-related services that are performed at the direction of the governing body of the charter school and for which the governing body retains ultimate decisionmaking authority.*

(b) A charter school and an entity managing a charter school shall be subject to all of the following:

(1) The Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), except that a charter school operated by an entity pursuant to Chapter 5 (commencing with Section 47620) shall be subject to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) regardless of the authorizing entity.

(2) (A) The California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

(B) (i) The chartering authority of a charter school shall be the custodian of records with regard to any request for information submitted to the charter school if either of the following apply:

(I) The charter school is located on a federally recognized California Indian reservation or rancheria.

(II) The charter school is operated by a nonprofit public benefit corporation that was formed on or before May 31, 2002, and is currently operated by a federally recognized California Indian tribe.

(ii) This subparagraph does not allow a chartering authority to delay or obstruct access to records otherwise required under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

(3) Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code.

(4) (A) The Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code).

(B) For purposes of Section 87300 of the Government Code, a charter school and an entity managing a charter school shall be considered an agency and is the most decentralized level for purposes of adopting a conflict-of-interest code.

(c) (1) (A) The governing body of one charter school shall meet within the physical boundaries of the county in which the charter school is located.

(B) A two-way teleconference location shall be established at each schoolsite.

(2) (A) The governing body of one nonclassroom-based charter school that does not have a facility or operates one or more resource centers shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside.

(B) A two-way teleconference location shall be established at each resource center.

(3) (A) For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(4) (A) For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(C) The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

(5) This subdivision does not limit the authority of the governing body of a charter school and an entity managing a charter school to meet outside the boundaries described in this subdivision if authorized by Section 54954 of the Government Code, and the meeting place complies with Section 54961 of the Government Code.

(d) Notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

(e) To the extent a governing body of a charter school or an entity managing a charter school engages in activities that are unrelated to a charter school, Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code), the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code), and the Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code) shall not apply with regard to those unrelated activities unless otherwise required by law.

(f) A meeting of the governing body of a charter school to discuss items related to the operation of the charter school shall not include the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.

ELEMENT 4 - GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

¹The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.



LAUSD Policy and Procedures for Charter Schools

August 11, 2020

Adopted by the Board of Education on August 11, 2020

ACKNOWLEDGEMENTS

The Los Angeles Unified School District Board of Education (“LAUSD Board”), Superintendent, Chief Strategy Officer, and Charter Schools Division staff extend appreciation to all who contributed to shaping this LAUSD Policy and Procedures for Charter Schools. We are grateful for the input from various stakeholders, including parents and staff from District and charter schools, community members, and representatives from Labor organizations, charter school organizations, and community organizations. As the largest district authorizer of charter schools in the nation, this document reflects the LAUSD Board’s goal of ensuring high quality authorization and oversight practices that support increased academic achievement and equity for all students and uphold the public trust.

Adopted by the Board of Education on August 11, 2020

Table of Contents

I.	POLICY INTRODUCTION	1
II.	PROCEDURES	4
A.	NEW CHARTER SCHOOL PETITIONS.....	4
	Resources for Petitioners	4
	New Petition Application Review Process and Timelines	5
	Criteria for Evaluating New Petitions.....	10
B.	RENEWAL PETITIONS.....	24
	Resources for Petitioners	24
	Renewal Application Review Process and Timelines	24
	Criteria for Renewal and Grounds for Nonrenewal.....	26
C.	APPEALS	36
	1. Appeal to the Los Angeles County Board of Education.....	36
	2. Appeal to the State Board of Education	37
D.	MATERIAL REVISIONS	38
	Introduction	38
	Material Revision Standards	39
	Request for Material Revision Review Process.....	40
E.	TRANSPARENCY AND ACCOUNTABILITY	42
F.	OVERSIGHT	46
	Quarterly Electronic Document Submission.....	49
	Annual Performance-Based Oversight Visit.....	49
	Tiered Intervention Approach to Oversight	50
	Technical Assistance	52
	Oversight Fees	52
G.	ENSURING EQUITY AND ACCESS TO ALL STUDENTS	52
	1. Enrollment and Admission Practices	53
	2. Meeting the Needs of All Students	55
	3. Prohibition on Pupil Fees.....	59
H.	TEACHER CREDENTIALING AND BACKGROUND CLEARANCES	59
I.	FACILITIES	61

Adopted by the Board of Education on August 11, 2020

- 1. Charter Schools Facilities Requirements 61
- 2. Proposition 39..... 61
- 3. LAUSD-Owned Facilities 61
- 4. Non-LAUSD Facilities..... 62
- 5. Charter School Facility Location 62
- J. REVOCATION 63
 - 1. Revocation Standards..... 63
 - 2. Revocation Process and Timelines..... 64
 - 3. Schools Receiving Assistance from the California Collaborative for 65
Educational Excellence 65
- K. AFFILIATED CHARTER SCHOOLS 66
 - 1. Admissions and Enrollment 66
 - 2. Staffing 67
 - 3. Certificated Personnel 67
 - 4. Classified Personnel 68
 - 5. Fiscal Relationship 68
 - 6. Local Control and Accountability Plan..... 68
 - 7. Professional Development..... 69
 - 8. Educational Program and Schedule 69
 - 9. Integration Program..... 69
 - 10. Submission of a New Affiliated Charter Petition..... 69
 - 11. Renewal of Affiliated Charter Schools 72
 - 12. Appeals; Revocation; Closure..... 72
- L. PUBLIC SCHOOL CHOICE CHARTER SCHOOLS 73
 - 1. SELPA 74
 - 2. Admissions and Enrollment..... 75
 - 3. Public School Choice Campus 75
 - 4. Submission of a PSC Charter School Petition 75
 - 5. Renewal Process for a PSC Charter School..... 75
 - 6. Appeals; Revocation; Closure 76

I. POLICY INTRODUCTION

The Los Angeles Unified School District (“LAUSD” or “District”) is the second largest school district in the nation, with the mission and goal of providing every student with a high-quality, 21st century public education that enables students to graduate college-prepared and career-ready.¹ To achieve these goals in the service of a diverse student population, the District offers a variety of public school options, including traditional neighborhood schools, magnet programs, pilot schools, dual language programs, Linked Learning programs, International Baccalaureate programs, Schools for Advanced Studies, early childhood education, and adult and career education. In addition, LAUSD authorizes affiliated and independent charter schools, and serves as the largest authorizer among all school districts in the country.

Since the enactment of the Charter Schools Act in 1992 and the approval of the initial group of charter schools in 1993, LAUSD has acquired many meaningful lessons as a charter school authorizer, all of which inform this LAUSD Policy and Procedures for Charter Schools (“Policy and Procedures”). With 277 charter schools under its authorization in 2019-2020, LAUSD has observed the intent of the Charter Schools Act, which promotes improving pupil learning; increasing learning opportunities for all pupils; creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and, changing from rule-based to performance-based accountability systems, among others.²

LAUSD policy shall be foremost present to all thoughtful, creative, engaged and desirous petitioners under the Charter Schools Act of 1992 that we have a variety of innovations and programs within LAUSD including always the option of a charter that is affiliated because LAUSD is the thought leader on charter affiliation.

Of significant consequence, on October 3, 2019, California Governor Gavin Newsom signed into law Assembly Bill (AB) 1505, which represents “the first major overhaul to the charter school law since its enactment...”³ As Governor Newsom noted, “AB 1505 is the result of leaders from all sides of this issue coming together to enact a law that is meaningful, purposeful and, most importantly, that prioritizes students and families from both traditional and charter schools across California...We now have the framework for charter and traditional schools to work together collaboratively in service of their communities and neighborhoods.”⁴

¹ See “Advocating for Additional Federal Funding in Public Education” (LAUSD Board of Education, Res-037-18/19); see also “Public Schools Week 2020” (LAUSD Board of Education, Res-032-19/20)

² California Education Code section 47601.

³ <https://www.gov.ca.gov/2019/10/03/governor-newsom-signs-charter-school-legislation-10-3-19/>

⁴ *Id.*

Adopted by the Board of Education on August 11, 2020

Consistent with Governor Newsom’s statement, the Policy and Procedures sets forth a renewed vision and direction for the District’s role as a chartering authority and re-affirms its commitment to high quality practices that support the success of all students and uphold the public trust. The LAUSD Board and LAUSD leadership seek to foster a shared vision for a unified ecosystem of public education, centered on core values of mutual respect, excellence and high standards, equity and access, and collaboration.⁵ In this environment, increased collaboration is elevated for the benefit of every student, every school, and every community, and care is taken so that “vigorous competition” does not yield adverse rivalries, lost opportunities, and inequalities.⁶ All schools, both District and charter, “must reciprocally share ‘best practices’ to encourage cross-school communication that stimulates successful innovation and learning for all our students.”⁷ As such, it is the LAUSD Board’s goal that greater cohesion among public schools in LAUSD will help accelerate gains in student achievement, increase access and opportunity, realize adequacy of resources, exercise appropriate accountability, and build new ways of cooperation to serve all families well for decades to come.⁸

The LAUSD Board recognizes that both the District and charter schools have a shared responsibility in achieving the letter and spirit of the state’s charter school laws. When the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for *all* of its students and public schools. The LAUSD Board will ensure that charter schools have the autonomy provided in the Charter Schools Act. However, in exchange for this autonomy and flexibility, charter schools must demonstrate high levels of accountability. The LAUSD Board expects charter schools to exercise the autonomy and

⁵ See District Core Beliefs: <https://achieve.lausd.net/Page/474>

⁶ See Cal. Education Code § 47601; *see also*, “Long-Term Enrollment Decline Its Rate, Causes, Geographical Extent, and Cost,” noting potential implications of rivalry determinants, including competition between district and charter schools (LAUSD Independent Analysis Unit, 2019, <http://laschoolboard.org/sites/default/files/IAU%202019%200213%20Report%20-%20Enrollment%20Decline%20%28CORRECTED%29.pdf>); and “Building a System of Schools Worth Choosing,” Linda Darling-Hammond; “Competition-Based Reform: Lessons and Recommendations for LAUSD,” Kevin Welner, Janelle Scott, Tina Trujillo, https://d3n8a8pro7vhm.cloudfront.net/unitela/pages/4859/attachments/original/1532387068/We_Choose_All_-_The_Book.pdf?1532387068.

⁷ “Ensuring Support for Students at All Los Angeles Unified School District Schools” (LAUSD Board of Education, Res-011-19/20).

⁸ See “Advocating for Additional Federal Funding in Public Education,” noting that “there must be equitable and sufficient resources for a diverse student population with vast differences in language, income, parental education levels, and other social, educational, and economic factors.” (LAUSD Board of Education, Res-037-18/19); *see also* “Access and Opportunity for All: Analyzing Enrollment Patterns to Support School Integration Efforts” (LAUSD Board of Education, Res-002-19/20; *see also* Report of the Independent Financial Review Panel November 10, 2015 discussion of charter schools, noting, “...it will be important for the District and the community to coalesce around shared values for the purpose of community reconciliation for the educational benefit of all students residing within the District.”

<http://home.lausd.net/pdf/Independent%20Financial%20Review%20Panel%20Report.pdf> (p. 10).

Adopted by the Board of Education on August 11, 2020

flexibility afforded to them under the law as a means of developing instructional and operational strategies that reach high standards of achievement, equity, safety, transparency, and accountability.

The Policy and Procedures outlines LAUSD's responsibilities as a chartering authority. These responsibilities fall into three broad categories:

- Review of petitions for the establishment of new charter schools;
- Oversight of charter schools under its authority; and
- Review of renewals and material revisions of charters.

The Policy and Procedures provides a framework to guide the LAUSD Board and District staff in establishing a coordinated and coherent approach to fulfilling its authorizing responsibilities effectively and promoting the quality and accountability of the schools it authorizes.⁹

In establishing the Policy and Procedures, the LAUSD Board and District staff seek to:

- Make the well-being of all students the fundamental value informing all actions and decisions informed by applicable law, and sound data and facts;
- Promote equity and access for all students and work toward accelerating increases in student achievement, and address the needs of historically underserved student populations;
- Strive for clarity, fairness, high expectations, and transparency in authorization and oversight;
- Serve as a source of accurate information about charter schools in LAUSD; and
- Uphold the public trust.

Moreover, the Policy and Procedures serves to provide charter school petitioners, charter school operators, parents, stakeholders, and the general public with an overall understanding of the requirements and responsibilities of operating a charter school in LAUSD.

⁹ To the extent provisions in the Policy and Procedures conflict with any law, the law supersedes the provisions outlined herein and the validity and effect of the rest of this policy shall not be affected.

II. PROCEDURES

A. NEW CHARTER SCHOOL PETITIONS

The LAUSD Board is vested with the authority to determine whether to grant a charter petition, and will make its determination based upon the requirements and standards of the California Charter Schools Act. Within the context of the Charter Schools Act, the LAUSD Board grants charters to petitioners who demonstrate strong capacity for establishing and operating a quality charter school that is consistent with sound educational practice and serves the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c).) LAUSD's charter school application and review process and timelines will follow clear and transparent decision-making processes consistent with the Charter Schools Act. When the charter application and petition review process is completed, the Charter Schools Division ("CSD") staff will present a recommendation to the Superintendent, whose final recommendation is considered by the LAUSD Board to determine whether to grant or deny the charter petition.

Resources for Petitioners

The CSD will inform prospective petitioners of the requirements, standards, and timelines for charter school authorization, beginning with the petition application submission process and ending with action by the LAUSD Board. Petitioners shall ensure all applicable legal provisions are included in the charter petition, regardless of whether specified in the Policy and Procedures. LAUSD provides several resources containing guidance for petitioners, which are available at the CSD page of the LAUSD website. LAUSD encourages all prospective petitioners to review each of these resources, as they provide important clarity regarding the new petition application and review process, including LAUSD's expectations for reasonably comprehensive descriptions of each element of the petition, the LAUSD Federal, State, and District Required Language ("FSDRL"), and necessary documents for complete submission of the petition application. In addition, petitioners are encouraged to contact the CSD with any questions prior to submitting a new petition.

New Petition Application Review Process and Timelines



1. Letter of Intent and Scheduling of Intake Appointment

In order to support planning, petitioners must submit a Letter of Intent prior to submitting their petition. A copy of the Letter of Intent template can be found at the CSD page of the LAUSD website. Petitioners will be asked to provide information regarding the proposed charter school. These may include, but are not limited to:

- Type of charter school (i.e., start-up, conversion, independent, affiliated)¹⁰
- Projected instructional starting date (must be in the academic year immediately following petition submission)
- Grade levels to be served
- Projected enrollment (including grade “roll-out” schedule)
- Location
- Facilities plan
- Programs and services

¹⁰ A start-up charter school is one that is newly established. A conversion charter school is a former district-operated school that “converted” to become a charter school. These schools can elect to be direct-funded (whereby they receive their state funding directly from the state) or locally-funded (whereby they receive their state funding through their authorizer or county office). Direct-funded charter schools are commonly referred to as “independent” charter schools and are they generally governed by their own board of directors. Locally-funded charter schools are commonly referred to as “affiliated” charter schools and are under the ultimate governance the LAUSD Board.

Adopted by the Board of Education on August 11, 2020

- Start-up funding
- Lead petitioner information
- Information regarding the community the school intends to serve
- Names and qualifications of persons who will serve on the governing board if the charter school is operated by, or as, a nonprofit benefit corporation
- Charter school affiliation (i.e., charter management organization or entity managing a charter school, foundation, or nonprofit organization)

The CSD will notify the applicable Local District and/or Community of Schools leadership where the charter school proposes to locate of the Letter of Intent and forthcoming application for a new charter school within ten business days of receiving the Letter of Intent. The Local District and/or Community of Schools leadership will communicate this information to their respective principals and their community stakeholders (e.g. parents, staff, community members and organizations, all Labor representatives,¹¹ neighborhood councils, Chambers of Commerce, and elected officials) in the respective community. The CSD will notify all charter schools in the respective community.

2. Submission of a New Petition to the District¹²

Due to the volume of agenda items for each LAUSD Board meeting and consideration of operational capacity, LAUSD has established a target windows schedule (“target windows”) for the submission of petitions. Once the LAUSD Board adopts a schedule for board meeting dates in a given school year, the CSD will post the target windows schedule for petition submission. CSD staff will arrange an intake appointment with petitioners within the target windows. The target windows help ensure that LAUSD has adequate time and capacity to effectively and meaningfully consider and process each petition application.

At the intake appointment, CSD staff will determine if the petition is complete. Petitioners must submit a complete new petition application (see, “New Independent Charter Application Guide” on the CSD website), and a certification that the petitioners deem the petition to be complete (“Certification of Completeness”) ¹³ in order for the petition to be considered received for purposes of starting the statutory timelines outlined in Education Code section 47605(b). The petition and supporting documents must also be consistent with the Federal, State, and District Required Language (“FSDRL”).

¹¹ United Teachers Los Angeles (UTLA); L.A. School Police Association (LASPA); L.A. School Police Management Association; Associated Administrators of Los Angeles (AALA); Service Employees International Union, Local 99 (SEIU); California School Employees Association (CSEA); L.A./Orange Counties Building & Construction Trades Council; Teamsters Local Union 572.

¹² The LAUSD Board shall not accept for submission nor approve any petition for the establishment of a new charter school offering nonclassroom-based instruction from January 1, 2020 to January 1, 2022. (Ed. Code, § 47612.7.)

¹³ The Certification of Completeness can be found on the CSD website.

3. Petition Review

If the petition is deemed complete at the intake appointment, the CSD will commence its review and analysis of the petition in accordance with the standards and criteria set forth in the Charter Schools Act. (Ed. Code, § 47605.) Please refer to the “Criteria for New Petition” section for guidance on what factors staff will consider in determining whether to make an approval or denial recommendation to the LAUSD Board.

a. Capacity Interview

The Charter Schools Act requires charter school authorizers to determine whether petitioners have the capacity to successfully implement the program set forth in the charter petition (Ed. Code, § 47605(c)(2).) As part of CSD staff’s review of the petitioners’ submission (and record of performance, as applicable), the CSD may conduct an interview of petitioners, including founders, board members, and proposed school leadership, to assess their capacity (“Capacity Interview”) as part of the petition review process.

