



# Palisades Charter High School

## Board Meeting

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### **Date and Time**

Tuesday October 18, 2022 at 5:00 PM PDT

### **Location**

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

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

### **SUPPORTING DOCUMENTATION:**

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### **Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
Opening Items			
<b>A.</b>	Call the Meeting to Order	Sara Margiotta	
<b>B.</b>	Record Attendance and Guests Melissa will be joining remotely - 40 West 4th Street, NYC, NY		2 m
<b>C.</b>	Public Comment  <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>  <b>Google Form Public Comment Procedure:</b> 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 <a href="https://forms.gle/kSsxkvL6T9GgXpdEA">https://forms.gle/kSsxkvL6T9GgXpdEA</a> . Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 60 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).	30 m	
<b>D.</b>	Approve Minutes  Approve minutes for Board Meeting on September 20, 2022	Sara Margiotta	2 m
<b>II. Organizational Reports</b>			<b>5:34 PM</b>
<b>A.</b>	Student Report	Peter Garff	5 m

	Purpose	Presenter	Time
<b>B.</b> Parent Report	FYI	Monica Batts-King, Melissa Schilling, Saken Sherkhanov	5 m
<b>C.</b> Classified Staff Report	FYI	Andrew Paris	5 m
<b>D.</b> Faculty Report	FYI	Lisa Saxon, Maggie Nance	5 m
<b>E.</b> Human Resources Director (HR) Report	FYI	Dr. Martha Monahan	5 m
<b>F.</b> Director of Operations Report	FYI	Don Parcell	5 m
<b>G.</b> Admin. Safety and Security Team	FYI	Brooke King	5 m
<b>H.</b> Director of Development Report	FYI	Mike Rawson	5 m
<b>I.</b> Chief Business Officer (CBO) Report	FYI	Juan Pablo Herrera	5 m
<b>J.</b> Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
<b>III. Board Committees (Stakeholder Board Level Committees)</b>			<b>6:24 PM</b>
<b>A.</b> Academic Accountability Committee Update	FYI	David Pickard IV	5 m
<b>B.</b> Budget & Finance Committee Update	FYI	Sara Margiotta	5 m
<b>C.</b> Election Committee Update	FYI	Sara Margiotta	5 m
<b>IV. Board Committees (Board Members Only)</b>			<b>6:39 PM</b>
<b>A.</b> Board Members Only- Committee Updates	FYI	Various	5 m
		<ul style="list-style-type: none"> <li>• Audit Committee</li> <li>• Grade Appeal Committee</li> <li>• Survey Committee</li> </ul>	
<b>V. School Emergency Operations Plan</b>			<b>6:44 PM</b>
<b>A.</b> Approval of School Emergency Operations Plan	Vote	Brian Banducci	10 m
<b>VI. Front Perimeter Fence Design Presentation</b>			<b>6:54 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Design Presentation	FYI	Brian Banducci, Richard Berliner	5 m
<b>VII. Academic Excellence</b>			<b>6:59 PM</b>
<b>A.</b> Annual Resolution of the Board of Directors for Independent Study	Vote	Dr. Chris Lee	5 m
<b>B.</b> Board Policy for Course-Based Independent Study	Vote	Dr. Chris Lee	5 m
<b>VIII. Finance</b>			<b>7:09 PM</b>
<b>A.</b> 2022-23 Budget vs Actuals	FYI	Juan Pablo Herrera	5 m
<b>B.</b> Educator Effectiveness Funds (EEF) Update	FYI	Juan Pablo Herrera	5 m
<b>IX. Governance</b>			<b>7:19 PM</b>
Governance			
<b>A.</b> Procedures for Public Comment	FYI	Sara Margiotta	5 m
<b>X. Consent Agenda: Finance Items</b>			<b>7:24 PM</b>
<b>A.</b> Approval of School Organized Trips	Vote	Sara Margiotta	2 m
		<ul style="list-style-type: none"> <li>• Swim Team Overnight Camping Trip: November 4-6 - Sage Hill Campground, Santa Barbara, CA - Faculty Chaperone - Maggie Nance</li> <li>• JSA Conference: November 12-13 - Sheraton Gateway LAX - Faculty Chaperone: David Pickard IV</li> </ul>	
<b>B.</b> Approval of Out-of-State PD Conferences	Vote	Sara Margiotta	2 m
		<ul style="list-style-type: none"> <li>• ACTFL World Conference: November 17-20 in Boston, MA - Attendees - Auora Martinez, Myrna Cervantes, Maggie Nance, Andrea Giannone, and Eva Pichlbauer</li> <li>• ACTE Vision Conference: November 30-December 3 in Las Vegas, NV - Attendee - Tyler Farrell</li> </ul>	
<b>XI. New Business / Announcements</b>			<b>7:28 PM</b>



	Purpose	Presenter	Time
<b>A.</b> Announcements / New Business	FYI	Sara Margiotta	1 m
<ul style="list-style-type: none"> <li>• Date of the next Board Meeting: Tuesday, November 15, 2022 at 5pm</li> </ul>			
<b>B.</b> Announce items for closed session, if any.	FYI	Sara Margiotta	1 m
<b>XII. Closed Session</b>			<b>7:30 PM</b>
<b>A.</b> Conference with Legal Counsel	Vote		5 m
<ul style="list-style-type: none"> <li>• (Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9)</li> </ul>			
<b>B.</b> Employee complaint/Assignment/Discipline/Dismissal/Release	Vote	Dr. Martha Monahan	5 m
<ul style="list-style-type: none"> <li>• (Govt. Code section 54957) (Education Code section 44929.21)</li> </ul>			
<b>C.</b> Potential Litigation	Vote		5 m
<ul style="list-style-type: none"> <li>• Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9</li> </ul>			
<b>XIII. Open Session</b>			<b>7:45 PM</b>
<b>A.</b> Return to Open Session	FYI	Sara Margiotta	1 m
<b>B.</b> Report Out on Action Taken In Closed Session, If Any.	FYI	Sara Margiotta	1 m
<b>XIV. Closing Items</b>			<b>7:47 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Sara Margiotta	1 m

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on September 20, 2022

APPROVED



# Palisades Charter High School

## Minutes

### Board Meeting

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#### **Date and Time**

Tuesday September 20, 2022 at 5:00 PM

#### **Location**

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

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#### **Trustees Present**

Andrew Paris, David Pickard IV, Karen Ellis, Lisa Saxon, Maggie Nance, Monica Batts-King, Robert Rene, Saken Sher Khanov, Sara Margiotta

**Trustees Absent**

Avi Massaband, Melissa Schilling

**Ex Officio Members Present**

Dr. Pam Magee, Juan Pablo Herrera, Peter Garff

**Non Voting Members Present**

Dr. Pam Magee, Juan Pablo Herrera, Peter Garff

**Guests Present**

Jeff Roepel, Martha Monahan

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**I. Opening Items**

**A. Call the Meeting to Order**

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Sep 20, 2022 at 5:11 PM.

**B. Record Attendance and Guests**

**C. Public Comment**

Robert Rene: Have we considered a forum to discuss the issues that are raised through the public comment? A response is important. Is there a venue that would answer these questions?

Sara Margiotta: We do have a plan to respond to these questions and that is something we are aware of.

Anonymous: There's been a lot of talk about the surveys that went out in the spring to parents, teachers and students. Much of the conversation has revolved around the faulty and ambiguous questions, the surveys' purpose and takeaways, and the lack of transparency over the actual results. All the results have apparently been tabulated, many parents have asked for them to be released, but the school has made no indication that anything will be shared with stakeholders. It seems like the administration is unwilling to release the results, which makes the administration look like it's got something to hide. Please make all of the survey results available to all of the stakeholders.

Anonymous: Our family is local to the Palisades, but I know there are many students who live far from the school that rely on low-cost or free bus transportation to attend Pali High. I understand these expenses have risen recently and have led the school to put more of the financial burden on the traveling families. How about charging the students who are not part of the free or reduced lunch program for their cafeteria meals? My two kids have yet to pay a cent for any lunch they've ordered from the cafeteria, and we're a family who is entirely willing and able to pay. If the families not on the free/reduced program paid a modest \$2 for every lunch their kids ordered, how many students would pay each day? 1000 out of the 3000 that attend? That's \$2000 daily in additional revenue. I honestly feel terrible that my kids are eating free lunches when other students are struggling to make it to school. Please allocate resources to where they're most needed.

Anonymous: Students and parents just received notice early today that Ferrer's Spanish 3A class is CANCELLED? How can that be? Changing schedules and finding another class, let alone an upper foreign language class, is basically impossible and EXTREMELY disruptive considering school has been in session for five weeks!!

**D. Approve Minutes**

Maggie Nance made a motion to approve the minutes from Board Meeting on 09-10-22. Monica Batts-King seconded the motion.  
9/10/22 correction: Andy Paris was absent from the September 10th meeting.  
The board **VOTED** to approve the motion.

**Roll Call**

Lisa Saxon	Aye
Sara Margiotta	Aye
Andrew Paris	Aye
Monica Batts-King	Aye
Avi Massaband	Absent
Karen Ellis	Aye
Maggie Nance	Aye
Melissa Schilling	Absent
Saken Sherkhanov	Aye
Robert Rene	Aye
Peter Garff	Aye

**E. Approve Minutes**

Lisa Saxon made a motion to approve the minutes from Board Meeting on 08-23-22. Andrew Paris seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

Saken Sherkhanov	Aye
Andrew Paris	Aye
Robert Rene	Aye

**Roll Call**

Karen Ellis	Aye
Peter Garff	Aye
Lisa Saxon	Aye
Maggie Nance	Aye
Avi Massaband	Absent
Sara Margiotta	Aye
Monica Batts-King	Aye
David Pickard IV	Aye
Melissa Schilling	Absent

**II. Organizational Reports**

**A. Student Report**

Peter G: Friday football game upcoming and Senior Tye-Dye. The game is a blackout game with a student section. Friday is also a climate tent event and a climate march in front of Starbucks. Voter registration is happening, as well as a debate between two city council candidates next Wednesday

**B. Parent Report**

Monica Batts-King: Some complaints about the late bussing, as well as the high cost of bus transportation. The marine biology class takes a trip to Catalina and it is first-come, first-served. The students that are there first are not students that take the bus and this is an issue for equity. Maybe think about sign-ups happening another way so that they have a better opportunity to sign up for this. We need to make sure that when there are sign-ups it is when all students are on campus and have a chance to be apart of that.

Saken Sherkhonov: Thank you for the opportunity to participate on the Board. Parents are concerned about the surveys and what they are used for. Parents voices are important and they have questions about the survey.

There is a disconnect in the community about the surveys and we have to be sure that parents understand how their feedback is being used. We need to be overly descriptive about the process and how their results are being used.

**C. Classified Staff Report**

Nothing to report.

**D. Faculty Report**

Lisa Saxon: Faculty would like clarification of the absence procedures and how they will be able to take time for mental health without taking personal time.

David Pickard: The History Department is working towards developing a new Ethnic Studies course, which will be available to 9th grade next fall.

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

HR Report stands as submitted.

**F. Director of Operations Report**

Director of Operations Report stands as submitted.

**G. Admin. Safety and Security Team**

Brian Banducci: Last Friday we met with stakeholders and the architecture firm to explore our options for the front of the school. Secondary meeting will be in October before the next Board meeting in hopes of getting some direction.

Sara Margiotta: The deadline is November 18th.

**H. Director of Development Report**

Michael Rawson: Report stands as submitted. The PCHS Fund is at \$46,456. Last year was our biggest year and we are considerably up from last year. We received unrestricted gifts and are getting ready for BTSN. We are putting together a development budget and getting approval for future campaigns.

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

CBO Report stands as submitted.

Saken Sherkanov: How is our ADA?

Juan Pablo Herrera: We are a little low on the 9th grade, but we are doing well in enrollment overall. Attendance rates are up.

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

Dr. Magee: EDP Report stands as submitted.

BTSN: Back on campus this year and everyone is very excited. A lot of information sessions and student life entertainment, as well as teacher classroom opportunities. A simple link will be on our homepage to get family feedback. Pali Period is being unrolled soon to make sure people are informed and in the loop. There is a lot of professional development happening and we are encouraging folks to take advantage of that. We are working towards meeting our school-wide goals. The feedback survey is on the website and accessible, reach out if there are any issues accessing it.

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

**A. Academic Accountability Committee Update**

No major updates. Committee elections are taking place on Thursday, Sept. 29th, 2022. Currently working on recruiting new members from stakeholder groups.

**B. Budget & Finance Committee Update**

Sara Margiotta: EPA and ConAct and will make recommendations to the Board. Rene Rodman was elected Chair of the Budget and Finance Committee. Still looking for new members and will be posted end of this week.

Saken Sherkhonov: Is there a schedule of when committees meet?

Sara Margiotta: Information is on the website.

David Pickard: Academic Accountability can be updated on the website.

**C. Election Committee Update**

Nothing to report.

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

**A. Board Members Only- Committee Updates**

Audit Committee: Meeting with Juan Pablo Herrera and looking to set up a time to meet.

Grade Appeal Committee: Meeting next week over Zoom. The Chair will reach out about specific meeting information.

Survey Committee: The results from last year's survey are problematic and are public. Moving forward, it is a new survey committee and we have heard everyone's complaints to say that these are an opportunity to hear from our stakeholders and when the results are being hidden or misconstrued, that is a problem. Moving forward, we will alleviate the concerns of those that want to hear their voices properly represented. We will take all of this into account when moving forward.

**V. PCHS Clean Energy Task Force**

**A. Clean Energy Task Force Update**

Peter Garff: Created in response to the renewable energy resolution passed by the board. Dr. Magee elected representative to form this task force. LAUSD Representatives and PermaCity Representatives have sent representatives and have been developing a plan to get solar energy. The committee has met every month and there are 3 sub-committees:



**Number One: Investigate and develop plans to transition Pali to 100% clean, renewable energy, plus battery storage.** We have worked with PermaCity to develop the Pali solar proposal. PermaCity/ Catalyze is updating that proposal right now, to review with the Pali Clean Energy Task Force hopefully by Oct.6. The Pali proposal would harvest approximately 3.6 MegaWatts from Pali rooftops and solar canopies. Pali needs approximately 777 kW DC to offset its electricity use, and that leaves **2.8 MegaWatts to sell back to the L A Departments of Water and Power**, which will pay for the installation, operation and maintenance of the solar project. Besides lowering Pali's electric bills, Pali will help reduce the carbon emissions that are causing climate change. LAUSD Facilities Division officer Christos Chrysiliou is prepared to help review the proposal when Pali is ready and then coordinate it with the installation of the new air conditioning for all of Pali. **Dr. Magee and Mr. Parcell can share more information about the path for Pali's solar proposal.** Lots more details here than we have time to explain tonight.

**Number Two: Pali must commit to energy efficiency.** Lots of work still needed in this area, but we have asked LAUSD for reports on our energy use and costs. Students have researched energy dashboards that could be posted on our school website which would give constant, real-time reports on energy use. Other school districts provide this. PermaCity says they could create two energy monitoring systems for us -- one which would report into LAUSD and one which would report directly to Pali. [Peter, Herb just told me this about the dual monitoring systems! It would be great!] We need this data!

**Number Three: Pali will strive to embed sustainability and climate change education for students and employees in everyday teaching and learning.**

This really needs a full report on its own from Ms. Iannessa and Cleo Waxman, co-chairs of the Climate Change Education subcommittee. Pali held its first Climate Summit Day last April 22 – which was Earth Day. On that day, 90 Pali classrooms had climate change lessons during fourth period, lessons taught by students and teachers. Much more is planned so that climate change instruction will be included in all subjects areas at Pali. We're excited for tomorrow's Pali period climate lesson specifically regarding the global climate strike. We are also prepared for our own climate change march happening right here in the Palisades Community after school on Friday, September 23.

**Please join us from 3-5pm at 15300 West Sunset Blvd.**

The climate crisis is an emergency – and we are working hard to get decision-makers to treat it like an emergency.

These new solar panels would produce more energy than the school consumes and we can sell the excess back to the city. Energy Efficiency, publishing the energy consumption to the community. We are doing research to get an energy dashboard up.

Dr. Magee: Students very passionate about this and are working hard to finding solutions to the problem. Our community is actively involved in this initiative and we are working towards accomplishing our climate goals as a community.

Don Parcell: It is important to remember that LAUSD are motivated to do these projects and have internal initiatives to accomplish these projects. They are committed as much as we are, so it is important to be patient to get these things through their process.

Sara Margiotta: Any updates on financial impacts?

Peter Garff: The only cost is really time for solar panels. We can sell 2.8 megawatts for solar panels and maintenance.

Sara Margiotta: We need to take out a loan to pay for the process and we will be paid back on the back end. It is a big ticket item up-front.

Dr. Magee: If we can become part of the program some of the costs will be lower.

## **VI. Academic Excellence**

### **A. Changes/Updates in Response to COVID**

Dr. Magee: So far this school year has been calm and we still see some cases, but nothing more than normal flu numbers. Practice good hygiene, but no significant changes at this time.

### **B. Certification of Course Based Independent Study Equivalency**

Tabled.

### **C. Approval of Course Based Independent Study Policy**

Tabled.

### **D. Back to School Night**

Refer to EDP Report.

## **VII. Athletic Update**

### **A. Requirements/Eligibility to Receive PE Credit and Grade**

Sara Margiotta: We are trying to respond to the community about public comments at the prior meeting. Brian B is here to give us an update.

Brian Banducci: There has been much discussion about receiving academic credit. We have few on-campus coaches that are able to be teachers of record, so most of our

sports do not have teachers of record. Other sports receive academic credit for their participation through my office that states they have met the qualification to receive the academic credit. On the transcript it says "PE Credit" with the specific sport.

Monica Batts-King: We don't care about the credit, we want the cheer participation to be appear differently on the transcript as a team.

Brian Banducci: We have very few on-campus coaches and we do not have enough to include the credit as a course.

Maggie Nance: The majority of sports do not get the academic credit. There has been a shift away from on-campus coaches. We used to have about 10 on-campus coaches and now we are down to 3. Should we recruit more on-campus coaches. Many athletes do not want the credit because they do not want to show up when the season is over. Everyone is trying to do what is best for kids, but many of the kids do not want to be on the rosters so that they are not required to be here when they are not practicing. We have a wonderful athletic program at Pali and we have kept it going through some tough times.

Lisa Saxon: I was the teacher of record for LAX and parents/children were upset because they had to stay during period 7, but had to stay until practice started at 5 pm. We are responsible for children that are on our rosters. Many cheer scholarships and recruiting are done through campus, not through the transcripts.

Monica Batts-King: Have we checked what other schools in LAUSD are doing to get students credit for cheerleading?

Brian Banducci: There must be a teacher of record and there is a cost involved and students must stay in that class all semester. We used to have teachers of record that would do this, but we do not have many that will carry these classes now. There are scholarships for students out there and having students participate in camps helps get our students recognized.

Robert Rene: There is a difference between personal interest and the interest of the school and the Board. We have done due diligence and it is what it is. We are not going to solve this issue that seems to be an issue nationally. We are constrained and have a finite amount of resources.

Sara Margiotta: Thank you to Maggie and Brian for doing this. It has been very helpful. I agree that we cannot solve the issue here, but the administration can meet and discuss options of how to move forward on this issue.

## **VIII. Finance**

### **A. 2022-23 Budget vs Actuals**

Juan Pablo Herrera: Included in the Board Packet. We will show what has been adopted, the budget that has been revised and the current month budget.

Robert Rene: When do you think we will have an idea of when we may or may not have a surplus.

Juan Pablo Herrera: P2 is when we will publish our actuals.

Sara Margiotta: Special Education costs have gone up, Is that a contractual thing?

Juan Pablo Herrera: That was from the prior year's expenses.

### **2022-2023 Budget Update**

- This item is included as a separate agenda item. The budget vs actuals report tracks actual expenditures versus the revised budget.
- As of budget revision (8/22/22) there was a projected positive ending balance of \$343,155. This ending balance does not include the following: (1) impact of PESPU or unrepresented salary adjustments and (2) one-time funds included in the 22-23 state budget (because the allocations are not finalized).
- However, since budget revision (8/22/22), we decreased our revenue projection by approximately \$35,468. This was a result of decreased Federal funding allocations.
  - Our projected Title I allocation was reduced by -\$29,888 compared to 8/22 budget revision. Title II and Perkins allocations also slightly reduced (approx. \$6,220 in total).
- The new projected ending balance is \$298,699

### **Looking Forward**

Over the next few weeks, finance will be evaluating:

- 5-year textbook adoption cycle
- 10-year furniture purchase plan o Deferred maintenance funding schedule
- Ed Tech funding schedule
- Will work with Datalink Networks (technology consultant who has K-12 experience) to refine the Ed Tech plan and evaluate funding scenarios.
- The one-time funds included in the 2022-23 state budget will be finalized soon. Once available, we will gather feedback from all educational partners and work with LTSP and budget committees to develop a spending plan.

### **B. 2022-23 EPA Amount**

Juan Pablo Herrera: Education Protection Amount. EPA budget proposal is in-line with how PCHS has historically allocated EPA funds o ~75 FTE (certificated salaries/benefits) and 1% oversight fee Once again, this is NOT new revenue, just part of our total LCFF

entitlement. These funds have already been accounted for when we adopted the 2022-23 budget. We are simply adhering to this constitutional requirement and publishing our EPA budget to confirm that we are only using EPA funds on classroom instruction (certificated salaries/benefits) and oversight fees.

Refer to CBO Report for financials.

Robert Rene made a motion to Approve the EPA amount as presented.

Sara Margiotta seconded the motion.

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

**Roll Call**

Maggie Nance	Abstain
Saken Sherkhonov	Aye
Peter Garff	Aye
Robert Rene	Aye
Lisa Saxon	Abstain
David Pickard IV	Abstain
Melissa Schilling	Absent
Sara Margiotta	Aye
Andrew Paris	Abstain
Monica Batts-King	Aye
Karen Ellis	Aye
Avi Massaband	Absent

**C. 2022-23 CONAPP (CARS) Approval**

Saken Sherkhonov made a motion to approve the 2022-2023 CONAPP.

Sara Margiotta seconded the motion.

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

**Roll Call**

Avi Massaband	Absent
Robert Rene	Aye
Monica Batts-King	Aye
Peter Garff	Aye
Karen Ellis	Aye
Saken Sherkhonov	Aye
Andrew Paris	Abstain
Sara Margiotta	Aye
Maggie Nance	Aye
Melissa Schilling	Absent
David Pickard IV	Aye
Lisa Saxon	Abstain

**IX. Governance**

**A. Board of Trustees Retreat Recap**

Sara Margiotta: We broke out into groups and made new goals for the school year.

Refer to 9/10/22 minutes for results of each subgroup's breakout session.

It was a great meeting to have informal collaboration and meet with the other stakeholder groups.

Lisa Saxon: 1-1 devices are critical to improve our ability to meet testing requirements in the future. We need these resources moving forward.

## **X. New Business / Announcements**

### **A. Announcements / New Business**

Next Board meeting is Tuesday, October 18th at 5 p.m.

### **B. Announce items for closed session, if any.**

Board went into closed session at 6:39 pm with non-interested parties.

## **XI. Open Session**

### **A. Return to Open Session**

Board returned into open session at 7:00 pm

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

In the matter of Employee discipline/dismissal/release, on a motion by Sara Margiotta and seconded by Saken Sherkhanov, the board voted 4-0 (with 1 absence) to terminate the employment of a classified employee from the position of substitute coordinator effective immediately.

## **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 7:03 PM.

Respectfully Submitted,  
David Pickard IV

# Coversheet

## Human Resources Director (HR) Report

**Section:** II. Organizational Reports  
**Item:** E. Human Resources Director (HR) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** HR Board Report 10\_18\_2022.pdf  
Permits Set Up Department Manager.pdf  
Campus Security Lead.pdf



# PALISADES CHARTER HIGH SCHOOL

## Human Resources Report Board of Trustees Meeting October 18, 2022

**Change in Classification:** PCHS Administration recommends that the following classifications be changed for two employees based on the needs of the school/department and the duties performed by these individuals.

These changes were approved by the Budget and Finance Committee on October 10, 2022.

### Change in title and salary table

#### Operations Liaison to Permits and Set up Department Manager (Unrepresented)

**Reasoning:** The duties and responsibilities required for this position align with those of an unrepresented manager.

#### Fiscal Impact:

2022-2023	None
2023-2024	3302.88
2024-2025	6771.82

No additional steps

#### Campus Security Aide to Campus Security Lead (Classified)

**Reasoning:** Duties and responsibilities that are required for this position align with those of a lead.

#### Fiscal Impact:

Year	Hourly Rate
2120-2022	29.37
2022-2023	32.45
2023-2024	33.51

No additional steps



**AB 152: Supplemental Paid Sick Leave Extended through 12/31/22:**

The state legislature and governor extended the obligations and entitlements of CSPSL through the end of the year. The newest iteration of the law does not provide an additional or new leave bank for employees or otherwise create new obligations for employers. It does, however, expand permissible employer-required diagnostic testing of employees. Under the current 2022 CSPSL law, if an employee requests CSPSL for their own illness, their employer may require testing on day five after the initial positive test. Under AB 152, in addition to requiring testing on day five after an initial positive test, if the day five test result is positive, an employer is permitted to require the employee to submit to a second diagnostic test within no less than 24 hours. If the employee does not provide documentation of the day five test result or does not submit to the additional test at the employer's request, the employer is not required to provide additional CSPSL.

**Collective Bargaining:** PESPU and PCHS negotiations are in progress.

**Benefits:**

Navia system online enrollment for PCHS is open through November 30, 2022 for employees to sign up for flexible spending accounts, which allow employees to use pre-tax income for co-pays at the doctor's office, prescription drugs, chiropractic treatment, and childcare. This money is deducted for their accounts pre-tax.

Respectfully Submitted,

Martha Monahan, Ed.D.  
Director of Human Resources

## **PALISADES CHARTER HIGH SCHOOL**

### **CLASS TITLE: PERMITS & SET UP DEPARTMENT MANAGER**

#### **BASIC FUNCTION:**

Under the direction of the Director-Operations, manage, coordinate and schedule the use of organizational facilities by various groups, companies and community organizations; assure compliance with applicable laws, codes, policies and guidelines; process permit applications and collect related payments.

#### **REPRESENTATIVE DUTIES:**

##### **ESSENTIAL DUTIES:**

Coordinate and schedule the use of organizational facilities by various groups, companies, and community organizations; assure compliance with applicable laws, codes, policies and guidelines; establish and maintain master calendar of facility use; prepare reports related to facilities use.

Process permit applications according to established procedures; complete paperwork for approved permits; prepare requests for permits and obtain proper authorization; notify applicants of approval or denial; issue permits to applicants.