During the Capacity Interview, petitioners will have the opportunity to independently demonstrate their experience and expertise relating to the elements set forth in their petition. In determining who should attend the Capacity Interview, petitioners should consider that the interview is a key component of demonstrating their capacity to successfully implement the proposed program. The petitioners should carefully determine who will be present for the Capacity Interview, to best represent the team’s ability to answer questions about the proposed program, including, but not limited to, school governance, mission and vision, instructional program, school operations, fiscal operations, student populations, community impact, student enrollment, assessment, and data analysis.

The CSD recommends that members of the governing board and the following individuals be present at the Capacity Interview:

- The lead petitioner(s)
- The person(s) who will be responsible for day-to-day operations of the school
- The person(s) who will be responsible for management and oversight of the school’s finances
- The school principal (if one has been selected)
- The educational leader of the school

Although a single person may fill more than one of the above staff roles, in order to properly segregate fiscal duties and mitigate potential conflicts of interest, the principal and the person responsible for management of the school’s finances should not be the same person. Petitioners should ensure compliance with the Ralph M. Brown Act when determining governing board attendees at the Capacity Interview.

Adopted by the Board of Education on August 11, 2020

The Capacity Interview is one factor considered when making a determination regarding the capacity of the petitioners to successfully implement the program set forth in the charter petition. If it is determined that the petitioners lack the capacity to successfully implement the program set forth in the charter petition, the CSD will include this determination in its recommendation to the LAUSD Board.

Petitioners who currently operate charter schools in LAUSD with a demonstrated track record of successful operations may not necessitate a Capacity Interview. In such cases, LAUSD will consider evidence of successful student performance (reflecting the same grades *and same educational model* as the proposed school) and previous oversight records demonstrating successful operations, governance, and fiscal management for the organization's existing school(s), as well as the organization's capacity to expand and whether the organization has had significant changes in leadership. The demonstrated track record of successful school performance will include the consideration of the following factors:

- The majority of the charter petitioner organization's schools serving similar grade levels are identified as High Performing (per the statutory renewal criteria);
- None of the charter petitioner organization's schools are in the Low Performing band (per the statutory renewal criteria); and
- The charter petitioner organization's record of performance on oversight reports for the past two consecutive years has yielded ratings of Proficient and/or Accomplished (with the exception of the first year's oversight rating in fiscal operations).

b. Fiscal Operations Review

The CSD will conduct a review of the petitioner's proposed fiscal plan and operations as part of the review process. The petition application will be reviewed for fiscal soundness and viability, including funding for personnel and materials required to implement the proposed program (e.g. salaries, instructional supplies, equipment, facilities, maintenance of facilities, professional development, and contract services). CSD staff will assess the assumptions used for the school's start-up funding, revenues, and expenditures. Based on this assessment, the CSD staff will evaluate the school's available cash, three-year budget, and three-year projected cash flow to determine whether the school is likely to be financially viable. If a petitioner's budget includes borrowing against the school's future revenues as a source of funding ("factoring of receivables"), this may lead to findings regarding the proposed charter school's financial sustainability (e.g. potential findings may include, but are not limited to, concerns regarding the school's factoring of its receivables as the primary source of cash flow and/or multi-year reliance on the factoring of its receivables, and the school's enrollment projections that are not supported by the school or not deemed reasonable in view of enrollment trends).

c. Due Diligence

The CSD works in consultation with the Office of the Inspector General (“OIG”) to conduct a due diligence search. As part of the petition application, the lead petitioner(s), the school principal, and the on-site financial manager shall complete questionnaires and submit resumes. In addition to examining the submitted documents, the OIG conducts background checks using publicly available records to determine whether available information reveals substantial concerns regarding the lead petitioner(s), school principal, and on-site financial manager’s capacity to lead or operate a charter school.

d. Petition Revisions

The CSD review team may communicate feedback in the form of comments and questions to petitioners whose petition application preliminarily merits consideration for approval based on the criteria, but requires some petition revisions or clarification. It is the petitioner’s responsibility to satisfactorily address any pending issues in the petition. CSD staff does not engage in the revision process if the recommendation is for denial.

4. Public Hearing Before the LAUSD Board

Within 60 days of receipt of the complete new petition application, the LAUSD Board shall hold a public hearing for the LAUSD Board to consider the level of support for the petition by teachers employed by LAUSD, other employees of LAUSD, and parents, as directed by Education Code section 47605(b). The CSD will notify the applicable Local District and Community of Schools leadership of the public hearing date within ten business days of its scheduling. The Local District and/or Community of Schools leadership will communicate this information to their respective principals and their community stakeholders (e.g. parents, staff, community members and organizations, all Labor representatives, neighborhood councils, Chambers of Commerce, and elected officials) in the respective community. The CSD will notify all charter schools in the respective community. Interested stakeholders may contact the Office of the Board Secretariat for speaking procedures or submitting information in writing.

5. Superintendent’s Recommendation to LAUSD Board and Public Posting

The Superintendent, upon review of CSD’s report, will provide a recommendation to the LAUSD Board regarding the petition. The CSD will publish the Superintendent’s recommendation, and any written findings required to support the recommendation, at least 15 days prior to the LAUSD Board meeting at which it will act on the new petition. (Ed. Code, § 47605(b).)

If the petitioner chooses to withdraw a petition after the 15-day advance posting of a denial recommendation, which is on the 75th day of the petition review timeline, (inclusive of the detailed finding of fact report in support of a denial recommendation), the petitioner (and

members of the petitioner team) may not resubmit or submit another petition to LAUSD, with or without modification, for 12 calendar months from the date of original submission if the petitioners intend to develop their proposed charter school petition.

6. LAUSD Board Action to Grant or Deny the New Charter Petition

Within 90 days of receipt of the new petition, the LAUSD Board shall hold a public hearing at which it will either grant or deny the new petition. The charter school and LAUSD may mutually agree to extend the timeline by an additional 30 days.

Petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. (Ed. Code, §47605(b).) District staff and petitioners will have three minutes each to make a presentation for items placed on discussion.¹⁴ Either District staff or petitioners may forego providing a presentation to the LAUSD Board. Items placed on the consent agenda would not necessitate the provision of equivalent time to petitioners since District staff will not be making a presentation. Denial recommendations will not be placed on the consent agenda and petitioners will have three minutes to make a presentation, unless petitioners waive time. The LAUSD Board may ask District staff and petitioners follow-up questions regarding the recommendation. If the LAUSD Board does so, equivalent time procedures would not apply. Petitioner shall execute all applicable Memoranda of Understanding (MOU) or agreements prior to LAUSD Board action.

Criteria for Evaluating New Petitions

In determining whether to grant or deny a new charter petition, the LAUSD Board shall carefully review the proposed charter application, consider public input, staff's professional judgment, recommendations and reports, and criteria established by law, including the academic needs of pupils the school proposes to serve.¹⁵ A new charter petition shall only be denied if the LAUSD Board makes written factual findings specific to the petition setting forth facts to support that one or more of the following findings exist:

- 1) The charter school presents an unsound educational program for the students to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)
- 2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2).)
- 3) The petition does not contain the number of signatures required by Education Code section 47605(a). (Ed. Code, § 47605(c)(3).)
- 4) The petition does not contain an affirmation of each of the conditions described in Education Code section 47605(e). (Ed. Code, § 47605(c)(4).)
- 5) The petition does not contain reasonably comprehensive descriptions of the 15 elements in a charter petition. (Ed. Code, § 47605(c)(5).)

¹⁴ The amount of equivalent time may change subject to LAUSD Board rules and procedures.

¹⁵ See Ed. Code, § 47605(c); see also, Title 5 California Code of Regulations, section 11967.5.1.

Adopted by the Board of Education on August 11, 2020

- 6) The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code sections 3540-3549.3. (Ed. Code, § 47605(c)(6).)
- 7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)
- 8) LAUSD is not positioned to absorb the fiscal impact of the proposed charter school. LAUSD satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in LAUSD satisfying one of these conditions shall be subject to a rebuttable presumption of denial. (Ed. Code, § 47605(c)(8).)

1. Sound/Unsound Educational Program

In evaluating whether a charter petition is consistent with sound educational practice, the District will assess whether the proposed educational program is likely to be of educational benefit to pupils. An unsound educational program, for example, would present a plan that does not meet the needs of all students or presents likelihood of harm to students.¹⁶ LAUSD will consider whether the proposed charter school will meet the diverse educational needs and priorities of all students. The soundness of an educational program will be evaluated to determine, for example:

- If the framework for instructional design is aligned with the needs of all pupils that the charter school has identified as its target student population.
- If the charter school identifies and responds to the needs of pupils who are not achieving at or above expected levels based on state standards.
- If the charter school has an educational plan to meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations.
- If the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law

¹⁶ "Sound educational program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.

Adopted by the Board of Education on August 11, 2020

for special education pupils, and how the school intends to meet those responsibilities, are addressed.

2. Likely/Unlikely to Successfully Implement the Program

In evaluating whether a petitioner is *demonstrably* likely or unlikely to successfully implement the program set forth in the charter petition, the LAUSD Board will assess a variety of factors, including but not limited to:¹⁷

- Petitioner’s past history of involvement in charter schools or other education agencies (public or private), as one the LAUSD Board would regard as unsuccessful. Examples of findings may include, but are not limited to:
 - Petitioner operated a charter school that has been revoked by a chartering authority
 - Petitioner has a pattern and history of notices to cure, notices of violation, or corrective actions from a chartering authority or a government agency
 - Petitioner operated an educational entity (public or private) that has been cited by a government agency and/or closed down
- Evidence that petitioners are familiar with the content of the petition and the requirements of law that would apply to the proposed charter school. Examples of findings may include, but are not limited to:
 - Lack of knowledge of petition's educational program including serving English learners, students with disabilities, and foster youth
 - Lack of knowledge of annual goals for all pupils and subgroup of pupils proposed to be served
 - Lack of knowledge of the school's governance structure and administration
- The financial and operational plan for the proposed charter school, including the structure for providing administrative services and criteria for selection of contractors.
- Insurance (e.g. general liability, workers’ compensation, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance). Specifically, petitioner must have the required insurance coverage and limits policy endorsing the Los Angeles Unified School District and Board of Education as named additional insureds.
- The types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter. Examples of findings may include, but are not limited to:
 - Proposed school site is not compliant with applicable building codes and other applicable laws

¹⁷ The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.

Adopted by the Board of Education on August 11, 2020

- Proposed school site does not adhere to program accessibility requirements of federal law, including the Americans with Disabilities Act and Section 504 of the Rehabilitation Act
- The petitioners' background and experience in areas critical to the charter school's success, including curriculum, instruction, assessment, finance, and the petitioner's plan to secure the services of individuals who have the necessary background and experience in these areas. Examples of findings may include but are not limited to:
 - Petitioner does not have an academic leader or instructional team with experience and knowledge in serving students the charter school proposes to serve, including English learners and students with disabilities
 - Petitioner does not have a financial manager with experience and knowledge in operating educational institutions or financial literacy and knowledge of accounting and finance, which is critical in financial oversight of the organization

Charter School Replication

If an existing LAUSD-authorized charter school operator submits an application for a new charter school to replicate their existing educational model, the charter school operator will submit information required of all applicants as part of the application process. Given that the petitioner has at least one existing school in operation, as part of the evaluation process, LAUSD staff will assess the petitioners' likelihood to succeed in implementing the program set forth in the charter petition based on the school's/organization's record of performance in their existing schools, and assessment of the proposed charter's fiscal and community impact. The following areas will be considered as part of the school's record of performance: student achievement and educational performance; governance and organizational management; fiscal management; school operations; and fulfillment of the charter provisions.

3. Required Signatures

A petition for the establishment of a new charter school must be signed by either of the following:

- (1) A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation; or
- (2) A number of teachers equivalent to at least one-half of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation.

Each parent/guardian signature must also include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having their child attend the charter school in its first year of operation or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. (Ed. Code, § 47605(a)(3).) The CSD may follow-up with parent/guardians and/or teachers if questions arise regarding their meaningful interest in the proposed new school.

Adopted by the Board of Education on August 11, 2020

For an LAUSD operated school that is proposing to convert into a charter school, petitioners may submit the petition to the LAUSD Board after the petition is signed by not less than 50 percent of the permanent status teachers currently employed at the LAUSD operated school to be converted. (Ed. Code, § 47605(a)(2).)

4. Affirmations

A new charter petition must include affirmations that the charter school will:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (Ed. Code, § 47605(e)(1).)
- Not charge tuition. (Ed. Code, § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code, § 47605(e)(1); Ed. Code, § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code, § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code, § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in LAUSD. (Ed. Code, § 47605(e)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code, § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code, § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code, § 47605(d)(2).)
- Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment

Adopted by the Board of Education on August 11, 2020

Relations Act ("EERA"), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Neither the charter, nor any of the supporting document, shall include any evidence that the charter will fail to comply with the affirmations described in Education Code section 47605(d).

5. Reasonably Comprehensive Descriptions

A new petition must contain a reasonably comprehensive description of each of the 15 elements required by Education Code section 47605(c)(5). Reasonably comprehensive descriptions are expected to be substantive, address all aspects of the elements, and be specific to the petition being proposed.¹⁸

The 15 required elements of a charter petition are as follows:

- **Element 1 - The Educational Program:** "(i) The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. (ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. (iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements." (Ed. Code, § 47605 (c)(5)(A).)
- **Element 2 - Measurable Student Outcomes:** "The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases

¹⁸ The policy for "reasonably comprehensive" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.

Adopted by the Board of Education on August 11, 2020

in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code, § 47605(c)(5)(B).)

- **Element 3 - Method by Which Student Outcomes will be Measured:** “The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for the state priorities shall be consistent with the way the information is reported on a school accountability report card.” (Ed. Code, § 47605(c)(5)(C).)
- **Element 4 - Governance:** “The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code, § 47605(c)(5)(D).)
- **Element 5 - Employee Qualifications:** “The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code, § 47605(c)(5)(E).)
- **Element 6 - Health and Safety:** “The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include all of the following:
 - (i) That each employee of the school furnish the school with a criminal record summary as described in section 44237.
 - (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) and (H), inclusive, of paragraph (2) of subdivisions (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.” (Ed. Code, § 47605(c)(5)(F).)
- **Element 7 - Racial and Ethnic, Special Education, and English Learner Balance:** “The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code, § 47605(c)(5)(G).)
- **Element 8 - Admission Requirements:** “Admission policies and procedures.” (Ed. Code, § 47605(c)(5)(H).)
- **Element 9 - Financial Audits:** “The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code, § 47605(c)(5)(I).)
- **Element 10 - Student Expulsions:** “The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reasons. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural requirements that is consistent with all of the following:
 - (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation

Adopted by the Board of Education on August 11, 2020

of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). (Ed. Code, § 47605(c)(5)(J).)
- **Element 11 - Retirement Programs:** "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code, § 47605(c)(5)(K).)
- **Element 12 - Attendance Alternatives:** "The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code, § 47605(c)(5)(L).)
- **Element 13 - Employee Rights:** "The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code, § 47605(c)(5)(M).)
- **Element 14 - Dispute Resolution:** "The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code, § 47605(c)(5)(N).)
- **Element 15 - Procedures to be Used if the Charter School Closes:** "The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code, § 47605(c)(5)(O).)

Adopted by the Board of Education on August 11, 2020

The petition must also include information regarding the proposed operation and potential effects of the charter school, including the facilities to be used, the manner in which the administrative services of the charter school will be provided, and a description of potential liability effects, if any, upon the charter school and upon the school district. (Ed. Code, §47605(g).)

6. Declaration Regarding Employment

The petition must clearly identify whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code sections 3540-3549.3.

7. Community Impact Analysis¹⁹

Pursuant to Education Code section 47605(c)(7), the LAUSD Board may adopt findings of fact that, “[t]he charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:

(A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings or programmatic offerings.

(B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.”

Aligned with the legislative intent of AB 1505,²⁰ and the LAUSD Board’s policy vision for a unified ecosystem of public education articulated herein, new charter school petitions will

¹⁹ The analysis pursuant to Ed. Code section 47605(c)(7) is applicable to existing charter schools seeking to expand to add sites and grades. (Ed. Code, §§ 47605 (a)(4) and 47607(a)(3).)

²⁰ CONCURRENCE IN SENATE AMENDMENTS, AB 1505 (O’Donnell, et al.), As Amended September 5, 2019.

http://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201920200AB1505: “This measure ensures that charter schools are authorized and overseen by school districts and county offices of education, who are the elected officials that best understand the educational needs of their local students, thus improving oversight. The bill gives school districts greater authority to choose which charter schools are approved in their community, and to consider the fiscal impact of the charter school on the current students in the district...[AB 1505] allows school districts to have flexibility to consider the community impact, including the fiscal impact to the school district, when a new charter school, or existing charter school that is expanding, presents a petition to the school district...Additionally, [the author’s] intent is to authorize school districts to consider the impact that a charter school would have on school district programs such as English Learner instruction, hands-

Adopted by the Board of Education on August 11, 2020

be considered within the context of existing public school choices in communities. This includes consideration of factors that will help the LAUSD Board; determine how best to meet the educational needs of all students, including but not limited to factors such as efforts to increase student achievement;²¹ trends in declining/increasing enrollment;²² effective use of district facilities and resources;²³ and; needs to achieve adequacy of funding for public schools.²⁴

Community Impact Assessment

To assist in the determination whether the proposed new charter school is demonstrably likely or unlikely to serve the interests of the entire community in which the school proposes to locate, the petitioner must submit a Community Impact Assessment as part of its charter petition application. The Community Impact Assessment will be based on analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education's website, etc.). Petitioners shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment.

The Community Impact Assessment shall include the following:

a. Identification of the Community for the Proposed Charter School

on science, music, and theater. The challenges of sharing space with a charter school may limit use of science labs, music rooms, and computer labs, and these are some of the factors AB 1505 will allow school districts to consider before a new or expanding charter school is approved. Further, school districts may consider the staffing needs of district services and programs that might be impacted by a charter school, and if layoffs of custodial positions, teachers, school resource officers, and other school staff is likely to be exacerbated by the addition of a new or expanding charter school, school boards must take this into account in order to meet the needs of all students."

²¹ "Ensuring Support for Students at All Los Angeles Unified School District Schools" (LAUSD Board of Education, Res-011-19/20)

²² References on declining enrollment trends, please see <http://laschoolboard.org/sites/default/files/IAU%202019%200213%20Report%20-%20Enrollment%20Decline%20%28CORRECTED%29.pdf> and <https://www.ppic.org/publication/declining-enrollment-in-california-schools-fiscal-challenges-and-opportunities-in-the-coming-decade/>

²³ Board-approved *Facilities Services Division Strategic Execution Plan 2019* https://www.laschools.org/documents/download/about_fsd/sep/2012_consolidated_strategic_execution_plan/2019_Facilities_Services_Division_SEP.pdf?version_id=321808143; see also, "Exploration of Potential Opportunities to Realign Administrative and Operational Support Facilities" (LAUSD Board of Education Report 373-19/20)

²⁴ "Strategic Planning for Adequate Funding of Public Education in Los Angeles" (LAUSD Board of Education, Res-014-18/19); and "Building Support for Our School Communities: Increasing Equity and Access for Schools and Parents by Growing Parent Organizations and Schools" (LAUSD Board of Education, Res-015-19/20); and "Local Communities Funding Act of 2020" (LAUSD Board of Education, Res-028-19/20)

Adopted by the Board of Education on August 11, 2020

For purposes of this Policy and Procedures, a “community” includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools²⁵ and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Thus, petitioners will consider the existing District and charter schools operating within the Community of Schools and three-mile radius.

b. Evidence of Community Engagement

Petitioners must provide documented evidence of transparent, inclusive, and active community engagement activities with parents in the community, existing public schools, neighborhood councils, community-based organizations, and elected representatives within the targeted community in which the proposed new charter school seeks to locate. These may include, but are not limited to, Local District and Community of Schools leadership and LAUSD Board of Education member(s). Petitioners should use various communication media to reach diverse constituencies, and provide a record of outreach efforts and audiences reached (e.g. multilingual notices, materials, meeting agendas, sign-in sheets, etc.).

c. Impact to Existing Services, Academic Offerings or Programmatic Offerings

To help determine the extent to which the proposed new charter school substantially undermines existing services, academic offerings, or programmatic offerings in a community, the petitioner shall assess the current state of enrollment and space capacity of the District schools and charter schools in the community. The funding formula for TK/K-12 schools in California is highly dependent on Average Daily Attendance (ADA), and resources are critical to any school’s ability to implement its programs for the benefit of students. Thus, the petitioner’s assessment of the community impact of its petition must consider the enrollment trends of the existing District schools and charter schools in the community. The enrollment trend analysis will include whether District and charter schools in the community are at, under, or over their enrollment target or capacity. This analysis will help inform a need for a new school and the financial viability of the proposed school, as well as impacts to existing services, academic offerings or programmatic offerings (e.g., English Learner instruction, hands-on science, music, and theater).²⁶ If the petitioner submits an application for a new charter school in a community in which under-enrollment among existing District

²⁵ In general terms, a Community of Schools is a group of schools from Pre-K through 12th grade an identified by the District that is centered around a neighborhood, working to support students, school, and families in the community and/or school feeder patterns. Constructs such as school feeder patterns, Zones of Choice, and/or other operative District terms may be considered, as programmatic updates occur.

²⁶ CONCURRENCE IN SENATE AMENDMENTS, AB 1505 (O'Donnell, et al.), As Amended September 5, 2019.

http://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201920200AB1505.

Adopted by the Board of Education on August 11, 2020

schools and/or charter schools is prevalent, this factor may constitute a significant fact in finding the proposed new charter school has a substantially undermining effect.

The petitioner must also describe how its facilities plan serves the interests of the entire community. Staff will review the petitioner's facilities plan, including, but not limited to, steps the petitioner has taken toward researching and/or securing facilities, private facilities options available to the petitioner, and whether the petitioner intends to submit a request for use of District facilities pursuant to Education Code section 47614 (Proposition 39). A petitioner's stated intention to use District facilities pursuant to Proposition 39, by itself, will not be deemed against the entire community's interest, but the petitioner shall include detailed information and analysis regarding the specific District school site(s) where the petitioner wishes to locate.

Regardless of whether the facilities plan identifies any private or public site(s), the petitioner must include a specific description, with supporting documentation, of each identified site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity. The petitioner shall provide written evidence of its facilities research in the target community, including, but not limited to, the specific address of any private or public site(s); the extent to which site(s) is/are approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in this Policy and Procedures; and the petitioner's capacity and resources to address any construction related activities or other facilities improvements required to prepare the site(s) for use by the petitioner within a specified timeframe.

District staff will analyze the foregoing when considering community impacts of the petitioner's facilities plan, as well as additional factors, including, but not limited to, the challenges of the District sharing space with the petitioner that may limit use of science labs, music rooms, and computer labs; and other impacts on the ability of existing schools in District facilities to fully implement their programs.

The District will also consider current academic performance levels of existing District and charter schools as relevant factors for students and families exercising educational choice, and whether a new charter school is justified to meet the academic needs of pupils the school proposes to serve and to support increased student achievement in a community. To assess current academic performance levels of the existing District and charter schools in the target community which serve similar grade levels as the proposed school, the District will use the California School Dashboard indicators which include the Academic Performance Indicators (English Language Arts, Mathematics, English Learners Progress, and College/Career), the Academic Engagement indicators (Chronic Absenteeism and

Adopted by the Board of Education on August 11, 2020

Graduation Rate), and the Conditions and Climate indicator (Suspension Rate).²⁷ For each existing District and charter school in the target community, their performance level for each indicator (school-wide and for each numerically significant subgroup served), as applicable, will be compared to the State averages.

d. Duplicating Existing Programs and Sufficient Capacity

The petitioner shall assess the duplication of existing programs currently offered by existing District schools and charter schools in LAUSD as a whole.²⁸ The petitioner's assessment should consider how its proposed program would duplicate the current program offerings by existing District schools and charter schools. The abovementioned enrollment trend analysis will also inform the extent to which existing District programs (and charter schools) have sufficient capacity to serve the students in the proposed location.

When assessing the level of duplications and program capacity, the District will consider levels of academic performance of existing District and charter schools in the District, as well as additional relevant factors in its analysis and consideration.

District Analysis

District staff will examine the reasonableness and comprehensiveness of the petitioner's Community Impact Assessment pursuant to this section (and in the District's new petition application materials). Moreover, staff will also analyze the impact of the proposed new charter school to existing District schools, and to the extent practicable, existing charter schools, in the proposed community. This may include but is not limited to impacts of birth rates, number of school-aged students, and migration in the community of interest, as data are available.

Fiscal Impact to the Community

The District will assess the extent to which a new charter school has a fiscal impact to existing District public schools in the community identified by a petitioner. District staff's evaluation of the fiscal impact of a new petition will include, but not be limited to, the following factors:²⁹

- Analysis of estimated total revenue losses for existing District schools

²⁷ Comparative performance data metrics may be adjusted to align with measures set forth by the District in response to "Ensuring Support for Students and All Los Angeles Unified District Schools" (LAUSD Board of Education, Res-011-19/20).

²⁸ Pursuant to the law, this analysis applies to District-wide offerings though the specific assessment with the identified community as defined above is relevant to consider "reasonable proximity."

²⁹ See CONCURRENCE IN SENATE AMENDMENTS, AB 1505 (O'Donnell, et al.), As Amended September 5, 2019

Adopted by the Board of Education on August 11, 2020

- Review of estimated impacts to staff positions for the District's services and programs (e.g., norm-based, custodial positions, teachers, and other school staff) that support the District's schools in the proposed community (e.g. use of the Electronic School Enrollment Forecast Process (E-CAST) information or the Norm Day enrollment information, whichever is the most current)

If the petitioner submits an application for a new charter school in which there is deemed a substantive fiscal impact to existing District schools in the proposed community, this factor may constitute a fact and circumstance in support of a finding leading to the denial recommendation of the petition.

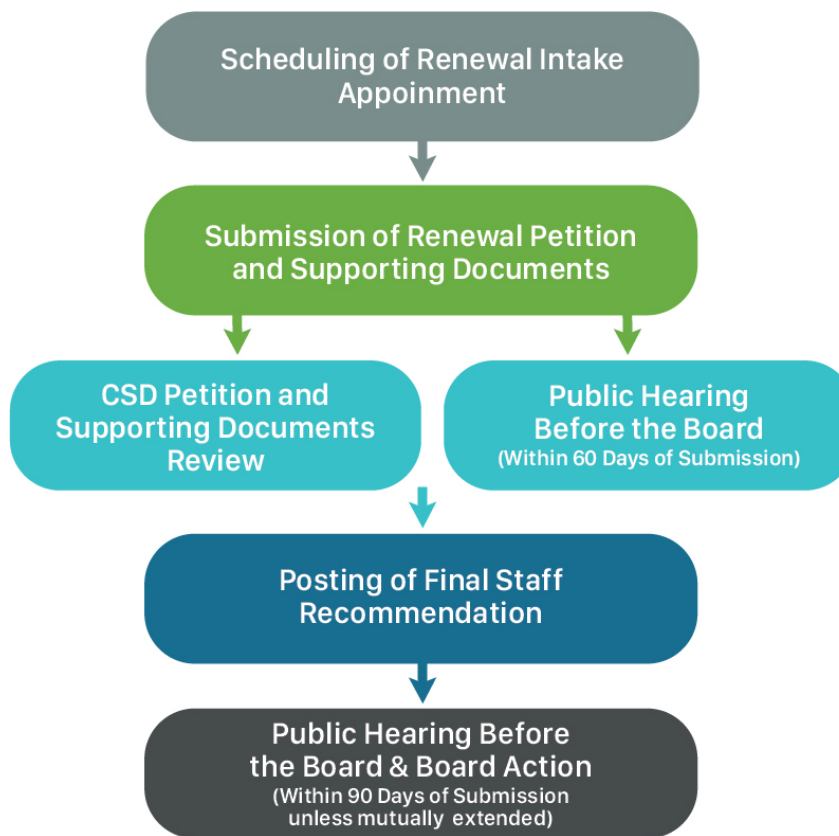
The LAUSD Board of Education, in its sole discretion, may consider additional relevant factors in its analysis and consideration of grounds for denial in this section. Petitioners may present additional information for consideration in the Community Impact Assessment, including but not limited to information pertaining to the needs and achievement of historically underserved students (e.g. Foster Youth, English Learners, Socioeconomically Disadvantaged students, etc.), and the proposed allocation of resources and/or investments to improve student outcomes. Petitioners are encouraged to cite and address the District's goals and/or priority areas. The District will invite (but not require) each existing District and charter school in the target community to provide input prior to/at the public hearing regarding the impact of the proposed new charter school.

If a new charter school is approved by the LAUSD Board and subsequently seeks to locate in a community different from the community the charter school was originally authorized to serve, the charter school operator must submit a material revision for approval with an updated Community Impact Assessment prior to a change in location. District will also analyze fiscal impact to existing District schools in the community in which the existing charter school seeks to move to or locate. Please see the section regarding material revisions for additional information on the submission process.

8. LAUSD-Wide Fiscal Impact

The Board of Education shall make a finding that the District is not positioned to absorb the fiscal impact of the proposed charter school if the District either has a qualified interim certification or would have a negative interim certification pursuant if approving the charter school (as verified by the county superintendent of schools, in consultation with the Fiscal Crisis and Management Assistance Team, pursuant to Section 1240), or the District is under state receivership.

B. RENEWAL PETITIONS



Resources for Petitioners

Petitioners should review the resources for petitioners on the CSD website (e.g., Independent Charter School Renewal Petition Application Guide, Renewal Petition Application Intake Checklist, and FSDRL) to gain a clear understanding of the required elements and the information needed in the renewal petition application material that satisfies the statutory requirements of Education Code sections 47605, 47607, and 47607.2.

Renewal Application Review Process and Timelines

1. Pre-submission and Scheduling of Intake

A charter school wishing to submit a renewal petition shall notify the CSD administrator assigned to the school during the final year of the term of the charter and coordinate the logistics of submission, including but not limited to, scheduling an intake appointment and a review of necessary documentation.

2. Submission of Renewal Petition to the District

Renewal petition applications must be submitted in the final school year of the charter term. Due to the volume of agenda items for each LAUSD Board meeting and CSD staff capacity, LAUSD has established a target windows schedule ("target windows") for the submission of petitions. Once the LAUSD Board adopts a schedule for board meeting dates in a given school year, the CSD will post the target windows for petition submission. CSD staff will arrange an Intake Appointment with petitioners within the target windows. The target windows ensure that LAUSD has adequate time and capacity to effectively and meaningfully consider and process each new petition.

CSD will conduct an intake to determine if the petition is complete. At the intake appointment with CSD staff, petitioners must complete and submit the renewal petition application packet (see Charter School Renewal Petition Application Intake Checklist on the CSD website), including a signed Certification of Completeness in order for the LAUSD Board to deem the renewal petition received for purposes of triggering the timelines described in this section. The petition and supporting documents must also be consistent with the LAUSD FSDRL. When the petitioners submit in accordance with the target windows, staff will utilize official data (and any appropriate verified data) available during the time of review to inform its recommendation. Staff engages in the revision process with petitioner, if applicable. Staff will not engage in the revision process if the charter school has not met renewal criteria. Petitioners are encouraged to submit the renewal petition once the latest California School Dashboard ("Dashboard") data and the CDE's list of charter school performance classifications (e.g., "high," "middle," and "low") are available.

The CSD will review the Dashboard data, along with other relevant verified data as part of the renewal analysis. If the CSD's holistic analysis of the charter school indicates possible low performance in any key areas of academics, operations, governance, facilities and/or fiscal operations, a written plan for improvement (adopted by the charter school's governing body) will be required. Petitioners should make every effort to resolve any outstanding issues in advance of submitting a renewal application and plan their submission accordingly.

A charter school that is considering revisions to its approved charter concurrent with the renewal should contact the assigned CSD administrator in advance of submitting a renewal petition. While a request for a material revision may be submitted at the same time as a renewal petition, the renewal petition and the request for a material revision will be separately reviewed and recommended for LAUSD Board action, consistent with applicable law.

3. Public Hearing Before the LAUSD Board of Education

Within 60 days of receipt of the renewal petition, the LAUSD Board shall hold a public hearing to afford the LAUSD Board the opportunity to consider the level of support for the renewal petition by teachers employed by LAUSD, other employees of LAUSD, and parents, as directed by Education Code section 47605(b).

4. Superintendent's Recommendation to LAUSD Board and Public Posting

The CSD will evaluate the renewal petition in accordance with the criteria specified in the Charter Schools Act. Please refer to the "Criteria for Renewal and Grounds for Nonrenewal" section of this Policy and Procedures for guidance on what factors the CSD and Superintendent will consider in determining whether to make an approval or denial recommendation to the LAUSD Board. The Superintendent, in consultation with the CSD, will make a recommendation to the LAUSD Board regarding the renewal petition. The CSD will publish the Superintendent's recommendation, and any written findings required to support the recommendation, at least 15 calendar days prior to the LAUSD Board meeting at which it will act on the renewal petition. (Ed. Code, § 47605(b).)

5. LAUSD Board Public Hearing and LAUSD Board Action to Grant or Deny the Renewal Petition

Within 90 days of receipt of the renewal petition, the LAUSD Board shall hold a public hearing at which it will either grant or deny the renewal petition. The LAUSD Board may approve a renewal petition with or without conditions and/or benchmarks. The charter school and LAUSD may mutually agree to extend the timeline by an additional 30 days.

Petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. (Ed. Code, §47605(b).) District staff and petitioners will have three minutes each to make a presentation for items placed on discussion.³⁰ Either District staff or petitioner may forego providing a presentation to the LAUSD Board. Items placed on the consent agenda would not necessitate the provision of equivalent time to petitioners since District staff will not be making a presentation. Denial recommendations will not be placed on the consent agenda and petitioners will have three minutes to make a presentation, unless petitioners waive. The LAUSD Board may ask District staff and petitioners follow up questions regarding the recommendation. If the LAUSD Board does so, equivalent time procedures would not apply.

Petitioners are expected to sign and execute any Memoranda of Understanding (MOU) and/or agreements prior to LAUSD Board action, if applicable.

Criteria for Renewal and Grounds for Nonrenewal

A charter school approaching the end of its current charter term must have demonstrated that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an

³⁰ The amount of equivalent time may change subject to LAUSD Board rules and procedures.

Adopted by the Board of Education on August 11, 2020

affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Are the charter school’s enrollment or dismissal practices discriminatory, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

The criteria for renewal establish transparent expectations for charter school performance that apply to charter schools both during the renewal review process and throughout the term of the charter. The CSD will holistically evaluate charter schools through the lens of the criteria for renewal over the term of the charter and through the CSD’s processes for ongoing oversight. A charter school should also conduct its own assessment on an ongoing basis to monitor performance and make improvements. During the final year of the charter term, the CSD communicates with each charter school regarding its progress toward renewal and any concerns that LAUSD has at that time that the charter school should address prior to renewal. Therefore, a charter school approaching renewal should have a clear understanding of its status regarding renewal eligibility.

1. **Criterion 1**

The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The LAUSD Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

While Criterion 1 is similar to the criteria for a new petition, there is more information and data regarding past performance since the initial petition for a charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future

Adopted by the Board of Education on August 11, 2020

performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

- 1) Governance
- 2) Student Achievement and Educational Performance
- 3) Organizational Management, Programs and Operations
- 4) Fiscal Operations

As part of its analysis, the LAUSD Board of Education will assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.

2. Criterion 2

The LAUSD Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The state will publish an annual list of charter schools and their performance classification.³¹

The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance. "Measurements of academic performance" refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition must include in its application all evidence and data related to the charter school's performance on the California School Dashboard.