Serve as a resource to administrators and the public concerning the use of facilities; respond to inquiries and provide detailed information as requested including estimates for use of facilities.

Assist organizations in locating appropriate facilities, coordinating use of site facilities with site personnel and the requesting organization.

Assure fees for use of facilities are received in a timely manner; follow-up with organizations to obtain payments; receive and account for facility fees; issue receipts as needed; maintain related records and prepare related reports.

Assure organizations have appropriate liability insurance; complete insurance applications as needed and determine the cost for the approved insurance program.

Determine staffing needs for various facility-based events; estimate and adjust related costs; assist permit and set-up staff on an as needed basis

Assist with safety procedures; attend and advise in primary meetings and sub-committee meetings; plan, oversee, and execute safety scenarios/objectives and safety drills; calendaring and scheduling for safety drills.

Assist **in** the coordination of development projects.

Attend and contribute to Long Term Strategic Planning and Capitol Expense meetings.

Aid in the financial planning and budgeting for facilities and grounds, coordinate with Facilities, Grounds and Maintenance Supervisor to assure completion of contracted work.

**July 2022**

**Permits & Set up Department Manager - Continued****Page2**

Aid in student transportation planning; aid in re-registration; provide assistance to the transportation department in the absence of the Transportation Coordinator.

Advise and assist with the scheduling of athlete and sport events, assist with writing non-permit contracts for all athletic teams during the "off" seasons.

Perform a variety of clerical duties related to assigned activities; answer telephones and greet and assist visitors; type, file and duplicate a variety of forms, reports and correspondence; establish and maintain files for facility transactions.

Communicate with administrators, staff and outside agencies to exchange information, resolve issues and coordinate activities.

Operate a variety of computer and other standard office equipment.

Monitor, oversee and coordinate activities of contracted work crews; keep administrators and other personnel current concerning projects, situations, and completion of work; assure activities comply with established rules, regulations, policies and procedures; inspect completed work for accuracy and compliance with instructions and established standards.

Attend and participate in a variety of meetings related to assigned activities.

**OTHER DUTIES:**

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

Permit documentation, preparation and processing.  
 Record-keeping and report preparation techniques.  
 Modern office practices, procedures and equipment.  
 Interpersonal skills using tact, patience and courtesy.  
 Oral and written communication skills.  
 Telephone techniques and etiquette.  
 Operation of a computer and assigned software.  
 Laws, codes, policies and procedures related to assigned activities.  
 Basic math.

**ABILITY TO:**

Coordinate and schedule the use of organizational facilities by various groups and community organizations.  
 Serve as a resource to administrators and the public concerning the use of facilities.  
 Interpret, apply and explain applicable laws, codes, policies and procedures.  
 Work independently with little direction.  
 Meet schedules and timelines.  
 Perform clerical duties such as filing, typing, duplicating and maintaining routine records.

**July 2022**

## **Operations Liaison - Continued**

**Page3**

Determine appropriate action within clearly defined guidelines.  
Prepare reports related to assigned activities.  
Add, subtract, multiply and divide quickly and accurately.  
Communicate effectively both orally and in writing.  
Establish and maintain cooperative and effective working relationships with others.  
Prioritize and schedule work.  
Answer telephones and greet visitors.

### **EDUCATION AND EXPERIENCE:**

Any combination equivalent to: graduation from high school and three years general experience involving frequent public contact.

### **WORKING CONDITIONS:**

#### **ENVIRONMENT:**

Office environment.  
Constant interruptions.

#### **PHYSICAL DEMANDS:**

Hearing and speaking to exchange information.  
Dexterity of hands and fingers to operate a computer keyboard.  
Seeing to read a variety of materials.  
Sitting or standing for extended periods of time.

**July 2022**

## **PALISADES CHARTER HIGH SCHOOL**

### **CLASS TITLE: CAMPUS SECURITY LEAD**

#### **DEFINITION**

Under the general supervision of the site administrator or assigned administrator, the Campus Security Lead assists in planning, organizing and coordinating the campus safety and security program; supervises, trains and directs security personnel; patrols campus buildings, locker rooms, fields, grounds and parking areas to enforce school rules; maintains a safe school environment and protects the safety and security of students, staff and school property; makes recommendations on security operations and procedures. General direction, supervision, and evaluation are provided by an assigned site administrator.

#### **DISTINGUISHING CHARACTERISTICS**

The Campus Security Lead position encompasses school campus security and promoting positive student behaviors. The incumbent must be current in security techniques, safety and school rules. The Campus Security Lead must work cooperatively and productively with a diverse population of internal and external staff, students, visitors, and community members. The Campus Security Lead requires demonstrated skills in leading a small team, participating in staff development on conflict resolution, and establishing and monitoring student behavioral objectives. The incumbent serves as “lead” over other security personnel; however, the Campus Security Lead is not assigned formal supervisory responsibilities.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Assists administration in the operating procedures for security personnel
- Provides liaison between administration and security personnel
- Communicates daily with the site administrator(s); maintains constant radio communication
- Reviews camera for campus incidents
- Assists in the preparation of work schedules, deployment, and coordination of campus security personnel
- Provides guidance and training to security personnel especially in the areas of approaching unauthorized persons, maintaining order, investigation and observation techniques and use of equipment
- Exercises correct judgment in the application of federal and state laws, District policies and school rules
- Coordinates with School Resource Officer and local law enforcement when appropriate
- Patrols campus on foot (including parking lots and locker facilities) to check for unauthorized persons, including students, and unsecured facilities, to prevent disruptive activities, property damage, and theft
- Inspects grounds and facilities for proper security and alarm operations
- Contacts appropriate administrator and law enforcement for support
- Responds to alarms and assists in investigation of suspected criminal incidents

- Confers with staff, parents, students, and law enforcement on security issues
- Maintains files and records of incidents, student behavior, theft, and accident reports
- Reviews records to assist in the identification of threats and problem areas, adjusts routes/times as necessary, adjusts schedules according to security personnel availability, student activities, holidays and assigns personnel to shift and routes
- Remains current in security techniques, school rules
- Facilitates communication between and among students, school and District officials and staff, security personnel, parents, and law enforcement personnel to enhance understanding and promote a safe and secure environment
- Assumes a leadership role in responding to emergencies or contacts emergency agencies according to established guidelines; renders first aid in an emergency
- Observes and reports hazards or activities which might endanger students or personnel
- Assists site administrator(s) to conduct searches according to established District procedures; assists site administration, other campus security staff and law enforcement personnel in investigation and apprehension of persons committing rule or law violations
- Performs a variety of routine clerical work involving recordkeeping, telephone and preparing reports involving student referrals, crimes or incidents and accidents; writes clear and concise reports of incidents
- Remains current in security techniques, safety, and school rules
- Perform the full range of duties of the Campus Security Staff
- Perform related work as assigned

## **QUALIFICATIONS**

### **Knowledge of:**

- Applicable federal, state, city, county and School laws, rules, and regulations
- School Safety Plan
- Crisis prevention and intervention skills
- District organization and school rules related to student behavior, school security, access and conduct on school grounds
- Basic law enforcement, surveillance, security and safety procedures
- Crowd control and vehicle control procedures and intervention techniques
- Investigative techniques and reporting procedures
- Record keeping techniques; basic math skills; sufficient writing skills to prepare incident reports
- Principles of radio voice communications
- Operate standard office equipment, including a computer and assigned software, and iPads, preferred.
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- Oral and written communication skills in English
- Behavior, needs and characteristics of adolescents
- Behavior management strategies and techniques including conflict resolution
- Sufficient interpersonal skills to deal with normal and possible confrontational situations, influence, student behavior, to facilitate group discussions among students, to work with students from diverse cultures and backgrounds, and to assist with counseling; interpersonal skills using tact, patience, and courtesy

- CPR/First Aid
- AED (Automatic Electronic Defibrillator) machine usage

**Ability to:**

- Perform all essential duties of the position with general supervision at an assigned school site
- Learn, interpret, explain, and apply School rules, regulations, policies, and procedures governing student behavior on school properties
- Work independently and collaboratively with limited supervision; respond to emergencies
- Assess situations, interpret student behavior, and apply appropriate measures to enforce school regulations
- Use good judgment when intervening in student behavior; be a positive role model to students
- Remain calm and objective in stressful and dangerous situations; respond appropriately to emergencies
- Recognize illegal activities, controlled substances, and weapons
- Remember names, faces, behavior patterns and retain facts
- Recognize potentially dangerous situations and alert site administrator(s)
- Conform to uniform code or dress standard
- Establish and maintain effective working relationships with students, staff, parents, law enforcement agencies and the community
- Speak clearly and communicate tactfully and respectfully with students, faculty, staff and community
- Understand and carry out oral and written instructions in English; write reports in English
- Ability to speak, read, and write in English
- Be flexible and adapt positively to change
- Handle student problems with patience and tact; use positive reinforcement to help build students' self-esteem; maintain confidentiality
- Use appropriate defense measures to protect self or others in adverse situations
- Prepare descriptive reports and maintain records of problems or situations requiring intervention
- Operate a basic 2-way radio
- Work nights, weekends, and holidays as necessary
- Perform CPR and simple first aid
- Use AED (Automatic Electronic Defibrillator) machine appropriately
- Operate a vehicle observing legal and defensive driving practices
- Establish and maintain cooperative and effective working relationships with others

**EDUCATION, TRAINING, AND EXPERIENCE**

Educational attainment equivalent to a high school diploma or its recognized equivalent, required. Additional coursework or training in psychology, criminal justice, and education for the adolescent and special needs students, preferred. Any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position. Two (2) years' experience in campus supervision or experience in security work, law enforcement or closely related field is desirable. Experience in a lead or supervisory role is highly desirable.

## **LICENSES; CERTIFICATES; SPECIAL REQUIREMENTS**

Valid California C Driver's license throughout employment in a position in this classification  
Possession of valid First Aid and CPR certificates  
Attend blood-borne pathogen training  
Attend Automatic Electronic Defibrillator (AED) machine training (Training provided by Palisades Charter High School within six (6) months following date of hire)  
Certificate of completion of a 24-hour "School Security Guard Training" in accordance with Education Code 38001.5  
Maintain current required licenses and certificates  
Ability to speak Spanish, preferred

## **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **PHYSICAL DEMANDS**

While performing the duties of this class, employees are regularly required to use hands and fingers to feel, grasp, manipulate and operate a 2-way radio, objects, equipment and tools and to reach overhead, above the shoulders and horizontally. The employee must have sufficient strength to manipulate, lift, push, pull, and/or carry on an occasional basis, objects which weigh as much as 75 pounds or more. The employee is regularly required to stand or walk for extended periods of time, walk on even/and or uneven surfaces, stoop, kneel, bend, twist, and crouch, climb stairs, and ramps of one or more stories above the ground. Employee must be able to run to respond to emergency situations. The employee is regularly required to hear and speak to exchange information in a proficient manner; distinguish strong odors which may warn of equipment malfunction or danger. The employee will intervene in physical altercations or threats to student/staff safety, and other urgent or emergency situations. The employee must be able to drive a vehicle.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination.

### **MENTAL DEMANDS**

While performing the duties of this class, incumbents are regularly required to use written and oral communication skills in English. The employee must be able to listen, to write, to read directions, product labels, printed material, instructions and safety information, and to observe environmental conditions; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work



independently and follow a schedule. The employee will occasionally deal with dissatisfied or quarrelsome individuals, including students and parents.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees work in an indoor environment, including damp or wet areas, and regularly in an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. Employees are occasionally subject to exposure to hazardous materials, fumes, and dust; exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens; working around and with equipment having moving parts; performing physical tasks and activities. The noise level is usually moderate, but occasionally loud.

### **OTHER CONDITIONS OF CONTINUED EMPLOYMENT**

Participate in employer mandated training and re-training programs.

# Coversheet

## Director of Operations Report

**Section:** II. Organizational Reports  
**Item:** F. Director of Operations Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Operations Board Report 10\_18\_2022.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### Board of Trustees Meeting Operations Report October 18, 2022

#### Permits & Setups:

- **Permit Revenue for September 2022 is ~\$58,071**
  - ~\$44,321 from Facility Rentals
  - ~\$500 from Facility Parking Rental
  - ~\$8,250 from Banner Rentals
  - ~\$1,000 from One-Time Rentals
  - ~\$4,500 from Filming
- **Filming in September:**
  - Music Video
- **(Potential) Filming for October:**
  - Short Film
  - Commercial
  - Music Video
  - Independent Film (more likely in Nov)
- **Banners** - Banner demand continues to be strong, lots of new interest – fence banner space booked out for the next couple of months with rotating banners.
- **Fall Sports** – All Sports in mid-season. Fall Playoffs coming soon, and Winter Sports starting up.
- **Permits** – Club sports are in full swing! We recently recruited two new recurring groups to sell out the Monday through Friday slots in the Gyms.
- **October 2022 Set-Ups/Events:**
  - PTSA Board Meeting – October 6
  - Senior Pool Party – October 7
  - Mamma Mia! Opening Weekend – October 7-9
  - B&F Committee Meeting – October 10
  - Homecoming Spirit Week – October 17-21
  - Board Meeting – October 18
  - Safety Drill (Great Shakeout) – October 20
  - Fall Pep Rally – October 21
  - Homecoming Football Game – October 21
  - Homecoming Dance (@ Pali) – October 22
  - Senior Fall Festival – October 28
  - Halloween Haunted House Event – October 28
  - PCHS Varsity Home Football Game (Senior Night) – October 28



# PALISADES

## CHARTER HIGH SCHOOL

### **MGAC/Pool:**

- 2022-23 Q1 Revenue = \$129,439
- Recruiting and training new lifeguards for AM/PM shifts
- Pool staff supporting PE swim classes daily
- PCHS water polo/swim activity underway
- ARC Lifeguarding and FA/CPR/AED Blended Learning classes available on demand
- Several modest pool repairs underway

### **Transportation/Buses:**

- The PCHS School Bus Program & Schedule, as well as Special Ed and Competition Buses, are all in-place and operating daily.
- Schedules for many buses have been revised a few times. A few more adjustments may come this month.
- Many buses still have modest wait lists, but wait lists shrinking and things settling into place with more wait list people finding alternatives.
- The Late Bus rightsizing from three buses daily down to one bus daily has been completed. The one Late Bus is recently averaging ~35 riders/day.

### **Information Technology:**

- 373 tickets were opened in the past month with 337 of them having been closed or waiting on the end user or parts. Most common were account issues (likely BTSN), application issues, and printing.
- The Tech Department has distributed 643 devices to date to students for the 2022-23 school year. Checkouts continue daily and frequently taper off in October before picking back up before finals.
- The Konica contract was approved by the Board at the Special BoT Meeting on 4/28. The devices were ordered as soon as possible, we are hopeful that they arrive soon and we can cut over to the new machines. We know the old/outgoing ones are barely holding on.
- Planned replacement of computer lab computers has been completed.
- New laptops for Faculty and Staff arrived the day before school started. Unfortunately, a processing error resulted in the shipment being the incorrect models and we have been in the process of RMA and reorder.
- Continuing to support PRA requests/searches as needed.
- Working with cafeteria vendor Chartwells and the CBO, we are planning a much-needed uplift of the cafeteria Point-of-Sale (POS) systems. The current systems are aged beyond support and have swollen batteries, screen breakage, or other issues that prevent them from being usable for service. New devices that are compatible with recent changes to Infinite Campus POS 2.0 are being explored.



# PALISADES

## CHARTER HIGH SCHOOL

### Information Technology (Continued):

- The Transportation Late Bus Charge Back system development is going well and we are hoping to have it completed in October.
- 43 Promethean panels were deployed around campus. IT has attended an admin's training and is now working with the company to resolve various issues. So far, the response to the panels is overwhelmingly positive from both faculty and students. Ms. Iannessa is worked with Promethean trainers to schedule teacher-training sessions. One was held in September on BTSN with another planned for October 19<sup>th</sup>.
- Attended multiple training sessions with Infinite Campus and are working with the Counseling Office on the development and implementation of the Responsive Scheduler to support the Pali Period. October 12<sup>th</sup> was the first official intervention Pali Period. IT worked with Counseling, the AA Office, and our new Responsive Scheduling Coordinator to ensure all sections were properly programmed and that all student schedules were accounted for. Our hope is to have another intervention Pali Period on 10/26 and begin enrichment offerings in November, which would allow for student choice, if not already enrolled by a teacher in an intervention offering.
- Working separately with HMH, SAVVAS, Quizlet and Pearson support to resolve various licensing, rostering, and access across a number of classroom products. These include access to online materials, textbooks, testing platforms, and other materials.
- Working with data vendor on the creation of a number of needed recurring reports from Infinite Campus. Additionally, supporting needed updates to the website with data vendor.
- Facilitating the purchase and licensing of several EdTech digital classroom resources to ensure all applications are accounted for, accessible, and can be supported by IT.
- An issue with a very small number of students has been identified where there exists a name mismatch between Infinite Campus and Schoology. IT has been actively pursuing a fix to this issue with both vendors trying to identify the cause of the error. Unfortunately, the final cause of the issue is the way Schoology interprets incoming information, ignoring Preferred Last Name when it exists from Infinite Campus. A feature request to support Preferred Last Name has been filed with Schoology.
- The Tech Team is continuing to update and create a number of supplemental training materials that will be beneficial to faculty, staff, students, and parents. The Schoology Palisades Technology Enthusiasts, which all staff are a member of, houses the first of these updates. Many more to come!
- As part of the server refresh, multiple servers were migrated to a new host, upgraded, and had additional resources applied to the machines. Of the servers that remain, one is awaiting a Finance Department migration of QuickBooks licensing and data, one is awaiting Konica Minolta copiers, and the final servers are waiting on aged-out Permits Dept. Facilities Scheduling System to be decommissioned.
- IT has finished the installation, configuration, testing, and implementation of some of the CapEx authorized new/replacement security cameras. Although shipping and material delays moved the project from July to October, we are extremely happy with the result.



# PALISADES

## CHARTER HIGH SCHOOL

### Facilities/Projects – HVAC:

- **MERV-13 Filters** ongoing Monthly Inspecting & Replacing
- **Annual A/C Units PM** – All Maintenance Completed and specific called-out repairs made
- **U115 HVAC Unit Replacement** – Waiting for vendor to receive new unit from manufacture
- **J-Bldg. HVAC Unit Repair** - HVACC Compressor replacement

### Facilities/Projects – OTHER:

- **Cafeteria:** Two Warmer Ovens repairs completed. Now have three working warmers.
- **Furniture:** A202; A208; C203; C206 & U106 old wooden desks replaced with Furniture Budget Approved new ceramic desks
- **New Furniture Ordered:** 32 Trapezoid Student Desks for U108 (Furniture Budget Approved)
- **Door Replacements:** Two doors at Gilbert Hall replaced due to rotting and water damage
- **Door Replacements:** Two doors of Pali Academy Rooms 1 & 2 replaced due to rotting and water damage. All hardware also replaced with new.
- **Landscaping:** Irrigation System line breaks repaired

### Facilities/Projects – OTHER (Ongoing Maintenance):

- **Transporting Nutrition & Lunch** – Facilities delivers meals to Pali Academy twice a day
- **Landscaping:** Ongoing Irrigation System line breaks occur and get repaired
- **Pali Academy** - Basketball court drainage; seepage and sump pump maintenance
- **Stadium Turf** - Weekly field maintenance on going and will continue as normal
- **Baseball Batting Cage & Tennis-Court Drainage Gutter** – Weekly sweeping/cleaning routine
- **Tent Set-Ups** - Security Stations and COVID Testing Stations after wind-related take-downs
- **Hallway & PE Locker Maintenance** – Support/resolve daily locker maintenance requests
- **IPM Pest Management** – Significant degree of baiting exterior of Bldgs. for ants and roaches using *LAUSD approved products only*.

### Facilities/Projects - Items set to begin and/or in progress with expected completion soon

- **Ticket Booth & Press Box** – Replace/Fix exterior and interior light fixtures
- **Furniture** – C203 old wooden desks replaced with new Furniture Budget Approved student ceramic desks
- **U115 AC Unit Replacement** – Waiting for vendor to receive new unit from manufacture
- **Baseball Clubhouse, Snack Shop & Irrigation Timer** - Electrical wires, conduit and circuit all need to be replaced.
- **Door Replacements:** Stadium home side custodial closet door
- **J-Bldg.:** HVACC Compressor replacement



# PALISADES

## CHARTER HIGH SCHOOL

### Facilities/Projects - Larger Scale Projects:

- **Underground Utilities Piping Replacement Project (LAUSD Bond Funded).**
  - All Major Phases Completed
  - Building cutovers continuing through Oct
  - Project completion expected by end of Oct 2022
- **Gym A/C Project (LAUSD Bond Funded):**
  - Phase 1 started on Fri 12/17/2021. The Boys side of the Gym Complex is underway and anticipated to last until Nov 2022.
  - Phase 2 in the Main Gyms is virtually completed. A few isolated days at various points in time to tie into the main systems.
  - Phase 3 in the Girls Locker Room side of the Gym Complex to begin in Dec 2022. At that time, the Boys Side personnel will move back into their regular locations in the Gym Complex and the Girls' Side personnel will be relocated to the Trailers by the Pool.
- **Campus-Wide Non-Bungalows A/C Project (LAUSD Bond Funded):**
  - This project LAUSD Board approval. The project now moving into the Architecture & Engineering phase to design. LAUSD is in the Contract phase with the selected A&E firm.
  - Once DSA Approval received, the project will be Bid & Awarded, which could take another 3-4 Months. Project not expected to start until Summer 2024 at the earliest.
- **Main Quad Modernization Project (Donation Funded):**
  - This project submitted to LAUSD for M&O/FSD/Board review and approval.
  - Hoping for LAUSD Board Vote in Dec 2022, but may be Jan/Feb 2023.
  - Once project approved by LAUSD Board, and assuming LAUSD does not require us to submit to DSA or CEQA, PCHS can proceed to the Detail Design and then Bidding Phases.
- **Solar Project (LAUSD Bond & Catalyze Funded):**
  - This project has LAUSD-FSD Support and has been cleared to proceed simultaneously with the Campus-Wide Non-Bungalows A/C Project.
  - PCHS waiting for Catalyze to finalize their Detailed Specifications, Schedule and Cost Estimate to submit to LAUSD-FSD for review, followed by LAUSD BOC approval, then LAUSD Board approval, then DSA Submittal/Approval.
  - Project hoped to receive final approvals to be started in Summer 2024.

# Coversheet

## Director of Development Report

**Section:** II. Organizational Reports  
**Item:** H. Director of Development Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Director of Development Board Report 10\_18\_2022.pdf





# PALISADES

## CHARTER HIGH SCHOOL

### Development Report Board of Trustees Meeting October 18, 2022

<b>TOTAL FUNDS RAISED TO DATE:</b>	<b>Fund</b>	<b>Prior Report</b>	<b>YTD</b>	<b>Inc/Dec.</b>	<b>Budget</b>
The PCHS Fund	General	\$130,577	\$205,904	\$75,327	\$450,000
Pali Alumni Fund	General	\$1,086	\$1,386	\$300	
<b>TOTAL UNRESTRICTED FUNDS RAISED</b>		<b>\$131,663</b>	<b>\$207,290</b>	<b>\$75,627</b>	<b>\$450,000</b>
CTE Incentive Grant	General	\$270,372	\$270,372	\$0	\$0
Perkins V Grant	General	\$0	\$0	\$0	\$0
Rest. Donations/Pledges - Recd	General	\$10,236	\$13,454	\$3,218	0
Donation/Pledges Outstanding	General	\$0	\$8,000	\$8,000	0
<b>TOTAL RESTRICTED FUNDS RAISED</b>		<b>\$280,608</b>	<b>\$291,826</b>	<b>\$11,218</b>	<b>\$0</b>
<b>TOTAL FUNDS RECEIVED</b>		<b>\$412,271</b>	<b>\$499,116</b>	<b>\$86,845</b>	<b>\$500,000</b>

#### TOTAL EXPENSES TO DATE:

Bacio Design	\$90	\$3,500
American Direct Mail	\$2,449	\$6,900
Postage	\$296	\$1,800
Subscriptions	\$449	\$7,800
SafeSave service fees	\$2,013	\$7,500
Salaries & Benefits (Campus Unification/Development Dir)	\$25,671	\$77,000
Justice League Banner	\$300	\$200
Videography	\$750	\$1,500
Family Donor Banners	\$0	\$700
Reunion Picnic (Class of 2002)	\$1,147	\$0
Donor Bricks/Dedication Plaques/Awards	\$3,527	\$1,500
Donor Reception	\$0	\$0
Donor Refund	\$0	\$0
Pali High Booster Club (split donation)	\$0	\$0
New Parent Welcome Breakfast	\$2,325	\$0
<b>TOTAL EXPENSES FOR UNRESTRICTED FUNDS</b>	<b>\$39,016</b>	<b>\$108,400</b>

**TOTAL NET FUNDS**

**\$460,100**

**\$391,600**



# PALISADES

## CHARTER HIGH SCHOOL

### Comments and Campaigns initiated to date:

- 1.) Joint Appeal with Booster Club sent 8//8/22
- 2.) New Parent Welcome Breakfast scheduled for 8/20/22
- 3.) PCHS Fund comparison: **\$199,486** this year/**\$145,395** last year. Best YTD was **\$145,395**
- 4.) PCHS Fund donor comparison: **140** this year/**119** last year
- 5.) Follow-up email to all Parents on 10/4
- 6.) Back-to-School Night Campaign brought in **\$20,277**
- 7.) Driveway Days Campaign are back 10/19 - 10/21

### Grants Submitted to date:

Grantor:	Amount	Purpose	Date Submit
CTE Incentive Grant	<b>\$270,372.00</b>	CTE Funds for 2022-213	<b>1/15/2021</b>
LA Scholars Investment Fund	\$146,600	Pali Bridge Project - College Center	5/3/2022
<b>Pacific Palisades Women's Club</b>	<b>\$600.00</b>	<b>Mosaic repair</b>	<b>5/30/2022</b>
<b>Lewis A. Kingsley Foundation</b>	<b>\$10,000.00</b>	<b>Program Support</b>	<b>8/10/2022</b>
NRA Safe Shield Program	\$81,375.00	Permanent Perimeter fencing	8/30/2022
	<b>\$508,947.00</b>		

\*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	\$270,372.00	CTE Funds for 2020-21	7/1/2022
Pacific Palisades Women's Club	\$600.00	Mosaic repair	7/27/2022
Lewis A. Kingsley Foundation	\$10,000.00	General support	7/10/2022
	<b>\$280,972.00</b>		

# Coversheet

## Executive Director/Principal (EDP) Report

**Section:** II. Organizational Reports  
**Item:** J. Executive Director/Principal (EDP) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** EDP Board Report 10\_18\_2022.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### **Executive Director/Principal Report Board of Trustees Meeting October 18, 2022**

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

#### ***Schoolwide Goals - Communication and Socio-emotional Well-Being***

##### **Event Safety**

Providing a safe, secure, and organized environment is a constant focus for PCHS. When disruptions occur, plans are in place and staff are prepared to address these situations. This was the case Friday, October 7 when an atypical occurrence of altercations at our home athletic event resulted in the timely support of law enforcement. Fortunately, due to the security measures in place at this event, the additional police presence ended up not being necessary; however, their responsiveness continues to be greatly appreciated. Additional measures PCHS is taking for upcoming stadium events include the following:

- Increased security and administrative presence.
- Home-side students required to show PCHS identification for entry.
- No loitering allowed on the stadium breezeway.
- All concessions confined to a well-defined and highly supervised area.
- Wristbands used to identify event spectators and prevent re-entries.