If the California School Dashboard indicators are not yet available for the most recently completed academic year before renewal, LAUSD shall consider verifiable data provided by the charter school related to the California School Dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year. (Ed. Code, § 47607(c)(6).) If data is unavailable for the most recently completed academic year before renewal, the CSD will consider available data for the preceding years during the term of the charter.

³¹ In the event the state does not publish a list, staff will analyze available data (Dashboard indicators, statewide averages, or verified data) to determine a charter school's performance classification as part of the renewal analysis.

Adopted by the Board of Education on August 11, 2020

Charter schools designated as Dashboard Alternative School Status (“DASS”) will work with LAUSD to establish renewal targets locally. (Ed. Code, § 47607(c)(7).) Pursuant to CDE guidance, DASS charter schools' renewal criteria will be based on:

- California School Dashboard (Dashboard) state and local indicator data, and
- Performance on alternative metrics, based on the student population served, as agreed upon with the authorizer during the first year of the charter school’s term.
 - If renewed, the term shall be for five years

DASS schools will not be included in the California Department of Education's AB 1505 data file.

The chart below provides a general overview of renewal criteria for reference.

High Performing Schools	Middle Performing Schools	Low Performing Schools
<p>SHALL NOT DENY RENEWAL for a charter school that for two consecutive years immediately preceding renewal either [Pursuant to Senate Bill (SB) 98, if two consecutive years immediately preceding renewal decision include 2019-20 school year, chartering authority shall not deny renewal for a charter school if either of the following apply for 2 of the 3 years immediately preceding renewal]:</p> <ol style="list-style-type: none"> 1. Scored green or blue schoolwide on all state indicators on the California School Dashboard; <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2. For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average, AND for a 	<p>Charter schools not satisfying the “high performing” or “low performing” criteria should be evaluated under this column.</p> <ol style="list-style-type: none"> 1. Shall consider schoolwide performance and performance of all subgroups on the California School Dashboard, and shall provide “greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.” 2. Shall also consider clear and convincing evidence, demonstrated by verified data, showing either: <ol style="list-style-type: none"> a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; 	<p>SHALL NOT RENEW a charter school that for two consecutive years immediately preceding renewal either [Pursuant to Senate Bill (SB) 98, if two consecutive years immediately preceding renewal decision include 2019-20 school year, chartering authority shall not renew charter if either of the following apply for 2 of the 3 years immediately preceding renewal]:</p> <ol style="list-style-type: none"> 1. Scored red or orange schoolwide on all state indicators on the Dashboard; <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2. For all measurements of academic performance, received performance levels schoolwide that are the same or lower than the state average, AND for a majority of subgroups performing statewide below the state average in each respective year, received performance

Adopted by the Board of Education on August 11, 2020

<p>majority of subgroups performing statewide below the state average in each respective year, received levels performance that are higher than the state average.</p>	<p style="text-align: center;">OR</p> <p>b. Strong postsecondary outcomes equal to similar peers.</p>	<p>levels that are lower than the state average.</p>
<hr/> <p>For charter schools satisfying the criteria in this column:</p> <ul style="list-style-type: none"> - 5 to 7-year renewal term - Only required to update petition to include reasonably comprehensive description of any new requirements, and as necessary to reflect the current program offered by the charter school - Charter schools eligible for technical assistance not eligible for renewal under this column 	<p>MAY DENY ONLY upon making written findings that:</p> <ol style="list-style-type: none"> 1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 2. The closure is in the best interest of the pupils; <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 3. If applicable pursuant to (1) and (2) above, its decision provided greater weight to the performance on measurements of academic performance. 	<p>However, MAY RENEW ONLY upon making BOTH of the following written factual findings:</p> <ol style="list-style-type: none"> 1. The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school; <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 2. There is clear and convincing evidence, demonstrated by verified data, showing either: <ol style="list-style-type: none"> a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> b. Strong postsecondary outcomes equal to similar peers.
<hr/> <p>For charter schools satisfying the renewal criteria in this column-</p> <ul style="list-style-type: none"> - 5-year renewal term - Verified data considered for the next two subsequent renewals until January 1, 2026 	<hr/> <p>For charter schools satisfying the renewal criteria in this column-</p> <ul style="list-style-type: none"> - 5-year renewal term - Verified data considered for the next two subsequent renewals until January 1, 2026 	<hr/> <p>For charter schools satisfying the criteria in this column-</p> <ul style="list-style-type: none"> - 2-year renewal term - Verified data considered until June 30, 2025 for a school operating on or before June 30, 2020 for the next two subsequent renewals

a. High Performing Schools

A charter school may qualify for renewal under the high performing renewal criteria pursuant to Education Code section 47607(c)(2)(A) if either of the following apply for the two consecutive years immediately preceding renewal. Pursuant to Senate Bill (SB) 98, if two consecutive years immediately preceding renewal decision include 2019-20 school year, chartering authority shall not deny renewal for a charter school if either of the following apply for 2 of the 3 years immediately preceding renewal.

- 1) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels; or
- 2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups³² performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

To qualify for renewal under #1, the charter school must have schoolwide performance levels on at least two measurements of academic performance per year in each of the two years immediately preceding renewal. (Ed. Code, § 47607(c)(2)(B).)

To qualify for renewal under #2, the charter school must have performance levels on at least two measurements of academic performance for at least two numerically significant subgroups. (Ed. Code, § 47607(c)(5).)

Charter schools satisfying the high performing renewal criteria may be renewed for a term of 5 to 7 years. (Ed. Code, § 47607(c)(2)(E).) The determination of whether a high performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors related to the charter school's operation and performance during the term of the charter including, but not limited to, the following:

- Operational and governance performance, including scores of Accomplished (4) and/or Proficient (3) on the Annual Performance-Based Oversight Visit Report in Governance and Organizational Management, Programs and Operations for the previous two years, and no significant unresolved issues, including but not limited to Notices to Cure;
- A demonstrated track record of successful academic performance, including scores of Accomplished (4) and/or Proficient (3) on the Annual Performance-Based Oversight Visit Report in the area of Student Achievement and Educational Performance for the previous two years;

³² "Subgroup" means numerically significant pupil subgroups as defined in paragraph (1) of subdivision (a) of Section 52052.

Adopted by the Board of Education on August 11, 2020

- Additional academic considerations (i.e. numerically significant subgroup performance);
- Equity and access for families and pupils;
- School culture and climate; and
- Fiscal condition and management, including scores of Accomplished (4) and/or Proficient (3) on the Annual Performance-Based Oversight Visit Report in the area of Fiscal Operations for the previous two years.

A charter school satisfying the high performing renewal criteria is only required to update its charter to include a reasonably comprehensive description (including FSDRL) of any new requirements enacted into law after the charter was originally granted or last renewed as necessary to reflect the current program offered by the charter school. (Ed. Code, § 47607(c)(2)(F).) In addition, a high performing charter school will describe, in its renewal charter submission, the manner in which the school will share promising practices of the charter school with other traditional and charter public schools serving similar grade levels.

Charter schools qualifying for technical assistance pursuant to Education Code section 47607.3 are not eligible for renewal under the high performing renewal criteria. Charter schools qualifying for technical assistance pursuant to Education Code section 47607.3 are only eligible for renewal under the middle or low performing criteria. (Ed. Code, § 47607(c)(2)(C).)

b. Low Performing Schools

A low performing school shall not be renewed. (Ed. Code, § 47607.2(a)(1).) A charter school is considered low performing school if it satisfies either of the following for the two consecutive years immediately preceding renewal [Pursuant to Senate Bill (SB) 98, if two consecutive years immediately preceding renewal decision include 2019-20 school year, chartering authority shall not renew charter if either of the following apply for 2 of the 3 years immediately preceding renewal]:

- 1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels; or
- 2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

However, the LAUSD Board may renew a low performing charter school if it makes both of the following written factual findings:

Adopted by the Board of Education on August 11, 2020

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of its low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school; and
- 2) Until June 30, 2025, the Board shall consider whether there is clear and convincing data, demonstrated by verified data, showing either of the following:
 - a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
 - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
(Ed. Code, §47607.2 (a)(4)).

"Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c). Until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this Policy and Procedures, the District defines "one year's progress" as growth in achievement in ELA and Math from one academic year to the next. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter (e.g., seven-year, six-year, five-year, or two-year term).³³ Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements herein.

Until such time that the State Board of Education provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

A low-performing charter school may only be renewed for a two-year term. (Ed. Code, § 47607.2(c)(6).) Charter schools that are renewed for two years shall submit its renewal application after obtaining two years' additional performance data provided by the State.

c. Middle Performing Schools

For all charter schools that do not meet the above-referenced high performing or low performing criteria, the LAUSD Board shall consider the charter school under middle performing criteria. (Ed. Code, § 47607.2(b)(1).) Charter schools satisfying the middle performing criteria may be renewed for a five-year term. (Ed. Code, § 47607.2(b)(7).) However, upon making specific factual findings, the LAUSD Board may deny the renewal petition.

³³ This methodology is based on LAUSD's School Information+ platform <https://laschoolinfo.coredistricts.org/>.

Adopted by the Board of Education on August 11, 2020

Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

- 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- 2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
 - a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
 - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

Beginning January 1, 2026, and unless stated otherwise in the law, the LAUSD Board shall only consider numbers 1 and 2, above.

Until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this Policy and Procedures, the District defines "one year's progress" as growth in achievement in ELA and Math from one academic year to the next and will measure progress using the growth metric showing student learning from the District's School Information+ system, for which charters shall be encouraged to provide data. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter (e.g., seven-year, six-year, five-year, or two-year term).³⁴ Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements herein.

Until such time that the State Board of Education provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

The LAUSD Board may deny a renewal petition satisfying the middle performing criteria pursuant to section 47607.2(b) upon making each of the following written factual findings:

- 1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- 2) The closure of the charter school is in the best interest of the pupils; and,

³⁴ This methodology is based on LAUSD's School Information+ platform <https://laschoolinfo.coredistricts.org/>.

Adopted by the Board of Education on August 11, 2020

- 3) The decision provided greater weight to the performance on the measurements of academic performance.
 - a. When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g. reclassification rates, Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the California Assessment of Student Performance and Progress (CAASPP) as compared to the state averages, California School Dashboard data, four-year cohort graduation rates). A list of Resident Schools is generated, based on students' addresses as reported in CALPADS. For schools within an LAUSD "Zone of Choice," all the schools that the students could have potentially attended will be used to calculate a Resident Schools Median.³⁵

3. Criterion 3

Notwithstanding Criterion 1 and 2, the LAUSD Board will also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the LAUSD Board shall consider whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the high, middle, or low performing criteria, upon a finding that either:

- 1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:
 - a) Substantial fiscal factors, or
 - b) Substantial governance factors.

Substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Prop. 39 over-allocated space reimbursements, etc.).

Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of

³⁵ LAUSD may also consider a list of (demographically) similar schools if and when an appropriate methodology is determined for the purpose of charter renewal.

Adopted by the Board of Education on August 11, 2020

disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

- 2) The charter school is not serving the pupils who wish to attend.

Upon a finding that the charter school is not serving the pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)

Prior to a nonrenewal determination pursuant to number 1 or 2 noted above, LAUSD shall provide the charter school with at least 30 days' notice of the alleged violation and provide the charter school with a reasonable opportunity to cure the violation, including providing an opportunity for the charter school to present a proposed corrective plan. (Ed. Code, § 47607(e).) After providing notice of the alleged violation and reasonable opportunity to cure the violation, the LAUSD Board may deny a renewal petition if it finds that either:

- 1) The corrective action proposed by the charter school has been unsuccessful, or
- 2) The violations are sufficiently severe or pervasive as to render a corrective action plan unviable.

C. APPEALS

If the LAUSD Board denies a petition for the establishment of a new charter school or a renewal petition (collectively referred to as "petition" for purposes of this section), the petitioner has a right to appeal that decision. (Ed. Code, §§ 47605 and 47607).

1. [Appeal to the Los Angeles County Board of Education](#)

If the LAUSD Board denies a petition, the petitioner may appeal the denial to the Los Angeles County Board of Education ("LACBOE"). (Ed. Code, § 47605(k)(1)(A)(i).) By appealing to the LACBOE, the petitioner requests that the petition be approved and that the LACBOE become the chartering authority.

The petitioner must submit the petition to the LACBOE within 30 days of the LAUSD Board decision to deny the petition. At the time petitioner submits the appeal to the LACBOE, the petitioner shall provide a copy of the petition to the CSD. The petition submitted on appeal shall not contain new or different material terms. "Material terms" means the signatures, affirmations, disclosures, documents, and descriptions described in Education Code section 47605, subdivisions (a) through (c) and (h). (Ed. Code, § 47605(k)(1)(A)(ii).) LACBOE will review the petition pursuant to Education Code section 47605(k)(1).

Adopted by the Board of Education on August 11, 2020

If the LACBOE remands the petition to LAUSD for reconsideration because the petition contains new or different material terms, the LAUSD Board shall grant or deny the petition within 30 days after the LAUSD Board has received the remanded petition from the LACBOE. The LAUSD Board is deemed to have received the remanded petition from the LACBOE once receipt of the remanded petition has been placed on the agenda for an LAUSD Board meeting following the LACBOE's remand.

Within 30 days of receipt of the remand, the LAUSD Board will take action to either grant or deny the remanded petition. LAUSD will post staff recommendations related to the remanded petition in compliance with the Ralph M. Brown Act.

If the LAUSD Board denies a petition after reconsideration on remand, the petitioner may elect to resubmit the petition to the LACBOE. If the LACBOE grants the petition, the petitioner shall provide written notice of that approval, including a copy of the petition, to the LAUSD Board.

2. Appeal to the State Board of Education

If the LACBOE denies a petition on appeal, petitioner may appeal to the State Board of Education ("SBE"). The SBE will review an appeal using an "abuse of discretion" standard. (Ed. Code, § 47605(k)(2).)

If petitioner appeals to the SBE, petitioner must submit the petition to the SBE within 30 days of the LACBOE's denial decision. If the petitioner makes a written request to the CSD, LAUSD shall prepare the documentary record, including transcripts of the public hearing at which the LAUSD Board denied the petition. LAUSD must prepare the documentary record within 10 business days after the CSD receives the written request. (Ed. Code, §47605 (k)(2)(A)). Petitioners must submit the written request to the CSD prior to 5:00 p.m., Monday-Friday, not including holidays. Requests submitted after 5:00 p.m. shall be deemed received the following business day. At the time the petitioner submits the appeal to the SBE, the petitioner shall provide a copy of the petition and supporting documentation to the CSD.

If the SBE remands the petition to LAUSD for reconsideration because the petition contains new or different material terms, the LAUSD Board shall grant or deny the petition within 30 days following its receipt of the remanded petition from the SBE. The LAUSD Board is deemed to have received the remanded petition from the SBE once the receipt of the remanded petition has been placed on the agenda for an LAUSD Board meeting following the SBE's remand.

Within 30 days of receipt of the remand, the LAUSD Board will take action to either grant or deny the remanded petition. LAUSD will post any staff recommendations related to the remanded petition in compliance with the Ralph M. Brown Act.

Adopted by the Board of Education on August 11, 2020

If the LAUSD Board denies a petition after reconsideration on remand, the petitioner may elect to resubmit the petition to the SBE. Petitioner shall provide a copy of the petition and supporting documentation to the CSD.

Within 30 days after petitioner submits the appeal to the SBE, LAUSD may submit a written opposition to the SBE detailing, with specific citations to the documentary record, how the LAUSD Board did not abuse its discretion in denying the petition. LAUSD may submit supporting documentation or evidence from the documentary record that was considered by the LAUSD Board.

The SBE's Advisory Commission on Charter Schools ("ACCS") shall hold a public hearing to review the appeal and documentary record. Based on its review, the ACCS shall submit a recommendation to the SBE whether there is sufficient evidence to hear the appeal or to summarily deny review of the appeal based on the documentary record. If the ACCS does not submit a recommendation to the SBE, the SBE shall consider the appeal, and shall either hear the appeal or summarily deny review of the appeal based on the documentary record at a regular public meeting of the state board.

The SBE shall either hear the appeal or summarily deny review of the appeal based on the documentary record. If the SBE hears the appeal, the SBE may affirm the determination of the governing board of the school district or the county board of education, or both of those determinations, or may reverse only upon a determination that there was an abuse of discretion. If the denial of a charter petition is reversed by the SBE, the SBE shall designate, in consultation with the petitioner, either the governing board of the school district or the county board of education in which the charter school is located as the chartering authority. (Ed. Code, §47605(k)(2).)

Staff will provide the Board of Education materials from LACBOE, ACCS, or SBE of the outcome of the appeals.

D. MATERIAL REVISIONS

Introduction

During the term of its charter, a charter school may seek to amend its current LAUSD Board approved charter. LAUSD must approve any proposed change to the provisions of a charter before the change can be implemented. While some proposed changes to a charter may be deemed non-material and, therefore, can be handled administratively by the CSD, any amendment that would constitute a material revision of the charter must be approved by the LAUSD Board in accordance with California Education Code section 47607(a)(3).

Material revisions are governed by the same standards and criteria that apply to new petitions and shall include, but not be limited to, a reasonably comprehensive description of

Adopted by the Board of Education on August 11, 2020

any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code, §47607(a)(2) and (a)(3).) Accordingly, the CSD must determine whether the charter, as amended, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. Based on its conclusion, the CSD makes a recommendation to the Superintendent for presentation to the LAUSD Board.

Material Revision Standards

A material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure. LAUSD considers the following to be among, but not limited to, those changes constituting a material revision (i.e., LAUSD Board approval):

- Expansion to one or more additional sites (requires Community Impact Assessment)
- Change in location/address outside the community³⁶
- Addition or reduction of grades or grade levels served (expansion of additional grade levels requires a Community Impact Assessment)
- Increased enrollment:
 - For schools occupying non-LAUSD facilities, any increase of more than 20% or 100 students, whichever is less, above the enrollment as scheduled in the charter
 - For schools occupying LAUSD facilities, an increase above the enrollment which could impact the usage of the site
- Changes to admission preferences or procedures³⁷
- Changes to the governance and/or corporate structure and affiliations including, but not limited to:
 - Changes to the articles of incorporation of the entity managing the charter school, including the addition or deletion of any related or affiliated corporations, or sole statutory members; and changes to the number of board members
 - Corporate mergers
- Changes to the instructional and/or education model or design, other than changes required by law, including changes or adding a nonclassroom-based program.
- Change from independent charter school to affiliated charter school status. (See Section K, Affiliated Charter Schools, for details on process).

³⁶ The term "community" is as defined in this Policy and Procedures. Any change in location or request for additional sites must be supported by documentation that the proposed location complies with all applicable building and safety requirements.

³⁷ Requires the LAUSD Board to approve at a public hearing. (Ed. Code, §47605(e)(2)(B)(i).)

Request for Material Revision Review Process

1. Prior to Submission of the Material Revision Application

When a charter school wishes to request a change to its approved charter, charter school should review the above noted areas to assess whether the proposed change constitutes a material revision requiring LAUSD Board approval. The charter school should also contact the CSD administrator assigned to the charter school, and the assigned CSD administrator will work with the charter school to respond to any questions about whether the proposed change constitutes a material revision that requires LAUSD Board approval. Implementation of a material revision without the prior approval of the LAUSD Board is a material violation of the charter and may constitute grounds for revocation.

If the CSD determines the proposed change(s) do not constitute a material revision of the charter, the charter school may send its requested change(s) in writing to the CSD administrator assigned to the school to be considered for approval as a non-material amendment to the charter. Regardless of whether a change in the charter is deemed to be "material" or "non-material," the CSD will still review the request using the standards and criteria for consideration of a material revision.

2. Submission to the District

A complete request for a material revision application must be submitted to the charter school's assigned CSD administrator. Prior to submission, the charter school should confirm that the request for a material revision application is complete and consistent with the FSDRL. The CSD provides resources to assist charter schools in the preparation of the request for a material revision of an approved charter, including the Request for Material Revision Checklist and FSDRL, available on the CSD page on the LAUSD website. Additionally, the charter school's assigned CSD administrator and other CSD staff are available to respond to technical questions as needed.

A complete request for a material revision must include, at a minimum, the following:

- Letter to the Director of the CSD that clearly identifies the requested material revision(s). The letter shall include relevant background information, including the charter school's reason for seeking the material revision(s).
- Documents supporting the material revision. For example, a lease agreement, documentation that a proposed new site complies with all applicable building and safety codes, revised bylaws or articles of incorporation, wait-list information, revised budget (including budget assumptions), and/or other data to support the proposed change.
- A description of the educational soundness of the requested revision(s) and the charter school's capacity to successfully implement the proposed changes, as demonstrated by its record of academic, operational, and organizational management.

Adopted by the Board of Education on August 11, 2020

- For a proposed expansion to one or more additional sites or grade levels, information regarding the community impact of the proposed expansion.³⁸
- A resolution, approved by the school's governing board and duly signed by its board secretary, which:
 - Specifically identifies the revision(s) proposed to be made to the charter school's current charter
 - Sets forth the rationale for the proposed material revision(s)
 - Authorizes the submission of the request for a material revision to LAUSD
 - Names the representative authorized to execute the amendment document and otherwise act on behalf of the charter school with respect to the material revision application process

While a request for a material revision may be submitted at the same time as a renewal petition, the renewal petition and the request for a material revision will be separately reviewed and recommended for LAUSD Board action consistent with applicable law.

3. CSD Review of the Request for a Material Revision

Once the charter school has submitted a complete request for a material revision application, CSD staff, in coordination with other appropriate LAUSD divisions, will review the submitted application materials, in order to determine its recommendation. Under certain circumstances, the CSD may determine that it is necessary to conduct a Capacity Interview as part of its effort to ascertain whether the school has the capacity to successfully implement the proposed material changes. In that event, the CSD will notify the school so that the interview can be scheduled as soon as practicable.

4. Superintendent's Recommendation(s) to the LAUSD Board of Education

Upon review, if the Superintendent determines that the requested material revision will be recommended for approval, CSD staff will draft a material revision agreement document and send it to the charter school for their signature. In addition to the proposed material revision, the material revision agreement will include those revisions necessary to conform the charter to the current FSDRL and any changes in the law since the current charter was granted or last renewed. The material revision agreement document must be signed by the charter school prior to LAUSD Board action and will be fully executed by the District following Board approval.

If the Superintendent determines that the requested material revision will be recommended for denial, CSD staff will notify the charter school promptly. At that time, the charter school may choose to withdraw the request or indicate its intent to proceed to LAUSD Board action notwithstanding the staff recommendation. If the charter school does not withdraw the

³⁸ Refer to the community impact analysis procedures in the New Charter Petitions section of this Policy and Procedures document.

Adopted by the Board of Education on August 11, 2020

request, CSD will proceed with scheduling and preparing for LAUSD Board action on the Superintendent's recommendation of denial of the request for material revision.

5. LAUSD Board of Education Action

Based on the recommendation of the Superintendent and the guidelines delineated in the Charter Schools Act, the LAUSD Board will make a final decision to approve or deny the request for a material revision of the charter.

Along with other bases for denial allowed by the Charter Schools Act, the LAUSD Board may deny a request for a material revision to expand operations to one or more additional sites or grade levels if the LAUSD Board makes either of the following written findings:

- 1) The charter school is demonstrably unlikely to serve the interests of the entire community pursuant to Education Code section 47605(c)(7);³⁹ or
- 2) LAUSD is not positioned to absorb the fiscal impact of the proposed expansion pursuant to Education Code section 47605(c)(8).

For a material revision for expansion, the consideration of impact will be limited to the proposed expansion request. (Ed. Code, section 47607(a)(4).)

There is no right to appeal a denial of a request for a material revision to LACBOE or the SBE. If the LAUSD Board denies a charter school's request for material revision of its charter, the school must continue to operate under the terms of its current LAUSD Board approved charter. Implementation of a material revision without the prior approval of the LAUSD Board is a material violation of the charter and may constitute grounds for revocation. Material revisions shall take effect on the effective date indicated in the Material Revision agreement.

E. TRANSPARENCY AND ACCOUNTABILITY

An important responsibility for charter schools is effective and ethical governance. Charter schools are publicly funded local educational agencies and shall be subject to the transparency and accountability requirements that govern other publicly funded local educational agencies. Charter schools shall not be operated by a for-profit corporation. (Ed. Code, § 47604(b)(1).) All charter schools authorized by LAUSD commit to the highest level of ethical, transparency, and accountability standards. The Legislature recognizes the need for charter schools and entities managing charter schools⁴⁰ to comply with the same open

³⁹ Refer to the community impact analysis procedures in the New Charter Petitions section of these Administrative Procedures.

⁴⁰ "Entity managing a charter school" means a nonprofit public benefit corporation that operates a charter school consistent with Education Code section 47604.

Adopted by the Board of Education on August 11, 2020

meeting, conflict-of-interest, and disclosure laws as traditional school districts. (Ed. Code, § 47604.1.) Specifically, every charter school governing body and the governing body of the entity managing the charter school shall comply with the requirements of the following:

- Ralph M. Brown Act⁴¹ (Govt. Code, §§ 54950 et seq.)
- California Public Records Act (Govt. Code, §§ 6250 et seq.)
- Government Code section 1090 et seq., as set forth in Education Code section 47604.1
- Political Reform Act of 1974 (Govt. Code, §§ 81000 et seq.)

Members of the charter school's executive board; any administrators, managers or employees; and any other committees of the charter school shall establish and abide by policies and procedures that comply with applicable federal and state laws and regulations and LAUSD charter school policies and regulations regarding conflicts of interest as part of a reasonably comprehensive description of school governance.

1. Brown Act and Meeting Requirements

a. Location Requirements

In order to ensure that meetings are accessible to students and parents, a charter school governing body and the governing body of the entity managing charter schools shall hold meetings within the physical boundaries of the county where the charter school(s) is located, unless permitted otherwise by another provision of law. (Ed Code, § 47604.1(c)(1)(A).)

If the charter school has more than one location across multiple counties, the charter school governing body and the governing body of the entity managing the charter school shall hold meetings at a location within the county in which the greatest number of pupils enrolled in the charter school reside, unless permitted otherwise by another provision of law. (Ed. Code, § 47604.1(c)(4)(A).) For a nonclassroom-based charter school that does not have a facility or that operates at one or more resource centers, the charter school governing body and the governing body of the entity managing the charter school shall hold meetings at a location within the county in which the greatest number of pupils enrolled in the charter school reside, unless permitted otherwise by another provision of law. (Ed. Code, § 47604.1(c)(2)(A).)

b. Teleconferencing and Recording Requirements

The governing body of a charter school governing body and the governing body of the entity managing charter schools shall establish a two-way teleconference location at each school site. (Ed. Code, § 47604.1(c)(1)(B).)

⁴¹ A charter school operated by an entity pursuant to Government Code, § 47620 et seq. shall comply with the Bagley-Keene Open Meetings Act.

Adopted by the Board of Education on August 11, 2020

For a governing body of an entity that manages one or more charter schools that are located in the same county, the charter school governing body and the governing body of the entity managing the charter school shall establish a two-way teleconference location at each school site and each resource center. (Ed. Code, § 47604.1(c)(3)(B).)

For a governing body of an entity that manages two or more charter schools that are not located in the same county, the charter school governing body and the governing body of the entity managing the charter school shall establish two-way teleconference locations at each school site, including each resource center. (Ed. Code, § 47604.1(c)(4)(B).) The charter school governing body and the governing body of the entity managing the charter school shall also audio record or video record, or both, all the governing board meetings and post the recordings on each of the charter school's websites. (Ed. Code, § 47604.1(c)(4)(C).)

For a nonclassroom-based charter school that does not have a facility or that operates at one or more resource centers, the charter school governing body and the governing body of the entity managing the charter school shall establish a two-way teleconference location at each resource center. (Ed. Code, § 47604.1(c)(2)(B).)

All meeting agendas for a charter school's governing body must be posted in compliance with the Brown Act. A charter school shall send copies of governing body meeting agendas to the CSD at the same time that they are posted, and shall also send copies of all meeting minutes to the CSD within one week of governing board approval. Timely posting of agendas and minutes on a charter school's website will satisfy this requirement, provided all minutes are posted within one month of the meeting for which they were prepared. Charter schools shall otherwise comply with all other meeting requirements of Education Code section 47604.1.

2. Public Records Act

LAUSD recognizes the public's right to access the records of charter schools. A charter school governing body and the governing body of the entity managing the charter school shall provide any person reasonable access to the public records of the charter school(s) during normal business hours and within the requirements of law.⁴² Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

⁴² LAUSD shall be the custodian of records of any request for information submitted to the charter school if either of the following apply:

- 1) The charter school is located on federally recognized California Indian reservation or Rancheria, or
- 2) The charter school is operated by a nonprofit public benefit corporation that was formed on or before May 31, 2002, and is currently operated by a federally recognized California Indian tribe.

Adopted by the Board of Education on August 11, 2020

In response to a public records request, the charter school governing body and the governing body of the entity managing the charter school or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through an employer-provided device or account or through an employee's or a governing board member's personal device or account.

3. Government Code section 1090 and Conflicts of Interest

Members of the charter school governing body and members of the governing bodies of the entities managing charter schools may not be financially interested in any decision made by the governing body. Notwithstanding the provisions of section 1090, an employee who serves on the charter school governing body shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding all matters uniquely affecting that employee's employment. (Ed. Code, § 47604.1 (d).)

Charter schools and all employees and representatives of charter schools, including members of charter school's governing board, members of the charter school or governing board committees and councils, charter school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD Policy and Procedures for Charter Schools, regarding ethics and conflicts of interest. Charter schools shall enter into all transactions and conduct business with all persons and entities in a manner consistent with Government Code section 1090 and other applicable conflict of interest laws.

4. Political Reform Act

Enacted in 1974, the Political Reform Act was passed by California voters to promote integrity and transparency in state and local government agencies by helping agency decision makers avoid conflicts between their personal interests and official duties. Under the Political Reform Act, these individuals are required to disclose certain financial interests on their Form 700 Statement of Economic Interest ("SEI") filings.

In accordance with the Political Reform Act, each charter school and/or an entity managing a charter school as defined in Education Code section 47604.1 must adopt a Conflict of Interest Code to be submitted to the Los Angeles County Board of Supervisors.

Charter schools authorized by LAUSD shall comply with LAUSD's Lobbying Disclosure Code, policies, and procedures in their dealings with LAUSD officials.

It is the responsibility of the charter school to ensure that charter school officers and employees understand not only filing requirements but also the requirements regarding conflicts of interest, self-dealing, and incompatible activities, which should be reasonably set forth in the governance provisions of the charter. In addition, each charter school officer

bears individual responsibility for the officer's own compliance with all conflict of interest laws.

F. OVERSIGHT

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The District's oversight strives to be both proactive and responsive, providing clear expectations to charter schools to encourage strong performance from the first day of school operations, and accessibility to respond to issues that arise. Oversight includes review of the charter schools' academic, operational, programmatic, governance, organizational, and fiscal performance. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation.

While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. An important aspect of successful charter school governance and operations is staying abreast of all legislative changes affecting charter schools, and charter schools are expected to make any necessary changes to their policies and practices to reflect current law. Charter school leaders and governing boards, and District staff are encouraged to take a cooperative approach with these oversight procedures and take proactive and responsive measures to engage in monitoring the charter school's performance as effectively and efficiently as possible. In doing so, both the District and charter schools have a role in maximizing public resources and reasonably minimizing administrative burden.

The Charter Schools Act requires chartering authorities to conduct the following oversight activities:

1. Identify at least one staff member as a contact person for the charter school. (Ed. Code, § 47604.32(a)(1).)
2. Visit each charter school at least annually. (Ed. Code, § 47604.32(a)(2).)
3. Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the local control and accountability plan and

Adopted by the Board of Education on August 11, 2020

annual update to the local control and accountability plan required pursuant to Education Code section 47606.5. (Ed. Code, § 47604.32(a)(3).)

4. Monitor the fiscal condition of each charter school under its authority. (Ed. Code, § 47604.32(a)(4).)
5. Provide timely notification to the California Department of Education if any of the following circumstances occur or will occur with regard to a charter school:
 - a) A renewal if the charter is granted or denied.
 - b) The charter is revoked.
 - c) The charter school will cease operation for any reason. (Ed. Code, § 47604.32(a)(5)(A)-(C).)

LAUSD performs ongoing oversight to continually monitor a charter school's progress and attainment of measurable pupil outcomes, educational programs, operations, governance, and fiscal management, as well as compliance with all applicable laws and the terms of the charter. Oversight begins at the start of a charter's term and continues through the end of the term. As outlined in these procedures, specific functions of oversight include, but are not limited to, reviewing charter schools' quarterly electronic document submissions, conducting annual oversight visits, conducting additional site visits as needed, assessing school's performance, and utilizing a tiered intervention model when necessary to address and respond to concerns or challenges related to a charter school's governance, programs, operations, organization, and fiscal management. An important component of LAUSD's oversight is ensuring that charter schools provide access and equity to all families and students and efforts to provide an integrated school student population, including the provision of appropriate services to students with disabilities and enrollment of all students.

The charter school shall document the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated fluent English proficient pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code, § 47605(e)(3).)

The Charter Schools Division will monitor nondiscrimination in enrollment and disenrollment through ongoing oversight. This may include but is not limited to the following:

- a. Annually reviewing of lottery forms
- b. Responding to stakeholder complaints
- c. Monitoring and analyzing of charter schools' notifications of students leaving a charter school
- d. Monitoring and reviewing of enrollment and attendance throughout the year, including student demographic data and the school's enrollment reflected in its First

Adopted by the Board of Education on August 11, 2020

Principal Apportionment (P-1), Second Principal Apportionment (P-2), and Annual Report. If concerns are raised about the enrollment of students at a charter school at any time after Norm Day, the CSD will track the enrollment monthly of that charter school for the remainder of the school year.

e. Coordinating and communicating with District schools and Local Districts/Community of Schools when a pupil enrolls in a District school from a charter school

f. Requesting State to provide aggregate data reflecting pupil enrollment patterns (when available)

LAUSD takes seriously any issues or concerns about a charter school that come to its attention from families or employees of the charter school, the community, members of the LAUSD Board, or as a result of the CSD's own observations and review.

LAUSD's performance-based oversight is structured into four oversight categories:

Category I: Governance - The CSD assesses whether the charter school's governing board is fulfilling its fiduciary responsibility to effectively direct and provide oversight for the charter school, including but not limited to achieving positive academic outcomes for all students, enacting and monitoring policies and procedures to ensure the school's fiscal soundness, educational mission, and full compliance with applicable law, policy, agreements, and the terms of the charter approved by the LAUSD Board of Education.

Category II: Student Achievement and Educational Performance - The CSD assesses whether the charter school is meeting pupil outcomes and demonstrating positive academic achievement for all students.

Category III: Organizational Management, Programs, and Operations - The CSD assesses the organizational management, programs, and operations of a charter school to determine whether the charter school is demonstrating effectiveness in operating the charter school to meet performance outcomes and terms of applicable law and the school's charter.

Category IV: Fiscal Operations - The CSD assesses each fiscally independent charter school to evaluate the school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's local control and accountability plan ("LCAP") (Ed. Code, §§ 47604.32, 47604.33, 47606.5).

LAUSD's oversight procedures establish a record of each charter school's performance that will be used to facilitate collaboration with the charter school, applicable sharing of promising practices, and clear expectations and decision-making throughout the term of the charter, including during the renewal process.

Quarterly Electronic Document Submission

In order to fulfill its oversight responsibilities, the CSD will request relevant information and documents from charter schools. To that end, the CSD establishes a quarterly document submission calendar, and charter schools are required to submit specific documents for each quarterly deadline (i.e., Q1, Q2, Q3, and Q4.) The CSD will notify charter schools at the beginning of each school year of the specific deadlines and items required to be submitted. As needed, the CSD staff may request additional information and/or documentation throughout the charter term.