PCHS establishes and maintains a caring school culture through clear behavioral expectations, positive behavior interventions and supports, and emergency/crisis planning and preparedness. We strive to teach students alternatives to violence including conflict resolution and positive interpersonal relationship skills. Some of the resources available to Pali students include peer mediation, counseling, and mental health support. Students, staff, and parents can anonymously report concerns 24 hours a day through the [STOPit reporting system](#) (enter the access code *PaliDolphins*). The [Three C's Form](#) is also an option for students to report considerations, concerns, and critical issues. If you are aware of potentially dangerous or threatening situation, I encourage you to share this information directly with school administrators by emailing [paliadministrators@palihigh.org](mailto:paliadministrators@palihigh.org).

#### ***Schoolwide Goals - Communication and Socio-emotional Well-being***

##### **Fentanyl Awareness**

Providing timely information regarding safety concerns to parents, teachers, and students is an ongoing schoolwide goal. In response to the fentanyl crisis, representatives from the PCHS Health Office, Mental Health Team, and Administration participated in training provided by the Los Angeles County Department of Public Health and Los Angeles County Office of Education. Dr. Roger Crystal spoke to faculty at the October 11 Faculty Meeting. Pali High and Paul Revere Middle School are hosting Town Hall meetings for parents and students regarding the dangers of fentanyl and other opioids.



# PALISADES

## CHARTER HIGH SCHOOL

**Oct. 20 | 6:30pm @ Palisades Charter High School - Mercer Hall**

**Oct. 26 | 6:30pm @ Paul Revere Middle School - Auditorium**

Dr. Roger Crystal will be discussing the dangers of fentanyl and what communities can do to fight this crisis. These presentations are geared toward parents AND students. Children are encouraged to attend with their parents and guardians. *Dr. Crystal is a Pali parent and the lead inventor of the NARCAN nasal spray that is available at all LAUSD middle and high schools.* Read more about his bio [HERE](#): Roger Crystal, MD - Opiant Pharmaceuticals.

To attend the **PCHS** presentation on **October 20**, sign up [HERE](#).

To attend the **PRMS** presentation on **October 26**, sign up [HERE](#).

*Schoolwide Goals – Communication, Socio-emotional Well-Being*

### **Digital Citizenship Week**

The California Department of Education (CDE) in collaboration with Common Sense Education will celebrate **CDE Digital Citizenship Week October 17-21, 2022**. This is part of ongoing efforts to teach students how to make safe, smart, and ethical decisions in the digital world. Review the [SEL in Digital Life Conversation Starters Packet](#) from Common Sense Education for ideas for family discussions. PCHS will be sharing additional information with parents, students, and teachers throughout the week.

*Schoolwide Goals - Academic Achievement, Communication, Diversity, Finance, Student/Staff Socio-emotional Well-being*

### **Datalink Networks Needs Assessment**

PCHS is engaged with the Datalink Networks (DLN) team to review current technology related practices to develop recommendations for greater schoolwide effectiveness and efficiency. DLN hosted a preliminary needs assessment meeting on October 14 at the Ventura Beach Marriott attended by a PCHS team representing faculty, administration, CTE, IT/SIS, and special education. The presentations included the following topics:

- Grants to fund technology
- Classroom and campus tools
- PCHS Student information system reporting needs
- Schoology/IC integration requirements
- Technology Trends in 2023
- Protecting your Campus from Physical Threats
- Protecting your Website and Email from Cyber Threats
- Office 365 Analytics and Automation Tools
- How Devices are Changing to Facilitate 21<sup>st</sup> Century Learning

Next steps include the refinement and presentation of the DLN needs assessment for PCHS and the client portal ticketing system activation.



# PALISADES

## CHARTER HIGH SCHOOL

### *Schoolwide Goal - Communication*

#### **The Great Shakeout**

Palisades Charter High School will be participating in **The Great Shakeout**, an earthquake drill on **October 20 at 10:20am**. This drill is an annual opportunity to learn and practice earthquake safety with millions of people worldwide.

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 practice “Drop, Cover and Hold On” as well as to identify our ability to save lives, reduce injuries, and protect property.

*Families are encouraged to participate in this drill at home. Prior to the drill, please talk with your family about your emergency plan and steps to take before, during and after an earthquake. The following steps will help you and your family prepare:*

(Step 1) [Secure your space](#) by identifying hazards and securing moveable items such as furniture and other heavy objects to avoid injuries and damage.

(Step 2) [Plan to be safe](#) by creating a disaster plan and deciding how you will communicate in an emergency.

(Step 3) [Organize emergency supplies](#) in convenient locations

(Step 4) [Minimize financial hardship](#) by organizing important documents, strengthening your property, and considering insurance.

*Schoolwide Goal - Academic Achievement, Communication, Diversity, Finance, Student/Staff Socio-emotional well-being*

#### **2023 California Charter School Association Conference – Monday, March 13 through Thursday, March 16 at the Sacramento Convention Center**

This annual event connects charter school leaders and teachers from across the state and country. Breakout sessions are opportunities for attendee learning and professional development via presentations or small group discussions presented by a subject matter expert. Breakouts are categorized into four areas of interest:

- Advocate (authorization and renewal)
- Student success (learning models, instructional practices, special education, equitable student culture)
- Operational integrity (communications and marketing, facilities, funding, governance, human resources, legal, physical and online safety)
- Strategic leadership (data driven leadership, staff development, staff culture).

# Coversheet

## Budget & Finance Committee Update

**Section:** III. Board Committees (Stakeholder Board Level Committees)  
**Item:** B. Budget & Finance Committee Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Budget Com Meeting Minutes 10\_10\_2022.pdf





# PALISADES CHARTER HIGH SCHOOL

REGULAR MEETING MINUTES - BUDGET/FINANCE COMMITTEE  
MONDAY, OCTOBER 10, 2022  
3:30-5:00 PM, Library

*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.*

*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.*

**I. PRELIMINARY:**

A. Call to Order & Roll Call - R Rodman called the meeting to order at 3:48 pm

1. In attendance: R Rodman, S Margiotta, C Heisen, N Kojoonwaeze, S Sherkhanov. Non-voting members: P Magee. Please see sign in sheet for list of guests.

B. Public Comments – No public comment made

C. Approval of Minutes from

1. C Heisen made a motion to approve the meeting minutes from March 14, 2022. R Rodman seconded the motion. In favor: R Rodman, S Margiotta, C Heisen, N Kojoonwaeze. Absention: S Sherkhanov S Margiotta made a motion to approve the August 22, 2022 meeting minutes. C Heisen seconded the motion. In favor: R Rodman, S Margiotta, C Heisen, N Kojoonwaeze. Abstention: S Sherkhanov. C Heisen made a motion to approve the Sept. 12, 2022 meeting minutes. S Margiotta seconded the motion. All in favor: R Rodman, S Margiotta, S Sherkhanov, C Heisen, N Kojoonwaeze.

**II. OLD BUSINESS** (DISCUSSION & POSSIBLE ACTION ITEMS):

A. None

**III. REPORTS** (5 minutes each):

A. Executive Director - P Magee reported on collective bargaining with PESPU for current year and hopes to wrap this up by the next BOT meeting. T Ferrell is making amazing process on CTE. They are also working with DataLink looking at the school's technology needs and be meeting this Thursday to review updates. They will be able to report at next B&F Committee.

B. CBO Report- Tabled

C. Fundraising & Development - M Rawson reviewed and stands as submitted. There are additional banner families this year. He noted that there are \$11,000 in outstanding matching funds. Driveway days are next week. He also noted that there is an additional grant through the college center which is still outstanding which would be in the amount of \$150K for a bridge program for students with fewer resources.

D. ASB Treasurer Report - ASB Leadership N Kojoonwaeze reported that at BTS Night they made \$3K on Pali hoodies. New merch will come in soon for students to pick up and purchase. Oct. fundraising has started and Sr. Class has raised \$100.

E. Booster Club - R Rodman Boosters are up to 36 banners and hoping for 75. Will be participating in driveways days too. They have raised approximately \$160,000 thus far.

F. Lifetime/Health Benefits - M Monahan reported that of our 48 retirees eligible for our Lifetime/Health Benefits, 35 are Medicare eligible and 13 are not. Of the 35, 23 are on Medicare and 1 is Medicare pending.

(310) 230 – 6623

15777 Bowdoin Street, Pacific Palisades, CA 90272

[www.palihigh.org](http://www.palihigh.org)





# PALISADES

## CHARTER HIGH SCHOOL

There are 12 retirees not on Medicare. They are working gently with the labor partners to have conversations about gently encouraging those 12 retirees to convert to Medicare. HR will still work with employees as they retire to move towards Medicare as they become age eligible. The other 13 not on Medicare are not age eligible. Retirees on Medicare would be provided Medicare Part B.

- G. Credit Card Purchases-Discussion/Recommend – none to present

#### IV. **NEW BUSINESS** (DISCUSSION & POSSIBLE ACTION ITEMS):

- A. 2022-23 Budget vs Actuals – S Margiotta reported that there were slight changes due to the decrease in running late buses (3 to 1) as of the first week in October. There are also additional revenues due to increased sales in the cafeteria.
- B. 2022-23 Cafeteria Update – S Margiotta reported that as noted above there are more meals (breakfast and lunch) being sold in the cafeteria. The state law requiring public schools to provide breakfast and lunch to all students was discussed noting that the funding for this comes from the state.
- C. Educator Effectiveness Funds (EEF) Update - tabled JP Herrera
- D. PermaCity LOI - P Magee reported that they continue to discuss to determine who is responsible for this. Her understanding now is that this will be an LAUSD project. There is a proposal coming from Catalize (PermaCity's parent company). C Heisen noted that there will be energy cost savings and transparency regarding school's energy use.
- E. Golf Simulator – Athletic/Permit Purchase – D Suarez noted that they purchased a \$29K golf simulator noting that there are donations still coming in. Space is being arranged with D Parcell noting that they need to build a permanent home for it. Quotes for facility are \$15,00-\$18,000 with a long term goal of permitting it out. He noted that there would need to be supervision and thinks it would bring in \$100/hour. Over time it would pay for itself. He is asking the school to contribute money to purchase long-term housing by gym and baseball field. There will also be a putting green in the future. They are asking Civic Center Permits to cover \$10,000 for permanent housing. This will reduce the time for students traveling to and from the practice course. However, the school will still be required to pay monthly greens fees. Cost at another simulator facility is approximately \$100/hour. Funding sources were discussed and it was noted that this sets a different precedence than the pool and field. This will be revisited next semester when there is more info. re: real cost savings (buckets of balls approx. \$2000 boys and \$1500 girls for practices), lining up groups who will commit to permitting these facilities and costs of rental units for displaced storage for the simulator's "temporary" housing.

Salary Schedule Reclassification (PESPU & Unrep) M Monahan – discussed the HR requests. It was noted that ELL were an area of focus from LAUSD and WASC. Open positions resulting from vacating personnel (to fill new recommended positions) will be closed. Administration voiced approval.

S Sherkhonov made motion to approve the changes in positions as presented: Operations Liaison to Permits and Set up Department Manager (Unrepresented), Campus Security Aid to Campus Security Lead (Classified), Instruction Assistant to ELL Instructional Assistant (Classified). C Heisen seconded the motion. In Favor: R Rodman, S Margiotta, S Sherkhonov, C Heisen, N Kojoonwaeze.

#### V. **OTHER:**

Date of Next Regular Meeting: November 7, 2022. Agenda items must be submitted to B&F Committee Recording Secretary, Sara Margiotta by November 1, 2022 @ 2pm (via EMAIL).

# Coversheet

## Approval of School Emergency Operations Plan

**Section:** V. School Emergency Operations Plan  
**Item:** A. Approval of School Emergency Operations Plan  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Emergency Management Resolution\_10\_18\_2022.pdf  
School Emergency Operations Plan for 2022-23.pdf

## 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 18<sup>th</sup>, 2022

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sara Margiotta  
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.



**PALISADES**  
CHARTER HIGH SCHOOL

# Palisades Charter High School

# School Emergency Operations Plan

**Revised Fall 2022**

**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  
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## PALISADES CHARTER HIGH SCHOOL

### School Emergency Operations Plan Introduction

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

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



## Promulgation

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

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

## Requirements

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

## **Purpose**

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

## **Scope**

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

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

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

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

## **Responsibility**

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

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

# Emergency Management Resolution

## Emergency Management Resolution

Palisades Charter High School  
Los Angeles, California

### RESOLUTION: Emergency Plan

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

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

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

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

Revised Plan presented to and adopted by the Board of Trustees October 18<sup>th</sup>, 2022

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sara Margiotta  
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 can expand our camera surveillance system to help deter, detect and investigate school crimes. Significant physical security maintenance is needed to maintain perimeter fencing.

**School Safety Tip Line:** Students and their families may call **707-232-8693**, use the Stopit app, or link ([go.palihigh.org/STOPit](https://go.palihigh.org/STOPit)) 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](http://www.redcross.org) and [www.nsc.org](http://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 with. Review the entire citation for specific requirements.

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

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

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

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

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

The law has two ramifications for School employees:

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

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

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

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

SEMS requires that each organization understands and uses the following:

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

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

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

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

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

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

### **CA Health and Safety Code, Section 131021**

This section defines “Essential workers” as “secondary school workers, whose work with the public continues throughout the crisis”.

### **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)

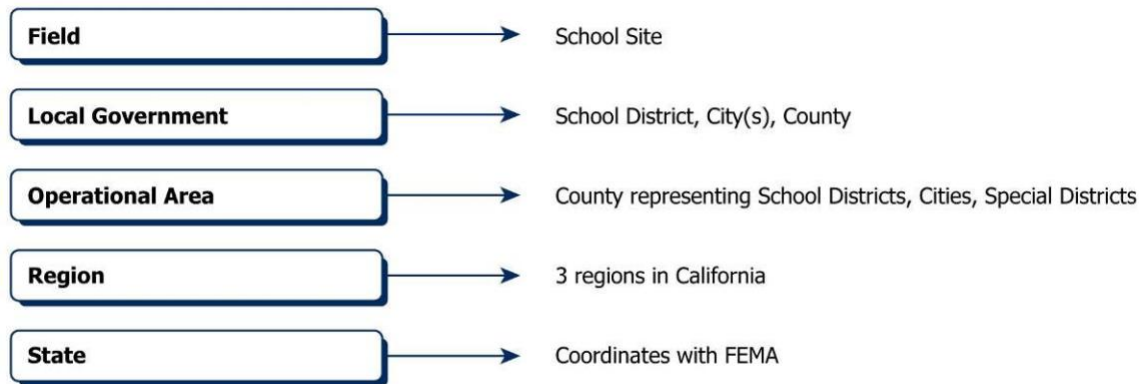
Public schools have mutual aid agreements for shelter, counseling, and other items and must participate in inter-agency coordination. It is important to understand this and be prepared to participate.



## 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 subdivisions
- 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](http://www.oes.ca.gov)

## **State Level**

Will:

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

## **SEMS and Schools**

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

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

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

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

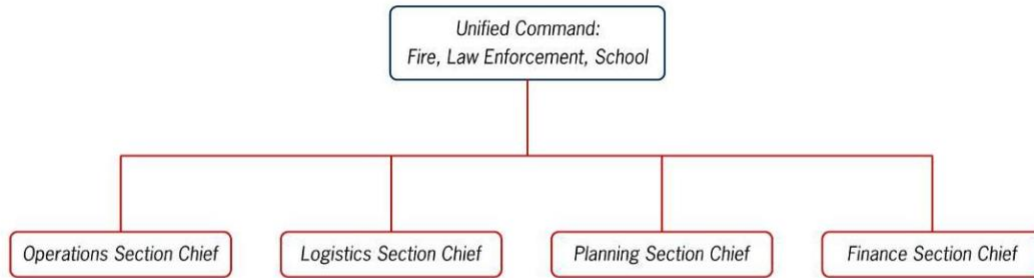
The Incident Command System is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, designed to aid in domestic incident management activities. It is used for a broad spectrum of emergencies, from small to complex incidents,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

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

Incident Command System

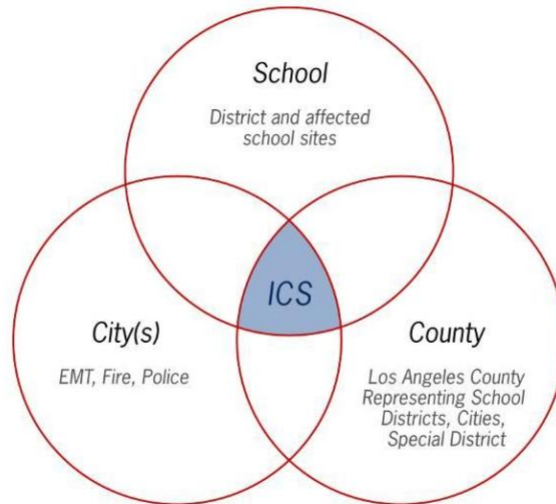
ICS Unified Command

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ICS Principles

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\* Diagram indicates activation of operational area

## **Command** (The “leaders”)

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

## **Operations** (The “doers”)

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

## **Planning** (The “thinkers”)

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

## **Logistics** (The “getters”)

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

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

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

## **Major Concepts**

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

## School Emergency Response Team Chart

(information is for school personnel only)

## ICS responsibilities of the School Site

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

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

## 2) Mutual aid systems

Voluntary and reciprocal agreements 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

<b>Signal</b>	<b>Description</b>	<b>Signal</b>
Lock-Down TEAM RESPONSE	Crisis that activates the School Emergency Response Team	Verbal Command (radio, PA, phone)
LOCK DOWN – NO TEAM RESPONSE	Does NOT activate the School Emergency Response Team (threat is too dangerous). Is used in one of the following scenarios: <ol style="list-style-type: none"> <li>1. Shots being fired</li> <li>2. Gunman in the building</li> <li>3. Hostage situation</li> </ol>	Verbal Command (radio, PA, phone)
Fire	Fire	Verbal Command or Fire Alarm System
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

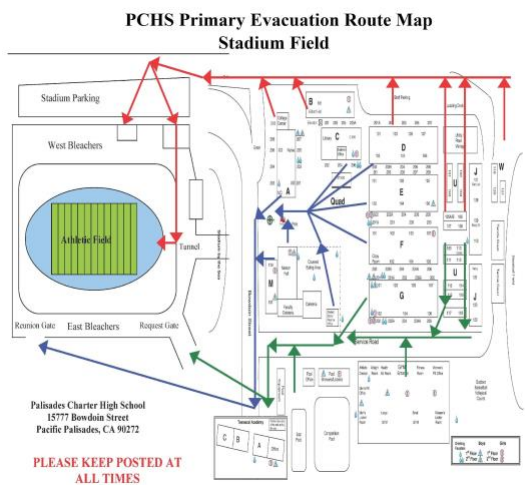
## Section 6

# Emergency Maps

# Emergency Maps

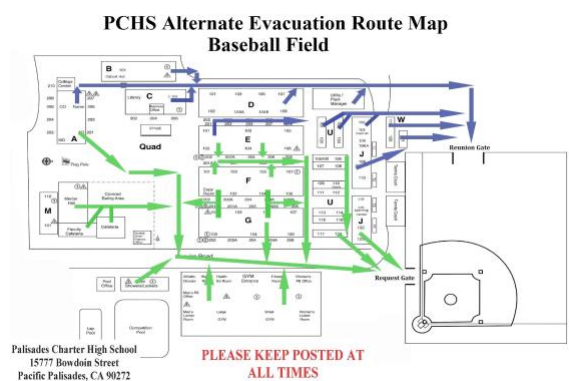
Maps of the interior of all buildings, exterior of school grounds, and aerial photos are essential to develop an emergency evacuation plan. In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire extinguishers, fire alarm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

STADIUM FIELD		HOME BLEACHERS														VISITOR BLEACHERS			
ENTRANCE	EXIT	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GALLERY HALL/B101	D181	D201	D206	E201	F101	F201	G201	H101	I101	J101	K101	L101	M101	N101	O101	P101	Q101	R101	S101
A210	D182A	D202	D207	E202A	F102	F202	G202	H102	I102	J102	K102	L102	M102	N102	O102	P102	Q102	R102	S102
A200	D182	D201B	D206	E202	F102	F202	G107	H100A	M101	U111	W121								
A207	D181	D201A	D205	E201	F101	F201	G106	H100	J123	U108	W120								
A206	C206	D200	D204	E106	E209	F107	G105	J101	J122	U107	W119								
A204	C205	D107		E105	E208	F106	G104	J100	J118	U106	U118								
A203	C204	D106		E104	E207	F105	G102	G206	J110	U105	U117								
A202	C203	D105		E103	E206		G101	G205	H100A	U104	U116								
A201	C202	D104A		E102	E205		F206	G204		U103	U115								
PALL ACADEMY	C201	D104		E101	E204		F205	G203		U102	U114								
ENTRANCE	K	30	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180





## **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 or First Aid Team is not available.
    - Students on the athletic fields should proceed to their previously designated area and assume regular emergency procedure discipline.
    - During any drill, the teacher will remain with the class.
  13. The teacher will assist others as directed by the IC.
  14. An All Clear signal will be given to return to your classrooms.
  15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.



## Evacuation of Disabled Students

### General Procedures

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

Options include:

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

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

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

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

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

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

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

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

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

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

Map intentionally not shown

## Evacuation and Disaster Resources:

### **LA City and LA County Response**

#### **LA City Emergency Management Dept. Duty Officer**

(213) 200-6414

Connects you with all City of Los Angeles resources: 24/7, 365

#### **LA County Office of Emergency Management Duty Officer**

(323) 459-3779

Connects you with all LA County resources and is the pathway to CalOES resources as their Operational Area (OA) leader: 24/7, 365

### **CERT/LAFD**

Randall Opperman

(213) 425-4476, Cell

[randall.opperman@lacity.org](mailto:randall.opperman@lacity.org)

### **Red Cross**

Michael Edwards, American Red Cross Regional Mass Care Manager

(213) 479-0488, Cell

11355 Ohio Avenue

Los Angeles

(310) 445-9900

### **American Transportation Services, Inc.**

3133 East South Street

Long Beach, CA 90805

(562) 531-8000

## Section 8

# Emergency Response Supplies

## 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)**

<b>Item</b>	<b>Quantity</b>	<b>Description/Usage</b>
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)**

<b>Item</b>	<b>Quantity</b>	<b>Description/Usage</b>
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.

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

**1. PERSONAL PROTECTIVE EQUIPMENT (PPE)**

<b>Quantity</b>	<b>Contents</b>
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:

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List procedures for contacting all 'dead' communication areas:

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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
LAUSD School Police - Officer Kim	323.855.0492
Los Angeles Police Department – WLA Dispatch	310.444.0701
Los Angeles Police Department – SLO Brian Espin	310.444.0737
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)

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### Radio Stations

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

List primary radio stations (FM/AM):

**CNN** (404) 827-1500

**KTLA** (323) 460-5500

**KMPC** (310) 452-7100

2800 28th St., 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

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

## Emergency Contact Information

### Employees and Students

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



## Crisis Communication Guidelines

### Communication at the School Site

A crisis that takes place at a school 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.

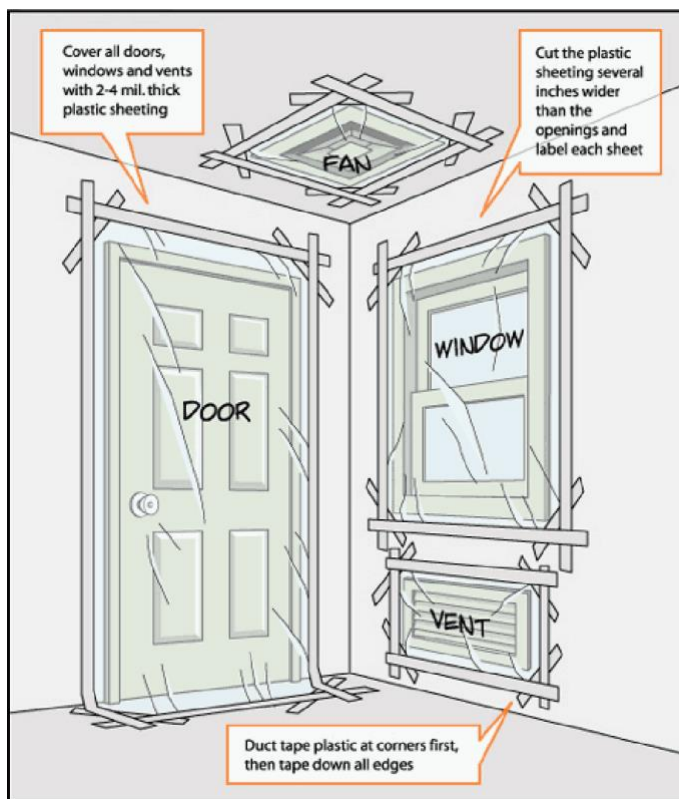
Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

### 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 in notification room.
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.