Annual Performance-Based Oversight Visit

The CSD conducts at least one annual school site visit per school year - the Annual Performance-Based Oversight Visit. (Ed. Code, §47604.32(a)(2).) During the annual oversight visit, CSD staff assess the charter school in oversight categories I-IV. The focus of the annual oversight visit may be adjusted for each school over the term of the charter based on the charter school's areas of strength and improvement, and the CSD will use the results of the previous oversight visits, if applicable, to appropriately focus the scope of that year's visit to address the unique needs of each specific school.

In addition to the Annual Performance-Based Oversight Visit, LAUSD reserves the right to visit a charter school at any time as part of its oversight responsibilities and will conduct unannounced visits, as needed.

1. Prior to the Annual Oversight Visit

At the beginning of each school year, the CSD provides charter schools with the "Annual Performance-Based Oversight Visit Preparation Guide" ("Annual Preparation Guide"),⁴³ which is updated annually, to assist charter schools in preparing for the annual oversight visit. The Annual Preparation Guide communicates the CSD's expectations for the oversight visit to enable charter schools to make sufficient advanced preparation and to provide the CSD with all required documents and records. The Annual Preparation Guide lists each document the charter school is required to provide with respect to each oversight category. As needed, the CSD staff also may request additional information and/or documentation prior to, during, and/or following the Annual Performance-Based Oversight Visit.

2. During the Annual Oversight Visit

All charter schools are expected to prepare for the Annual Oversight Visit and have available, as applicable, all documentation requested in the Annual Preparation Guide. The CSD staff members assigned to the school, in consultation with the charter school's leadership, will determine and communicate the specific activities and schedule for the Annual Oversight Visit. The fiscal review portion of the Annual Oversight Visit may occur on a separate day.

⁴³ See CSD website.

The Annual Oversight Visit typically encompasses the following activities, which provide opportunities to gather information and data related to the oversight categories:

- 1) Interviews and/or Discussion with Leadership and Stakeholder Groups, as determined by the CSD
- 2) Classroom and Site Observation
- 3) Document Review
- 4) Fiscal Review

3. The Annual Oversight Report

After the Annual Performance-Based Oversight Visit, the CSD staff will prepare an Annual Performance-Based Oversight Report (“Annual Oversight Report”), documenting the CSD’s assessments and conclusions following the Annual Oversight Visit, based on a review of the evidence collected through CSD staff observations, document review, interviews, and discussions with school representatives and stakeholders. The CSD uses the information contained within the Annual Oversight Report to inform its ongoing oversight of the charter school and the charter school’s renewal review process. The CSD employs a four-point rubric to provide a rating for each oversight category on the Annual Oversight Report:

- (4) = Accomplished
- (3) = Proficient
- (2) = Developing
- (1) = Unsatisfactory

In addition, for each oversight category, the report will summarize key findings, including but not limited to areas of demonstrated strength, areas noted for improvement, and corrective actions required, if applicable. If the report includes any corrective actions required the charter school must take immediate and appropriate steps to remedy the identified concern(s). In accordance with LAUSD’s tiered intervention approach to oversight, as described in the next section, the CSD may also send the school appropriate notices, separate and apart from the Annual Oversight Report, to provide and document time-specific follow-up as necessary.⁴⁴

Tiered Intervention Approach to Oversight

As part of ongoing oversight, LAUSD utilizes a tiered intervention model to address and respond to concerns or issues that may occur during a charter’s term. LAUSD strives to conduct transparent oversight, and the tiered intervention approach to oversight promotes

⁴⁴ Notwithstanding the process outlined in this section, the District may immediately revoke a charter when the LAUSD Board determines, in writing that a charter school has committed a violation which constitutes a severe and imminent threat to the health or safety of students. (Ed. Code, §47607(g).)

Adopted by the Board of Education on August 11, 2020

direct communication and collaboration between LAUSD and each of its charter schools. The tiered intervention model is as follows:

Tiered intervention may be prompted following the Annual Oversight Visit, but it may also be necessitated at any time during the charter term if LAUSD has concerns regarding a charter school's operation. LAUSD, through the CSD, works closely with charter schools to identify specific performance areas that need improvement and/or development, and charter schools are afforded an opportunity to engage in corrective measures. Intervention may begin at any level, and the level at which intervention begins depends on the specific facts and circumstances giving rise to the CSD's need to engage in intervention. Therefore, higher degrees of performance concerns may escalate directly to a Level II Notice of Concern or a Level III Notice to Cure. Once the intervention process begins at a particular level, the intervention may proceed to the next level, as necessary, until the issues have been resolved to the satisfaction of LAUSD.

Level I: Inquiry to Charter School Administrator – Level I intervention is initiated when LAUSD sends an inquiry to the charter school regarding one or more potential performance, programmatic, operational, governance, organization, and/or fiscal concerns. LAUSD will provide an opportunity for the charter school to provide additional information or documents so that it may further assess the concern.

Level II: Notice of Concern – Level II intervention is initiated when LAUSD sends a Notice of Concern to the charter school administrator charter operator, and/or governing board regarding concerns that need to be addressed by the charter school.

Level III: Notice to Cure – Level III intervention is initiated when LAUSD issues a Notice to Cure to the charter school administrator charter operator, and/or governing board. The charter school will be afforded an opportunity to take any required corrective measures.

Level IV: Notice of Violation/Revocation – Level IV intervention occurs when the LAUSD Board takes action towards revocation of a charter when the charter school and its governing board fail to address notices to cure and notices of concern as part of the tiered intervention process. As noted above, the District may skip the tiered intervention process and initiate revocation pursuant to the applicable statute and regulations if the violation(s) rises to an egregious level in which revocation needs to be initiated with urgency. Further, the District may immediately revoke a charter when the LAUSD Board determines, in writing that a charter school has committed a violation which constitutes a severe and imminent threat to the health or safety of students. (Ed. Code, §47607(g).) Please see the section on Revocation below for more information.

Adopted by the Board of Education on August 11, 2020

Technical Assistance

LAUSD shall provide “technical assistance” (in accordance with Education Code § 47607.3) to charter schools satisfying the specific eligibility criteria described below through June 30, 2022, if the charter school was operating before July 1, 2020. (Ed., Code, § 47607.3(j).) Beginning July 1, 2020, the county superintendent of school shall provide technical assistance to all other charter schools meeting specific eligibility criteria. (Ed. Code, § 47607.3(a).) However, if the governing body of a charter school requests technical assistance, the chartering authority shall provide assistance consistent with Education Code section 47607.3(a)(1)-(2).

A charter school operating before July 1, 2020, may be eligible for technical assistance from LAUSD if the charter school fails to improve outcomes on the California Dashboard state indicator(s) in three out of four consecutive school years for three or more numerically significant student subgroups. A charter school with fewer than three student subgroups may be eligible for technical assistance if all of the student subgroups fail to improve outcomes in three out of four consecutive school years. LAUSD may request the Superintendent of Public Instruction (“SPI”), with the State Board of Education (“SBE”) approval, to assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code section 52074.

Oversight Fees

Pursuant to Education Code section 47613, LAUSD is entitled to receive appropriate oversight fees from a charter school as specified by statute.

G. ENSURING EQUITY AND ACCESS TO ALL STUDENTS

LAUSD strives to ensure equitable access and learning opportunities for all students and decreasing the achievement gap for underserved students. In enacting the Charter Schools Act, the Legislature intended for charter schools to “[i]ncrease learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.” (Ed. Code, section 47601(b).) As a chartering authority, LAUSD requires that charter schools do not have barriers to enrollment and continuous enrollment. In addition, admissions preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).) In its role as authorizer, LAUSD monitors and oversees charter schools’ compliance with applicable federal and state laws and regulations governing educational

Adopted by the Board of Education on August 11, 2020

programs so that all students are afforded equal rights and opportunities to attend the school and participate in programs and activities.

1. Enrollment and Admission Practices

It is LAUSD's expectation that charter schools' enrollment and admissions practices provide equitable access to all students who wish to attend. By law, charter schools must admit all pupils who wish to attend. (Ed. Code, § 47605(e)(2)(A).) However, if the number of students seeking to enroll at a charter school exceeds the school's capacity, the charter school must conduct a public random lottery, as described in its charter petition, to determine enrollment.

If a student is expelled or otherwise leaves a charter school without graduating or completing the school year, the charter school must notify LAUSD, and if different, the superintendent of the school district for the student's last known address within 30 days. (Ed. Code, § 47605(e)(3).) Additionally, upon request, the charter school must provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information.

a. Admissions Preferences

Admissions preferences shall be extended according to the following parameters:

- Pupils currently enrolled in the charter school shall receive admissions preference and be exempt from the lottery;
- Pupils who reside in the LAUSD shall be given first priority admissions preference for new pupils seeking to enroll in the charter school; and
- For conversion schools (affiliated and independent), pupils who reside in the former attendance area of the public school shall be granted admissions preference.
 - If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District's School Management Services to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School's former attendance boundary who wish to attend.

For a charter school with a school site physically located in the attendance area of an elementary school with at least 50% free and reduced priced meal eligibility, preference

Adopted by the Board of Education on August 11, 2020

may be given to students who attend the elementary school or reside within its attendance area. (Ed. Code, § 47605.3).⁴⁵

In addition, the LAUSD Board has discretion to permit other preferences on an individual school basis, if consistent with the law. Examples of discretionary preferences include, but are not limited to: siblings of pupils admitted or attending the charter school, and children of the charter school's teachers, staff, and founders. Petitioners seeking an admissions preference should consider existing data regarding matriculation patterns, as well as equitable access to enrollment, before seeking approval of the preference from LAUSD. All admissions preferences shall be approved by the LAUSD Board at a public hearing. Aside from mandatory preferences, each type of preference shall be granted at the sole discretion of the LAUSD Board.

Preferences must be non-discriminatory, and consistent with federal law, the California Constitution, and Education Code section 200. Preferences must not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, pupils who are economically disadvantaged, foster youth, or otherwise based on nationality, race, ethnicity, or sexual orientation. Consistent with AB 699, all students, regardless of immigration status or country of birth, must have the opportunity to pursue their education without undue fear or risk, and immigration status, or perceived immigration status, may not form a basis to deny students access to charter schools.

Preferences must not require mandatory parent volunteer hours as a criterion for admission or continued enrollment. (Ed. Code, § 47605(e)(2)(4).)

b. Nondiscrimination in Enrollment and Disenrollment

Charter schools are prohibited from discouraging enrollment or encouraging disenrollment of any pupil for any reason. (Ed. Code, § 47605(e)(4)(A).) Specifically, charter schools may not discourage enrollment or encourage disenrollment for reasons related to academic performance, gender, gender identity, gender expression, nationality, immigration status, race, ethnicity, or sexual orientation, religion, or because the pupil is disabled, academically low-achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth, or because of association with a person or group with one or more of these actual or perceived characteristics.

Charter schools may not request a pupil's record or require a parent, guardian, or pupil to provide a pupil's records prior to enrollment in the charter school.

⁴⁵ If a charter school is applying for the Charter School Facility Grant Program (pursuant to SB740), the charter petition must have an admissions preference to pupils who are currently enrolled in the public elementary school and to pupils who reside in the elementary school attendance area pursuant to Ed. Code, § 47614.5(c)(2).

Adopted by the Board of Education on August 11, 2020

Charter schools must post notice of these requirements on the charter school's website, pursuant to Education Code section 47605(e)(4). A parent, guardian, or pupil 18 years or older may file a complaint with LAUSD if they suspect the charter school is in violation of Education Code section 47605(e)(4).

2. Meeting the Needs of All Students

a. Students with Disabilities

Federal Law Compliance

Charter schools shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter schools shall ensure that no student otherwise eligible to enroll shall be denied, directly or indirectly, admission due to a disability or to the charter school's inability to provide necessary services. Charter schools acknowledge that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities.

Prior to LAUSD Board approval of an initial charter petition, and if a renewing charter school intends to operate as a "school of the district" for special education services, the charter school must execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education, and shall be considered a "public school of the District" for purposes of special education pursuant to Education Code section 47641(b). Charter schools may reserve the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or as a consortium of charter school LEAs following the requirements of Education Code section 56195.3(b). In this instance, the charter school will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA. On an annual basis, the charter school will provide a summary of revenues and expenses, including but not limited to direct and indirect expenditures related to Special Education.

LAUSD SELPA

LAUSD is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter

Adopted by the Board of Education on August 11, 2020

school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit.⁴⁶ Charter schools must elect one of the three options available under the LAUSD SELPA. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the LAUSD SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education:

- LAUSD has developed a guide for schools regarding the implementation of compliant special education programs and services for students with disabilities. The Electronic Special Education Policies and Procedures Manual (e-PPM) may be accessed on the Division of Special Education's website, at <https://achieve.lausd.net/Page/14466>. Charter schools authorized by LAUSD are required to comply with the policies and procedures as outlined in the e-PPM.
- All charter schools are required to use an appropriate, web-based system for Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.
- All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

Additional Information

All charter schools approved by the LAUSD Board must annually review the following special education areas:

- *Special Education School Teams* - The charter school ensures staff receive training on special education topics and non-discriminatory enrollment practices. The school has informed staff of their responsibility to adhere to all instructional and service delivery requirements. In addition, the school informs the appropriate staff of the translations procedures for IEP team meeting and documents. The school adheres to the RST caseload requirement and Welligent service tracking procedures to document special education services provided to students.

⁴⁶ Established through LAUSD Board of Education Resolution 149/10-11

Adopted by the Board of Education on August 11, 2020

- *Compliance Procedures*- The school plans ahead and develops systems to meet the legal requirements of all IEPs. The school ensures students with disabilities are afforded a free and appropriate public education (“FAPE”) and monitors the provision of all services by monitoring data using Welligent reports. Additionally, the school makes use of multiple resources, such as the District’s electronic Policies and Procedures (ePPM) manual and the eLibrary to ensure the school adheres procedurally to all special education legal requirements.
- *Compliant Timelines* - The school prioritizes the scheduling of IEPs by ensuring that all initial evaluations are conducted within 60 days. Additionally, as a best practice, the school schedules all annual IEPs at least 60 days before the due date and Triennial IEPs 90 days before the due date. The school references and uses the electronic Policies and Procedures (ePPM) manual and the Welligent monitoring reports as sources for ensuring IEP timelines are compliant.
- *Special Education Supports and Resources*- The school uses the District's Division of Special Education website and training courses available on MyPLN as resources and supports to ensure all IEP-related items are of high quality. Additionally, the school uses the District's electronic Policies and Procedures (ePPM) manual available in the Division of Special Education website. The school also uses eLibrary to retrieve information and policy documents. Parents are notified that the school is open to enroll and provide services to all students. The school maintains records of all outreach materials, website information, community meeting and open forums.

Special Education Support Unit

The following is contact information for charter schools authorized under LAUSD:

Division of Special Education
 Charter Operated Programs
 333 S. Beaudry Avenue, 17th Floor
 Los Angeles, CA 90017
 (213) 241-5430
CharterOperatedPrograms@lausd.net

b. English Learners and Standard English Learners

Charter schools shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter schools must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to the charter school’s core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, charter schools shall submit a certification to the CSD that certifies that it has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners, or its own English Learner (EL) Master Plan. If the

Adopted by the Board of Education on August 11, 2020

charter school chooses to implement its own EL Master Plan, the plan shall provide a detailed description of the EL program, and shall address the following:

- How the charter school's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to the charter school's core academic curriculum (including designated and integrated English Language Development)
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the charter school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Charter schools are required to: (1) Administer the ELPAC annually in accordance with federal and state requirements; (2) Reclassify English Learners in accordance with federal and state requirements; and, (3) Provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding charter school matters to the same extent as other parents.

c. Foster Youth and Homeless Youth

Charter Schools must adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter schools are required to provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the charter school will enroll and provide services for all students, and provides a standard contact number for access to additional information regarding enrollment.

Charter schools must comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter school must extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

d. Socioeconomically Disadvantaged Students

Charter schools must meet the needs of socioeconomically disadvantaged/low income students including but not limited to providing each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

3. **Prohibition on Pupil Fees**

The free school guarantee of the California Constitution, Article IX, section 5, applies to charter schools. Education Code sections 49010(a) and 49011(d) as amended by Assembly Bill 1575 in 2012, clarifies that the prohibition on pupil fees applies to charter schools. Charter schools are prohibited from charging fees for activities that are an integral component of public education. Charter schools may only charge fees authorized by certain Education Code sections that have been made explicitly applicable to charter schools. A complaint alleging the violation of laws and regulations related to unlawful pupil fees must be filed by way of the Uniform Complaint Procedures as written in the *California Code of Regulations*, Title 5, sections 4600-4687.

H. **TEACHER CREDENTIALING AND BACKGROUND CLEARANCES**

1. **Credential Requirements for Charter School Teachers**

The ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Legislature has mandated that the teacher credentialing requirements for charter school teachers are the same as the requirements for all other public school teachers.

All teachers serving at a charter school shall hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. (Ed. Code, § 47605(l)(1).) This requirement is inclusive of teachers serving English learners and students with special needs. Individuals employed at a charter school in a teaching position during the 2019-20 school year shall obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025. (Ed. Code, § 47605.4(a).)

Charter schools shall make reasonable efforts to recruit a fully prepared teacher for each assignment. When a credentialed teacher or intern is not available, a charter school may request that the CTC issue an emergency permit or credential waiver in the same manner as a school district under the conditions and limitations provided in state or federal law, and a charter school teacher may only teach under such permit or waiver issued by the CTC. (Ed. Code, § 47605(l)(1).)

Charter schools shall participate in annual assignment monitoring. (Ed. Code, § 44258.9.) Charter schools are expected to monitor the assignments of all its certificated employees utilizing the California Statewide Assignment and Accountability System (CalSAAS) and correct any misassignment immediately. If LAUSD determines that a charter school's certificated teacher is misassigned, it will notify the charter school administrator, and the

charter school shall correct any misassignment within 30 calendar days of being notified. (Ed. Code, § 44258.9(e)(9).)

The CSD reviews credentials and assignments at each charter school. Charter schools are required to submit credentialing or any other applicable qualifications and assignment information for all staff (including administrators, teachers and support staff) at the beginning of the school year and as part of the Annual Performance-Based Oversight Visit. In addition, charter schools may be asked to submit this information to the Charter Schools Division at any time during the year.

2. Certificate of Clearance and Professional Fitness Requirements

All charter school teachers must obtain a "Certificate of Clearance" from the CTC and satisfy the requirements for professional fitness prior to serving as a teacher at the charter school. (Ed. Code, § 47605(l)(2).) This requirement is inclusive of contracted educators, including those employed through virtual education services that offer instruction through online courses. The "Certificate of Clearance" is a document issued by the CTC to an individual who has completed the CTC's fingerprinting requirements and whose moral and professional fitness has been shown to meet the standards as established by law. A professional fitness evaluation requires fingerprint clearance through the California Department of Justice ("DOJ") and the Federal Bureau of Investigation ("FBI"). A professional fitness evaluation is required from every applicant prior to the CTC's issuance of any credential, permit, certificate, or waiver.

Charter schools shall designate and maintain at all times at least one custodian of records duly authorized by the DOJ. Charter schools shall ensure that it requests and receives subsequent arrest notifications from the DOJ for all employees and volunteers.

3. Reporting to the Commission on Teacher Credentialing

A charter school is required to report to the CTC a change in a certificated individual's employment status as a result of or while an allegation of misconduct is pending. (Ed. Code, § 44030.5; 5 CCR § 80303.) The charter school shall make the report to the CTC within 30 days after the final adverse employment action, consistent with the requirements of the California Code of Regulations, title 5, section 80303.

A charter school is required to report to the CTC when a certificated individual is charged with a mandatory leave of absence offense as defined in Education Code section 44940. "A mandatory leave of absence offense" is defined as charged by complaint, information, or indictment filed in a court of competent jurisdiction with the commission of any sex offense as defined in Section 44010, with a violation or attempted violation of Section 187 of the Penal Code, or with the commission of any offense involving aiding or abetting the unlawful sale, use, or exchange to minors of controlled substances listed in Schedule I, II, or III, as contained in Sections 11054, 11055, and 11056 of the Health and Safety Code.

I. FACILITIES

All students should have access to high-quality learning environments that are safe, secure, and support student learning. With regard to charter school facilities, LAUSD strives to promote student equity, while ensuring health and safety for all.

1. Charter Schools Facilities Requirements

Facilities to be used by a charter school shall be specified in the school's charter petition, pursuant to Education Code section 47605. All LAUSD-authorized charter schools must occupy one of the following types of facilities:

- 1) Facilities compliant with the California Building Standards Code, as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located;
- 2) Field Act compliant facilities; or
- 3) Facilities exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, such as the federal government.

Charter school facilities must adhere to the program accessibility requirements of federal law, including the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. In addition, all charter school facilities must comply with the geographic location, site limitations, and related requirements set forth in the Charter Schools Act, including Education Code sections 47605.1, 47602, and 47605.

All charter schools are responsible for obtaining and maintaining appropriate certificate(s) of occupancy for charter school facilities from local building enforcement agencies. LAUSD will work collaboratively with local building enforcement agencies, as necessary, to obtain assurances that the certificates of occupancy issued for LAUSD-authorized charter schools meet all applicable building and safety and health codes, including but not limited to, the accessibility requirements of the law.

2. Proposition 39

LAUSD is committed to complying with its obligations under Proposition 39 (Education Code section 47614) in fairly sharing public school facilities among all public school students, including those in charter schools. For any charter school operating within LAUSD and eligible to receive facilities during a particular year, LAUSD will make facilities available upon the charter school's request, pursuant to applicable law and in accordance with the regulatory process.

3. LAUSD-Owned Facilities

Charter schools must use assigned LAUSD facilities only for the operation of a public school providing educational instruction to public school students, consistent with the terms of its

Adopted by the Board of Education on August 11, 2020

charter, and incidental related uses. Charter schools must execute a Facilities Use Agreement with LAUSD, along with any other applicable agreements for occupying the facility. Charter schools occupying and/or operating on LAUSD property must adhere to the Integrated Safe School Plan of the LAUSD school site where the charter school facility is located, and comply with all LAUSD health, safety, and emergency standards and procedures applicable to LAUSD facilities, furnishings, and equipment, including maintenance. All charter schools co-located on LAUSD properties pursuant to Proposition 39 must comply with the expectations and requirements for co-located schools set forth in the LAUSD's "Policy on Co-Locations for District School Facilities' Use Pursuant to Education Code Section 47614 (Proposition 39)," BUL-5532.1 or successor bulletins.

LAUSD facilities occupied by charter schools shall be subject to inspection by the LAUSD Facilities Services Division, Office of Environmental Health and Safety, and other LAUSD offices. Every charter school must implement and otherwise comply with the terms of any facilities use agreement(s) between the charter school and LAUSD. In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent a charter school from conducting its educational programs.

4. Non-LAUSD Facilities

Charter schools occupying non-LAUSD facilities must, prior to use, provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency allowing the charter school to use and occupy the site as a charter school for its intended purpose (i.e., applicable grade levels). Charter schools are responsible for ensuring compliance with all applicable building codes, standards, and regulations adopted by the city and/or county agencies with jurisdiction to enforce building and safety standards for the school site, as well as federal and state accessibility requirements, and all other applicable fire, health, and structural safety and access requirements. Charter schools must maintain records documenting such facilities compliance that are readily accessible.

If a charter school intends to move or expand to another facility not approved in its charter, the charter school shall request, and must have received, approval of a material revision to its charter before occupying the facility. Prior to occupancy or use of any such additional or changed school site, the charter school shall provide an appropriate Certificate of Occupancy to the CSD.

5. Charter School Facility Location

Unless otherwise exempted by law, all charter schools authorized by LAUSD shall identify in their charter petition a single school site where the charter school will operate within the geographic boundaries of LAUSD. A charter school may propose to operate at multiple sites within LAUSD boundaries, as long as each location is identified in the petition. All charter schools must include within their petition the name and physical location of any resource center, meeting space, or other satellite facility operated by that charter school. No new

Adopted by the Board of Education on August 11, 2020

charter school approved between January 1, 2020, and January 1, 2022 shall offer nonclassroom-based instruction. (Ed. Code, § 47612.7.)

If a charter school proposes to establish or move operations to one or more additional sites, including satellite facilities or resource centers, the charter school must first request a material revision to move operations or add additional locations to its charter. The LAUSD Board shall consider approval of the material revision at a public meeting. Unless otherwise exempted by law, all additional sites proposed by a charter school must be located within the geographic boundaries of LAUSD. A charter school may not establish additional sites or move operations until a material revision has been granted.⁴⁷

It is the responsibility of the charter school to ensure its facilities comply with the geographic and site location requirements of the Charter Schools Act at all times. If a charter school proposes to locate in a facility outside the geographic boundaries of LAUSD, it must provide a written explanation to LAUSD, with its initial charter petition or material revision, detailing the reasons why the charter school believes it is exempted by law from locating within the geographic boundaries of LAUSD. The written explanation must cite all applicable laws, and provide documentation necessary to support the charter school's claimed exemption, and communication between the proposed authorizing district and the charter school. Prior to approving such a petition or material revision, LAUSD may request any additional information or evidence it deems necessary to determine the applicability of a geographic location exemption to the charter school.

J. REVOCATION

1. Revocation Standards

Charter schools are expected to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter. The LAUSD Board may revoke a charter if it finds, through a showing of substantial evidence, that the charter school did any of the following:

- 1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- 2) Failed to meet or pursue any of the pupil outcomes identified in the charter.
- 3) Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.

⁴⁷ Charter Schools that seek to expand to additional locations or move to a different community must undergo community interest and fiscal impact analysis pursuant to Education Code section 47607(a)(3). (See provisions in the New Petition section of this Policy and Procedures and Material Revision).

- 4) Violated any provision of law. (Ed. Code, § 47607(f).)

The LAUSD Board may immediately revoke a charter when the LAUSD Board determines, in writing, that a charter school has committed a violation under Education Code section 47607 that constitutes a severe and imminent threat to the health or safety of students. (Ed. Code, § 47607(g).) In such a case, the LAUSD Board shall approve and deliver to the charter school's governing body, the LACBOE, and the California Department of Education ("CDE") a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety. (5 CCR § 11968.5.3(a).)

2. Revocation Process and Timelines

With the exception of a severe and imminent threat to the health and safety of students, if the LAUSD Board is considering revoking a charter, it shall take action to approve and deliver a Notice of Violation to the charter school's governing body. (Ed. Code, § 47607(g).) The Notice of Violation shall identify:

- 1) The alleged violation(s);
- 2) All evidence relied upon by the LAUSD Board in determining that the charter school committed the alleged violation(s); and
- 3) The period of time that the LAUSD Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). (5 CCR §§ 11965.)

At least 72 hours prior to any meeting at which the LAUSD Board will consider issuing a Notice of Violation, the LAUSD Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR § 11968.5.2) In accordance with the LAUSD Board Resolution No. 017-15/16: Keeping Parents Informed: Charter Transparency, a charter school should notify parents and stakeholders of the possible revocation of its charter.

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the LAUSD Board a detailed written response and supporting evidence addressing each identified violation, including, as applicable, a refutation, remedial action taken, or proposed remedial action. (5 CCR § 11968.5.2)

At the conclusion of the remedy period specified in the Notice of Violation, the LAUSD Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions:

- 1) Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body, or
- 2) Continue revocation of the charter, by issuing a Notice of Intent to Revoke to the charter school's governing body within 60 calendar days of the conclusion of the

Adopted by the Board of Education on August 11, 2020

remedy period, if there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the LAUSD Board's satisfaction. (5 CCR § 11968.5.2)

If the LAUSD Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the Notice of Intent to Revoke, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the LAUSD Board and the charter school, the LAUSD Board shall issue a final decision on the revocation of the charter. (Ed. Code, § 47607; 5 CCR § 11968.5.2) Within 10 calendar days of the final decision, the LAUSD Board shall provide a copy of the decision to the CDE. (Ed. Code, § 47604.32; 5 CCR § 11968.5.2)

If the LAUSD Board revokes a charter, the charter school may appeal the revocation to the LACBOE within 30 days of the LAUSD Board's final decision. (Ed. Code, § 47607(i)(1).) A charter school may continue to operate during the pendency of an appeal if the revocation decision is based solely on the LAUSD Board finding that the charter school either (1) committed a material violation of any of the conditions, standards, or procedures set forth in the charter, or (2) failed to meet or pursue any of the pupil outcomes identified in the charter, unless the LAUSD Board determines that the violation constitutes a severe or imminent threat to the health or safety of pupils.

If a charter school ceases operation due to revocation, the charter school shall implement the school closure procedures specified in the charter.

3. Schools Receiving Assistance from the California Collaborative for Educational Excellence

The California Collaborative for Educational Excellence ("CCEE") may provide a requesting LAUSD charter school satisfying certain criteria assistance pursuant to Education Code section 47607.3, and the CCEE may provide advice to LAUSD regarding the performance of the charter school. The LAUSD Board shall consider revoking a charter for a school where the CCEE has issued either of the following findings:

- 1) The charter school has failed or is unable to implement the recommendations of CCEE; or
- 2) The inadequate performance of the charter school, as based on California School Dashboard, is so persistent or acute as to require revocation of the charter. (Ed. Code, § 47607.3(d).)

In determining whether to revoke a charter for which the CCEE has made either of the above findings, the LAUSD Board shall consider increases in student academic achievement for all numerically significant groups of students served by the charter school, as defined in Education Code section 52052. (Ed. Code, § 47607.3(e).)

A charter school may not appeal a revocation made pursuant to Education Code section 47607.3 based on CCEE's findings that the school failed or is unable to implement CCEE's recommendations, or that revocation is warranted based on persistent or acute inadequate performance. (Ed. Code, § 47607.3(f).)

K. AFFILIATED CHARTER SCHOOLS

Affiliated charter schools are semiautonomous public schools governed by the LAUSD Board and operate in accordance with District policy, Board Rules, state and federal law, relevant provisions of collective bargaining agreements, and Human Resources and Personnel Commission guidelines. Affiliated charter schools can be an affiliated conversion charter school, or a "start-up" affiliated charter school. Both affiliated charter school models receive flexibility in the areas of curriculum and professional development; local school governance; and some aspects of employee selection. Affiliated charter schools also serve as additional school models to explore, develop, and disseminate innovative, effective practices that best meet the educational needs of their students and all students of the District.

Affiliated charter schools are subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of the approved charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs).

Affiliated charter schools must review and comply with all provisions contained in the Federal, State, and District Required Language (FSDRL) for Affiliated Charter Schools, which may be changed from time to time. Below are specific provisions for affiliated charter schools:

1. Admissions and Enrollment

Affiliated charter schools are required to comply with the Charter Schools Act, including admitting all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) Affiliated conversion charter schools - charter schools which converted from a traditional LAUSD school and remain under the Board of Education's governance - shall provide first priority to students who reside in the former attendance boundary of the school. If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing ("lottery"). (Ed. Code § 47605(e)(2)(B).) Prospective students who reside within the former attendance boundaries of Charter School ("resident students") shall have first priority admission preference at all times and are thus deemed exempt from the lottery. (See Ed. Code § 47605(e).)

Adopted by the Board of Education on August 11, 2020

Once enrolled in the charter school, students regardless of residence are considered continuing students exempt from the lottery process. Further, continuing students cannot be disenrolled by the charter school due to a change of address. If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with the CSD, the Local District administration and the District's School Management Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations and that, to the maximum extent possible, is able to enroll, at all times throughout the year, any and all students who reside within the charter school's former attendance boundary who wish to attend.⁴⁸

2. Staffing

As a District affiliated charter school, all administrators, faculty, and staff of affiliated charter schools are and shall be LAUSD employees. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

Affiliated charter schools shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes related to staffing, credentialing, and assignments.

Affiliated charter schools shall be subject to all District decisions regarding reductions in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, affiliated charter schools will have autonomy in assigning positions to specific working bases.

3. Certificated Personnel

Affiliated charter schools shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Affiliated charter schools will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to an affiliated charter school, the District retains the right to make such assignments in cases in which no other alternatives are available or when administrative transfers are necessary, as determined by the Local District administrator (e.g., in order to provide reasonable accommodations in compliance with the Americans with Disabilities Act).

⁴⁸ This section also applies to independent conversion charter schools.

Adopted by the Board of Education on August 11, 2020

Selection of the School Principal shall remain the purview of the LAUSD Superintendent or designee.

4. Classified Personnel

Affiliated charter schools shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, affiliated charter schools will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charter schools with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

5. Fiscal Relationship

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD's Budget Services and Financial Planning Division. Affiliated charter schools shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student stores, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

6. Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, affiliated charter schools shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). Affiliated charter schools are required to submit their LCAPs to the Board of Education for approval. The District will submit the affiliated charter schools' LCAPs to the Los Angeles County Office of Education. Affiliated charter schools are responsible for submitting information related to Local Indicators in accordance to State requirements and timelines.

The District shall retain the Local Control Funding Formula (LCFF) entitlement and any other state or federal funding (with the exception of grants separately applied for and received by the affiliated charter school), to maintain the affiliated charter school in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels.

Documentation

The affiliated charter schools' financial reports shall remain a part of the District's single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Affiliated charter schools shall prepare and submit all required financial data and reports for inclusion in the District's report.

Per-Pupil Budgeting

Where possible, an affiliated charter school will have the ability to implement the District's per-pupil budgeting model.

7. Professional Development

In addition to any District-mandated professional development, affiliated charter schools shall have autonomy in the selection of professional development programs for their employees, to meet their site-specific needs, in accordance with applicable District policies and CBAs. Any professional development required by the District for newly-adopted curriculum selected by the affiliated charter schools will, in turn, be funded by the District consistent with its practice for other District schools.

8. Educational Program and Schedule

Affiliated charter schools shall have autonomy in their instructional programs and choice of curricular materials, consistent with the requirements of section 60000 of the Education Code, the *Williams* settlement, and the terms of their respective charter petitions.

Affiliated charter schools shall have flexibility in creating their bell schedules provided the minimum requirements for instructional minutes, day and calendar year are met in accordance with applicable collective bargaining agreements. Any costs associated with changes to instructional and/or work calendars, such as salaries, personnel costs, transportation costs, cafeteria costs, maintenance and operations costs, etc. will be borne by the affiliated charter schools.

9. Integration Program

Affiliated charter schools shall be responsible for following the requirements of the *Crawford* desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

10. Submission of a New Affiliated Charter Petition

Several resources containing guidance for new affiliated charter school petitioners are available at the Charter Schools Division page of the LAUSD website. LAUSD encourages all prospective petitioners to review each of these resources as they provide important clarity regarding several issues, including but not limited to the District's expectations for reasonably comprehensive descriptions of each petition element, the Federal, State, and District Required Language for Affiliated Charter Schools, and the necessary documents for a complete submission of the petition application. In addition, petitioners are encouraged to contact the CSD with any questions prior to submitting a new petition. The same procedures,

Adopted by the Board of Education on August 11, 2020

timelines, and criteria for evaluating a charter petition outlined in the New Petition section of this Policy and Procedures apply to affiliated start-up charter school petitions.

Affiliated Conversion Charter Schools

Pursuant to the Charter Schools Act, an existing public school can convert to a charter school by submitting a charter school petition with signatures of at least 50% of permanent status teachers indicating that they are meaningfully interested in teaching at the charter school. (Ed. Code, section 47605(a)(2).)