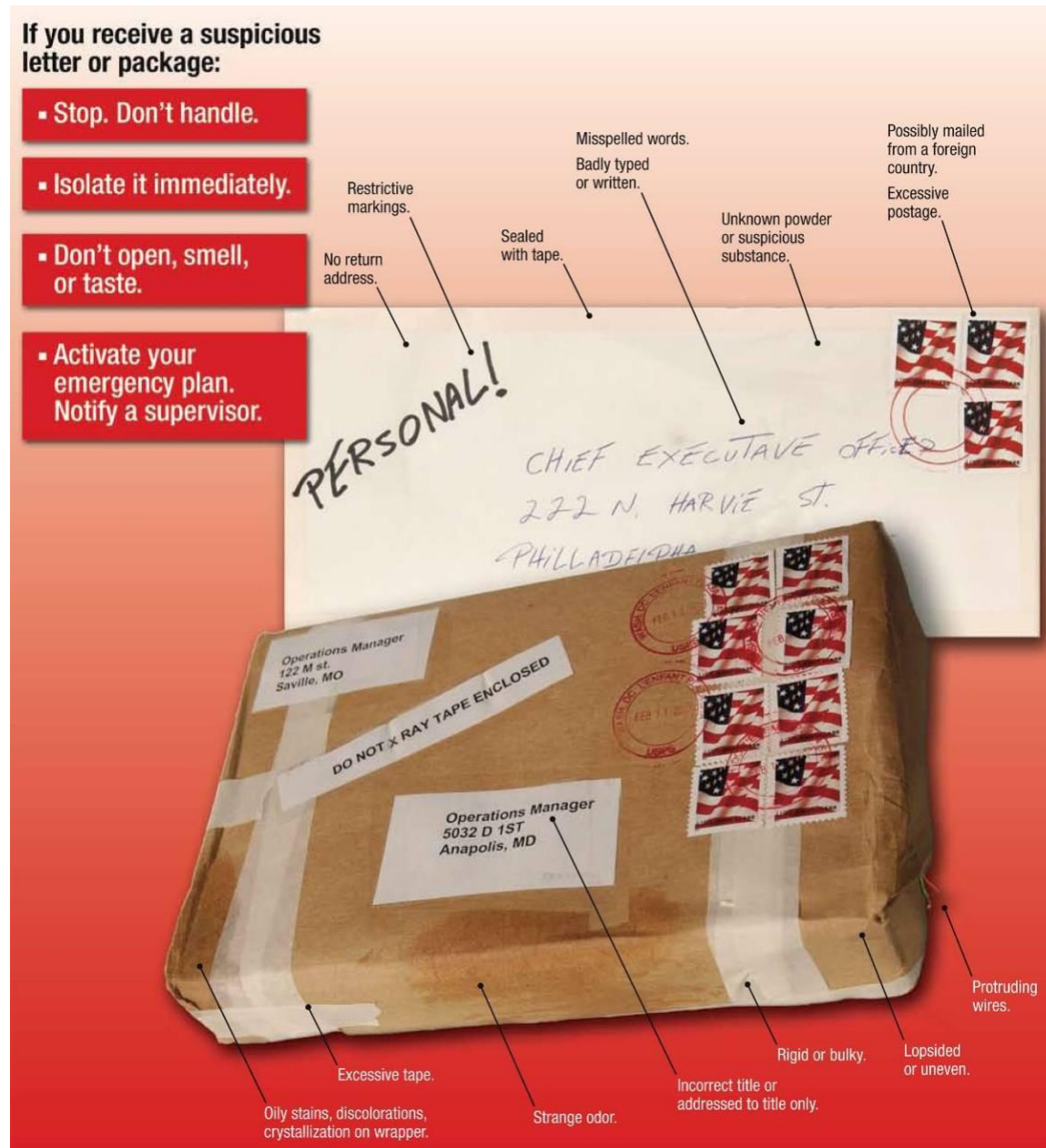
## Detecting Suspicious Packages/Letters

**\*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.

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

## Southern California Earthquakes

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

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

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

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

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

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

## **Actual Earthquake**

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

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

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

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

## After an Earthquake

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

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

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

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

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

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

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

2. Look for potential post-earthquake hazards OUTSIDE the building:
  - Power lines
  - Trees
  - Areas near buildings that may have debris fall on them – parapets, roof tiles, chimneys, glass
  - Routes past concrete block walls
  - Covered walkways
  - Places under which large gas mains run
  - Areas near chain link fences (can be electric shock hazard when live wires touch)
  - Hazardous materials storage areas
    - A. Designate open areas outside that are without overhead hazards and removed from potential dangers spots: choose one, off-campus spot such as park for back-up.
    - B. Assembly areas should not be so remote from the faculty that students and staff won't have easy access to bathrooms, phones, and the student release point.
  
3. Everyone should be informed about the plans:
  - a. Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.
  - b. Tell all personnel and students about the plans made and the routes chosen.
  - c. Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
  - d. Hold drills and exercises two or three times a year; practice alternate routes.
  - e. 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"> <li>- Implement in an orderly fashion, the appropriate evacuation route, upon notification from the building fire alarm system.</li> <li>- Act as 'supervisor' of the area under their direct control.</li> <li>- Receive and dispatch information and instructions and oversee evacuation of occupants from their area.</li> <li>- Ensure every disabled person has staff assigned to him or her who stays with them.</li> <li>- Report the location of these persons to the Fire Department upon their arrival</li> </ul>
Assistant Floor Warden (one for every floor)	Building U  Bldgs J and W		<ul style="list-style-type: none"> <li>- Responsible to the Floor Warden to see all students and staff leave their area(s) and evacuate through the appropriate exit.</li> <li>- Listen for any new information and if questions arise, get direction from Floor Warden</li> <li>- Take no action without checking with the Floor Warden, except in extreme circumstances.</li> </ul>

## **Fire Near School:**

IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

## **Burning Clothes:**

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

## **When appropriate and directed by the IC, SERT member may:**

1. Turn off the gas and electricity service.
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open.

**IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.**

## **First Aid Team**

Will move to their designated area, unpack supplies as they become available, set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined in Section 4.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to walking wounded
DELAYED:	May be able to take direction to help one another
IMMEDIATE:	Tag victim, note time and type of injury
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.

### **Student Supervision Team (Russ Howard, Monica Iannessa, Kelly Loftus)**

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team.

The Student Supervision Team will follow their pre-assigned responsibilities as outlined in Section 4.

### **Student Release Team (Kim Theard, Tom Seyler, Counseling Staff)**

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians.

The Student Release Team will follow their pre-assigned responsibilities as outlined in Section 4.

Teachers follow standard evacuation procedures. See Section 7.

### **Fire Drills**

California Education Code, Section 32001 states that every public, private, or parochial school shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. It further states, "all exit doors shall be maintained so that they can be opened from the inside without a key during school hours."

It is recommended that at least 30 minutes in each school month shall be used to instruct children in grades one through eight on fire dangers and drills. On occasion, the building should be evacuated under the pretense that smoke and gases have filled the hallways. Faculty and students should practice getting their faces as near the floor as possible (by bending over or by crawling on their hands and knees) and proceed to the nearest exit.

Each school must establish a fire or emergency evacuation plan and hold regular drills to make this plan effective. Drills must be documented and reports submitted to the Fire Marshall. The fire drill report must include: person conducting drill; date and time of drill; notification method used; staff members on duty and participating; number of occupants evacuated; special conditions simulated; problems encountered; corrective actions to be taken; weather conditions when occupants were evacuated; and time required to accomplish complete evacuation and accountability.

## Food or Water Contamination (suspected)

This procedure should be followed if school personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by an outside agency. Indicators of contamination may include unusual odor, color, taste, or multiple incidents of unexplained nausea, vomiting, or other illnesses.

### **General Procedures**

1. The IC will isolate the suspected contaminated food/water to prevent consumption and restrict access to that area.
2. Call 911.
3. The IC will direct that a list of all potentially affected students and staff be made and will provide the list to the responding authorities.
4. The IC will direct the first aid team to provide immediate medical assistance, when necessary.
5. The IC will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The IC will not declare an All Clear until authorized to do so by the responding health department.
7. The IC will notify the parents of the incident, as appropriate.



## Forced Entry/Theft of School Property

### General Procedures

1. If evidence of forced entry or theft is seen, notify the main office first.
2. Call 911.
3. If the crime is in progress, do not confront the perpetrator and avoid being noticed. Instead, attempt to collect a physical description and a license plate number of any vehicle the perpetrator may be using. Watch the direction in which the criminal flees.
4. Secure the crime scene. Prevent others from entering, and do not disturb possible fingerprints, shoe, or tire impressions.
5. Notify staff to increase security measures.
6. Prepare a list of missing items with serial numbers, make, model, and estimated cost.
7. Organize all witnesses for police interviews and be as helpful as possible to the authorities.
8. Obtain a copy of the police report.
9. Prepare a media statement and to ease the worries of parents, draft an informational flyer.

## Hazardous Material Spill

Hazardous substances include chemicals, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

### **General Procedures**

1. Contact the main office and administration about the spill.
2. Call 911.
3. Do not turn any electrical switches on or off. Do not use any electrical equipment, eliminate any open flames.
4. Notify the custodial staff of the spill.
5. Evacuate and close off the area of the spill. (follow standardized evacuation procedures – See Section 7).
6. Assess the need for medical attention for anyone exposed to the hazardous fluids and call the school nurse and/or responding officials to the location of the spill if necessary.
7. Record the names and personal information of any persons exposed to the spill.
8. Notify the School Police (323.887.7916).
9. Assess the need to inform parents about the spill and prepare a media statement if warranted.

## **Hazardous Material Spill (continued)**

### **Temporary Stay at School Status**

If given instructions by the Incident Commander or First Responders that it is necessary to temporarily stay at school until the evacuation vehicles arrive, use the following guidelines:

1. IC advises Teachers and Staff of the situation through the intercom and alerts them to listen for further instructions. Instruct Teachers to close all windows, doors and vents.
2. Direct all Students, Teachers and Staff to come inside and/or stay in the buildings. Students must be kept quiet and still. In the event of a chemical accident, instruct students to keep their hands out of their mouths and eyes.
3. Instruct team members to shut off all heating systems and fans.
4. Instruct all teachers to place wet towels or wet clothing under the doors and around windows.
5. Conduct an emergency attendance to account for all students, staff, and visitors.
6. Instruct Teachers and Staff to evacuate once vehicles have arrived on campus.

## **Hazardous Material Spill (continued)**

### **Evacuation Procedures**

If given instructions by the Incident Commander or First Responders that it is necessary to evacuate the school, use the following guidelines:

1. Determine an evacuation site that is crosswind from the movement of the fumes and a safe distance from a hazard or chemical accident.
2. Determine the method of evacuation. If students are to remain on campus, determine which evacuation assembly site is best. If students are to evacuate to another location, as in the event of a chemical accident, determine which location is appropriate and by which means the Students, Teachers, and Staff will be evacuated by school buses, other transportation, or by foot.
3. If it is decided that the building should be evacuated:
  - a. Sound the fire alarm
  - b. Notify the following:
    - i. 911 (alerts police and fire departments)
    - ii. School Police (323.887.7916)
    - iii. Teachers and Staff
4. The location of the evacuation site will be posted by the Parent Coordinator outside the school for parent information.
5. The IC will instruct that the evacuation site be notified of the impending evacuation and arrival of staff and students.
6. An Emergency Attendance will be taken at the evacuation site. The Search Team Coordinator will report attendance status to IC.
7. The IC will provide a report to the School District/Superintendent/EOC by phone or messenger as soon as possible after the evacuation. The report will include:
  - (a) the location of the evacuation site,
  - (b) the status of students and staff, and
  - (c) the immediate needs of students, teachers, and staff.
8. The Site Coordinator will give directions for loading students into buses or other evacuation vehicles or proceeding on foot to the determined evacuation site.

## Heat Emergencies

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 Charter 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](http://www.nws.noaa.gov)).
3. Keep away from windows and doors.
4. Evacuate the buildings and move to a safe location if necessary.
5. Evacuate the site to another facility if necessary.
6. Being student release procedures at the direction of the IC.
7. Upon official request, the site or portions thereof will be converted to a mass care shelter.

## **Flood/Mudslide/Flash Flood**

Los Angeles County contains some of the steepest and most erosive mountains in the world, the San Gabriels, with elevations reaching 10,000 feet above sea level. Below steeply walled canyons lie large coastal plains with a high population density. When heavy rains come, there is a significant potential for floods and mudslides.

In 1914, when the population of the Los Angeles Basin was about 700,000, a four-day storm produced more than 19 inches of rain in the San Gabriel Mountains, resulting in floods causing \$10 million in damage.

Floods in 1938 caused \$70 million in damage in Southern California, and in 1969 floods caused \$400 million in damage and 60 deaths.

In the 1990s, serious flooding happened in 1992, '93, '95 and '08.

The predicted extent of the flood and the amount of time available before it arrives will determine the course of action to be taken. The IC may initiate many of the emergency actions considered necessary. The greatest danger of flooding is from a flash flood.



## **General Procedures**

1. Call 911.
2. The IC will keep a battery-powered radio turned to a local radio station for information.
3. Determine appropriate response signal (Lock Down – Response or Evacuation).

## **Hurricanes**

Definition: hurricanes are severe tropical storms that spiral around a calm center known as the eye. Wind speeds range from 74 miles per hour to a high of 220 miles per hour. Hurricanes may be accompanied by other severe storm hazards such as lightning, tornadoes, and flooding.

**Hurricane Advisory** – tells where the storm is located, the intensity of wind speeds, and the direction of movement.

**Hurricane Watch** – is issued for an area when there is a threat of hurricane conditions within 24 to 36 hours.

**Hurricane Warning** – is issued when hurricane conditions are expected in a specific area in 24 hours or less.

## **Lightning**

Definition: lightning is produced in all thunderstorms. In general, if you are close enough to a storm to hear thunder, you are close enough to be struck.

1. Move inside as quickly as possible
2. If a building is not available, move into a car with windows rolled up
3. If outside – spread out, keep several yards apart from each other

## **Severe Winds/Tornadoes**

Definition: Tornadoes are extremely violent localized windstorms. A tornado is characterized by a funnel cloud that reaches to the ground with wind velocity inside the funnel as high as 200 miles per hour. Tornadoes are usually part of a severe thunderstorm and may be accompanied by lightning, high winds, floods, and flash floods from extremely heavy rainfall.

**Tornado Watch** – indicates that conditions are right for a tornado to develop and that the sky should be watched.

**Tornado Warning** – indicates a tornado has been sighted or is spotted on radar.

Warning of hurricane/severe wind/tornado will come from local authorities. If high winds develop during normal hours of operation, the following emergency actions should be taken:

1. If outside, proceed with caution to nearest building, if time permits. If time doesn't permit lie flat on ground, preferably in a ditch or culvert if nearby.
2. Students and staff should be assembled inside buildings; avoid auditoriums, gymnasiums, and other structures with large roof spans.
3. Implement Duck, Cover, and Hold On if necessary.
4. Close windows and blinds.
5. Move away from windows and remain near an inside wall on lower floors if possible.
6. Relocate students from classrooms bearing full force winds.
7. Have maintenance staff shut off gas and electrical power.

## Sex Offense

All sex offenses, whether committed by or against a minor, are extremely serious and must be dealt with by school staff in an appropriate manner. The offenses may take the form of rape (consensual or not), indecent liberties, exposing, etc. When any of these or similar offenses occur or are suspected, the following procedures must be followed:

1. Regardless of when or where a sex offense occurred, the employee receiving the complaint must report to his or her principal/supervisor immediately.
  - a. If the victim is a student, also notify the ICPS, and the local police department.
2. The school principal/supervisor will notify the student/victim's parent or guardian, if appropriate, only after consulting with police or ICPS.
3. The school principal/supervisor will consider contacting the Police Department and/or Integrated Child Protective Services as well as notifying the victim and/or the family of available services, including immediate counseling, ongoing support, medical and legal advocacy, and a 24-hour crisis phone (858.560.2191).  
If law enforcement is involved the crisis counseling can be done at the police station, the school site or the medical facility. Counseling services will be provided while a 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 Attempt or Risk

### 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 PMRT (Psychiatric Mobile Response Team) or contracted service provider.

### IC Responsibilities

#### Death by Suicide

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.
12. Notify school community, if appropriate.

#### Attempted Suicide

1. Assess situation.
2. Direct that appropriate notifications be made.
3. Call PMRT for hospitalization.
4. If required, call 911.
5. Deal with siblings as set forth above.
6. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff.
7. Arrange for additional counselors if needed.



### **Suicide Risk/Ideation**

1. Assess situation.
2. Direct to an appropriate person who will conduct a risk assessment.
3. If required, contact PMRT.
4. Inform the parents.
5. Follow-up with referral as necessary.

### **Teacher/Staff Responsibilities**

#### **Death by Suicide/Attempted Suicide**

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.

## **Mental Health Crisis**

### **General Procedures:**

1. If student is in a classroom, have teacher contact Counseling office to have an escort to counselors office.
2. Contact a member of the Mental Health Team, who will come and pick up student.
3. Mental Health Team member will assess student for needs and contact appropriate supports.

### **Examples of Mental Health Crisis:**

#### **1. Student reports one of the following:**

“I feel like hurting myself, someone else, or someone is hurting me.”

You have concerns that they are unable to keep themselves safe.

#### **2. Student is having visible physical symptoms due to their mental health:**

i.e. shaking, difficulty breathing, unable to stop crying, unable to soothe self”

## 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 a 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 identity 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 that 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

## Wildfires

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

Currently, all local education agencies employ school psychologists, school social workers, or school counselors who usually take the lead in response in providing “psychological first aid.” If an adequate number of behavioral health specialists are unavailable within the school system, the Department of Mental Health can provide additional specialists upon request. DMS has an abundance of volunteers throughout the State who are trained in responding to disasters. Schools can work closely with the psychological foundations, disaster response networks, and interfaith groups.

### **Identify key partners and behavioral health tiered support team during the recovery planning.**

The plan for the aftermath of a crisis must take place in the preparation phase. For this reason, the school should increase coordination to ensure that the emotional and psychological needs of staff and students are met during the planning process. As a result, local education agencies should identify key partners and behavioral health specialists trained in responding to disasters. These responders should be developed and written into the safe school plan. In addition, recovery should include behavioral health support for first responders.

### **School officials, law enforcement officials, and emergency managers informally educate themselves on “lessons learned” from incidents around the country and state.**

During the recovery phase, it is critical to evaluate each incident with an assessment of what worked and what failed. During the school safety roundtable, the Orange County Superintendent discussed how well the school district responded to their recent school shooting incident. The superintendent noted the importance of having accurate information relayed to the media and parents through an automated telephone program. But, she also said that the school could have improved its response by separating the media rally point from the parent rally point. Currently, reviews of school incidents occur informally and anecdotally when school administrators and law enforcement officials gather at conferences or meetings.

## **Enact a formal debriefing process to help school staff evaluate their own performance and educate other schools.**

“Lessons learned” can be shared from school to school through charter publications and conferences as well as to local officials and communities. A clearinghouse of information would assist schools in improving their school safety plan.

<sup>1</sup> United States Department of education, the office of Safe and Drug-Free Schools. 2003. *Practical Information on Crisis Planning: A Guide for Schools and Communities*. Washington, DC, <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf> (accessed October 31, 2006).

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

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

<sup>4</sup> National Conference of State legislatures. 1999. School violence: lessons learned. *State Legislatures Magazine*.

Section 12  
**Plan Maintenance, Training and Vital  
Record Retention**

## **School Emergency Operations Plan Maintenance**

Palisades Charter High School Emergency Operations Plan is designed for efficient update and additions. The responsibility of maintaining the document is assigned to the Principal.

The Principal will conduct a thorough review of the plan annually:

Updates shall be distributed every year as needed or when there are significant changes.

This Plan is a management tool. The Sections of the Plan can be easily updated with minor modifications when there are changes to the school organization, systems, and/or new functional positions are added. It does not need updating every time site procedures change.

Individuals with emergency assignments are to review their procedures and related information after activation, either simulated in drills or as an actual response. Individual Checklists are revised as needed. Additionally, individual users are encouraged to add supplemental materials to their Sections for a complete "response ready" Plan.

The Checklists are designed to be used as worksheets. New and revised Checklists can be reprinted after activation. If additional pages are added and the school does not wish to renumber the entire Section, new pages can include the letters A, B, C, etc., respectively after the last page of the Checklists and inserted into an existing document.

It is not necessary to reprint the entire document each time it is updated. The footer date should always be kept current and can include the word "Revised" to indicate the update.

### **Training Program**

This Plan is consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) guidelines. The guidelines provide standardized training modules with competency requirements for each level of activation and responsibility. At a minimum, the following training program is recommended:

#### **Orientation**

All PCHS employees will attend a Plan review and orientation training either as a facilitated class.

## **Training**

The Principal and staff with emergency assignments in the Command Post should attend periodic special management Table Top Training in order to become familiar with the applied theory of the Incident Command System and functional management coordination.

### School Site Requirements

#### “What If?” Scenarios

PCHS will incorporate two “What If?” scenario discussions annually. “What If” 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](http://www.redcross.org))

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

Further information pertaining to Education can be found at <https://rems.ed.gov/>  
 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 2022

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 KNX (1070 AM) or KROQ (106.7 FM) 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 The Great Shakeout, an earthquake drill on October 20 at 10:20 AM. This drill is an annual opportunity to learn and practice earthquake safety with millions of people worldwide.*

*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 practice “Drop, Cover and Hold On” as well as to identify our ability to save lives, reduce injuries, and protect property.*

*You are encouraged to participate in this drill at home. Prior to the drill, please talk with your family about you emergency plan and steps to take before, during and after an earthquake. The following steps will help you and your family prepare:*

- (Step 1) [Secure your space](#) by identifying hazards and securing moveable items such as furniture and other heavy objects to avoid injuries and damage.
- (Step 2) [Plan to be safe](#) by creating a disaster plan and deciding how you will communicate in an emergency.
- (Step 3) [Organize emergency supplies](#) in convenient locations
- (Step 4) [Minimize financial hardship](#) by organizing important documents, strengthening your property, and considering insurance.

*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  
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## 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)**

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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**

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We have had a tragic accidental death of a student in one of our third grade classrooms this morning. You may have heard the commotion and seen emergency personnel enter the building.

The children may be anxious and upset. Please advise them there has been an accident and the police and fireman are here to help. Encourage them to express their fears and scary feelings. The sirens and ambulance may remind them of accidents in their neighborhood or home. Reassure them that there is no danger to them – they are safe.

Please do not permit students to enter the north hallway. Exit the building and re-enter the west entrance to reach the cafeteria or gym. If your classroom is located in the north wing, remain in class until you are notified further.

We will give you additional information as soon as it is available.

## Sample Faculty Memo

**Date:**

**To: Faculty and Staff**

**From: Executive Director and Principal**

**Subject: Death of a Staff Member**

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You may be aware that one of our teachers \_\_\_\_\_ died last night at 10:30 p.m. He/She collapsed at his/her home. The paramedics were called and he/she was transported to \_\_\_\_\_ hospital. He/she was unconscious and did not recover. The doctors assume it was a heart attack but the final 'cause of death' ruling is pending.

This is such a sad situation. It is difficult to lose a friend, colleague, and teacher who has been at \_\_\_\_\_ school for over \_\_\_\_\_ years. Thank you for being supportive and caring with each other at this difficult time.

Please advise your student so they will hear the sad news from you and hopefully prevent the spread of rumors.

The Crisis Assistance Team is available to all adults in the \_\_\_\_\_ and for students in the \_\_\_\_\_. Please send students needing assistance to the \_\_\_\_\_ with a pass.

If you would like a Crisis Assistance Team member to discuss the situation with your class, call the office and help will be there immediately. If any faculty or staff member needs assistance during class time, arrangements will be made to cover your class in your absence.

Information concerning services is pending and will be provided to you as soon as it is made available.

## Sample Faculty Memo

**Date:**

**To: Faculty and Staff**

**From: Executive Director and Principal**

**Subject: Student Death**

---

On Tuesday, May 7<sup>th</sup>, one of our students, \_\_\_\_\_ was killed at an intersection near school. Apparently a car drove through a stop sign and hit \_\_\_\_\_ in the crosswalk. He/she was taken to \_\_\_\_\_ hospital where he/she died at 5:46 p.m.

The driver did not originally stop, but later returned to the scene and turned himself into the police.

Since the accident occurred near the school, a number of students witnessed the tragic event. The Crisis Assistance Team will be on campus to provide support and counseling for all students affected. Crisis team members will meet with students, in the library, to assess their needs.

Since a large number of students may be upset by this, enclosed are some special passes to be used to send students to the library.

Information regarding funeral arrangements will be provided as soon as it is made available.

## 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](mailto:webwisekids2@aol.com).

Palisades Charter High School will continue to provide Internet security within our school. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact me.

Sincerely,

Executive Director and Principal

## Appendix B

### Four phases of emergency response/crisis management

## **General Information Regarding Emergencies**

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

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

### **Mitigation Phase**

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

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

### **Preparedness Phase**

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

## **Response Phase**

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

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

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

## **Recovery Phase**

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

## **Four phases of Emergency Management and Crisis Response**

### Phase One: Prevention/Mitigation

Objective: Lessening the Probability of a crisis

- Establishing a safe learning environment for all students and staff.
- Staff development and training for all members of school community including parents, volunteers, and neighbors.
- Collaboration with community agencies, health and social services agencies, neighbors, law enforcement, faith organizations, chamber of commerce, and political entities.
- Youth Development Programs that serve as resources to the school, students, parents, and community.
- Evidence-based model programs.
- School safety assessments by an outside agency – School Safety Plan.
- Policies and Procedures.
- Accessibility.

### Phase Two: Preparing

- Give police an updated blueprint of the school for their files – update annually.
- Develop a school Emergency Response Kit.
- Adopt district School Emergency Operations Plan and update site specific information.
- Develop School Emergency Response Team.
- Adopt district procedures related to emergency response.
- Assign roles and responsibilities to staff members.
- Practice emergency response drills.
- Develop communication system proximal (on campus) and distal (off campus).
- Translators/Bilingual resources – parent’s unification center.
- List of Community Support Services/Resources.
- Be prepared to deal with a variety of crisis (i.e.: natural disasters, riot, see EOP for complete list).
- Legal issues/confidentiality.

### Phase Three: Response

- Follow procedures outlined in the School Emergency Operations Plan.

### Phase Four: Recovery

- Be aware of legal issues.
- Return to school.
- Conduct an impact assessment.
- Implement the recovery plan (based on the assessment).
- Provide on-going debriefing for students, staff and parents.
- Provide for physical needs.
- Coordinate mental health services for students, staff and parents.
  - Assess psychological needs (on-going)
  - Provide safe rooms
  - Provide on-going support and debriefing as needed
  - Provide classroom activities for teacher
  - Communicate with parents
  - Be aware of connection between trauma and suicidal thoughts and actions
- Decide how to handle funerals and memorials.
- Be sure to acknowledge and thank those who assisted.
- Know and connect with resources.
- Prepare for later reactions.



## School Administrator's Emergency Planning Checklist

### Preparedness

- Has your school fully implemented the School Emergency Operations Plan?
- Are you, your teachers, and your staff aware of everyone's roles and responsibilities under the plan?
- Does your plan incorporate the principles of NIMS?
- Is your staff trained to perform the responsibilities under NIMS and the School Emergency Response Team?
- Have you had drills and exercises that involve the performance of NIMS and SERT responsibilities?
- Have you conducted an inventory of the kinds of skills or needs of your staff? Have you conducted training in first aid, damage assessment, search and rescue and fire suppression?
- Does your staff know the location of the main gas, electricity and water shut-off valves? How many staff have been trained to check for damage and turn them off if the need arises?
- Have you made a list and a map of the location and availability of First Aid and other emergency supplies?
- Does your school have sufficient supplies (water, food, blankets) to handle emergency periods that may last up to 24 hours 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: Request and Reunion Gate. 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.

<b>V. ORGANIZATION &amp; ASSIGNMENT OF RESPONSIBILITIES</b>
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**A. Organization**

1. The normal emergency organization, described in Section 4 of the PCHS School Emergency Operations Plan, will plan and carry out student/parent reunification.
2. Incident Command System (ICS) – Emergency Operating Center (EOC) Interface
  - a. As noted previously, the Incident Commander will normally determine the need for, organize, and activate the student/parent reunification team.
  - b. The Incident Commander will normally manage reunification operations at the scene.

**B. Assignment of Responsibilities**

1. The Superintendent/Public Information Officer/Designee will:
  - a. Approve release of warnings, instructions, and other emergency public information relating to reunification
  - b. Direct the opening of shelter and mass care facilities, if needed.
2. The Incident Commander will:
  - a. Identify risk areas in the vicinity in the incident site and determine protective actions for people in those risk areas.
  - b. If evacuation of risk areas and special facilities is required, plan, organize, and conduct the evacuation with the resources assigned.
  - c. Activate the Request/Reunion 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 tiered support 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 Request/Reunion 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 Request/Reunion 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.

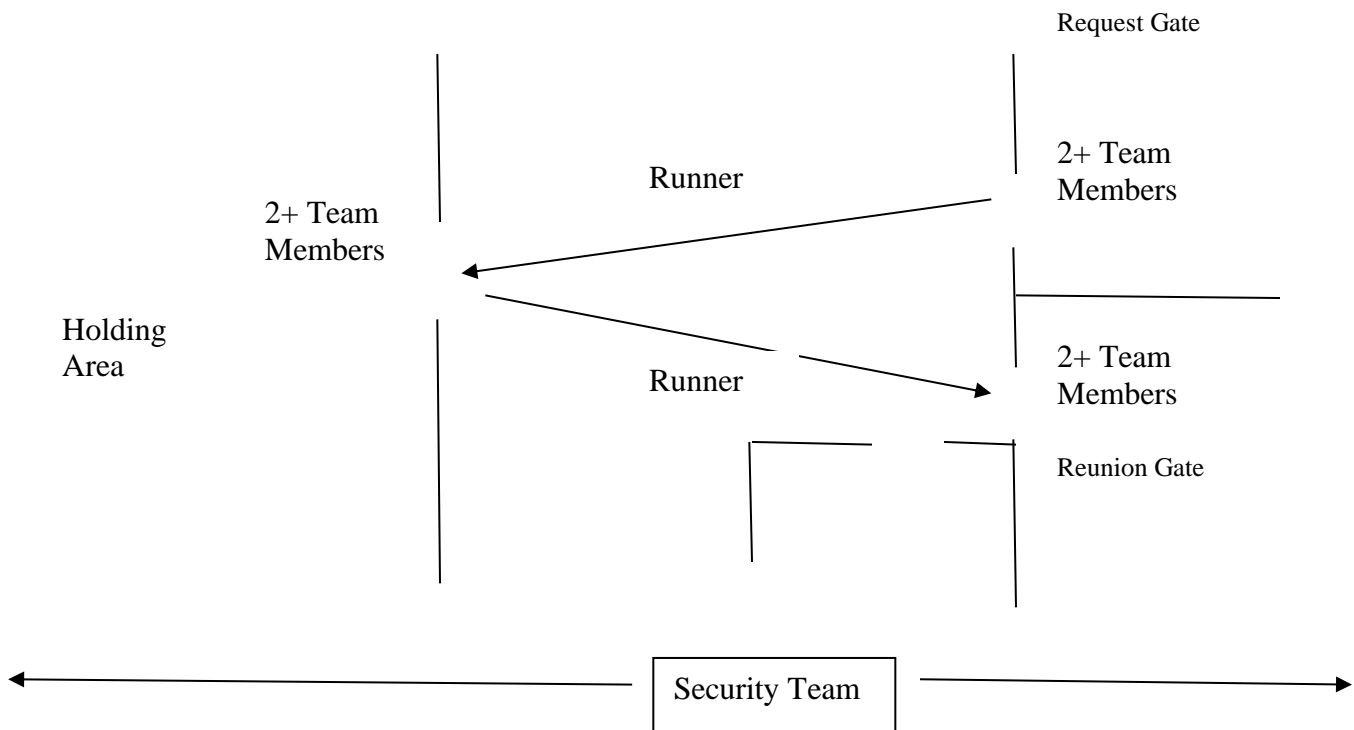
**IX. REFERENCES**

- 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



<b>APPENDIX 3</b> <b>Student/Parent Reunification Sites</b>
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**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 3<sup>rd</sup> 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

<b>Appendix 4</b> <b>Student/Parent Reunification Checklist</b>
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1. Student Release Team members:

Team Leader(s)  
Head Counselor

Team Members  
Counselors  
Leadership Class

B. Reunion Box

- \_\_\_\_\_1. Copy Student Emergency Release Form
- \_\_\_\_\_2. Authorization to Release Student in Emergency Forms
- \_\_\_\_\_3. Student Accounting
- \_\_\_\_\_4. Runner Form
- \_\_\_\_\_5. Signage (**REUNION SITE**)
- \_\_\_\_\_6. Class Rosters

## Appendix D



# MEMORANDUM

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

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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 2022-23 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

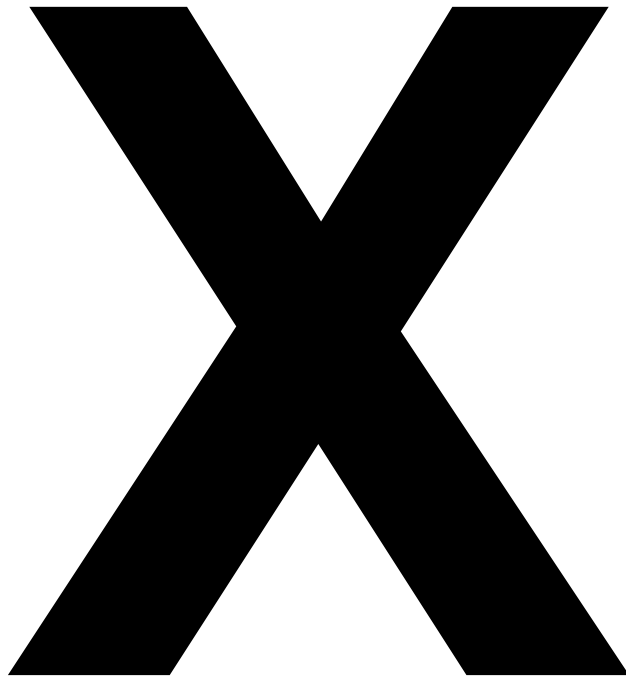
TEAM-7: H-Building (Loading Dock & IT Office) and U-Buildings/Bungalows

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.

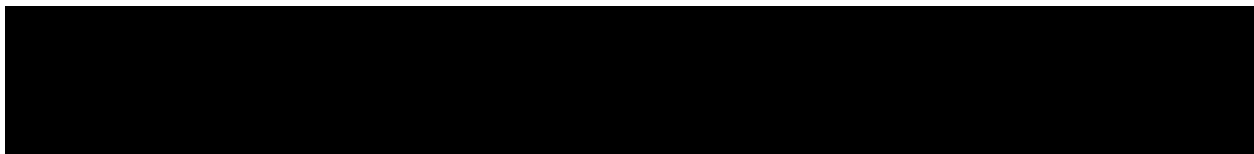
#### **IMPORTANT RULES FOR VISITORS:**

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><b>EVACUATION PROCEDURE</b></p> <ol style="list-style-type: none"> <li>Possible reasons for an evacuation to be initiated:             <ol style="list-style-type: none"> <li>An incident after a lockdown;</li> <li>Fire;</li> <li>Natural gas leak;</li> <li>Hazardous chemical leak inside the building;</li> <li>Localized flooding;</li> <li>Fumes from an unknown source;</li> </ol> </li> <li>Persons who can call for an evacuation:             <ol style="list-style-type: none"> <li>Administrators;</li> <li>IC</li> <li>Law enforcement;</li> <li>Office staff or campus administrators are to call 911.</li> </ol> </li> </ol> <p><b>Evacuation Drill</b></p> <ul style="list-style-type: none"> <li>An evacuation drill maybe initiated by personal contact from an administrator or law enforcement officers or via an announcement over the intercom.</li> </ul> <p><b>Classroom teachers</b> should:</p> <ol style="list-style-type: none"> <li>Listen for specific directions.</li> <li>Immediately instruct students to shut off monitors, Bunsen burners, welding equipment, etc.</li> <li>Locate and take attendance book and emergency pole</li> <li>Turn off air conditioner/ handlers if possible;</li> <li>Turn off lights;</li> <li>Close windows;</li> <li>Close doors but do not lock;</li> <li>Place yellow X on outside of door if your room is cleared</li> <li>Exit quickly but do not run;</li> <li>While exiting, scan areas for anything out of the ordinary; glance at neighboring classrooms to ensure all students have exited;</li> </ol> <ol style="list-style-type: none"> <li>Get students to <b>Safety</b> <ul style="list-style-type: none"> <li>Go to your designated spot on the football field (or alternate location).</li> </ul> </li> <li><b>Sit</b> them down and <b>Supervise</b> at all times;</li> <li>Take role – send attendance sheet to the Request Gate</li> <li>Keep students quiet in the event of further directives;</li> </ol> <ul style="list-style-type: none"> <li>An administrator will signal all personnel when the building is safe to re-enter. Wait for the “All Clear”</li> </ul>	<p><b>BOMB THREAT PROCEDURE</b></p> <ul style="list-style-type: none"> <li>As caller calls in threat, ‘Bomb Threat Information Form’ should be completed. (see Backside)</li> <li>Immediately after receiving a bomb threat call, <b>notify 911</b> (use non-emergency number if it is a drill – state that the campus is having a drill.</li> <li>Quickly scan your immediate area of building prior to evacuation. (Devices are more likely to be outside or in a common area.)</li> <li>If bomb threat is determined to be real, follow ‘Evacuation Procedure’ or ‘Lockdown Procedure’ as determined by threat.</li> </ul> <p><b>Note: Radios/cell phones/pagers should be turned off during a bomb threat. Electronic communication signals could trigger certain types of bombs.</b></p> <p>Turn Over For Bomb Threat Form</p>	<p><b>LOCKDOWN PROCEDURE</b></p> <p>The lockdown/shelter-in-place code is “Lockdown” or an administrator will inform you in person.</p> <ol style="list-style-type: none"> <li>Reasons for a lockdown to be initiated:             <ul style="list-style-type: none"> <li>An out of control person who is a threat to the safety of our students, staff, or himself/herself;</li> <li>Someone who has a gun or weapon;</li> <li>An intruder;</li> <li>Hazardous chemical outside the building;</li> <li>A weather related event;</li> </ul> </li> <li>Persons who can call a lockdown;             <ul style="list-style-type: none"> <li>Administrator;</li> <li>IC</li> <li>Law enforcement;</li> <li>Office staff;</li> </ul> </li> </ol> <p><b>LOCKDOWN CHECKLIST</b></p> <ul style="list-style-type: none"> <li>Parents were informed prior to a drill or after an actual event. _____</li> <li>Scenario was reviewed with staff prior to the event. _____</li> <li>Student/staff went inside, closed the doors, and closed and locked all windows. _____</li> <li>Roll call of students and staff. _____</li> <li>Turn off air conditioning/exhaust fans. _____</li> <li>Close drapes and curtains. Window panel in door should be unobstructed. _____</li> <li>Rooms were designated for people to go to during a drill. _____</li> <li>Turn off pilot lights, but electricity should remain on. _____</li> <li>Call 911 (non-emergency # 1234 during drill) and alert Main Office _____</li> <li>Check whether anyone left the building during drill or actual event. _____</li> <li>Debriefing after drill or event. _____</li> </ul>
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**BOMB THREAT INFORMATION FORM**

(Be calm and courteous; do not interrupt the caller; quietly notify an administrator)

Name of person receiving the call: \_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_ Length of call: \_\_\_\_\_ Caller ID #: (\_\_\_\_) \_\_\_\_\_ Race: \_\_\_\_\_

***Check appropriate information:***

**Caller is:**

\_\_\_\_ male; \_\_\_\_ female; \_\_\_\_ adult; \_\_\_\_ youth;

**Caller's Voice Characteristics:**

\_\_\_\_ loud; \_\_\_\_ soft; \_\_\_\_ deep; \_\_\_\_ raspy; \_\_\_\_ high-pitched; \_\_\_\_ persistent;

**Caller's Language:**

\_\_\_\_ excellent; \_\_\_\_ poor; \_\_\_\_ fair; \_\_\_\_ profane;

**Caller's Manner:**

\_\_\_\_ irrational; \_\_\_\_ rational; \_\_\_\_ angry; \_\_\_\_ calm; \_\_\_\_ nervous; \_\_\_\_ sober; \_\_\_\_ drunk; \_\_\_\_ emotional;  
\_\_\_\_ incoherent; \_\_\_\_ laughing; \_\_\_\_ voice is familiar;

**Background Noises:**

\_\_\_\_ street; \_\_\_\_ animals; \_\_\_\_ music; \_\_\_\_ voices; \_\_\_\_ work place noises;

**Sample questions to ask caller:**

When will it go off? \_\_\_\_\_

How much time is left before it goes off? \_\_\_\_\_

What kind of bomb? \_\_\_\_\_

Where are you now? \_\_\_\_\_

How do you know so much about the bomb? \_\_\_\_\_

What is your name? \_\_\_\_\_

Why did you plant the bomb? \_\_\_\_\_

## LOCKDOWN PROCEDURES

1. If you hear, “LOCKDOWN” over the intercom or a staff member announces the lockdown in person: **The objective is to move away from the threat and get to the nearest secure shelter. Classroom teachers and staff** are to:

- a) Quickly glance outside the room you are in. Direct any students or staff members 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, LAPD, 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, to the degree recommended by LACDPH, 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 confirmed or more seriously ill. Share the symptom checklist available in the resources section of [cchealth.org/coronavirus](https://cchealth.org/coronavirus) with parents and staff.
- Identify students and staff who are most vulnerable to serious illness (immune compromised, chronic illness, elderly, 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 POST 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  $\geq 100.4$  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  $\geq 100.4$  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**

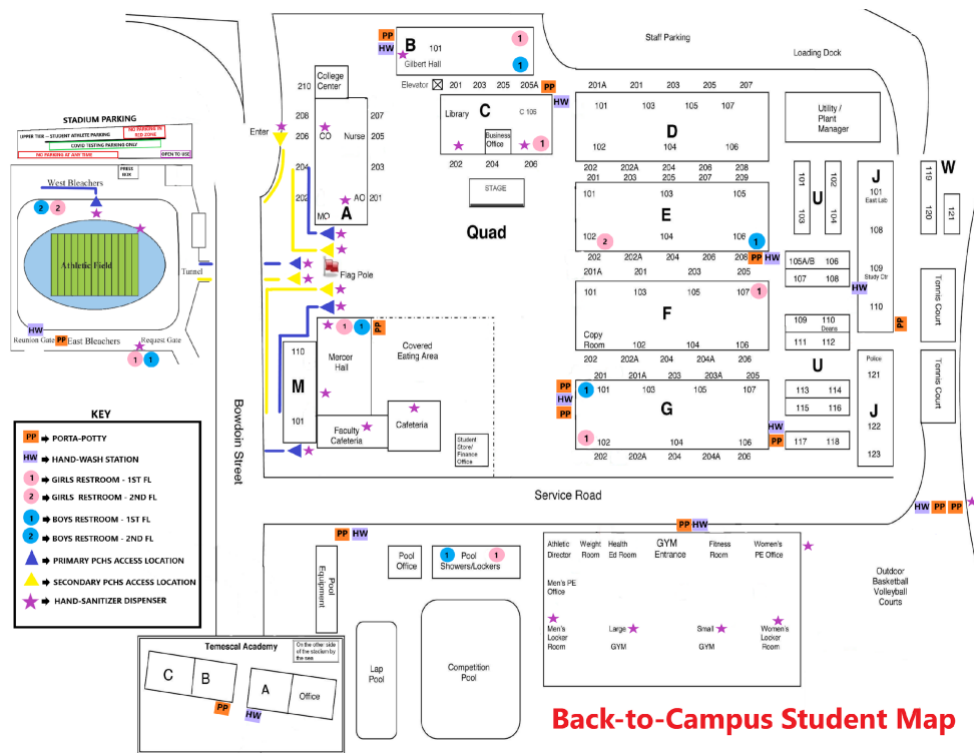
Signage is be posted conspicuously in and around each school building, reminding individuals to:

- 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.



# Coversheet

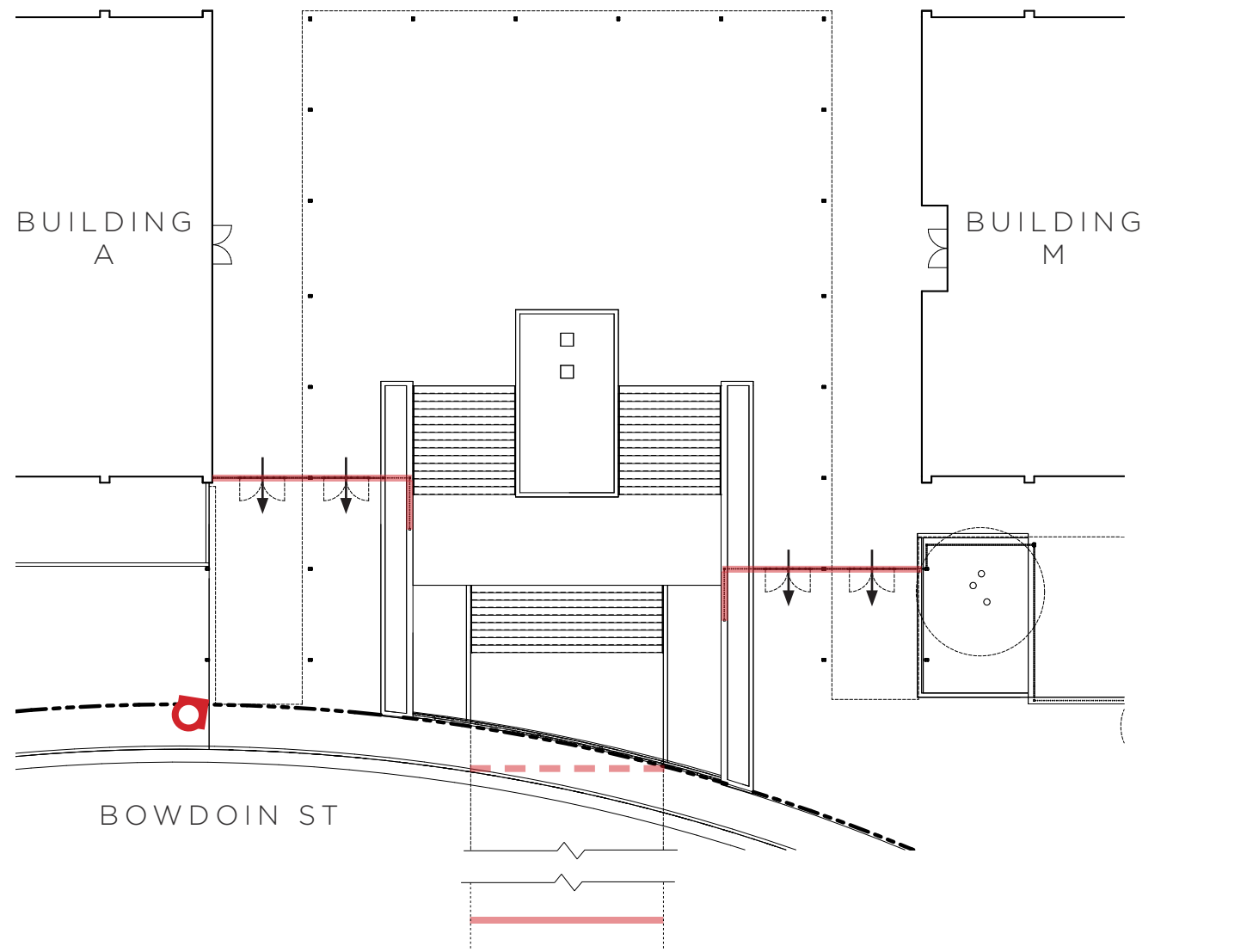
## Design Presentation

**Section:** VI. Front Perimeter Fence Design Presentation  
**Item:** A. Design Presentation  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Design Presentation 10\_10\_2022.pdf

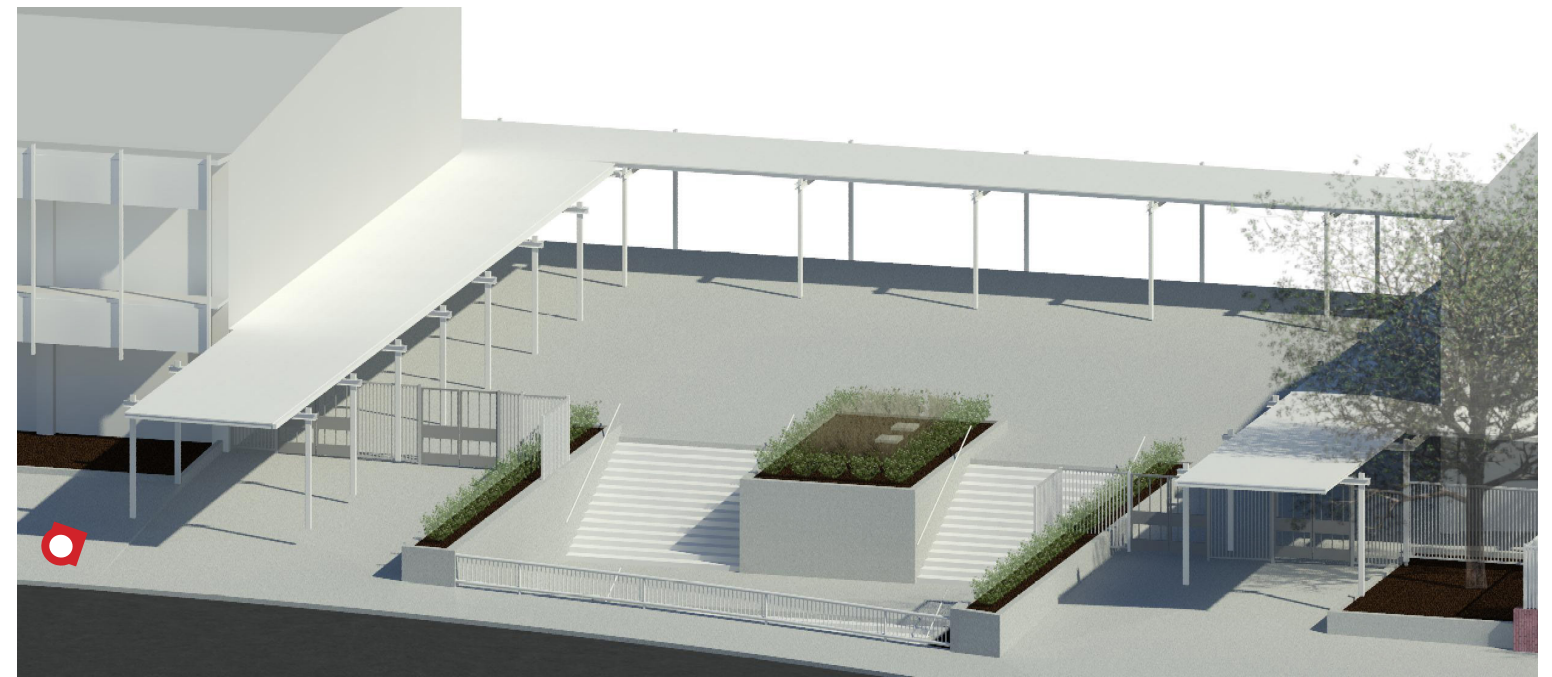
# PALISADES HIGH SCHOOL PERIMETER FENCE

CONCEPTUAL DESIGN PROGRESS

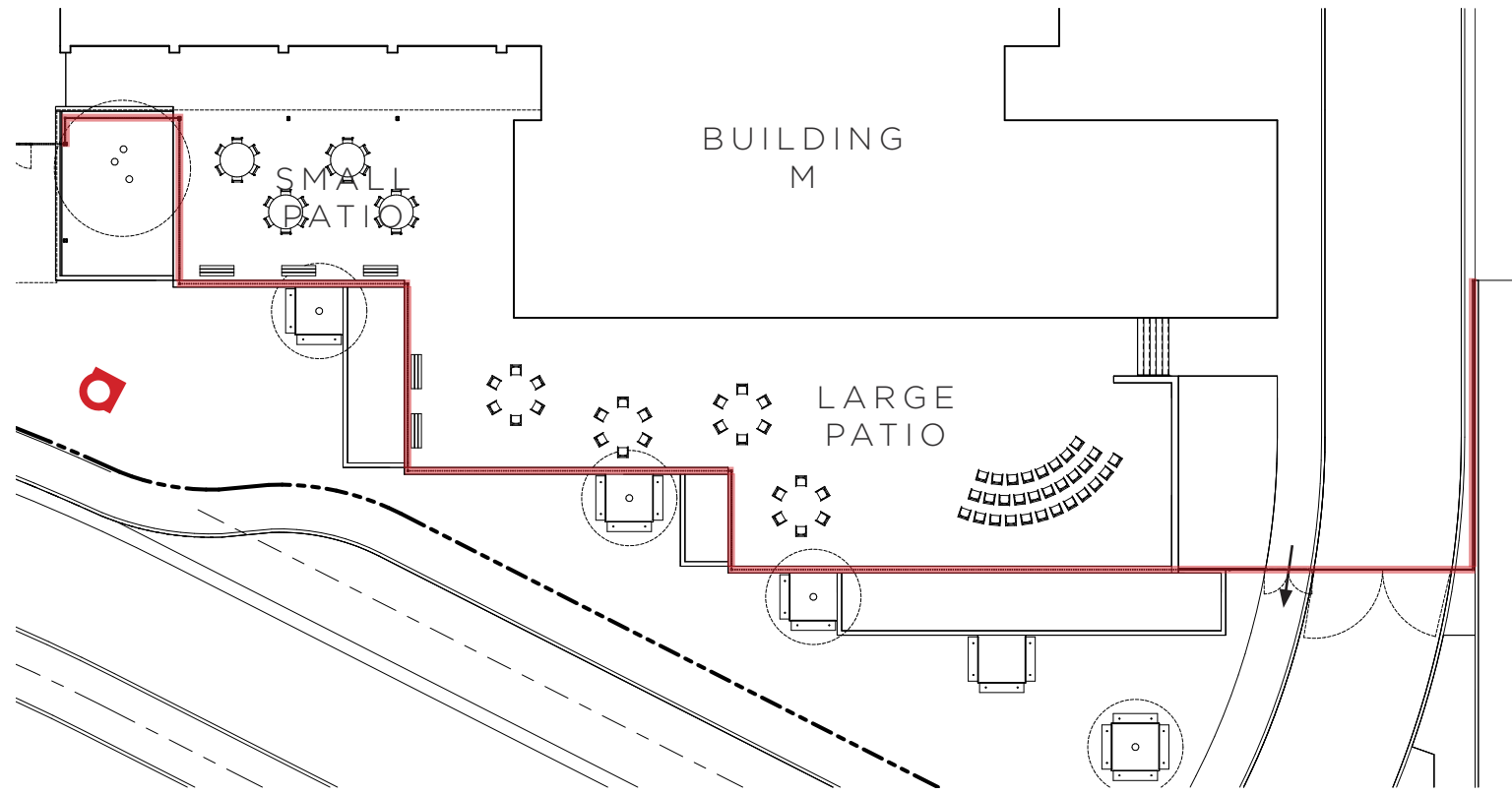
2022 . 10 . 10



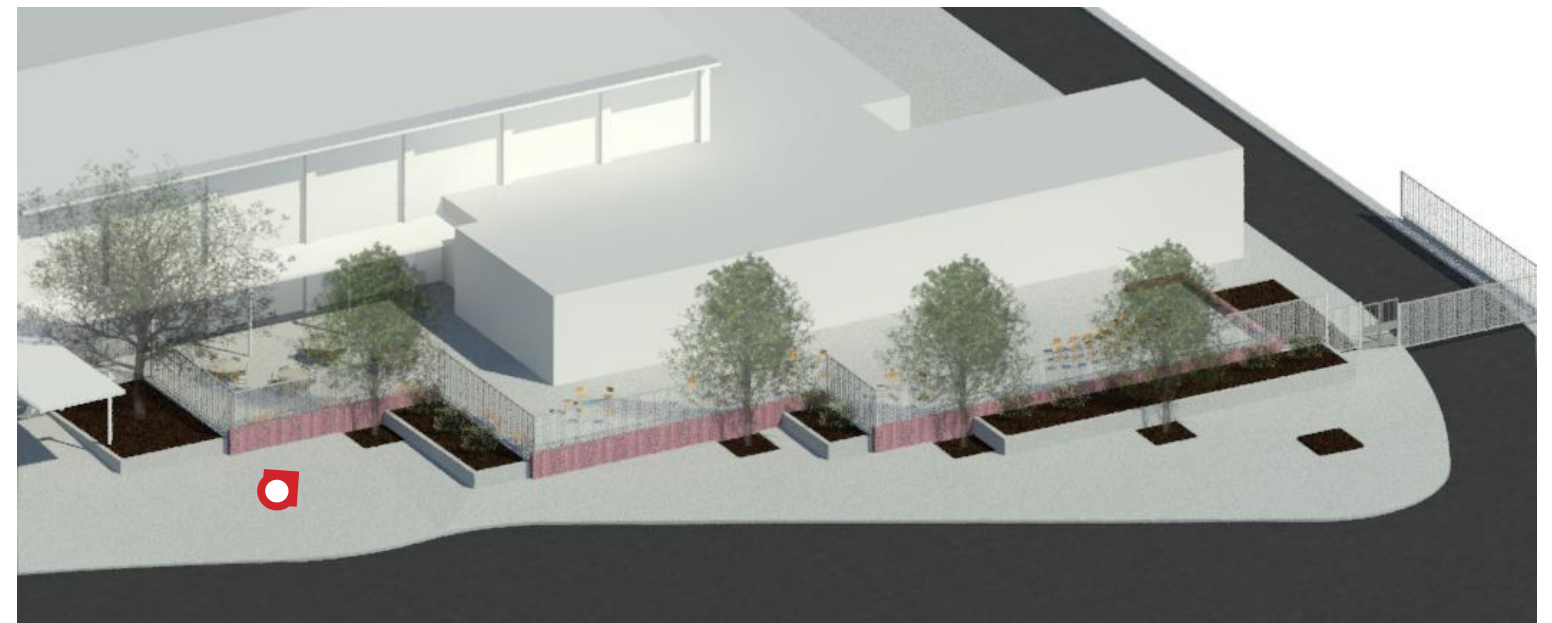
FENCE LINEAR FEET: 78'  
 PEDESTRIAN GATES: 4@7'



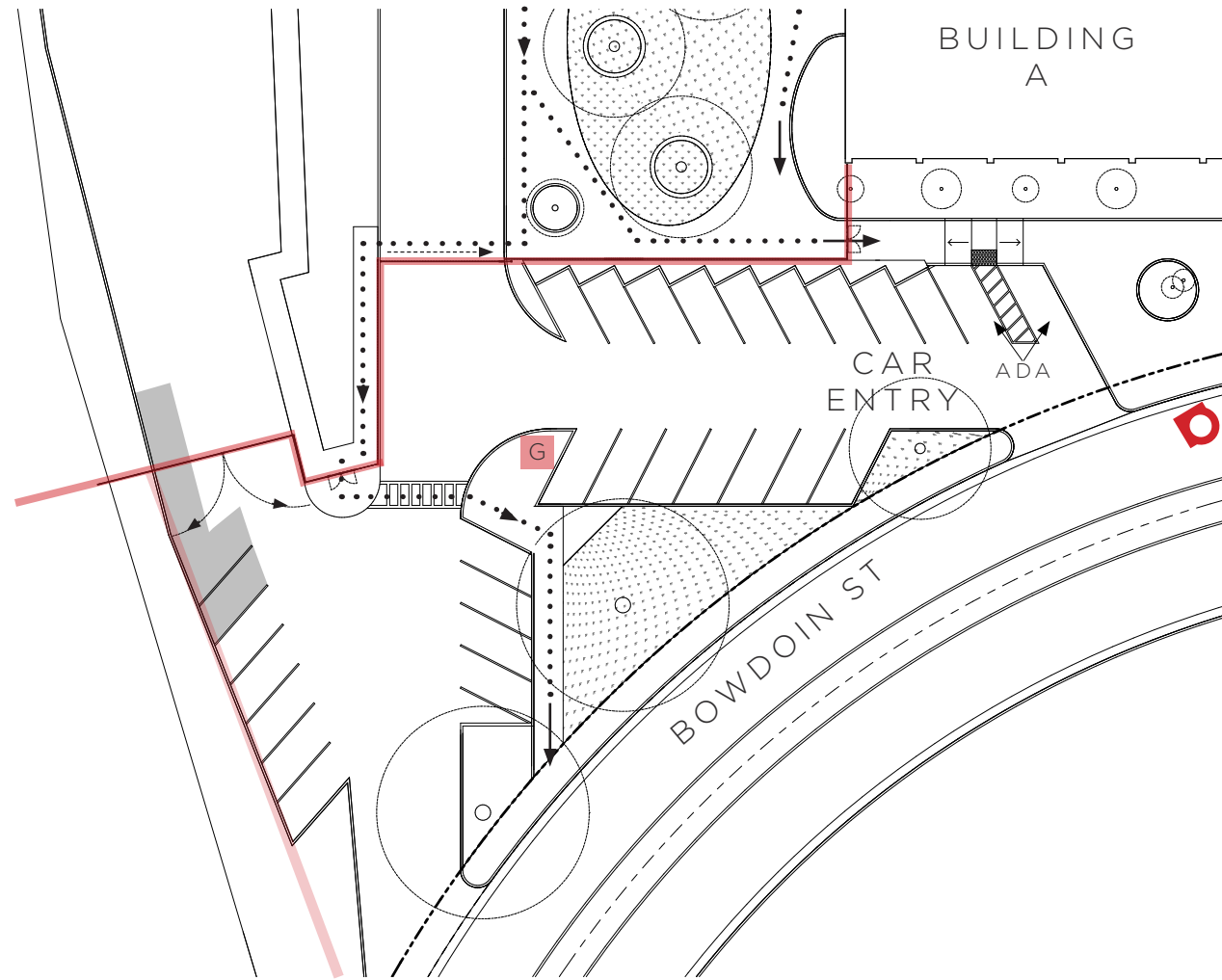




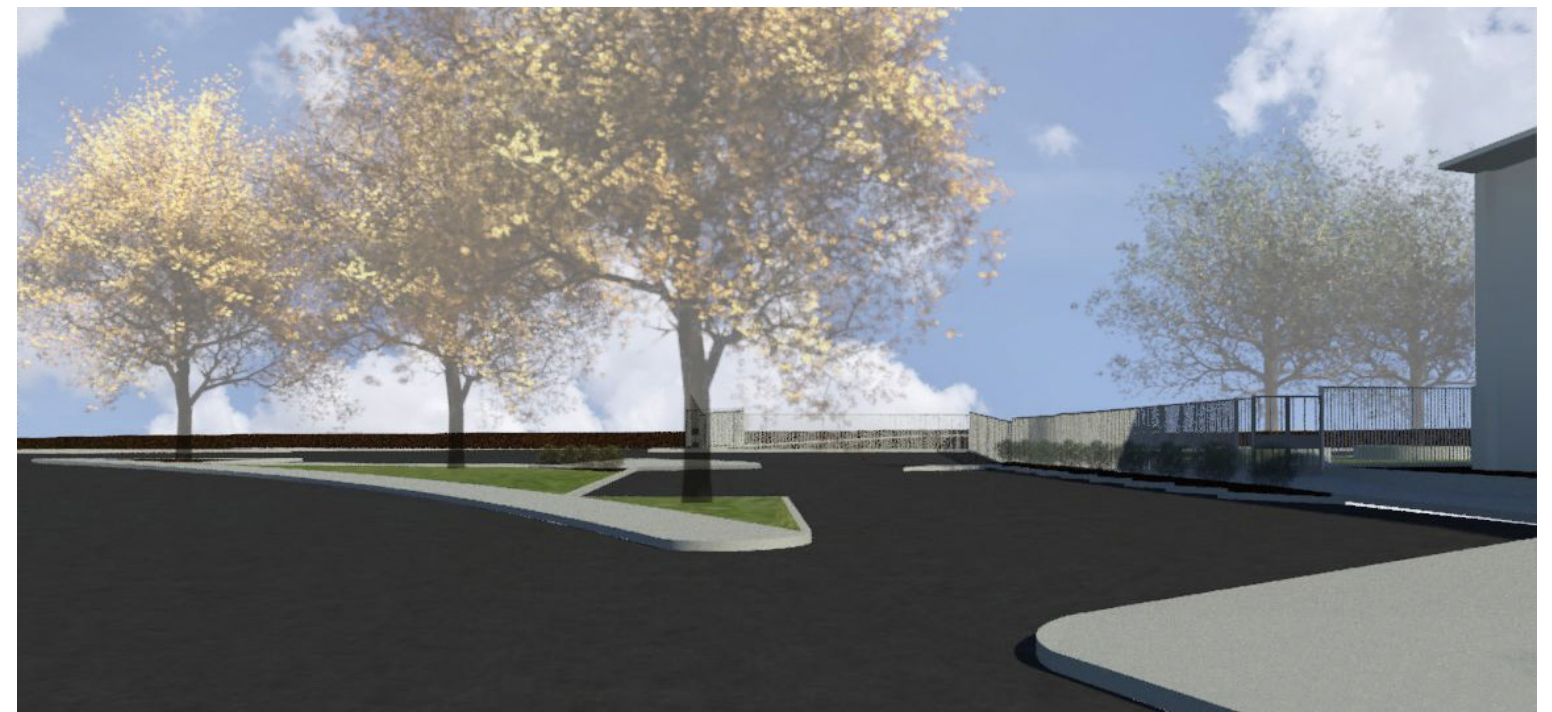
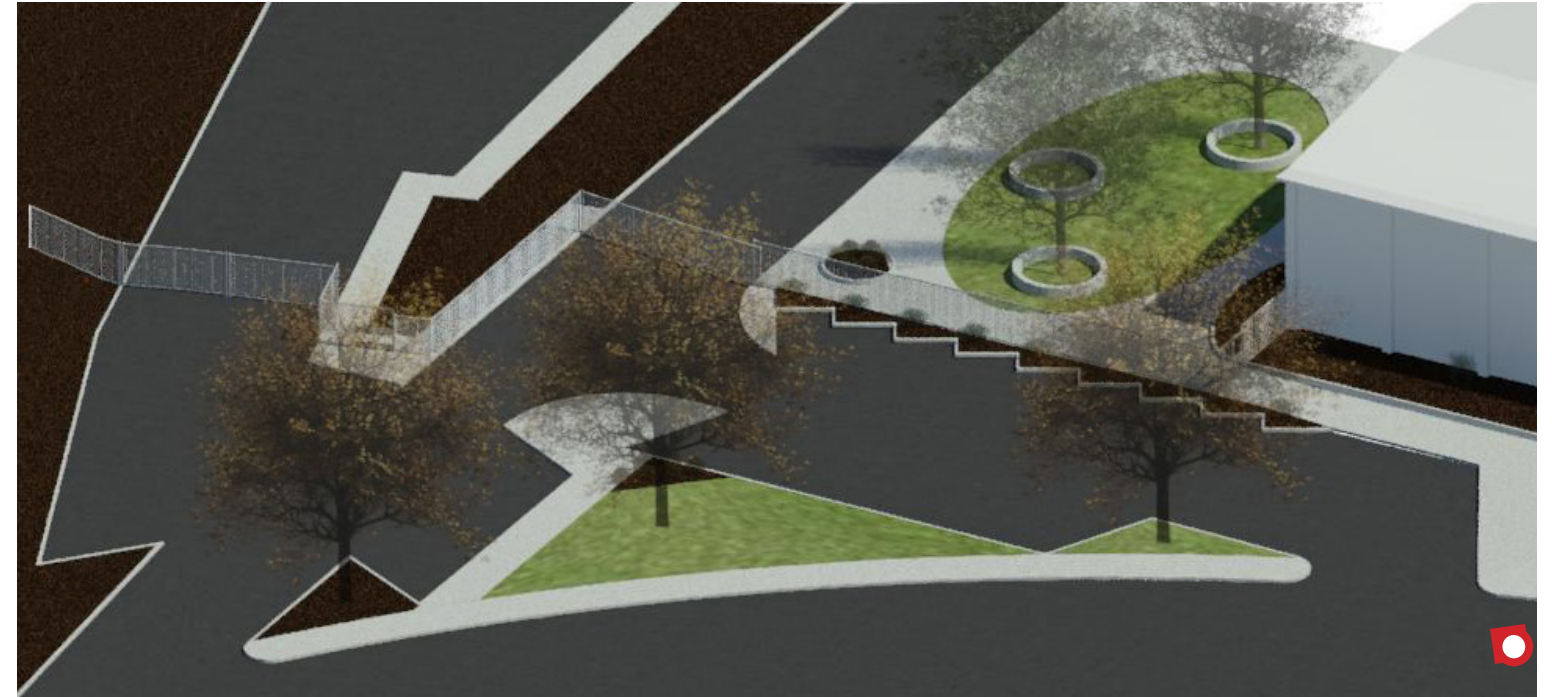
FENCE LINEAR FEET: 269'  
 PEDESTRIAN GATES: 1@6'







**PARKING SPACES LOST: 4**  
**FENCE LINEAR FEET: 254'**  
**PEDESTRIAN GATES: 1@7' & 1@6'**



# Coversheet

## Annual Resolution of the Board of Directors for Independent Study

**Section:** VII. Academic Excellence  
**Item:** A. Annual Resolution of the Board of Directors for Independent Study  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Annual Resolution of the Board of Directors 2022\_2023.pdf

## **DRAFT**

### **ANNUAL RESOLUTION OF THE BOARD OF DIRECTORS OF PALISADES CHARTER HIGH SCHOOL 2022-23**

The Board of Directors (“Board”) of Palisades Charter High School (“PCHS”), a tax exempt, California nonprofit public benefit corporation operating a public charter high school, does hereby adopt the following resolution pursuant to Education Code Section 51749.5.

**WHEREAS**, the Board wishes to allow students at PCHS the opportunity to participate in course based independent study in the subject areas of Senior Study Seminar, Medical Terminology, Constitutional Law, Astronomy, and A Cappella; and

**WHEREAS**, the Board has adopted a board policy that complies with the requirements of Section 51749.5; and

**WHEREAS**, the Board must certify these courses to be of the same rigor and educational quality, and intellectual challenge substantially equivalent to in-person instruction and equivalent classroom-based courses, and shall be aligned to all relevant and state content standards. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria; and

**WHEREAS**, the Board must certify that the duration, number of equivalent daily instructional minutes for each school day that the student is enrolled, number of equivalent total instructional minutes and number of course credits for each course, consistent with that of equivalent classroom-based courses. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum annual total equivalent instructional minutes pursuant to Education Code 47612.5.

**WHEREAS**, The Board must identify a plan for opportunities for synchronous instruction weekly throughout the school year as defined in Education Code Section 51745.5.

**NOW, THEREFORE, BE IT RESOLVED**, the Board certifies the independent study Senior Study Seminar, Medical Terminology, Constitutional Law, Astronomy, and A Cappella Choir courses to be of the same rigor and educational quality, and intellectual challenge substantially equivalent to in-person instruction and the equivalent classroom-based courses, and certified that each independent study course shall be aligned to all relevant and state content standards, graduation requirements and University of California or the California State University A-G admissions criteria.

**NOW, THEREFORE, BE IT RESOLVED**, the Board identifies its plan for synchronous instruction opportunities as twice weekly on-site classes provided by the assigned teacher of record.

**WHEREAS**, The Board must identify a plan for opportunities for synchronous instruction weekly throughout the school year as defined in Education Code Section 51745.5.



**NOW, THEREFORE, BE IT RESOLVED**, the Board certifies that each student is offered 384 instructional minutes daily for each Regular school day, 394 instructional minutes for each Pali Period school day, 274 instructional minutes for each Minimum Day, and 247 instructional minutes for Final Exam Days that the student is enrolled. The total number of instructional minutes for a regular, non-independent study course in Senior Study Seminar is 8,926 minutes per year for a yearlong course. The total number of instructional minutes for independent study Senior Study Seminar is 8,926 minutes per year for a yearlong course. The number of instructional days where a regular, non-independent study course in Senior Study Seminar is taught is 169 days per year for a yearlong course. The number of instructional days where the independent study course in Senior Study Seminar will be taught is 169 days per year for a yearlong course – 169 days of asynchronous learning. For students enrolled in independent study Senior Study Seminar, the total annual instructional minutes offered will be 66,222. The number of course credits for the independent study course in Senior Study Seminar is 5 credits per semester course.

**NOW, THEREFORE, BE IT RESOLVED**, the Board certifies that each student is offered 384 instructional minutes daily for each Regular school day, 394 instructional minutes for each Pali Period school day, 274 instructional minutes for each Minimum Day, and 247 instructional minutes for Final Exam Days that the student is enrolled. The total number of instructional minutes for a regular, non-independent study course in Medical Terminology is 8,926 minutes per year for a yearlong course. The total number of instructional minutes for independent study Medical Terminology is 8,926 minutes per year for a yearlong course. The number of instructional days where a regular, non-independent study course in Medical Terminology is taught is 169 days per year for a yearlong course. The number of instructional days where the independent study course in Medical Terminology will be taught is 169 days per year for a yearlong course – 169 days of asynchronous learning. For students enrolled in independent study Medical Terminology, the total annual instructional minutes offered will be 66,222. The number of course credits for the independent study course in Medical Terminology is 5 credits per semester course.

**NOW, THEREFORE, BE IT RESOLVED**, the Board certifies that each student is offered 384 instructional minutes daily for each Regular school day, 394 instructional minutes for each Pali Period school day, 274 instructional minutes for each Minimum Day, and 247 instructional minutes for Final Exam Days that the student is enrolled. The total number of instructional minutes for a regular, non-independent study course in Constitutional Law is 8,926 minutes per year for a yearlong course. The total number of instructional minutes for independent study Constitutional Law is 8,926 minutes per year for a yearlong course. The number of instructional days where a regular, non-independent study course in Constitutional Law is taught is 169 days per year for a yearlong course. The number of instructional days where the independent study course in Constitutional Law will be taught is 169 days per year for a yearlong course – 169 days of asynchronous learning. For students enrolled in independent study Constitutional Law, the total annual instructional minutes offered will be 66,222. The number of course credits for the independent study course in Constitutional Law is 5 credits per semester course.

**NOW, THEREFORE, BE IT RESOLVED**, the Board certifies that each student is offered 382 instructional minutes daily for each school day that the student is enrolled. The total number of instructional minutes for a regular, non-independent study course in Astronomy is 9,625 minutes



per year for a yearlong course. The total number of instructional minutes for independent study Astronomy is 9,625 minutes per year for a yearlong course. The number of instructional days where a regular, non-independent study course in Astronomy is taught is 175 days per year for a yearlong course. The number of instructional days where the independent study course in Astronomy will be taught is 175 days per year for a yearlong course – 175 days of asynchronous learning. For students enrolled in independent Astronomy, the total annual instructional minutes offered will be 66,325. The number of course credits for the independent study course in Astronomy is 5 credits per semester course.

**NOW, THEREFORE, BE IT RESOLVED**, the Board certifies that each student is offered 382 instructional minutes daily for each school day that the student is enrolled. The total number of instructional minutes for a regular, non-independent study course in A Cappella Choir is 9,625 minutes per year for a yearlong course. The total number of instructional minutes for independent study A Cappella Choir is 9,625 minutes per year for a yearlong course. The number of instructional days where a regular, non-independent study course in A Cappella Choir is taught is 175 days per year for a yearlong course. The number of instructional days where the independent study course in A Cappella Choir will be taught is 175 days per year for a yearlong course – 175 days of asynchronous learning. For students enrolled in independent A Cappella Choir, the total annual instructional minutes offered will be 66,325. The number of course credits for the independent study course in A Cappella Choir is 5 credits per semester course.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Directors hereby adopts the foregoing resolution.

**BE IT FURTHER RESOLVED**, that the Secretary of the Board hereby is authorized to certify this resolution.

**IN WITNESS WHEREOF**, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this DATE.

Ayes: [INSERT NAMES]

Nos: [INSERT NAMES]

Abstentions: [INSERT NAMES]

By: \_\_\_\_\_  
[NAME], Secretary

# Coversheet

## Board Policy for Course-Based Independent Study

**Section:** VII. Academic Excellence  
**Item:** B. Board Policy for Course-Based Independent Study  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** PCHS Course Based IS Policy 10\_12\_2022.pdf  
PCHS Course Based Learning Agreement 10\_12\_2022.pdf

## **PALISADES CHARTER HIGH SCHOOL**

### **BOARD POLICY FOR COURSE-BASED INDEPENDENT STUDY**

The Board of Directors of PCHS hereby adopts the following policies regarding course-based independent study in accordance with Education Code Section 51749.5:

1. Every student that engages in course-based independent study does so in accordance with a signed learning agreement which is completed and on file pursuant to Education Code Section 51749.6.
2. All courses are taught under the general supervision of certificated employees who hold the appropriate subject matter credential pursuant to Section 44300 or 44865, or subdivision (l) of Section 47605, and are employed by PCHS.
3. All course-based independent study courses are annually certified, by PCHS Board of Directors resolution, to be of the same rigor, educational quality, and intellectual challenge substantially equivalent to in-person instruction and equivalent classroom-based courses, and shall be aligned to all relevant local and state content standards. As a high school, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.
4. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each schoolday that a pupil is enrolled, number of equivalent total instructional minutes, number of course credits for each course, and a plan for at least weekly synchronous instruction throughout the school year.
5. All pupils enrolled in courses authorized by this section shall meet the applicable age requirements established pursuant to Education Code Section 47612.1 and shall meet the applicable residency and enrollment requirements established pursuant to Education Code Sections 47612 and 51747.3.
6. An individual with exceptional needs, as defined in Education Code Section 56026, may participate in course-based independent study, if the pupil's individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.
7. A temporarily disabled pupil shall not receive individual instruction pursuant to Section 48206.3 through course-based independent study.
8. For all pupils in grades 9-12, the maximum length of time allowed between the date the assignment is made and the date the assignment is due is five (5) school days. After 4 missed assignments during any course in which the pupil is enrolled, or if the pupil is not making satisfactory educational progress as defined, below, an evaluation will be made to determine whether course-based independent study is an appropriate strategy for this pupil.
9. Satisfactory educational progress shall be determined based on all of the following indicators:
  - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Education Code Section 52060.
  - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
  - c. Learning required concepts, as determined by the supervising teacher.

- d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in one or more courses is not being made, certificated employees providing instruction shall notify the pupil and, if the pupil is less than 18 years of age, the pupil's parent or legal guardian, and conduct an evaluation to determine whether it is in the best interest of the pupil to remain in the course or whether the pupil should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the findings of an evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

10. Procedures for tiered reengagement strategies for all pupils who are not making satisfactory educational progress in one or more courses, or who are in violation of the written learning agreement pursuant to Education Code Section 51749.6. These procedures shall include, but are not necessarily limited to, all of the following:
  - a. Verification of current contact information for each enrolled pupil.
  - b. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
  - c. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written learning agreement, and reconsider the independent study course's impact on the pupil's achievement and well-being.
11. Written or computer-based evidence of satisfactory educational progress, as described above, shall be retained for each course and pupil. At a minimum, this evidence shall include a grade book or summary document that, for each course, lists all assignments, examinations, and associated grades.
12. PCHS shall transition pupils whose families wish to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.
13. A proctor shall administer examinations.
14. Statewide testing results for pupils enrolled in any course authorized pursuant to this section shall be reported and assigned to the PCHS. Statewide testing results for pupils enrolled in a course or courses pursuant to this section shall be disaggregated for purposes of comparing the testing results of those pupils to the testing results of pupils enrolled in classroom-based courses.
15. A pupil shall not be required to enroll in courses authorized by this section.
16. PCHS shall comply with the pupil-to-certificated-employee ratio limitations established pursuant to Education Code Section 51745.6.

17. For each pupil, the combined equivalent daily instructional minutes for enrolled courses authorized by this section and enrolled courses authorized by all other laws and regulations shall meet the minimum instructional day requirements applicable to the local educational agency. Pupils enrolled in courses authorized by this section shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code Section 47612.5.
18. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
19. A pupil participating in independent study shall not be assessed a fee prohibited by Section 49011.
20. A pupil shall not be prohibited from participating in independent study solely on the basis that the pupil does not have the materials, equipment, or internet access that are necessary to participate in the independent study course.
21. For purposes of computing average daily attendance for each pupil enrolled in course-based independent study, the following computations shall apply:
  - a. For each schoolday, add the combined equivalent daily instructional minutes, as certified above, for courses authorized by this section in which the pupil is enrolled.
  - b. For each schoolday, add the combined daily instructional minutes of courses authorized by all other laws and regulations in which the pupil is enrolled and for which the pupil meets applicable attendance requirements.
  - c. For each schoolday, add the sum of subparagraphs (a) and (b).
  - d. If subparagraph (c) meets applicable minimum schoolday requirements for each schoolday, and all other requirements in this section have been met, credit each schoolday that the pupil is demonstrating satisfactory educational progress pursuant to the requirements of this section, with up to one school day of attendance.
  - e. Using credited schoolday attendance pursuant to paragraph (2), calculate average daily attendance pursuant to Education Code Section 47612 for each pupil.
  - f. The average daily attendance computed herein shall not result in more than one unit of average daily attendance per pupil.
  - g. Average daily attendance computed for pupils enrolled in courses authorized by this policy shall not be credited with average daily attendance other than what is specified in this policy and Education Code Section 51749.5.
  - h. If more than 10 percent of the total average daily attendance of PCHS is claimed pursuant to this policy, then the amount of average daily attendance for all pupils enrolled by PCHS in courses authorized pursuant to this section that is in excess of 10 percent of the total average daily attendance for PCHS shall be reduced by either the statewide average rate of absence for high school districts for grades 9 to 12, inclusive, as calculated by the California Department of Education for the prior fiscal year, with the resultant figures and ranges rounded to the nearest 10th.

Palisades Charter High School

COURSE-BASED INDEPENDENT STUDY LEARNING AGREEMENT

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**DURATION OF LEARNING AGREEMENT: FALL 2022**

*Course-based independent study is optional pursuant to Education Code Sections 51749.5 and 51749.6, and no student shall be required to enroll in independent study courses.*

**COURSE-BASED INDEPENDENT STUDY COURSES:**

Course	Supervising Teacher	Duration	Credits

**Objectives, Methods of Study, Methods of Evaluation, and Resources:**

- **Objectives:** We understand that the pupil is to complete the subjects/courses listed and, and that subject/course **objectives** reflect the curriculum adopted by PCHS's governing board and are consistent with PCHS standards, as outlined in PCHS's subject/course descriptions. PCHS shall provide content aligned to grade-level standards that are substantially equivalent to in-person instruction which includes access to all courses offered by PCHS for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
- **Methods of study:** We understand that methods of study for the pupil shall include but are not limited to independent reading, textbook activities, computerized curriculum, essays, projects, listening to and engaging in teacher-made lessons, and drill & practice.
- **Methods of evaluation:** We understand that methods of evaluation for the pupil will include quizzes, tests, work samples, observations, state standards testing, labs, and final examinations.
- **Resources:** We understand that PCHS will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

**Educational Resources:** PCHS shall ensure that all pupils have textbooks, online resources, a credentialed teacher or teachers, adequate school supplies, and connectivity and devices to participate in the course or courses described herein and to complete assigned work.

**Statement Regarding Special Populations:** PCHS shall utilize its Student Success Progress Team process to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care, or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

**Voluntary Statement:** Enrollment in a course authorized pursuant to Education Code Section 51749.5 is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through course-based independent study only if the pupil is offered the alternative of classroom instruction.

**Pupil-Parent-Educator Conference:** Before signing a written agreement for Independent Study, a pupil, or their parent, guardian, or caregiver if the pupil is less than 18 years of age, may request that the Charter School conduct a telephone, videoconference, or in-person parent-pupil-educator conference, during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate may ask questions about educational options, such as academic and nonacademic supports that will be made available to participating pupils, and the curriculum offerings.

**The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

**Manner:** On-line submissions

**Time:** During school week as assigned by Supervising Teacher

**Frequency:** Every five instructional days

**Place:** Through Schoology or agreed-upon online method

**Maximum Length of Assignment and Evaluation of Whether or not the pupil should be allowed to continue in course-based independent study:** According to the PCHS independent study policy for all pupils in grades 9-12, **the maximum length of time allowed between the date the assignment is made and the date the assignment is due is five (5) school days. After 4 missed assignments during any course in which the pupil is enrolled, or if the pupil is not making satisfactory educational progress** as defined, below, an evaluation will be made to determine whether independent study is an appropriate strategy for this pupil.

“Satisfactory educational progress” is measured by all of the following indicators:

- The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

## **BOARD POLICIES**

1. Every student that engages in course-based independent study does so in accordance with a signed learning agreement which is completed and on file pursuant to Education Code Section 51749.6.
2. All courses are taught under the general supervision of certificated employees who hold the appropriate subject matter credential pursuant to Section 44300 or 44865, or subdivision (l) of Section 47605, and are employed by PCHS.
3. All course-based independent study courses are annually certified, by PCHS Board of Directors resolution, to be of the same rigor, educational quality, and intellectual challenge substantially equivalent to in-person instruction and equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. As a high school, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.
4. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that a pupil is enrolled, number of equivalent total instructional minutes, number of course credits for each course, and a plan for at least weekly synchronous instruction throughout the school year.
5. All pupils enrolled in courses authorized by this section shall meet the applicable age requirements established pursuant to Education Code Section 47612.1 and shall meet the applicable residency and enrollment requirements established pursuant to Education Code Sections 47612 and 51747.3.
6. An individual with exceptional needs, as defined in Education Code Section 56026, shall not participate in course-based independent study, unless the pupil's individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.
7. A temporarily disabled pupil shall not receive individual instruction pursuant to Section 48206.3 through course-based independent study.



8. For all pupils in grades 9-12, the maximum length of time allowed between the date the assignment is made and the date the assignment is due is five (5) instructional days. After 4 missed assignments during any course in which the pupil is enrolled, or if the pupil is not making satisfactory educational progress as defined, below, an evaluation will be made to determine whether course-based independent study is an appropriate strategy for this pupil.
9. Satisfactory educational progress shall be determined based on all of the following indicators:
  - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Education Code Section 52060.
  - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
  - c. Learning required concepts, as determined by the supervising teacher.
  - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in one or more courses is not being made, certificated employees providing instruction shall notify the pupil and, if the pupil is less than 18 years of age, the pupil's parent or legal guardian, and conduct an evaluation to determine whether it is in the best interest of the pupil to remain in the course or whether the pupil should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the findings of an evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

10. Procedures for tiered reengagement strategies for all pupils who are not making satisfactory educational progress in one or more courses, or who are in violation of the written learning agreement pursuant to Education Code Section 51749.6. These procedures shall include, but are not necessarily limited to, all of the following:
  - a. Verification of current contact information for each enrolled pupil.
  - b. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
  - c. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written learning agreement, and reconsider the independent study course's impact on the pupil's achievement and well-being.
11. Written or computer-based evidence of satisfactory educational progress, as described above, shall be retained for each course and pupil. At a minimum, this evidence shall include a grade book or summary document that, for each course, lists all assignments, examinations, and associated grades.
12. PCHS shall transition pupils whose families wish to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.
13. A proctor shall administer examinations.
14. Statewide testing results for pupils enrolled in any course authorized pursuant to this section shall be reported and assigned to the PCHS. Statewide testing results for pupils enrolled in a course or courses pursuant to this section shall be disaggregated for purposes of comparing the testing results of those pupils to the testing results of pupils enrolled in classroom-based courses.
15. A pupil shall not be required to enroll in courses authorized by this section.
16. PCHS shall comply with the pupil-to-certificated-employee ratio limitations established pursuant to Education Code Section 51745.6.
17. For each pupil, the combined equivalent daily instructional minutes for enrolled courses authorized by this section and enrolled courses authorized by all other laws and regulations shall meet the minimum instructional day requirements applicable to the local educational agency. Pupils enrolled in courses authorized by this section shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code Section 47612.5.



- 18. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
- 19. A pupil participating in independent study shall not be assessed a fee prohibited by Section 49011.
- 20. A pupil shall not be prohibited from participating in independent study solely on the basis that the pupil does not have the materials, equipment, or internet access that are necessary to participate in the independent study course.
- 21. For purposes of computing average daily attendance for each pupil enrolled in course-based independent study, the following computations shall apply:
  - a. For each school day, add the combined equivalent daily instructional minutes, as certified above, for courses authorized by this section in which the pupil is enrolled.
  - b. For each school day, add the combined daily instructional minutes of courses authorized by all other laws and regulations in which the pupil is enrolled and for which the pupil meets applicable attendance requirements.
  - c. For each school day, add the sum of subparagraphs (a) and (b).
  - d. If subparagraph (c) meets applicable minimum school day requirements for each school day, and all other requirements in this section have been met, credit each school day that the pupil is demonstrating satisfactory educational progress pursuant to the requirements of this section, with up to one school day of attendance.
  - e. Using credited school day attendance pursuant to paragraph (2), calculate average daily attendance pursuant to Education Code Section 47612 for each pupil.
  - f. The average daily attendance computed herein shall not result in more than one unit of average daily attendance per pupil.
  - g. Average daily attendance computed for pupils enrolled in courses authorized by this policy shall not be credited with average daily attendance other than what is specified in this policy and Education Code Section 51749.5.
  - h. If more than 10 percent of the total average daily attendance of PCHS is claimed pursuant to this policy, then the amount of average daily attendance for all pupils enrolled by PCHS in courses authorized pursuant to this section that is in excess of 10 percent of the total average daily attendance for PCHS shall be reduced by either the statewide average rate of absence for high school districts for grades 9 to 12, inclusive, as calculated by the California Department of Education for the prior fiscal year, with the resultant figures and ranges rounded to the nearest 10th.

\* \* \*

**This signed learning agreement constitutes permission from the pupil’s parent or legal guardian, if the pupil is less than 18 years of age, for the pupil to receive instruction through course-based independent study. Written agreements may be signed using an electronic signature that complies with state and federal standards and as approved by the California Department of Education. An electronic signature is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature.**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Certificated employee who has been designated as having responsibility for the general supervision of independent study:  
\_\_\_\_\_ **Date:** \_\_\_\_\_

Certificated employee designated as having responsibility for the special education programming of the pupil, as applicable:  
\_\_\_\_\_ **Date:** \_\_\_\_\_

# Coversheet

## 2022-23 Budget vs Actuals

**Section:** VIII. Finance  
**Item:** A. 2022-23 Budget vs Actuals  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 2022-23 Budget vs Actuals & Cafeteria Update 09\_30\_2022.pdf

Palisades Charter High School - 2022-2023 Adopted Budget, Revised Projections as of 9/10, and Actuals as of 9/30/22

ADA	2820	2021-2022	2021-2022 Unaudited Actuals	2022-2023 Adopted Budget, Board Approved June 2022			2022-2023 Revised Projections, 9/10/22			2022-2023	% of Budget Received/Spent	Comments	
		Actuals to Date as of 9/30/2021	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Actuals to Date 9/30/2022			
<b>A. Revenues</b>												\$	11,641.00
LCFF/Revenue Limit Sources													
State Aid	8011	3,428,186	9,565,088	15,555,226		15,555,226	13,344,715	13,344,715	2,535,494	19%	2820 ADA (based on enrollment of 3,000 and 94% attendance rate) - per CDE advanced apportionment letter		
Education Protection Act	8012	2,097,525	11,131,516	8,577,654		8,577,654	9,076,890	9,076,890	2,236,528	25%	2820 ADA (based on enrollment of 3,000 and 94% attendance rate)		
State Aid (Prior Years)	8019	263,636	222,181			-		-					
In Lieu of Property Tax	8096	2,217,102	8,804,627	8,695,667		8,695,667	11,305,680	11,305,680	2,289,203	20%	2820 ADA (based on enrollment of 3,000 and 94% attendance rate)		
<b>Total, LCFF/Revenue Limit Resources</b>		<b>8,006,449</b>	<b>29,723,412</b>	<b>32,828,547</b>	<b>-</b>	<b>32,828,547</b>	<b>33,727,285</b>	<b>33,727,285</b>	<b>7,061,225</b>	<b>21%</b>	Includes revised LCFF calculator with Governor's COLA		
Federal Revenues													
Special Education - IDEA	8181	202,050	833,673		802,782	802,782	734,667	734,667	176,771	24%	\$244.62/ADA per LAUSD SELPA (06/22) - DOWN from \$267.30/ADA in 2021-22		
Child Nutrition - Federal	8220		623,026		475,000	475,000	475,000	475,000		0%			
Other Federal			-		-	-	-	-					
Title I	8290		270,113		300,583	300,583	270,695	270,695	-	0%	prelim amount per cde 8/1/22		
Title II	8290		56,270		59,695	59,695	55,335	55,335		0%	prelim amount per cde 8/1/22		
Title III - English Learners	8290		3,128		4,112	4,112	4,112	4,112		0%			
Title III - Immigrant	8290		-		-	-	-	-					
Title IV	8290		22,209		23,175	23,175	21,316	21,316		0%	prelim amount per cde 8/1/22		
Perkins	8290		37,861		37,634	37,634	37,634	37,634		0%			
Dept of Rehab	8290		1,562		10,000	10,000	10,000	10,000		0%			
Child Nutrition - Supply Chain	8220		74,219										
ELC COVID Testing Award	8290		472,831						23,311				
ESSR I (COVID-19 Grant)	8290		23										
ESSR II (COVID-19 Grant)	8290		867,501						259,779				
ESSR III (COVID-19 Grant)	8290	163,580	-		947,833	947,833	947,833	947,833	64	0%			
Learning Loss & Mitigation (GEER)	8290		107,643										
<b>Total, Federal Resources</b>		<b>365,653</b>	<b>3,370,058</b>	<b>-</b>	<b>2,660,815</b>	<b>2,660,815</b>	<b>2,556,592</b>	<b>2,556,592</b>	<b>459,925</b>	<b>18%</b>			
Other State Revenues													
Child Nutrition - State	8520		39,005		36,890	36,890	36,890	36,890		0%	higher reimbursement due to free meals		
Mandated Cost Reimbursement	8550		139,084	143,764		143,764	143,764	143,764		0%	\$50.98/ADA		
State Lottery (Non Prop 20)	8560	87,608	516,980	459,660		459,660	479,400	479,400	91,202	19%	higher per ADA rate (\$170.00/ADA)		
State Lottery (Prop 20)	8560	95,676	229,990		183,300	183,300	188,940	188,940	99,142	52%	higher per ADA rate (\$67.00/ADA)		
CTE	8590		187,163		270,374	270,374	270,374	270,374		0%			
Student ID/CAHSEE	8590		2,400	10,000		10,000	10,000	10,000		0%			
In-Person Instruction Grant	8590		63,946								Per CDE 8/19/21- \$915,651 allocation, spent \$368K in 20/21		
Expanded Learning Opportunities Grant	8590		119,222								first allocation received in 20/21, part of beginning balance		
Child Nutrition - Kitchen Infrastructure Upgrade	8590		27,000										
A-G Completion Grant: Access/Success	8590		62,636		645,524	645,524	645,524	645,524	140,502	22%	Expanding A-G courses		
A-G Completion Grant: Learning Loss/Mitigation	8590		421,507						20,879				
CAL NEW: Ethnic Studies Block Grant	8590		76,392										
Educator Effectiveness	8590		425,181		375,181	375,181	375,181	375,181	106,295	28%	Received Dec 2021- revenue to recognize as expenses are spent		
Arts, Music & Instructional Materials Block Grant	8590		-								PCHS estimated allocation is \$1,851,395 (as of 8/2/22)		
Learning Recovery Emergency Block Grant	8590		-								PCHS estimated allocation is \$1,8445,300 (as of 8/2/22)		
<b>Total, State Revenues</b>		<b>183,284</b>	<b>2,310,506</b>	<b>613,424</b>	<b>1,511,269</b>	<b>2,124,693</b>	<b>633,164</b>	<b>1,516,909</b>	<b>2,150,073</b>	<b>458,020</b>	<b>21%</b>		
Other Local Revenues													
Special Education - AB602	8311	520,735	2,366,050		2,272,897	2,272,897	2,939,390	2,939,390	707,259	24%	\$978.72 per LAUSD SELPA (6/22) - up from \$756.80 in 21-22		

Palisades Charter High School - 2022-2023 Adopted Budget, Revised Projections as of 9/10, and Actuals as of 9/30/22

ADA	2820	2021-2022	2021-2022 Unaudited Actuals	2022-2023 Adopted Budget, Board Approved June 2022			2022-2023 Revised Projections, 9/10/22			2022-2023	% of Budget Received/Spent	Comments		
				Actuals to Date as of 9/30/2021	Total	Unrestricted	Restricted	Total	Unrestricted				Restricted	Total
	<b>Obj Code</b>													
		Food Service Sales	8634	18,682	82,628		90,000	90,000		90,000	12,641	14%	Estimating lower a la carte sales due to free breakfast/lunch	
		Leases & Rentals	8560	235,649	823,914	1,021,000		1,021,000	1,021,000	1,021,000	229,118	22%		
		Interest	8660	24,076	84,856	80,000		80,000	80,000	80,000	143	0%		
		LAUSD SpEd Option 3 Grant	8679	-	184,290		100,000	100,000	100,000	100,000	-	0%	higher receipt from SELPA	
		Fundraising	8699	122,782	580,614	450,000		450,000	450,000	450,000	159,519	35%		
		LAUSD SpEd Option 3 Learning Recovery Grant	8699	-	-					133,087	133,087	0%	ONLY for 22-23	
		General Fund Contribution (unaudited only)	89890		282,705									
		<b>Total, Other Local Revenues</b>		<b>921,923</b>	<b>4,405,057</b>	<b>1,551,000</b>	<b>2,462,897</b>	<b>4,013,897</b>	<b>1,551,000</b>	<b>3,262,477</b>	<b>4,813,477</b>	<b>1,108,681</b>	<b>23%</b>	
		<b>Total Revenues</b>		<b>9,477,310</b>	<b>39,809,033</b>	<b>34,992,971</b>	<b>6,634,982</b>	<b>41,627,952</b>	<b>35,911,449</b>	<b>4,779,386</b>	<b>43,247,427</b>	<b>9,087,850</b>	<b>21%</b>	
		<b>B. Expenditures</b>												
		<b>Certificated Salaries</b>												
		Teachers' Salaries-Full-Time	1110	2,170,702	13,174,980	11,569,469	1,700,134	13,269,603	11,569,469	1,700,134	13,269,603	2,171,519	16%	22-23 includes 0.25% adjustment to base salary (per union agreement)
		Teachers Salaries-Librarian	1130	24,095	140,298	139,024		139,024	139,024	139,024	22,619	16%		
		Teachers Salaries-Substitute	1160	18,313	562,895	320,000		320,000	320,000	320,000	31,541	10%	For 22-23, the sub salaries were reduced	
		Cert Pupil Supp Sal-Counselors	1210	162,642	941,232	942,528		942,528	942,528	942,528	151,979	16%	Includes additional hours for counseling staff	
		Cert Administrators	1310	154,832	994,628	909,644	143,142	1,052,786	909,644	143,142	1,052,786	169,817	16%	2022-23 Cert Admin salaries now includes a Certificated HR Director.
		Other Support/Step& Column Impact	1330		-	122,624		122,624	122,624	122,624		0%		
		Auxiliaries/Periods/Net	1930		-			-		-				Approximately \$770k of auxiliaries are included in FT Certificated Salaries
		FTEs Increase/Decrease			-	(37,000)		(37,000)	(37,000)	(37,000)		0%		
		Impact of Tentative UTLA Agreement			-			-	945,728	945,728		0%	Impact of 7% salary schedule increase for UTLA (certificated)	
		Certificated Off-Schedule Pay			-			-	1,069,956	1,069,956		0%	7% off-schedule payment, additional increases for competition stipends & Virtual Academy	
		ESSER II/III funded certificated time			-			-		-				
		ELO Related Certificated Time	1110		-		336,000	336,000		336,000	336,000		0%	Estimated additional PD expense for 2022-23 (ELO)
		<b>Total, Certificated Salaries</b>		<b>2,530,584</b>	<b>15,814,033</b>	<b>13,966,289</b>	<b>2,179,276</b>	<b>16,145,565</b>	<b>15,981,972</b>	<b>2,179,276</b>	<b>18,161,248</b>	<b>2,547,475</b>	<b>14%</b>	
		<b>Classified Salaries</b>												
		Instruct Aide	2110	64,217	756,331		946,773	946,773		946,773	946,773	66,936	7%	2021-22 was lower due to leaves of absence. FTEs are expected to return in 2022-23
		Maint/Operations	2210	30,854	142,680	144,544		144,544	144,544	144,544	144,544	33,914	23%	
		Classified Administrators	2310	69,231	377,461	295,790		295,790	295,790	295,790	295,790	72,890	25%	Shifted HR Director from Classified Admin to Certificated Admin Salaries
		Cler Tech Office Staff Sal-FT	2410	259,330	1,864,896	1,939,897		1,939,897	1,939,897	1,939,897	1,939,897	270,163	14%	
		Food Services	2430	7,918	60,568		52,781	52,781		52,781	52,781	9,840	19%	Includes additional hours for summer: free/reduced outreach, orientation & Universal meal implementation
		Cler Tech Off Staff Sal-Sub	2460	-	60,154	75,000		75,000	85,000	85,000	85,000	15,369	18%	Accounts for 2 clerical subs per day (6 hrs) - attendance/absenteeism outreach. Added \$10k for library textbook support & distribution.
		Other Classified	2920	134,567	1,055,664	951,644	100,000	1,051,644	951,644	100,000	1,051,644	132,827	13%	
		Math Paraprofessionals	2920	10,788	304,498	230,063		230,063	230,639		230,639	7,668	3%	
		Impact Step & Column/Proposed New Positions/Hours			-	(108,085)		(108,085)	(108,085)		(108,085)		0%	Reduction of 4 Paraprofessionals (SpEd aid) due to categorical funds being exhausted in 21-22. Also, 1 Sr. Office Assistant role is not being backfilled.
		Classified Retro			-			-		-				
		Classified Additional Time			-			-		-				
		ELO Related Classified Time	2920		-			-		-				
		<b>Total, Classified Salaries</b>		<b>576,904</b>	<b>4,622,252</b>	<b>3,528,853</b>	<b>1,099,554</b>	<b>4,628,407</b>	<b>3,539,428</b>	<b>1,099,554</b>	<b>4,638,982</b>	<b>609,607</b>	<b>13%</b>	
		<b>Employee Benefits</b>												

Palisades Charter High School - 2022-2023 Adopted Budget, Revised Projections as of 9/10, and Actuals as of 9/30/22

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				Actuals to Date as of 9/30/2021	Total	Unrestricted	Restricted	Total	Unrestricted				Restricted
		Obj Code											
		3111	423,027	2,510,489	2,667,561	416,242	3,083,803	3,052,557	416,242	3,468,798	469,588	14%	STRS Employer contribution rate increases from 16.92% (2021-22) to 19.1% (2022-23)
		3112		-			-			-	5,741		
		3211		-			-			-	8,996		
		3212	116,384	853,712	895,270	278,957	1,174,227	897,953	278,957	1,176,910	126,250	11%	PERS employer contribution rate increases from 22.91% (2021-22) to 25.37% (2022-23)
		3311	1,451	23,917	23,278		23,278	23,278		23,278	3,834	16%	
		3312	35,318	281,364	218,789	68,172	286,961	219,445	68,172	287,617	35,912	12%	
		3331	36,436	228,397	202,511	31,600	234,111	231,739	31,600	263,338	36,718	14%	
		3332	8,318	66,108	51,168	15,944	67,112	51,322	15,944	67,265	9,636	14%	
		3411	557,158	2,324,282	2,280,484	258,238	2,538,722	2,280,484	258,238	2,538,722	562,360	22%	Rate increase of 5.9%, also accounted for fewer FTE eligible for benefits
		3412	268,070	1,151,884	940,575	329,000	1,269,575	940,575	329,000	1,269,575	264,068	21%	Rate increase of 5.9%, also accounted for fewer FTE eligible for benefits
		3511	-	71,953	69,831	10,896	80,728	79,910	10,896	90,806	-	0%	Rate maintains at 0.50% by state of CA (compared to 0.05% in 2019-2020)
		3512	-	31,386	17,644	5,498	23,142	17,697	5,498	23,195	-	0%	Rate maintains at 0.50% by state of CA (compared to 0.05% in 2019-2020)
		3611	13,228	159,795	174,611		174,611	174,611		174,611	20,707	12%	Tentative increase of 10% for 2022-23 (compared to 20%+ increase in 2021-22)
		3612	5,669	68,482	74,833		74,833	74,833		74,833	8,874	12%	Tentative increase of 10% for 2022-23 (compared to 20%+ increase in 2021-22)
		3911	100,512	383,171	553,000		553,000	553,000		553,000	135,222	24%	must fund at this level per actuary & LAUSD recommendation
		3912	39,901	124,123	237,000		237,000	237,000		237,000	32,215	14%	must fund at this level per actuary & LAUSD recommendation
			<b>1,605,470</b>	<b>8,279,062</b>	<b>8,406,556</b>	<b>1,414,546</b>	<b>9,821,102</b>	<b>8,834,402</b>	<b>1,414,546</b>	<b>10,248,948</b>	<b>1,720,122</b>	<b>17%</b>	
Supplies													
		4100	13,775	27,938		403,286	403,286		405,887	405,887	297,546	73%	Textbooks are partially funded via A-G completion grant. A 2nd set of AP Psych books was included, added \$2,600.74 to textbook amount and exhausted "Master Scheduling changes" textbook allocation
		4300	21,287	222,708		276,346	276,346		282,761	282,761	45,673	16%	Added \$6,415 - ceramics IMA was overlooked during budget adoption
		4300		147,512		270,374	270,374		270,374	270,374	655	0%	CTE Expenses
		4350	10,193	70,739	116,350		11,700	128,050	116,350	128,050	1,325	1%	
		4390	18,223	62,862	48,000	7,000	55,000	48,000	7,000	55,000	6,760	12%	
		4400	94,840	388,182	718,701		718,701	718,701		718,701	547,581	76%	removed \$450K student devices - pending tech plan
		4700	1,322	252,422		219,977	219,977		219,977	219,977	17,137	8%	
			<b>159,641</b>	<b>1,172,363</b>	<b>883,051</b>	<b>1,188,683</b>	<b>2,071,734</b>	<b>883,051</b>	<b>1,197,698</b>	<b>2,080,749</b>	<b>916,677</b>	<b>44%</b>	
Services													
		5210	20	3,247	4,000		4,000	4,000		4,000	532	13%	reduced mileage
		5220	129	40,298	20,000	180,000	200,000	20,000	180,000	200,000	18,561	9%	Educator Effectiveness funded PD
		5310	194,940	436,366	524,706	24,148	548,854	524,706	24,148	548,854	398,130	73%	\$50k accellus increase recognized next year 22/23
		5400	36,826	407,998	436,718		436,718	436,718		436,718	118,746	27%	Tentative increase of 10% for 2022-23 (compared to 20%+ increase in 2021-22)
		5510	32,821	170,661	178,475	5,000	183,475	178,475	5,000	183,475	26,218	14%	
		5520	-	556,370	430,000		430,000	430,000		430,000	32,373	8%	
		5610	52,813	414,814	371,673	6,000	377,673	371,673	6,000	377,673	63,798	17%	
		5811/5812	1,968	297,194	302,900	147,100	450,000	302,900	147,100	450,000		0%	Board approved transportation allocation of \$450k for 2022-23. As of 8/22/22, SpEd transportation rates have increased but we will wait until Sept to revise transportation amount.

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				Actuals to Date as of 9/30/2021	Total	Unrestricted	Restricted	Total	Unrestricted			
	Obj Code		Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total			
Oth Contracted Services	5800	-	40,127	37,062		37,062	37,062		37,062	-	0%	
STRS Int & Penalties	5803	685	1,752	1,200		1,200	1,200		1,200	33	3%	
Contracted Services	5810	317,596	3,327,469	1,412,947	1,670,197	3,083,144	1,442,947	1,670,197	3,113,144	553,445	18%	Added \$30,000 for potential contracts to back-fill employees (Director of Attendance, Finance Director, Communications specialist, etc.
Legal, Audit, & Election Costs	5821	97,700	373,689	197,944	223,000	420,944	197,944	223,000	420,944	54,263	13%	2022-23 increase attributed to Special Education legal/settlements. 2021-22 estimated actuals also exceeded budgeted amount for the same reason.
Advertisement	5831	-	1,650	1,500		1,500	1,500		1,500	-	0%	
Computer/Technlgy Related Serv	5840	-	7,200	18,000		18,000	18,000		18,000	-	0%	reduction in internet costs
Conslt/Ind Contractors(NonEmp)	5850	10,363	47,555	56,000		56,000	56,000		56,000	-	0%	athletic trainer
Fingprpt,Phys, XRY&Oth Emp Cst	5860	2,489	15,563	15,000		15,000	15,000		15,000	2,187	15%	Hiring costs significantly exceeded prior years - higher staff turnover (FTEs & contractors) resulted in more background clearances/checks, etc.
Other Services	5890	23,703	144,262	112,227	15,000	127,227	112,227	15,000	127,227	23,737	19%	
Communications Services	5910	8,261	53,864	76,000		76,000	76,000		76,000	7,197	9%	
<b>Total, Services</b>		<b>780,313</b>	<b>6,340,078</b>	<b>4,196,351</b>	<b>2,270,445</b>	<b>6,466,796</b>	<b>4,226,351</b>	<b>2,270,445</b>	<b>6,496,796</b>	<b>1,299,220</b>	<b>20%</b>	
<b>Capital Outlay</b>												
Sites & Improvement	6100		-									
Buildings & Improvement	6200	25,930	210,381	559,440		559,440	559,440		559,440	118,099	21%	revised CAPEX #
Equipment & Technology	6400		225,748	131,175		131,175	131,175		131,175		0%	
Equipment/Furniture Replacement	6500		-			-			-			
<b>Total, Capital Outlay</b>		<b>25,930</b>	<b>436,129</b>	<b>690,615</b>	<b>-</b>	<b>690,615</b>	<b>690,615</b>	<b>-</b>	<b>690,615</b>	<b>118,099</b>	<b>17%</b>	
Depreciation Expense (Financial Reporting Basis)	6900		971,607	980,000		980,000	980,000		980,000	-	0%	
<b>Other Outgo</b>												
Indirect Cost (LAUSD)	7299	76,583	295,012	328,285		328,285	337,273		337,273	76,703	23%	
Interest	7438	3,903	11,784	4,731		4,731	4,731		4,731	1,991	42%	
Fund 09 to Fund 20 Payment (Unaudited Only)			282,705									
<b>Total, Other Outgo</b>		<b>80,486</b>	<b>589,501</b>	<b>333,016</b>	<b>-</b>	<b>333,016</b>	<b>342,004</b>	<b>-</b>	<b>342,004</b>	<b>78,694</b>	<b>23%</b>	
<b>Total Expenditures (Financial Reporting Basis)</b>		<b>5,733,397</b>	<b>37,788,897</b>	<b>32,294,116</b>	<b>8,152,504</b>	<b>40,446,619</b>	<b>34,787,208</b>	<b>8,161,519</b>	<b>42,948,727</b>	<b>7,171,794</b>	<b>17%</b>	
<b>Total Expenditures (Cash Reporting Basis)</b>		<b>5,759,327</b>	<b>37,253,419</b>	<b>32,004,730</b>	<b>8,152,504</b>	<b>40,157,234</b>	<b>34,497,823</b>	<b>8,161,519</b>	<b>42,659,342</b>	<b>7,289,893</b>	<b>17%</b>	
<b>C. Ending Balance: Excess (Deficiency) - Financial Reporting Basis</b>		<b>3,743,912</b>	<b>2,020,136</b>	<b>2,698,855</b>	<b>(1,517,522)</b>	<b>1,181,333</b>	<b>1,124,241</b>	<b>(3,382,133)</b>	<b>298,699</b>	<b>1,916,056</b>		Note, this ending balance does not include PESPU or unrepresented salary schedule changes.
<b>C. Ending Balance: Excess (Deficiency) - Cash Reporting</b>		<b>3,717,983</b>	<b>2,555,615</b>	<b>2,988,240</b>	<b>(1,517,522)</b>	<b>1,470,718</b>	<b>1,413,626</b>	<b>(3,382,133)</b>	<b>588,084</b>	<b>1,797,957</b>		(Revenue - Expenses: Cash Reporting Basis)
<b>D. Net Increase (Decrease)</b>		<b>3,743,912</b>	<b>2,020,136</b>	<b>2,698,855</b>	<b>(1,517,522)</b>	<b>1,181,333</b>	<b>1,124,241</b>	<b>(3,382,133)</b>	<b>298,699</b>	<b>1,916,056</b>		
<b>E. Fund Balance</b>												

## PCHS - Cafeteria Operations Profit/Loss 2022-2023

		July	August	Year To	Budgeted	Comparison
		2022	2022	Date 22/23	22/23	Aug 21 vs Aug 22
<b>Revenue</b>						
	Cash sales per day	\$ -	\$ 300.08			\$ (288.89)
	A La Carte/Paid		\$ 5,101	\$ 5,101	\$ 90,000	\$ (788)
	<b>Total Sales</b>	\$ -	\$ 5,101	\$ 5,101	\$ 90,000	\$ (788)
	Catering Revenue			\$ -		
	State Reimbursements		\$ 36,427	\$ 36,427	\$ 36,890	\$ 34,894
	Federal Reimbursements		\$ 16,709	\$ 16,709	\$ 475,000	\$ (6,291)
	<b>Total Revenue</b>	\$ -	\$ 58,237	\$ 58,237	\$ 601,890	\$ 27,815
	Cumulative	\$ -	\$ 58,237			\$ 26,057
<b>Expenses</b>						
	Total Salaries & Benefits	\$ 1,421	\$ 7,326	\$ 17,309	\$ 82,000	\$ 2,446
	Food Expense 44.27%	\$ -	\$ 19,925	\$ 19,925	\$ 219,977	\$ 7,514
	Chartwells Management 55.73%	\$ -	\$ 25,083	\$ 25,083	\$ 276,921	\$ 9,459
	<b>Total Chartwells Expenses (Invoice)</b>		\$ 45,007.67	\$ 45,008	\$ 496,898	\$ 16,972.14
	<b>Total Expenses (Before Commodity Credit)</b>	\$ 1,421.00	\$ 52,333.85	\$ 62,317	\$ 578,898	\$ 19,418.35
	<b>Commodity Credit</b>	\$ (3,962)	\$ (3,962)	\$ (3,962)		
	<b>Net Expenses</b>	\$ 1,421.00	\$ 48,371.62	\$ 58,355	\$ 578,898	\$ 18,241.19
	<b>Net Income/(Loss)</b>	\$ (1,421.00)	\$ 9,865.81	\$ (117)		\$ 9,573.85
	Operational Expenses	\$ 8,368	\$ 1,350	\$ 11,068	\$ 25,000	\$ 1,350
	<b>Net Income/(Loss) - After Operations</b>	\$ (9,789)	\$ 8,516	\$ (11,185)	\$ (2,008)	\$ 8,224
	Per day profit		\$ 500.93			\$ 471.73

# Coversheet

## Educator Effectiveness Funds (EEF) Update

**Section:** VIII. Finance  
**Item:** B. Educator Effectiveness Funds (EEF) Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 2021-22 Educator Effectiveness Funds Expenditure Report.pdf



# Educator Effectiveness Funds

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2021-2022 SPENDING REPORT

## PCHS received Educator Effectiveness Funds (EEF) in the amount of \$531,476

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The funds were received in 2021-22 and the spending plan was approved by the PCHS Board of Trustees in December of 2021. The funds were already included in the 2021-22 and 2022-23 budgets.

For the most part, the funds must be spent on Professional Development opportunities and have a spending deadline by June 30, 2026.

The link the Professional Development plan is located [here](#)

## EEF 2021-22 Expenditures

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Only \$27,628.28 was spent in 2021-22.

Although PCHS invested heavily in Professional Development in 2021-22, other funding sources were also used (ex: Title II funds are Federal funds that must be spent).

The remaining allocation will be spent over the next 2 years.

Description	Amount	Notes
JONATHAN CRISTALL	\$ 2,500.00	Digital Pitfalls & Best Practices Workshop
AEGIS SECURITY & INVESTIGATIONS INC.	\$ 25,128.28	Schoolwide Safety/Security/EmergencyResponse Training & Assessment
<b>TOTAL EDUCATOR EFFECTIVENESS EXPENSES</b>	<b>\$27,628.28</b>	EEF amount spent in 2021-2022



## 2021–22 Educator Effectiveness Funds (EEF) Report

### – Submission Record

**Submission ID:** 2268  
**Submission Date:** Friday, September 30, 2022 3:13 PM PT

**LEA:** Palisades Charter High (CDS Code: 19647331995836)

### EEF Overview and Contact Info

#### Total EEF Allocation

\$ 531,476.00

#### Program Administrator

Please note the Program Administrator's email address will be used to notify the local educational agency (LEA) that your report has been received by the California Department of Education (CDE) after you submit.

First Name	Juan
Last Name	Herrera
Title	Chief Business Officer
Office	Palisades Charter High School
Telephone Number	310-230-7238
Extension (Optional)	No response
Email *	jherrera@palhigh.org

\* Please Note: This Program Administrator's email address will be used to notify the LEA that your report has been received by the CDE after you submit.

#### Fiscal Agent (Optional)

Please provide the name of the person who will serve as the Fiscal Agent of the EEF if this person is different from the Program Administrator. This person will be included on communications regarding budget and accounting for the EEF.

First Name	No response
Last Name	No response
Title	No response
Telephone Number	No response
Extension (Optional)	No response
Email	No response

#### EEF Plan Adopted by Local Board or Governing Body

Date of Plan Adoption (Month/Day/Year):  
 06/01/2021

Provide a link to a posted EEF plan or minutes approving plan (Optional):  
[https://www.palhigh.org/pdfs/Governance/Board\\_Meeting\\_Archives//2021\\_Board\\_of\\_Trustees\\_Schedule/2021\\_06\\_01/2021\\_06\\_01\\_board\\_meeting\\_packet.p](https://www.palhigh.org/pdfs/Governance/Board_Meeting_Archives//2021_Board_of_Trustees_Schedule/2021_06_01/2021_06_01_board_meeting_packet.p)

### EEF Services and Purchases Overview

#### Total EEF Services Offered

Report the overall number of participants served with EEF this fiscal year:

198

Report the number of total participants served with EEF funding this fiscal year:

Staff Type Served	Staff Count
Teachers	141

Administrators	9
Paraprofessionals	18
Other Classified Staff	30
Total Number Served	198

**Books and Material Purchases**

Identify purchases made with EEF that supported professional learning offerings. Only identify purchases in this category:

Purchase Type	Expenditure Amount
<b>Books</b> Please provide information about the materials purchased and the vendors they were purchased from: No response	\$ 0.00
<b>Training Materials</b> Please provide information about the materials purchased and the vendors they were purchased from: No response	\$ 0.00
<b>Other</b> Please provide information about the materials purchased and the vendors they were purchased from: No response	\$ 0.00
<b>Purchases Total</b>	\$ 0.00

**EEF Additional Expenditures**

Please provide information about additional expenditures that were supported with the EEF:

Expenditure Type	Expenditure Amount
<b>Staffing Salaries and Benefits</b> Please provide information about existing staff salaries that were supported with EEF as well as their titles and basic duties: No response	\$ 0.00
<b>Travel and Per Diem</b> Please provide expenditure amounts about existing staff travel expenditures that were supported by the EEF and adhere to the allowable uses.	\$ 0.00
<b>Stipends</b> Please provide expenditure amounts about existing staff stipends that were supported by the EEF and adhere to the allowable uses for training that occurs outside of the attendee's normal working/paid hours.	\$ 0.00
<b>Substitutes</b> Please provide expenditure amounts for substitute costs that were supported by the EEF and allowed staff to attend trainings during the regular work day and adhere to the allowable uses of EEF.	\$ 0.00
<b>Additional Total</b>	\$ 0.00

**Major Activities Supported by EEF**

What were your major activities that were supported by the EEF:

To date, the major activities were centered around Professional Development on school safety/security and socio-emotional learning. PCHS has plans to expand PD opportunities in 2022-23.

## EEF Expenditure Category Selection

Please indicate which, if any, of the following categories had EEF expenditures for the current reporting year:

Fund Category	Were EEF Funds Expended?
Coaching and Mentoring	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Standards-Aligned Instruction	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Pupil Reengagement	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Pupil Wellbeing	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Positive School Climate	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Inclusive Practices	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
English Learner Programs	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Professional Learning Networks	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Ethnic Studies	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Early Childhood Development	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## Strategies to Improve Pupil Wellbeing

Please provide information on the total number of staff served by staff type:

Staff Type	Number of Staff Served
Teachers	140
Administrators	9
Paraprofessionals	10
Other Classified Staff	5
Total Number Served	164

Please provide expenditure amounts for each category of allowable uses listed below:

Expenditure Category	Expenditure Amount
Social-emotional learning	\$ 2,500.00
Trauma-informed practices	\$ 0.00
Suicide prevention	\$ 0.00
Access to mental health services	\$ 0.00
Efforts To Diversify The Teacher Workforce	\$ 0.00
Please describe your efforts to diversify the teacher workforce through strategies to improve pupil wellbeing: No response	
Other Expenditures (Optional)	\$ No response
<b>Expenditures Total</b>	<b>\$ 2,500.00</b>

Were services provided by a vendor?

Yes  No

If "Yes," please include information about vendors and providers, and the services they offered:

Socio-emotional learning PD was conducted - digital workshop by Jonathan Cristall.

## Practices to Promote Positive School Climate

Please provide information on the total number of staff served by staff type:

Staff Type	Number of Staff Served
Teachers	141
Administrators	9
Paraprofessionals	18
Other Classified Staff	30
Total Number Served	198

Please provide expenditure amounts for each category of allowable uses listed below:

Expenditure Category	Expenditure Amount
Restorative justice	\$ 0.00

Implicit bias training	\$ 0.00
Positive behavioral support training	\$ 0.00
Valuing diverse culture and ethnic backgrounds	\$ 0.00
Preventing discrimination, harassment, bullying, and intimidation	\$ 0.00
Efforts To Diversify The Teacher Workforce	\$ 0.00
Please describe your efforts to diversify the teacher workforce through practices to promote positive school climate: No response	
Other Expenditures (Optional)	\$ 25,128.28
<b>Expenditures Total</b>	<b>\$ 25,128.28</b>

**Were services provided by a vendor?**

Yes  No

If "Yes," please include information about vendors and providers, and the services they offered:

Schoolwide threat assessment and security training/PD offered in order to maintain a positive and safe school climate - vendor was Aegis Security

## Final Summary

**Total EEF Allocation**

\$ 531,476.00

**Total EEF Expenditures**

Fund Category	Category's Total Expenditures
Professional Learning Supplies	\$ 0.00
Coaching and Mentoring	\$ 0.00
Standards-Aligned Instruction	\$ 0.00
Pupil Reengagement	\$ 0.00
Pupil Wellbeing	\$ 2,500.00
Positive School Climate	\$ 25,128.28
Inclusive Practices	\$ 0.00
English Learner Programs	\$ 0.00
Professional Learning Networks	\$ 0.00
Ethnic Studies	\$ 0.00
Early Childhood Development	\$ 0.00
<b>Total Reported Expenditures</b>	<b>\$ 27,628.28</b>

If this LEA's Total Reported Expenditures value was \$0 for this fiscal year (the above total), please provide narrative details as to why and when funds will be spent:

No response

– **Electronic Signature** \_\_\_\_\_

**Signature by Authorizing Official**

The authorizing official should type their name in the field below, which will serve as a signature that certifies agreement with this statement:

I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application.

Authorizing Official's Full Name: Juan Pablo Herrera





# Coversheet

## Approval of School Organized Trips

**Section:** X. Consent Agenda: Finance Items  
**Item:** A. Approval of School Organized Trips  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** School Organized Trips.pdf

Submit by Email

Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

Name of School: Palisades Charter High School Employee Supervising trip: NANCE Certified 1 Non-Cert. 6
Telephone Number: (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER

- 1. Destination: SAGE HILL (SANTA BARBARA) Are admission fees charged? Yes No X
2. Dates of Trips: 11/4-6 3. Number of Students: 60 Number of adults: 10
4. Name and employee number of employee who will go on trip: NANCE, AMIS, TATRO
5. Substitute required? Yes No X How Many? Source of funds
6. Time schedule required by school: Leave School 12:30 Arrive destination 2:30
Leave destination 10:00 Return school 12:00
7. Duration of trip: Less than one day One day Overnight X (if overnight, how many days?) 2
8. Method of transportation: School bus (indicate number required) Walking Automobile X
Public Carrier: airplane boat bus train other (explain)

9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities). The students will work out and bond. The team will come together to prepare for the upcoming season.

10. Source of funds for trip: Donations

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

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

APPROVALS: Principal or Asst. Principal: Pam Maguire Date: 10/14/22
Board of Trustees\* Date:

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

**Palisades Charter High School**

**REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS**

Check the appropriate box:  Field Trip  School Journey  Curricular Trip  Athletic Trip  
 Curricular Buss Tour  OTHER (Describe) JSA Fall State Conference

Name of \_\_\_\_\_ Employee \_\_\_\_\_ Certified  \_\_\_\_\_  
 School: **Palisades Charter High School** Supervising trip Mr. David Pickard Non-Cert. \_\_\_\_\_  
 Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER All

1. Destination Sheraton Gateway LAX Are admission fees charged? Yes  No \_\_\_\_\_
2. Dates of Trips November 12-13, 2022 3. Number of Students 20 Number of adults 2
4. Name and employee number of employee who will go on trip: Mr. David Pickard
5. Substitute required? Yes \_\_\_\_\_ No  How Many? NA Source of funds Students
6. Time schedule required by school: Leave School NA Arrive destination 8:00 am  
 Leave destination 10:00 p.m. Return school NA
7. Duration of trip: Less than one day \_\_\_\_\_ One day \_\_\_\_\_ Overnight  (if overnight, how many days?) 2 days
8. Method of transportation: School bus (indicate number required) \_\_\_\_\_ Walking \_\_\_\_\_ Automobile   
 Public Carrier: airplane \_\_\_\_\_ boat \_\_\_\_\_ bus \_\_\_\_\_ train \_\_\_\_\_ other \_\_\_\_\_ (explain) Parents will drop off and pick up students from the hotel and check-in/check out with Mr. Pickard
9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will engage with keynote speakers, debate in political discussions, participate in thought-talks, and evening activities.
10. Source of funds for trip JSA Scholarship Funds + Family Contributions

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

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

**APPROVALS:**

Principal or Asst. Principal *Pam Magee* Date: 10/14/22

Board of Trustees\* \_\_\_\_\_ Date: \_\_\_\_\_

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

# Coversheet

## Approval of Out-of-State PD Conferences

**Section:** X. Consent Agenda: Finance Items  
**Item:** B. Approval of Out-of-State PD Conferences  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Out of State PD Conferences.pdf





**Palisades Charter High School**

15777 Bowdoin St. • Pacific Palisades • California 90272

(310) 230-6623 • FAX (310) 454-6328

**CONFERENCE/TRAVEL REQUEST FORM**

*MARTINEZ CERVANTES*

Employee Attendee(s) Name(s): NANCE GIANNONE RICHLBAUER  
 Department/Site: WORLD LANGUAGE Date of Request: 9/13/22  
 Name of Conference/Activity: ACTFL WORLD CONFERENCE  
 Organization/Company Holding the Conference/Activity: ACTFL  
 Location of Conference/Activity: BOSTON MA Date(s) of Conference/Activity: 11/17-20  
 Purpose/Rationale (How will this conference/activity be of value to the school?)

Cost Estimate (if one form is being submitted for multiple people, be sure to include all costs for all individuals):

Estimated Expenditures	Pali to Pay Directly	Reimbursement Requested	Cost
Conference Registration <u>7</u> people @ \$ <u>330</u> per person	<u>2310</u>		\$ <u>2310</u> -
Certificated Substitute(s) <u>2</u> days @ per day (sal. & stat. ben.)	<u>2600</u>		\$ <u>2600</u> -
Travel - Mileage <u>0</u> miles @ \$ 0.585 per mile			\$ -
Travel - Airfare _____ people @ \$ <u>500</u> per person		<u>3500</u>	\$ <u>3500</u>
Travel - Ride Sharing Svs/Taxi/Shuttle <u>\$50 x 7</u> Type total amount into "cost" cell		<u>350</u>	\$ <u>350</u> -
Lodging <u>3</u> nights @ \$ <u>167</u> per night		<u>3507</u>	\$ <u>3507</u> -
Meals <u>\$130 per person</u> _____ Breakfasts @ \$ 10.00 per meal _____ Lunches @ \$ 10.00 per meal _____ Dinners @ \$ 20.00 per meal		<u>910</u>	\$ <u>910</u> -
Other (Parking, Tolls, Conference Materials, etc.) - please list below: <u>Optional session on grading 95 x 5</u>			\$ <u>475</u> -
<b>TOTAL APPROXIMATE COST</b>			\$ <u>13,652</u> -
<b>AMOUNT APPROVED</b>			

I understand that my request in not granted until approved by administration and that, once approved, costs may not exceed the above estimate without prior approval from an administrator. Upon returning from an approved event, attendee must submit an itemized Request for Reimbursement and/or a Mileage Report & Reimbursement Claim form with a copy of this form, the activity agenda/program, and all original itemized receipts for any out of pocket expenses to supervisor within 3 to 5 days of return. Expenses submitted without original itemized receipts will not be reimbursed.

Requestor Signature: *M E Nance* 9/19/22

Executive Director Approval: *Sam Mape* Date: 9/28/22

Funding Source: \_\_\_\_\_ SACS Code: \_\_\_\_\_

Will costs be reimbursed by another organization? Yes/No If so, what organization? \_\_\_\_\_

Board of Trustee/Designee Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Board Approval Date (if applicable): \_\_\_\_\_ Business Office Review \_\_\_\_\_

(initial)

(date)



**Palisades Charter High School**

15777 Bowdoin St. • Pacific Palisades • California 90272

(310) 230-6623 • FAX (310) 454-6328

**CONFERENCE/TRAVEL REQUEST FORM**

Employee Attendee(s) Name(s): Tyler Farrell  
 Department/Site: CTE Date of Request: 10/11/22  
 Name of Conference/Activity: ACTE Vision Conference 2022  
 Organization/Company Holding the Conference/Activity: ACTE  
 Location of Conference/Activity: Las Vegas, NV Date(s) of Conference/Activity: 11/30-12/3  
 Purpose/Rationale (How will this conference/activity be of value to the school?)  
Special Sessions on CTE Administration, and pathway development

**Cost Estimate (if one form is being submitted for multiple people, be sure to include all costs for all individuals):**

Estimated Expenditures	Pali to Pay Directly	Reimbursement Requested	Cost
Conference Registration <u>1</u> people @ \$ 745 - per person		X	\$ 745 -
Certificated Substitute(s) <u>0</u> days @ per day (sal. & stat. ben.)			\$ -
Travel - Mileage _____ miles @ \$ 0.585 per mile			\$ -
Travel - Airfare <u>1</u> people @ \$ 134.97 per person		X	\$ 134.97-
Travel - Ride Sharing Svs/Taxi/Shuttle _____ Type total amount into "cost" cell		X	\$ 50 -
Lodging <u>3</u> nights @ \$ 149 - per night		X	\$ 625.85-
Meals <u>2</u> Breakfasts @ \$ 10.00 per meal <u>2</u> Lunches @ \$ 10.00 per meal <u>2</u> Dinners @ \$ 20.00 per meal		X	\$ 80 -
Other (Parking, Tolls, Conference Materials, etc.) - please list below:			\$ -
<b>TOTAL APPROXIMATE COST</b>			<b>\$ 1,635.82-</b>
<b>AMOUNT APPROVED</b>			

I understand that my request is not granted until approved by administration and that, once approved, costs may not exceed the above estimate without prior approval from an administrator. Upon returning from an approved event, attendee must submit an itemized Request for Reimbursement and/or a Mileage Report & Reimbursement Claim form with a copy of this form, the activity agenda/program, and all original itemized receipts for any out of pocket expenses to supervisor within 3 to 5 days of return. Expenses submitted without original itemized receipts will not be reimbursed.

Requestor Signature: *Tyler Farrell*

Executive Director Approval: *Gary Magee* Date: 10/14/22

Funding Source: CTE Incentive Grant SACS Code: \_\_\_\_\_

Will costs be reimbursed by another organization? Yes/No If so, what organization? \_\_\_\_\_

Board of Trustee/Designee Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Board Approval Date (if applicable): \_\_\_\_\_ Business Office Review \_\_\_\_\_  
 (initial) (date)