The same procedures, timelines, and criteria for evaluating a charter petition outlined in the New Petition section of this Policy and Procedures apply to affiliated conversion charter school petitions. However, affiliated charter school petitioners are required to provide the following additional documents in its application packet:

- Resolution by the local school governance council (signed by council secretary) that documents:
 - School's decision to submit a new affiliated charter school petition application
 - Proposed name for the affiliated charter school (Please refer to District name change bulletin if the name includes more than the addition of the word "Charter" in it)
 - Person(s) designated by the council to serve as Lead Petitioner(s)
- Faculty roster
- Conversion to Affiliated Status Acknowledgement Statement (on school letterhead)
- Copy of the school's Electronic Capacity Assessment Review (ECAR)
- Any applicable collective bargaining waiver(s) requests. (School must submit documentation of any type of current 2019-2020 waiver, signed by appropriate parties)

(Please refer to the Affiliated *Conversion* Charter School New Petition Application Intake Checklist in the CSD website for a full listing of requirements).

Affiliated Start-Up Charter School

Internal District or external stakeholders may submit a "start-up" affiliated charter petition. An affiliated start-up charter school must abide by the same policies and procedures outlined above for all affiliated charter schools, including but not limited to adherence to District policy, Board Rules, state and federal law, the relevant provisions of collective bargaining agreements, and Human Resources and Personnel Commission guidelines. All staff and faculty at an affiliated start-up charter school would be LAUSD employees and must undergo LAUSD's Human Resources and Personnel Commission's hiring processes and requirements. All affiliated charter schools, including start-up affiliated charter schools, are

subject to collective bargaining agreements entered into by LAUSD with respective labor partners.

The same procedures, timelines, and criteria for evaluating a charter petition outlined in the New Petition section of this Policy and Procedures apply to affiliated start-up charter school petitions.

Process for Independent Charter Schools to "Convert" to an Affiliated Charter School

Operators of independent charter schools who wish to submit a request to become an affiliated charter school should review the applicable policy and petition application information regarding affiliated charter schools posted on the Charter Schools Division's website and all of the provisions within this section. The governing board of the independent charter school will submit a request for a material revision to the Charter Schools Division which includes the following procedures:

- Letter to the Director of the CSD that clearly identifies the requested material revision(s). The letter shall include relevant background information, including the charter school's reason for seeking the material revision(s) to convert to an affiliated charter school.
- Documents supporting the material revision to convert to an affiliated charter school, including, but not limited to:
 - Governing board's resolution to convert to an affiliated charter school, duly signed by the board secretary and authorizing the submission of the material revision
 - Plan for dissolution of the corporation and/or any other applicable corporate documents
 - Ongoing notification to parents, employees, and stakeholders
 - Any required approvals from applicable charter school collective bargaining units and/or governance councils
 - A plan for the financial closeout of the charter school and the organization operating the school, including an accounting of all financial assets, and liabilities, pending litigation and any potential financial impact, and an assessment of the disposition of any restricted funds received by or due to the charter school
 - Facilities plan
 - Staffing plan
 - Educational program plan, including LAUSD SELPA membership
- Specifically identifies the revision(s) proposed to be made to the charter school's current charter

Adopted by the Board of Education on August 11, 2020

Once the charter school has submitted a complete request for a material revision application, CSD staff, in coordination with other appropriate LAUSD divisions, will review the submitted application materials, in order to determine its recommendation.

Upon review, if the Superintendent determines that the requested material revision will be recommended for approval, staff will draft a material revision agreement document and send it to the charter school for their signature. In addition to the proposed material revision, the material revision agreement will include those revisions necessary to conform the charter to the current FSDRL and any changes in the law since the current charter was granted or last renewed. The material revision agreement document must be signed by the charter school prior to LAUSD Board action and will be fully executed by the District following Board approval.

If the Superintendent determines that the requested material revision will be recommended for denial, CSD staff will notify the charter school promptly. At that time, the charter school may choose to withdraw the request or indicate its intent to proceed to LAUSD Board action notwithstanding the staff recommendation. If the charter school does not withdraw the request, CSD will proceed with scheduling and preparing for LAUSD Board action on the Superintendent's recommendation of denial of the request for material revision. Based on the recommendation of the Superintendent and the guidelines delineated in the Charter Schools Act, the LAUSD Board will make a final decision to approve or deny the request for a material revision of the charter.

Note on Enrollment Procedures: Unlike affiliated conversion charter schools, affiliated start-up charter schools will not have a former attendance boundary. Accordingly, an affiliated start-up charter school will admit all students who wish to attend and hold a public random drawing should the number of students who wish to attend exceed the charter school's capacity. (See FSDRL for Affiliated Start-Up Charter Schools).

11. [Renewal of Affiliated Charter Schools](#)

Renewals of affiliated charter schools are governed by the Charter Schools Act, which sets forth the process and standards for renewal of charter school petitions. The same renewal procedures, timelines, and criteria outlined in the Renewal Petition section of this Policy and Procedures apply to affiliated charter schools.

12. [Appeals; Revocation; Closure](#)

Affiliated charter schools will follow the same appeal provisions outlined in the Appeal section of this Policy and Procedures. The District will follow the revocation procedures outlined in the Charter Schools Act and corresponding state regulations. Should an affiliated conversion charter school cease operations as a charter school, it will follow the closure procedures outlined in the Federal, State, and District Required Language for Affiliated Conversion Charter Schools and will revert to a traditional LAUSD public school.

L. PUBLIC SCHOOL CHOICE CHARTER SCHOOLS

The Public School Choice Resolution (“PSC Resolution”) was adopted by the Board of Education on August 25, 2009, with the goal of improving academic outcomes for the LAUSD community and expanding public school choice options in underserved communities. Internal LAUSD and external stakeholders including charter school operators were invited to participate in the PSC process. As a result, Public School Choice Charter Schools (or “PSC Charter Schools”) became a part of LAUSD’s portfolio of schools.⁴⁹

PSC Charter Schools are required to comply with all applicable policies and procedures outlined in the LAUSD Policy and Procedures for Charter Schools. In addition, PSC Charter Schools are required to adhere to the following PSC Resolution assurances:

- Charter School is a not for profit entity.
- Charter School shall maintain a record of financial solvency and sustainability.
- Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
- Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus, in accordance with the Attendance Boundary State Waiver for Public School Choice. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
- Charter School agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School

⁴⁹ The District has not implemented the PSC Resolution process since 2012. In August 2011, the Board of Education voted to amend the PSC 3.0 application process for new schools which resulted with internal LAUSD applicant teams applying for new schools first, and if none of the in-district applicants have submitted a high quality plan, then external applicants (charter operators and other non-profit groups) would be considered. Until the Board of Education initiates the PSC process, there will be no application process for PSC charter schools.

Adopted by the Board of Education on August 11, 2020

District, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

- Charter School agrees to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the "opt out" procedures set forth in "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." A parent's "opt-out" decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

Specific PSC Charter School Requirements:

1. [SELPA](#)

PSC Charter Schools are required to participate in the LAUSD Special Education Local Plan Area (SELPA). PSC Charter Schools are required to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the U.S. Department of Education's Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District's Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. PSC Charter Schools will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedures (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). These procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law.

2. Admissions and Enrollment

In accordance with the Attendance Boundary State Waiver for Public School Choice, a PSC charter school agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the charter school on the PSC campus pursuant to the requirements of Education Code sections 47605(e)(1) and 47605(e)(2)(B). The District's waiver of these applicable Education Code sections from the State Board of Education codifies these requirements.

As a PSC charter school, charter school agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. A PSC charter school understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

3. Public School Choice Campus

As an independent charter school approved to operate on a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under the Charter Schools Act of 1992, as they may be amended, and the Education Code that pertain to Charter School's use of District facilities. Any such waiver shall be for a period coterminous with its LAUSD Board of Education approval to operate on a PSC campus or so long as Charter School occupies the PSC campus or what was originally identified as the PSC campus. PSC charter schools shall execute applicable Facilities Use Agreements in accordance with District policies and procedures.

4. Submission of a PSC Charter School Petition

Until the Board of Education initiates the PSC process, there will be no application process for PSC Charter Schools. In the event the Board of Education does so, the same procedures, timelines, and criteria for evaluating a charter petition outlined in the New Petition section of this Policy and Procedures would apply.

5. Renewal Process for a PSC Charter School

The same procedures, timelines, and criteria for evaluating a charter petition outlined in the Renewal section of this Policy and Procedures would apply to a PSC charter school. In addition, PSC Charter Schools must meet requirements from the Office of School Design Options to determine whether the charter school is abiding by the intent and provisions of the PSC Resolution to improve schools and increase student achievement at the existing schools and newly built schools which were a part of the PSC Resolution. The CSD will

Adopted by the Board of Education on August 11, 2020

coordinate with the Office of School Design Options for reviewing renewal considerations for PSC Charter School.

PSC Charter Schools must include the Federal, State, and District Required Language for Public School Choice Charter Schools in their renewal petitions, found in the CSD website.

6. Appeals; Revocation; Closure

PSC Charter Schools will follow the same appeal provisions outlined in the Appeal section of this Policy and Procedures. The District will follow the revocation procedures outlined in the Charter Schools Act and corresponding state regulations. Should a PSC Charter School cease operations as a charter school, it will follow the closure procedures outlined in the Federal, State, and District Required Language for independent charter schools and will revert to a traditional LAUSD public school.

Coversheet

Unrepresented Salary Scale Updates

Section: XII. Governance
Item: B. Unrepresented Salary Scale Updates
Purpose: Vote
Submitted by:
Related Material: Resolution of the Board Re Unrepresented Staff 10_12_2021.pdf

RESOLUTION OF THE BOARD

**PALISADES CHARTER HIGH SCHOOL
UNREPRESENTED STAFF COMPENSATION**

September 17, 2021

Whereas, the unrepresented staff at PCHS rely on Human Resources and the School Board to be fair minded in the compensation and treatment of all of our staff, and

Whereas, negotiations for both UTLA-PCHS and PESPU bargaining have concluded,

We are proposing an equivalent salary increase for the PCHS unrepresented and management staff.

1. PCHS increase all 2020-2021 Unrepresented salary tables by a total of 2%, as follows:
 - The initial 1.75% increase shall be effective July 1, 2021
 - The remaining 0.25% of the overall 2% increase, shall be effective June 30, 2022

2. If the loan funds received by PCHS from the federal Payroll Protection Program are forgiven, unit members who were employed by PCHS during the 2020-2021 school year, and who are employed by PCHS as of the date of this board resolution, shall receive a one-time payment as follows:
 - If 25%-49% of loan funds are forgiven, unit members shall receive a one-time payment in an amount that is equivalent to 1.25% of their base salary during the 2020-2021 school year; or
 - If 50%-74% of loan funds are forgiven, unit members shall receive a one-time payment in an amount that is equivalent to 2.25% of their base salary during the 2020-2021 school year; or
 - If 75% or more of loan funds are forgiven, unit members shall receive a one-time payment in an amount that is equivalent to 3.0% of their base salary during the 2020-2021 school year.

Signature indicating Board Approval:

Chair of the Board,	Date

2019-2020	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Database Manager	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19	84,352.34	88,569.52	93,038.26
Executive Assistant	54,350.95	57,068.67	59,921.49	62,918.23	66,063.26	69,366.48	72,835.57	76,522.17
Executive Asst. Communications	54,350.95	57,068.67	59,921.49	62,918.23	66,063.26	69,366.48	72,835.57	76,522.17
Human Resource Spec.	46,754.76	49,092.39	51,547.56	54,156.52	56,898.40	59,778.69	62,805.08	65,985.27
Operations Liaison	50,536.43	53,285.10	55,949.36	58,746.27	61,684.89	64,768.23	68,006.34	71,407.26
College Advisor	23,607.0	24,782.4	26,034.7	27,352.9	28,737.0	30,198.0	31,725.0	33,328.8
Nurse RN	49,318.68	51,784.83	54,374.02	57,092.83	59,947.86	62,944.59	66,091.82	69,397.24

Masters Stipend: \$2,000

*\$3,000 Longevity Stipend each year, after 2 years at the highest step, effective July 1, 2021 (seeking Board approval 9.21.2021)

2019-2020	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Campus Safety Supervisor	57,092.83	59,947.86	62,944.59	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19
Facility, Grounds & Maintenance Superv	54,351.41	57,068.93	59,921.12	62,918.03	66,063.68	69,366.11	76,509.65	80,335.68
Director, College Center	59,947.86	59,649.06	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19	84,352.34
IT Team Lead	69,397.24	72,866.33	76,510.09	80,336.19	84,352.34	88,569.52	92,998.71	97,648.70
Aquatics Director	57,092.83	59,947.86	62,944.59	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19
Athletic Director	57,092.83	59,947.86	62,944.59	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19
Manager - Fiscal Services	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19	84,352.34	88,569.52	93,037.92
Information Technology Director	84,352.67	88,569.65	93,037.88	97,648.82	102,530.10	107,656.61	113,040.39	118,692.51

Masters Stipend: \$2,000

*\$3,000 Longevity Stipend each year, after 2 years at the highest step, effective July 1, 2021 (seeking Board approval 9.21.2021)

PCHS - Administrative Salary Scale

2019-2020	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Executive Director /Principal	170,642.25	179,174.36	188,133.08	197,539.73	207,416.72			
Assistant Principal /Director	108,345.99	114,952.42	121,558.86	128,165.30	131,460.82	134,756.35	138,051.88	141,378.17

2019-2020	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Chief Business Officer	116,002.60	121,769.77	127,976.35	134,385.06	137,680.58	140,976.11	144,271.64	148,599.77
Director of Operations	109,850.95	115,343.49	120,836.04	126,328.59	131,460.82	134,756.35	138,051.88	141,378.17
Director, Human Resources	87,880.76	91,450.91	95,021.07	98,865.85	103,809.14	109,027.06	115,343.49	121,934.55

Longevity increase for all unrepresented:

\$3,000 Longevity Stipend each year, after 2 years at the highest step

Doctoral Stipend: \$3,000

Work Days = 229 (241 contract days when including holidays)

SEEKING BOARD APPROVAL SEPTEMBER 21, 2021

2019-2020	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Database Manager	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19	84,352.34	88,569.52	93,038.26
Executive Assistant	54,350.95	57,068.67	59,921.49	62,918.23	66,063.26	69,366.48	72,835.57	76,522.17
Executive Asst. Communications	54,350.95	57,068.67	59,921.49	62,918.23	66,063.26	69,366.48	72,835.57	76,522.17
Human Resource Spec.	46,754.76	49,092.39	51,547.56	54,156.52	56,898.40	59,778.69	62,805.08	65,985.27
Operations Liaison**	50,536.43	53,285.10	55,949.36	58,746.27	61,684.89	64,768.23	68,006.34	71,407.26
College Advisor	23,607.0	24,782.4	26,034.7	27,352.9	28,737.0	30,198.0	31,725.0	33,328.8
Nurse RN	49,318.68	51,784.83	54,374.02	57,092.83	59,947.86	62,944.59	66,091.82	69,397.24

2019-2020	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Campus Safety Supervisor	57,092.83	59,947.86	62,944.59	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19
Facility, Grounds & Maintenance Superv	54,351.41	57,068.93	59,921.12	62,918.03	66,063.68	69,366.11	76,509.65	80,335.68
Head College Advisor	59,947.86	59,649.06	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19	84,352.34
IT Team Supervisor	69,397.24	72,866.33	76,510.09	80,336.19	84,352.34	88,569.52	92,998.71	97,648.70
Manager - Aquatics Facility	57,092.83	59,947.86	62,944.59	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19
Manager - Athletics	57,092.83	59,947.86	62,944.59	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19
Manager - Fiscal Services	66,091.82	69,397.24	72,866.33	76,510.09	80,336.19	84,352.34	88,569.52	93,037.92
Technology Supervisor/Coordinator	84,352.67	88,569.65	93,037.88	97,648.82	102,530.10	107,656.61	113,040.39	118,692.51

PCHS - Administrative Salary Scale								
<i>effective: Tentative</i>								
Title	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Executive Director /Principal	170,642.25	179,174.36	188,133.08	197,539.73	207,416.72			
Assistant Principal /Director	108,345.99	114,952.42	121,558.86	128,165.30	131,460.82	134,756.35	138,051.88	141,378.17
Title	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Chief Business Officer	116,002.60	121,769.77	127,976.35	134,385.06	137,680.58	140,976.11	144,271.64	148,599.77
Director of Operations	109,850.95	115,343.49	120,836.04	126,328.59	131,460.82	134,756.35	138,051.88	141,378.17
Director, Human Resources	87,880.76	91,450.91	95,021.07	98,865.85	103,809.14	109,027.06	115,343.49	121,934.55

Longevity increase:
\$3,000 Longevity Stipend each year, after 2 years at the highest step(every two years???)

Doctoral Stipend: \$3,000

Work Days = 229 (241 contract days when including holidays)

CURRENT SALARY SCALE 2019/2022

Coversheet

Form 503-804 Certificate of Signatures

Section: XII. Governance
Item: D. Form 503-804 Certificate of Signatures
Purpose: Vote
Submitted by:
Related Material: XII_D - Certificate of Signatures Board Materials_Motion.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

October 12, 2021

TOPIC/ AGENDA ITEM:

XII. GOVERNANCE

D. Form 503-804 Certificate of Signatures

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, CBO, Administrative team

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the revised Certificate of Signature for PCHS. The Certificate of Signatures (Form 503-804) confirms that the Board of Trustees authorizes certain individuals to sign Orders for Salary or Commercial Payments, Notices of Employment, or Contracts. Currently, the following individuals are authorized to sign warrants/checks/payments: Pamela Magee, Juan Pablo Herrera, Christopher Lee, Monica Ianessa.

The current form on file is expiring and the Los Angeles County Office of Education has asked us to revise the form. The guidance they provided stated that rather than revising the form annually, the school may coincide the form with the school's Charter petition period (06/30/2025).

The CBO recommends we maintain the same signors and revise the form to include an expiration date that coincides with the Charter petition period.

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

The action requested of the Board today will ensure fiscal compliance.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the revised Certificate of Signatures Form.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve revised Certificate of Signatures Form.

RECOMMENDED MOTION:

"To approve the updated Certificate of Signatures Form for 2021-2025."

Juan Pablo Herrera
Chief Business Officer

 CHARTER SCHOOL NAME

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Schools: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: _____ to _____

In accordance with governing board approval dated _____, 20_____.

Signature _____
 Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS