

Comprehensive School Safety Plan Twin Ridges Elementary School District



Twin Ridges Elementary School District
Comprehensive School Safety Plan
2020-2021

Twin Ridges Elementary School District Comprehensive School Safety Plan

Table of Contents

INTRODUCTION

Plan

Purpose.....	10
Scope.....	10
Situation Overview/Hazard Analysis Summary.....	11
Planning Assumptions & Limitations.....	24
Concept of Operations.....	25
Organization & Assignment of Responsibilities.....	27
Direction, Control and Coordination	30
Communications.....	35
Administration, Finance and Logistics.....	39
Plan Development, Maintenance and Distribution.....	41
Authorities and References.....	42

Functional Annexes

School Climate.....	43
Continuity of Operations (COOP) Procedures.....	45
Recovery: Psychological Healing Procedures	49

Hazard- and Threat-Specific Annexes

Natural Hazards: Flood	53
Technological Hazards: Chemical	56
Earthquake.....	59
Fire/Wildfire	63
Human-Caused Hazards: Intruder/Lockdown	67
Human-Caused Hazards: Active Shooter.....	69

References

COVID-19 Prevention Program.....

(a) Scope.....	98
(C) Access to COVID-19 testing.....	100
(D) COVID-19 hazards and the District’s COVID-19 policies and procedures to protect employees and other employers, persons, and entities within or in contact with the employer’s workplace.	101
(2) Identification and evaluation of COVID-19 hazards.....	101
(A) identification and evaluation of COVID-19 hazards.....	101
(B) Employee Symptom Screening	101
(C) Response to COVID-19 case.....	101
(D) Workplace Assessment	101
(E) Ventilation Systems.....	102

(F) Ongoing monitoring and review of orders and guidance	102
(G) Evaluate existing prevention controls	102
(6) Physical distancing.....	102
(H) Periodic Inspections	103
(A) Procedure to investigate COVID-19 cases in the workplace.	103
(C) Confidentiality of Personal Identifying Information	103
(D) Confidentiality of Employee Medical Records	104
(7) Face coverings.....	105
(8) Other engineering controls, administrative controls, and personal protective equipment.	106
(A) Partitions	106
(B) Maximize Outdoor Air	107
(C) Cleaning and Disinfecting	107
(D) Handwashing Facilities	107
(E) Personal protective equipment.....	107
(9) Reporting, recordkeeping, and access.	108
(A) Local Public Health.....	108
(B) Cal/OSHA	108
(C) Injury & Illness Prevention Program.....	108
(D) Access to the COVID-19 Prevention Program.....	108
(E) Access to COVID-19 Case Records	108
(A) COVID-19 Cases	108
(B) COVID-19 Exposure Cases.....	109
(C) Earnings & Benefits while excluded	109
(D) This section does not limit any other applicable law, employer policy, or collective bargaining agreement that provides for greater protections.....	109
(E) Information on Benefits & Leaves	109
(11) Return to work criteria.	109
(A) COVID-19 cases with COVID-19 symptoms shall not return to work until:	109
(B) COVID-19 cases who tested positive but never developed COVID-19 symptoms	109
(C) A negative COVID-19 test shall not be required for an employee to return to work.	110
(D) If an order to isolate or quarantine an employee is issued by a local or state health official	110
(E) Division approval of return to work	110
§ 3205.1. Multiple COVID-19 Infections and COVID-19 Outbreaks.....	111
(a) Scope.....	111
(b) COVID-19 testing.	111
(c) Exclusion of COVID-19 cases.	111
(f) Notifications to the local health department.	112
§ 3205.2. Major COVID-19 Outbreaks.....	113

(a) Scope	113
Appendix A: Guidance	115
Employers - General Guidance	115
Guidance Employers – Office Workspaces	115
Guidance - K-12 Education.....	115
Face Covering Information	115
California Healthy Schools Act & Integrated Pest Management (IPM)	116
Americans with Disabilities Act - U.S. Equal Employment Opportunity Commission	116
Appendix B: Cal/OSHA Regulations	116
Subchapter 7. General Industry Safety Orders § 3205. COVID-19 Prevention.....	116
§ 3205.1. Multiple COVID-19 Infections and COVID-19 Outbreaks.	126
§ 3205.2. Major COVID-19 Outbreaks.....	128
2021 COVID-19 School Guidance Checklist	130
Date:	130
Name of Local Educational Agency or Equivalent:	130
Enrollment:	130
Address: Phone Number:	130
City Email:	130
Date of proposed reopening:	130
Current Tier:	130
Type of LEA:	130
This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.	131
For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:	132
For Local Educational Agencies (LEAs or equivalent) in PURPLE:	134
Additional Resources:	135

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I. INTRODUCTION

A. PURPOSE

The purpose of the Twin Ridges Elementary School District (TRESA) Comprehensive School Safety Plan is to identify and respond to incidents by outlining the responsibilities and duties of TRESA and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. The plan also educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other community members with the assurance that TRESA has established guidelines and procedures to respond to incidents/hazards effectively.

The developed guidelines and procedures for dealing with the existing and potential student and school incidents and incidents that may occur at TRESA or in the outlying county are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. An assessment reviewed by the TRESA School Safety Planning Committee about the current status of school crime committed on campus and at school-related functions is completed by reviewing school discipline, suspension and expulsion data, and the California Healthy Kids Survey. Local law enforcement has been consulted (Ed. Code 39294.1) and participates on the collaborative safety team. Other local agencies, such as health care and emergency services, are consulted as needed. (Ed Code 39294.2) Faculty and staff are trained to assess incidents' seriousness and respond according to these established procedures and guidelines. TRESA schedules in-service training for faculty, staff, and students. School sites conduct earthquake, fire, and intruder drills as required by California education codes.

Lastly, developing, maintaining, and exercising the School Safety Plan increases TRESAs legal protection. TRESA is committed to providing students with quality educational experiences in a safe and secure school environment. To implement this commitment, TRESA developed this Comprehensive Safe School Safety Plan following the objectives of SB 187. Policies and procedures are assessed, modified, and updated regularly to ensure that the plan is an effective and integral part of the county's efforts to provide an optimal learning environment and safe work environment for all employees and students.

B. SCOPE

The TRESA School Safety Plan outlines the expectations of staff, faculty, and students. It outlines their roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates.

C. DEFINITIONS

- i. **Incident:** An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Comprehensive School Safety Plan.
- ii. **Hazards:** Hazards shall include situations involving threats of harm to students, personnel, or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies, depending on the incident's size and scope. Identified hazards parallel those identified in the Local Hazard Mitigation Plan of Nevada County.

D. SCHOOL BOARD POLICY STATEMENT

The TRESA Comprehensive School Safety Plan operates within the approved TRESA School Board policies (available upon request).

E. MANDATED POLICIES AND PROCEDURES

The TRESA School Safety Planning Committee has reviewed the site safety plan from 2019-2020 and made necessary updates and revisions. The safety plan includes the following components (school site policies and procedures in reference to Ed Code 35294.2 available upon request):

- i. Child abuse reporting consistent with Penal Code 11164. (5141.4 BP/AR)
- ii. Policies pursuant to Educational Code 48915 and other school-designated serious acts that would lead to suspension, expulsion or mandatory expulsion recommendations. (48900, 48915, 49079).
- iii. Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- iv. A sexual harassment policy pursuant to Education Code 212.6 (5145.7 BP/AR) and (4119.11 AR).
- v. Procedures for safe entrance and exit of students, parents/guardians, and employees to and from the school
- vi. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) to create a safe and orderly environment conducive to learning. (5131 BP).
- vii. Dress code (5132 BP/AR) (49066) (25183.5)
- viii. Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

F. SITUATION OVERVIEW/HAZARD ANALYSIS SUMMARY

Office Population:

The TRESA office site is located in a one-story building within Grizzly Hill School located at 16661 Old Mill Rd, Nevada City, California. At the time of this writing, there

are 16 employees housed at this site. Several itinerant workers may use workstations/classrooms at various times.

School Population:

- i. Grizzly Hill School is located in a one-story building located at 16661 Old Mill Rd, Nevada City, CA. At the time of this writing, there are 16 employees. There is a somewhat fluctuating student population at this site, with an average of 75-90 students ranging in age from 5-14 years old. As of this writing, Grizzly Hill is in remote learning with on-site services for SPED and other designated student services.
- ii. Washington School is located at 1 School St, Washington, CA. The Washington staff of one part-time teacher, one instructional aide, and one part-time maintenance worker respond to all incidents under the safety plan. There is a fluctuating student population at this site from ages 5-14. Current enrollment is five. It also currently serves all Washington students in distance learning enrolled at other schools. Typically, we currently may see 10-12 remote learning students on any given day.
- iii. Oak Tree Campus is located at 18847 Oak Tree Road, Nevada City, California. The Family Resource Center currently uses this site to provide a food bank, library, clothing closet, hygiene pantry, and many other community resource services. It also houses the NJUHSD Adult Education group.

Special Needs Population

TRESA is committed to the safe evacuation and transport of students and staff with special needs on each school site. Our Director of Special Education will make provisions as needed to ensure the safe evacuation and transport of students with special needs.

G. BUILDING INFORMATION

- i. Grizzly Hill School is located in a one-story building located at 16661 Old Mill Rd, Nevada City, CA. At the time of this writing, 16 employees work in seven classrooms, a library, and after school room, special education services room, cafeteria/gymnasium, and extensive outdoor fields and playgrounds.
- ii. Washington School is located at 1 School St, Washington, CA. The Washington staff of one part-time teacher, one instructional aide, and one part time maintenance worker all use the one room schoolhouse and the kitchen, playground, blacktop area, and lawn/field area.
- iii. Oak Tree Campus is located at 18847 Oak Tree Road, Nevada City, California. This site is geographically large, with many buildings placed throughout the campus.
- iv. A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut-offs is included in the Appendix.

H. HAZARD ANALYSIS SUMMARY

- i. The Nevada County Operational Area Emergency Services Council prepared a Local Hazard Mitigation Update Plan on behalf of the County, incorporating cities, towns, and participating districts. The Plan preparation process culminated in a completed document while providing the participants with a clear understanding of local risks and tangible mitigation plans to reduce or eliminate long-term risk to people and property from natural and human-caused hazards and their effects. The Plan meets the requirements of the Disaster Mitigation Act of 2000 and maintains the eligibility of Nevada County and all other participants in the Plan for FEMA Pre-Disaster Mitigation (PDM) and Hazard Mitigation Grant Programs (HMGP). The Plan preparation process followed a methodology recommended by FEMA. The planning process examined the recorded history of losses resulting from natural and selected human-caused hazards and analyzed the county's future risks by these hazards. The planning effort undertaken for the Nevada County Fire Plan was an integral part of the Plan.
- ii. The Twin Ridges Elementary School District recognizes that school sites and outlying areas are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. The Local Hazard Mitigation Update Plan of Nevada County 2017 serves to assess potential hazards affecting school sites.

II. MITIGATION ASSESSMENT

A. PURPOSE

According to the Local Hazard Mitigation Update Plan of Nevada County 2019, circumstances in the school or near school sites that may present unique problems or potential risk to people or property rank wildfire as a high risk. The interior and exterior portions of all school buildings and school grounds have been assessed for additional potential hazards that may impact the site, staff, and visitors. Identified hazards have been assessed by risk and likelihood and ranked accordingly. TRESA collaborates with Nevada County Office of Emergency Services and local fire departments for mitigation assessment.

B. SCOPE

The following is a review of mitigation assessments from the 2017 Local Mitigation Hazard Plan Update of Nevada County:

- C. This **Plan Update** was prepared pursuant to the requirements of the Disaster Mitigation Act of 2000 (Public Law 106-390) and the implementing regulations set forth by the Interim Final Rule published in the Federal Register on February 26, 2002, (44 CFR §201.6) and finalized on October 31, 2007. (Hereafter, these

requirements and regulations will be referred to collectively as the Disaster Mitigation Act (DMA) or DMA 2000.) While the act emphasized the need for mitigation plans and more coordinated mitigation planning and implementation efforts, the regulations established the requirements that local hazard mitigation plans must meet in order for a local jurisdiction to be eligible for certain federal disaster assistance and hazard mitigation funding under the Robert T. Stafford Disaster Relief and Emergency Act (Public Law 93-288). This planning effort also follows FEMA's 2013 Plan Preparation Guidance. Because the Nevada County Planning Area is subject to many kinds of hazards, access to these programs is vital.

D. Information in this plan will be used to help guide and coordinate mitigation activities and decisions for local land use policy in the future. Proactive mitigation planning will help reduce the cost of disaster response and recovery to communities and their residents by protecting critical community facilities, reducing liability exposure, and minimizing overall community impacts and disruptions. The Planning Area has been affected by hazards in the past and is thus committed to reducing future impacts from hazard events and maintaining eligibility for mitigation-related federal funding.

E. Highlights of new information and analyses contained in this Plan Update includes the following: (Please see the full plan at www.mynevadacounty.com)

- i. Multiple new hazards were added – including climate change, drought and water shortage, levee failure, extreme heat, extreme cold, snow, and freeze
- ii. Multiple hazards from the previous plan were dropped, due to their lack of planning significance in the County. This includes human health hazard, pandemic flu, and airborne hazards.
- iii. More detailed discussion of vulnerability to the County from agricultural hazards was included.
- iv. Climate change has been addressed as a stand-alone hazard as well as within the hazard profiles of each identified hazard to assist the County in considering climate change issues when identifying future mitigation actions for the Planning Area.
- v. New dam data provided by Cal OES was used for the Dam inventory and analysis. This data included an updated hazard classification for identified dams.
- vi. The drought hazard was added and included water shortage impacts to the County, to better align with the State of California Hazard Mitigation Plan and to reflect the significant issues related to drought conditions resulting from the current and ongoing drought within the County and State of California.
- vii. More detailed GIS analysis was performed for earthquakes, including a Hazus earthquake simulation to show risk to the County from earthquakes.
- viii. More detailed GIS analysis was performed for the flooding hazard for both 100- and 500-year floods, including values at risk, critical facilities at risk, population at risk, future development, and general community impacts.
- ix. More detailed GIS analysis was performed for landslides and debris flows, including values at risk, critical facilities at risk, population at risk, future development, and general community impacts.
- x. An entire rework of the risk assessment for each identified hazard. This included reworking the hazard profile and adding new hazard event occurrences; redoing the entire vulnerability analysis to add items identified below and updating the

- vulnerability assessment based on more recent hazard data as well as using the most current parcel and assessor data for the existing built environment.
- xi. Utilizing updated critical facility GIS mapping for the Planning Area to provide an updated inventory of critical facilities by jurisdiction and a GIS analysis of critical facilities to mapped hazards.
 - xii. An enhanced vulnerability assessment which added a GIS analysis of updated future development areas in the Planning Area and specific to each of the mapped hazards.
 - xiii. Incorporation and analysis of the new 2010 Census data was utilized for this LHMP update.
 - xiv. Also, as required by current FEMA planning guidance, an analysis of each jurisdictions' ongoing and continued compliance with the NFIP was included in this LHMP Update. 2

F. PRIORITY LIST BASED ON LIKEIHOOD OF OCCURRENCE:

- i. Rural wildland fire
- ii. Severe weather (heavy rain/thunderstorm/lightning/hailstorm, snow and ice and wind)
- iii. Flood
- iv. Drought
- v. Dam failure
- vi. Landslides
- vii. Avalanches
- viii. Earthquakes
- ix. Volcanoes
- x. Agricultural hazards
- xi. Natural Health Hazards such as West Nile Virus
- xii. Earth Subsidence (due to mining activities) Mitigation Plan (2011)

- G.** A full description of all noted hazards and vulnerabilities is available at www.mynevadacounty.com in the Local Hazards and Mitigation Update Plan of 2017. For school site purposes, this safety plan will focus on the top priorities.

III. HAZARD/PROBLEM DESCRIPTION:

A. WILDFIRE

California is recognized as one of the most fire-prone and consequently fire-adapted landscapes in the world. The combination of complex terrain, Mediterranean climate, and productive natural plant communities, along with ample natural and aboriginal ignition sources, has created conditions for extensive wildfires. Wildland fire is an ongoing concern for the Nevada County Planning Area. Generally, the fire season extends from early spring through late fall of each year during the hotter, dryer months. Fire conditions arise from a combination of high temperatures, low moisture content in the air and fuel, an accumulation of vegetation, and high winds.

Potential losses from wildfire include human life, structures and other improvements, natural and cultural resources, quality and quantity of water supplies, cropland, timber, and

recreational opportunities. Significant economic losses can also result. Smoke and air pollution from wildfires can be a severe health hazard. In addition, catastrophic wildfire can create favorable conditions for other hazards such as flooding, landslides, and erosion during the rainy season.

B. WILDLAND URBAN INTERFACE

Throughout California, communities are increasingly concerned about wildfire safety as increased development in the foothills and mountain areas and subsequent fire control practices have affected the natural cycle of the ecosystem. While wildfire risk is predominantly associated with wildland urban interface (WUI) areas, significant wildfires can also occur in heavily populated areas. The wildland urban interface is a general term that applies to development adjacent to landscapes that support wildland fire. The WUI defines our community development into the foothills and mountainous areas of California. The WUI describes those communities that are mixed in with grass, brush and timbered covered lands (wildland). These are areas where wildland fire once burned only vegetation but now burns homes as well. The WUI for Nevada County is shown in Figure 4-59. The WUI for Nevada County consists of communities at risk (shown in Table 4-83 in Section 4.2.17) as well as the area around the communities that pose a fire threat.

There are two types of WUI environments. The first is the true urban interface where development abruptly meets wildland. The second WUI environment is referred to as the wildland urban intermix. Wildland urban intermix communities are rural, low density communities where homes are intermixed in wildland areas. Wildland urban intermix communities are difficult to defend because they are sprawling communities over a large geographical area with wild fuels throughout. This profile makes access, structure protection, and fire control difficult as fire can freely run through the community.

WUI fires are the most damaging. WUI fires occur where the natural and urban development intersect. Even relatively small acreage fires may result in disastrous damages. WUI fires occur where the natural forested landscape and urban-built environment meet or intermix. The damages are primarily reported as damage to infrastructure, built environment, loss of socio-economic values and injuries to people.

The pattern of increased damages is directly related to increased urban spread into historical forested areas that have wildfire as part of the natural ecosystem. Many WUI fire areas have long histories of wildland fires that burned only vegetation in the past. However, with new development, a wildland fire following a historical pattern now burns developed areas. WUI fires can occur where there is a distinct boundary between the built and natural areas or where development or infrastructure has encroached or is intermixed in the natural area. WUI fires may include fires that occur in remote areas that have critical infrastructure easements through them, including electrical transmission towers, railroads, water reservoirs, communications relay sites or other infrastructure assets. Human impact on wildland areas has made it much more difficult to protect life and property during a wildland fire. This home construction has created a new fuel load within the wildland and shifted firefighting tactics to life safety and structure protection.

Factors contributing to the wildfire risk in Nevada County include:

- i. Overstocked forests, severely overgrown vegetation, and lack of defensible space around structures;
- ii. Excessive vegetation along roadsides and hanging over roads, fire engine access, and evacuation routes;

- iii. Drought and overstocked forests with increased beetle infestation or kill in weakened and stressed trees;
- iv. Narrow and often one-lane and/or dead-end roads complicating evacuation and emergency response as well as the many subdivisions that have only one means of ingress/egress;
- v. Inadequate or missing street signs on private roads and house address signs;
- vi. Nature and frequency of lightning ignitions;
- vii. Increasing population density leading to more ignitions.

C. RISK ASSESSMENT

The HMPC conducted a risk assessment that identified and profiled hazards that pose a risk to the County and participating jurisdictions, assessed the vulnerability of the planning area to these hazards, and examined the existing capabilities to mitigate them.

The County is vulnerable to numerous hazards that are identified, profiled, and analyzed in this plan. Floods, earthquakes, drought, liquefaction, landslides, wildfires, and other severe weather events are among the hazards that can have a significant impact on the County.

Table ES-2 details the hazards identified for the County LHMP.

Hazard	Geographic Extent	Probability of Future Occurrences	Magnitude/Severity	Significance	Climate Change Influence
Ag Hazards: Severe Weather/Insect Pests	Significant	Highly Likely	Critical	High	High
Avalanche	Limited	Highly likely	Negligible	Low	Low
Climate Change	Extensive	Likely	Critical	Medium	High
Dam Failure	Significant	Occasional	Catastrophic	High	Low
Drought and Water Shortage	Extensive	Likely/ Occasional	Critical	Medium	Low
Earthquake	Extensive	Unlikely	Critical	Medium	Low
Flood: 100/500-year	Extensive	Occasional/Unlikely	Critical	High	Medium
Flood: Localized/Stormwater	Significant	Highly Likely	Limited	Medium	Medium
Hazardous Materials Transportation (interstates, railroads, pipelines)	Limited	Likely	Limited	Medium	Low
Landslide, Debris & Mud Flows	Significant	Likely	Critical	Medium	Low
Levee Failure	Limited	Unlikely	Limited	Low	Low
Severe Weather: Extreme Cold, Snow, and Freeze	Significant	Highly Likely	Limited	Medium	Medium
Severe Weather: Extreme Heat	Significant	Likely	Critical	Medium	Medium
Severe Weather: Heavy Rains and Storms (wind/tornado/hail, lightning)	Significant	Highly Likely	Critical	Medium	High
Subsidence	Significant	Likely	Negligible	Medium	Medium
Volcano	Significant	Unlikely	Limited	Low	Low
Wildfire (smoke, tree mortality, conflagration)	Extensive	Highly Likely	Catastrophic	High	High

Geographic Extent	Magnitude/Severity
Limited: Less than 10% of planning area	Catastrophic—More than 50 percent of property severely damaged; shutdown of facilities for more than 30 days; and/or multiple deaths
Significant: 10-50% of planning area	Critical—25-50 percent of property severely damaged; shutdown of facilities for at least two weeks; and/or injuries and/or illnesses result in permanent disability
Extensive: 50-100% of planning area	Limited—10-25 percent of property severely damaged; shutdown of facilities for more than a week; and/or injuries/illnesses treatable do not result in permanent disability
Probability of Future Occurrences	Significance
Highly Likely: Near 100% chance of occurrence in next year, or happens every year.	Negligible—Less than 10 percent of property severely damaged, shutdown of facilities and services for less than 24 hours; and/or injuries/illnesses treatable with first aid
Likely: Between 10 and 100% chance of occurrence in next year, or has a recurrence interval of 10 years or less.	Low: minimal potential impact
Occasional: Between 1 and 10% chance of occurrence in the next year, or has a recurrence interval of 11 to 100 years.	Medium: moderate potential impact
Unlikely: Less than 1% chance of occurrence in next 100 years, or has a recurrence interval of greater than every 100 years.	High: widespread potential impact
	Climate Change Impact:
	Low: Climate change is not likely to increase the probability of this hazard.
	Medium: Climate change is likely to increase the probability of this hazard.
	High: Climate change is very likely to increase the probability of this hazard.

D. IDENTIFIED HIGH PRIORITY HAZARDS

<p>Urban and Wildfire</p>	<p>“Fire hazards are the most prevalent type of hazard. “Accepting Nevada County’s terrain, climate, rainfall and forest land/urban mix, it is a certainty that significant wild land fires are going to continue as a threat.</p> <p>Generally, the fire season extends from early spring to late fall. Fire conditions arise from a combination of hot weather, an accumulation of vegetation, and low moisture content in the air. These conditions, when combined with high winds and years of drought, increase the potential for wildfire to occur”.</p> <p>Arson and or a commercial fire will continue to remain as serious threats to the commercial and business vitality of the county’s town and cities and developed commercial areas. Enforcement of the county and municipal building, hazardous materials and fire codes will greatly mitigate against future losses of this type.</p> <p>Weather components such as temperature, relative humidity, wind, and lightning also affect the potential for wildfire. High temperatures and low relative humidity dry out the fuels that feed the wildfire creating a situation where fuel will more readily ignite and burn more intensely. Wind is the most treacherous weather factor. The greater a wind, the faster a fire will spread, and the more intense it will be. Winds can be significant at times in Nevada County. North winds in Nevada County are especially conducive to hot, dry conditions, which</p>
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	<p>can lead to "red flag" days indicating extreme fire danger. Winds coming from the southeast have also been noted as a concern in the western third of the County. In addition to wind speed, wind shifts can occur suddenly due to temperature changes or the interaction of wind with topographical features such as slopes or steep hillsides. Lightning also ignites wildfires, often in difficult-to reach terrain for firefighters.</p>
Severe Weather	<p>Rain, snow, lightning and high winds are likely to continue as one of the natural threats to Nevada County. Transportation for students is one of the main concerns relating to severe storms. The Nevada County Office of Emergency Services, Cal Trans, Nevada County Superintendent of Schools, local school districts, and the California Highway Patrol work together to determine school closures as needed.</p>
Flood	<p>Flooding is a natural feature of the climate, topography, and hydrology of NCSOS and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.</p> <p>As identified in the Nevada County General Plan (1996); "Areas within Nevada County subject to 100-year and 500-year flooding are as follows: Deer Creek west from Scott's Flat Reservoir through Nevada City towards Lake Wildwood; two tributaries bordering Alta Sierra and Highway 49 to the east and west; along Bear River to Rollins Reservoir; Little Greenhorn Creek; Greenhorn Creek; Steep Hollow Creek; the South Yuba River; the entire extent of the Truckee River through eastern Nevada County; and tributaries that run south into Prosser Creek Reservoir, Boca Reservoir, and Martis Creek Reservoir. Shorter stretches are located south of Nevada City; along Highway 20 near Penn Valley; and in the northwest area of the county. The flood hazard areas are generally confined to the areas adjacent to the County's local rivers and streams." Grass Valley identified the following flood hazards in its 2020 General Plan Update is as follows: "As indicated by Federal Emergency Management Agency Flood Insurance Rate Maps (FIRM), the City of Grass Valley and the General Plan Planning Area are relatively well drained. The 100-year flood designations are generally confined to narrow bands along local drainages. Few transportation corridors are susceptible to flooding in a 100-year flood event. Idaho-Maryland Road east of SR 49/20 and South Auburn Street south of Whiting Street will be flooded during a 100-year flood." Some backyard flooding has occurred along Mill Street as it abuts Wolf Creek. "To the extent culverts and storm drains are not maintained, other localized flooding could occur. Structures located in the flood hazard areas would be</p>

	<p>subject to flooding in a 100-year flood event unless special mitigation is employed” (Nevada County EOP, p. 42).</p>
<p>Hazardous Materials</p>	<p>“Hazardous materials incidents may occur anywhere and at any time in Nevada County. The potential for a hazardous materials incident in Nevada County depends on the volume, distribution, and/or use of chemicals and other hazardous substances in a particular area. An assessment of the known hazardous material threats within Nevada County has been developed. In general, the likelihood of a hazardous materials incident is greatest in the following areas:</p> <p>Highways, railways, and commercial and military aviation routes constitute a major threat because of the multitude of chemicals and hazardous substances transported along them. Interstate 80 and State Routes 20, 49, 89, 174, and 267 are areas of concern, as are the Union Pacific railroad tracks, which roughly parallel I-80. In addition, the underground pipelines which provide natural gas to various parts of Nevada County and the Underground Hydrocarbon pipeline, which runs adjacent to the Union Pacific railway tracks. Illegitimate businesses, such as clandestine drug laboratories, are a significant threat to human health, property, and the environment. In many instances, the residue is discharged into a public sewer or private sewage disposal system, or is dumped in remote areas of the county or along the side of the road, posing a serious health threat to the unsuspecting person who stumbles across it” (Mitigation Plan 2011, p. 34).</p>
<p>Earthquake</p>	<p>The western half of Nevada County is in the lowest Earthquake Shaking Potential for California. It is likely that the region will be impacted by future seismic activity and with the exception of the far eastern edge of the County; the magnitude of the incident is not likely to be severe.</p> <p>Lake of the Pines is the primary community developed in the 8-10% peak ground acceleration zone of Nevada County. Developed primarily since the 1960's, Lake of the Pines would not be expected to suffer significant damage during a normal earthquake event for this area.</p> <p>Grass Valley, Nevada City, Penn Valley, Cedar Ridge, Lake Wildwood, Rough and Ready, and North San Juan are the communities primarily in the 10-15% peak ground acceleration zone.</p> <p>Of these communities, Grass Valley, <u>North San Juan</u>, Rough and Ready and Nevada City are those, which have structures of unreinforced masonry buildings in their older neighborhoods and commercial districts. While possible, it is not expected that normal seismic activity in this area would result in significant damage.</p>

	(Mitigation Plan 2011, p.28).
Human Health Hazards	<p>“The impact to human health that wildlife, and more notably, insects, can have upon an area is substantial. The feared avian flu pandemic initially predicted in 2006 and again in later years would be expected to have serious consequences to human health and economics worldwide. Nevada County due to its relatively dispersed population may be impacted differently than the states' major urban areas and their compacted human population.</p> <p>West Nile Virus</p> <p>Nevada County recognizes the potential for WNV to occur within the County and has initiated a public outreach campaign and a limited control program. The Nevada West Nile Virus task force has managed the risk of WNV through focused efforts at reducing the mosquito population and educating the public.</p> <p>Pandemic Flu</p> <p>Every few decades an influenza outbreak occurs with a virus that is particularly virulent and contagious resulting in national or even international concerns for human health and welfare. The influenza virus is particularly dangerous to the very young and old, people with a suppressed immune response or have a susceptibility to respiratory disease from a pre-existing condition(s).</p> <p>Key improvements to Nevada County's infrastructure and communication channels have been deemed confidential however the results of these efforts can be seen in improved epidemiological surveillance capabilities, more efficacious responses to anomalies and aberrations in both the healthcare and educational systems, and improved communication between public entities, with healthcare providers, and to the public at large” (Mitigation Plan 2011, p.34)</p>
Intruder	While a hostile intruder incident has never occurred at the TRESA offices or school sites, like any educational institution, it is vulnerable to intruders.
Terrorism	TRESA and other public institutions are vulnerable to terrorist activity.

E. VULNERABILITIES

Fire	<p>The County's single largest risk for human life and financial loss is fire. Wildland fires and, in particular, fires that impinge on the wildland urban interface have cost County residents the most financially and in loss of life. The combined efforts of all involved parties maintain a tapestry of vigilance, preventative efforts and rapid response to the wild land fires threat. Residential developments in wild land areas and limited forestland management resources have created and will perpetuate an environment of dense fuel reserves with seasonal wild land fire risk to the County's residents and their improvements. Our best strategy to date has been to thin fuel sources at wild land urban interfaces, educate residents, and provide a rapid response to wildland fires when they start. Potential emergency power shut off by Pacific Gas and Electric are in place for high fire danger days.</p>
Severe Weather	<p>Severe weather across the County routinely leads to regional power outages, isolation of vulnerable regions (single access road closures), and white-out conditions on roadways. Deep snow, strong winds and severe cold have also created unsafe living conditions for vulnerable members of our community. The County recognizes these risks and supports a number of education and outreach programs targeted and reducing the continuing risks of severe weather across the County.</p>
Dam Break	<p>An identified vulnerability would be a collapse of Upper Scotts Flat Dam, which would immediately overflow Lower Scotts Flat Dam. Approximately 25% of Nevada City and 65% of the downtown historic district would be submerged in such a failure” (Mitigation Plan 2011, p19).</p>
HazMat	<p>“The intersection of State Highway 49 and State Highway 20 is of particular concern for hazmat incidents. State Highway 20 is an alternate route when Interstate 80 is otherwise closed. State Highway 49 is the primary access highway for western Sierra County. Increasing population and commerce will invariably result in increasing shipment of hazardous materials on these two significant local routes.</p> <p>The County's single largest risk for human life and financial loss is fire. Wild land fires and, in particular, fires that impinge on the wildland urban interface have cost County residents the most financially and in loss of life. The combined efforts of all involved parties maintain a tapestry of vigilance, preventative efforts and rapid response to the wild land fires threat. Residential developments in wild land areas and limited forestland management resources have created and will perpetuate an environment of dense fuel reserves with seasonal wild land fire risk to the County's residents and their improvements. Our best strategy to date has been to thin fuel sources at wild land urban interfaces, educate residents, and provide a rapid response to wildland fires when they start.</p>

IV. PREPAREDNESS, PREVENTION, AND MITIGATION OVERVIEW

A. PURPOSE

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities.

Examples of preparedness actions include: maintaining this plan, providing a Comprehensive School Safety Plan compliance checklist for school sites to use as a guideline to develop their site-specific plan and incident-specific plans; conducting training, planning and implementation of drills and exercises. The District maintains a cooperative relationship with local law enforcement, fire, and emergency medical services.

B. Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. TRESA is committed to taking proactive prevention measures whenever possible to protect the safety and security of staff, students, and visitors. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our schools.

C. Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. TRESA has worked to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property. Compliance with requirements for defensible space is completed on each school campus. Ingress/Egress plans are in place at each site to ensure the safety of staff, students, and visitors.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. TRESA and the schools that fall under its jurisdiction were built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards. Regular fire inspections and recommendations are conducted as are fire drills, in compliance with the California education code, are conducted at school sites utilizing evacuation routes and practiced with staff and students. Visits to school sites are conducted annually, by the Director of School Safety and representatives from local fire services, to discuss wildfire preparedness and protocol.

V. PLANNING ASSUMPTIONS AND LIMITATIONS

A. PLANNING ASSUMPTIONS

Stating the planning assumptions allows TRESA to deviate from the plan if certain assumptions prove not to be true during operations.

The School Safety Plan assumes:

- i. The community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- ii. A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning. Code Red serves as the county emergency notification system. Education is in place to inform community members of process for registration. Drills using the system occur during the school year to encompass that population group (students and staff).
- iii. A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of TRESA affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- iv. Following a major or catastrophic incident, the office may have to rely on its own resources to be self-sustaining for up to 72 hours. Education and training is conducted throughout the school year on disaster preparedness including Go-Bags.
- v. There may be a number of injuries of varying degrees of seriousness to students, staff, and visitors. Rapid and appropriate response will reduce the number and severity of injuries. There are staff members on each site that are trained in CPR and First Aid.
- vi. Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the staff to be prepared to carry out the initial incident response until responders arrive at the incident scene. Annual training is conducted to provide compliance in CPR and First Aid.
- vii. Proper prevention and mitigation actions, such as creating a positive office environment, Continuity of Operations plans, fire inspections and drills will prevent or reduce incident-related losses.
- viii. Maintaining the School Safety Plan and providing frequent opportunities for stakeholders (staff, students, board members, first responders, etc.) to exercise the plan can improve TRESA readiness to respond to incidents.
- ix. A spirit of volunteerism among employees will result in their willingness to provide assistance and support to incident management efforts. School staff recognize their role as Disaster Service Workers.

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B. LIMITATIONS

It is the policy of TRES D that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, NCSOS can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

VI. CONCEPT OF OPERATIONS

A. PURPOSE

This plan is based upon the concept that the incident management functions that must be performed by the office and school site staff generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

B. NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, NCSOS participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

TRES D recognizes that staff will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials,

first responders, and emergency managers. TRESA works with local government agencies to remain NIMS compliant.

NIMS compliance for school districts includes completing the following:

- i. Adopt the use of the Incident Command System (ICS). ICS-100 is a web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. TRESA will make every effort to promote ICS 100 training on school sites.
- ii. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute. TRESA will make every effort to promote IS-700 training on school sites.
- iii. Participate in the local government's NIMMS preparedness program and incorporate the school plan into the community EOP.
- iv. Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. School sites are charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

C. IMPLEMENTATION OF THE INCIDENT COMMAND SYSTEM (ICS)

In a major emergency or disaster, TRESA offices and sites may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events.

The Incident Commander at TRESA offices and school sites will be delegated the authority to direct all incident activities **until command is passed to appropriate local law enforcement or fire service personnel**. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the District and County Superintendent or other designated officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander **or local law enforcement or fire service personnel**.

D. INITIAL RESPONSE

Support personnel and teachers are usually first on the scene of an incident. As Disaster Service Workers, staff members are expected to take charge and manage the incident until it is resolved or **command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility**. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The District Superintendent or his/her designee is responsible for activating the School Safety Plan, including common and specialized procedures as well as hazard-specific incident plans found in annexes. The county Superintendent, School site

administrator or designee will assign an Incident Commander based who is most qualified for that type of incident. School sites will incorporate the ICS protocol and follow site specific plans. The Incident Commander will report situation status to the County Superintendent and/or Associate Superintendent and **will transfer command to local law enforcement or fire service personnel as appropriate.**

VII. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

A. PURPOSE

This section establishes the operational organization that will be relied on to manage the incident and includes:

- i. A list of the kinds of tasks to be performed by position and organization.
- ii. An overview of who does what.

The Superintendent is not able to manage all the aspects associated with an incident without assistance. The office and school site employees rely on other personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. All school sites follow their site specific/incident specific appendix to the comprehensive school safety plan.

Staff may be required to remain at school to assist in an incident. In the event that this School Safety Plan is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

B. SUPERINTENDENT OF DISTRICT

The Superintendent may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Superintendent still retains the overall responsibility for the safety of staff and students on school sites within the TRESA jurisdiction. However, delegating the authority to manage the incident allows the Superintendent to focus on policy-level activities and interfacing with other agencies, staff, and parents. **Command of an incident is transferred to local law enforcement or fire service personnel as appropriate.**

The Incident Commander responsibilities include:

- i. Assume overall direction of all incident management procedures base on actions and procedures outlined in this Comprehensive School Safety Plan.
- ii. Take steps deemed necessary to ensure the safety of students, staff, and other individuals.

- iii. Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- iv. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- v. Work with emergency services personnel. **(Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)**

C. TEACHERS ON SCHOOL SITES

On any TRESA school site, teachers and support staff shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- i. Supervise students under their charge.
- ii. Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- iii. Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- iv. Give appropriate action command during an incident.
- v. Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- vi. Report missing students to the Incident Commander or designee.
- vii. Execute assignments as directed by the Incident Commander or ICS supervisor.
- viii. Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- ix. Render first aid if necessary. School staff will be encouraged to be trained and certified in first aid and CPR.

D. INSTRUCTIONAL ASSISTANTS ON SCHOOL SITES

Responsibilities include assisting teachers as directed.

E. COUNSELORS AND PSYCHOLOGISTS ON SCHOOL SITES

Counselors and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- i. Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.

- ii. Direct students in their charge according to established incident management protocols.
- iii. Render first aid if necessary.
- iv. Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- v. Execute assignments as directed by the Incident Commander or ICS supervisor.

F. COUNTY HEALTH COORDINATOR/HEALTH ASSISTANTS

Responsibilities include:

- i. Administer first aid or emergency treatment as needed.
- ii. Supervise administration of first aid by those trained to provide it.
- iii. Organize first aid and medical supplies

G. CUSTODIANS/MAINTENANCE PERSONNEL

Responsibilities include:

- i. Survey and report building damage to the Incident Commander or Operations Section Chief.
- ii. Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- iii. Provide damage control as needed.
- iv. Assist in the conservation, use, and disbursement of supplies and equipment.
- v. Keep Incident Commander or designee informed of condition of school

H. OFFICE STAFF ON SCHOOL SITES

Responsibilities include:

- i. Answer phones and assist in receiving and providing consistent information to callers. Follow the template provided by the Public Information Officer (PIO).
- ii. Provide for the safety of essential documents.
- iii. Execute assignments as directed by the Incident Commander or ICS supervisor.
- iv. Provide assistance to the Superintendent and Policy/Coordination Group.
- v. Monitor radio emergency broadcasts.
- vi. Assist with health incidents as needed, acting as messengers, etc.
- vii. Document date, time, incident, and response information.

I. VISITORS AT TRESO OR SCHOOL SITES

Responsibilities include:

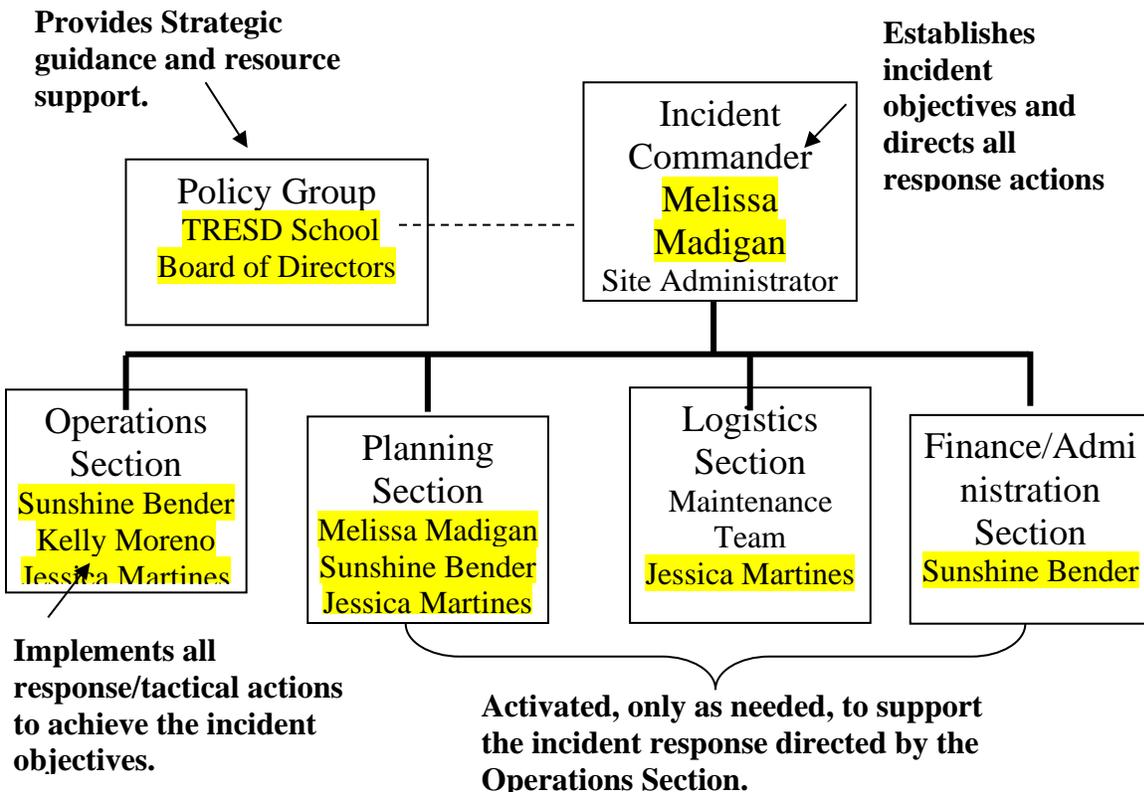
- i. Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- ii. Participate in volunteer service projects for promoting school incident preparedness.
- iii. Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- iv. Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- v. Understanding their roles during a school emergency.

VIII. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single-site or multi-incidents, the School Safety Plan will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.



B. Incident Management Team

The ICS is organized into the following functional areas:

Incident Command:

Directs the incident management activities using strategic guidance provided by the Policy Group.

Office/School-related responsibilities and duties include:

- i. Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- ii. Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- iii. Coordinate media relations and information dissemination with the principal.
- iv. Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- v. Document all activities.

C. Operations Section: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- i. Analyze staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan for school sites affected by the incident.
- ii. Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- iii. Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- iv. Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- v. Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- vi. Document all activities.

In the event that systems are overwhelmed and staff is needed to assist, additional teams may be activated. As needed, the types of Strike Teams described in the following table may be established within the Operations Section. **TRESD staff may be assigned to specific sites to assist in operations.**

Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	<p>Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> Identifying and marking unsafe areas. Conducting initial damage assessment. Obtaining injury and missing student reports from teachers.
First Aid Team	<p>First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> Setting up a first aid area for students. Assessing and treating injuries. Completing master injury report. <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>

Evacuation/ Shelter/Care Team	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> • Accounting for the whereabouts of all students, staff, and volunteers. • Setting up a secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
Strike Team	Potential Responsibilities
Crisis Intervention Team	<p>The Crisis Intervention Team is responsible for:</p> <ul style="list-style-type: none"> • Assessing the need for onsite mental health support. • Determining need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> • Setting up secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Coordinating with the Public Information Officer on external messages. |
|--|--|

D. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- i. Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- ii. Document all activities.

E. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- i. Establish and oversee communications center and activities during an incident (two- way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- ii. Establish and oversee communications center and activities during an incident (two- way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- iii. Document all activities.

F. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for staff, submitting documentation for reimbursement at local, state and federal level, and recovering school records following an incident.

Additional duties may include:

- i. Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- ii. Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, NCSOS Business offices may assume responsibility for these functions.

G. Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the NCSOS offices or designated location. The role of the Policy/Coordination Group is to:

- i. Support the on-scene Incident Commander.
- ii. Provide policy and strategic guidance.
- iii. Help ensure that adequate resources are available.
- iv. Identify and resolve issues common to all organizations.
- v. Keep elected officials and other executives informed of the situation and decisions.
- vi. Provide factual information, both internally and externally through the Joint Information Center.

H. Community Emergency Operations Plan (EOP)

TRESO maintains a site-specific Comprehensive School Safety Plan Annex to address hazards and incidents. Direction in large-scale events is in cooperation with Nevada County Office of Emergency Services, local law enforcement, emergency medical services and fire services personnel.

I. Coordination with First Responders

Various agencies and services include county governmental agencies such as public health, mental health, behavioral health, law enforcement and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting if an incident or traumatic event is taking place in the community. School staff fall under the role of Disaster Services Workers (DSW) and can be activated as needed by Nevada County Office of Emergency Services. **If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders.** A transfer of command briefing shall occur.

J. Source and Use of Resources

NCSOS will use their own site and/or school resources and equipment to respond to incidents until incident response personnel arrive.

IX. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines NCSOS communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

Internal Communications

A. Communication Between Staff

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- i. Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at the office. The tree originates with the superintendent, director or principal, who contacts the members of the staff.
- ii. School Messenger is a phone system available to make all calls to programmed staff, schools, and parents.
- iii. Text messages may be sent to cell phones; as well all call may be sent to cell phone numbers.
- iv. Emails may be sent to staff as an effective communication tool.
- v. TRESA has registered and can activate Government Emergency Telecommunication Systems (GETS) and Wireless Priority Service (WPS) for specified employees.

B. Communication with Specific School Site

Site specific staff will communicate with the District Office who will notify others as appropriate. Forms of communication may include:

- i. Hard-line phone communication to District Office and sites.
- ii. Cell phone call directly to Superintendent/Associate
- iii. Superintendent/Principals or Directors
- iv. Email
- v.

C. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from TRESA about the incident, what is being done about it, and the safety of the children and staff.

D. Communication with Parents

Before an incident occurs, TRESA will:

- i. Develop a relationship with school site administrators so that they trust and know how to access alerts and incident information.

- ii. Be prepared with translation services for non-English speaking families and students with limited English proficiency.
- iii. Inform the community of the school site relationships with TRES D.

E. NCSOS has registered and can activate Government Emergency Telecommunication Systems (GETS) and Wireless Priority Service (WPS) for specified employees. In the event of an incident, TRES D will:

- i. Disseminate information via automated phone calls, radio announcements, television, and email to inform parents, staff, and the TRES D Board of Trustees about exactly what is known to have happened at specific school sites.
- ii. Implement the plan to manage phone calls and parents who arrive at school or at school site, as requested.
- iii. Describe how the school, district, and county offices are handling the situation.
- iv. Provide information regarding possible reactions of their children and ways to talk with them.
- v. Inform parents and students when and where school will resume.

After an incident, TRES D and/or designee will schedule and attend an open question-and-answer meeting for parents as soon as possible.

F. Communication with the Media

In the event of an incident, the Incident Commander will:

- i. Designate a Public Information Officer.
- ii. Establish an off-campus briefing area for media representatives.
- iii. Determine the need to establish or participate in a Joint Information Center.
- iv. Coordinate messages with the school site principal and Policy Group.

All TRES D employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established).

Media contacts at the major television, Internet, and radio stations are maintained by the TRES D administrative assistant. In the case of an incident, these media contacts will broadcast TRES D external communications plans, including the information hotline for parents and guardians.

G. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, TRES D will:

- i. Provide appropriate information to internal groups including administrators, teachers, students, custodians, and secretaries. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

- ii. Hold a staff meeting before staff members are allowed to go home, so that what is (and not is) known can be clearly communicated.
- iii. Designate and brief personnel answering calls to help control misinformation.
- iv. Conduct briefings for community representatives directly associated with the school.
- v. Conduct briefings for community representatives directly associated with the school.
- vi. Enlist the help of media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, TRESA will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

H. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. **Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.**

I. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/school site teams will:

- i. Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- ii. Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- iii. Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- iv. Provide detailed facilities data to the site specific District Offices, so that it can estimate temporary space reallocation needs and strategies. NCSOS will serve as a resource to assist with any needs.
- v. Arrange for ongoing status reports during the recovery activities to estimate when the education program can be fully operational and to identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- vi. Educate school personnel, students, and parents on available crisis counseling services.
- vii. School sites will advise the District and County Office of recovery status.

J. Post-Incident policy-making and recordkeeping procedures. School sites will:

- i. Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- ii. Establish absentee policies for staff/teachers/students after an incident.
- iii. Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- iv. Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- v. Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- vi. Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

K. Communication Tools:

Some common internal and external communication tools that TRESA may use include the following:

- i. NCSOS has registered and can activate Government Emergency Telecommunication Systems (GETS) and Wireless Priority Service (WPS) for specified employees.
- ii. Standard telephone-landline.
- iii. Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site. The use of text messaging is the most effective form of communication when systems are overwhelmed.
- iv. Two-way radio provides a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- v. Computers: a wireless laptop computer may be used for communication both within the school, to District and County Offices, and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the District and County offices. An assigned staff member(s) will post information, such as school evacuation, closure, or relocation on the home page of the school and district website.
- vi. Fax machines: possible uses include off-campus accidents, where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated.
- vii. Alarm systems on school sites: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.

- viii. Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
- ix. Runners- hand-carried notes may be used for communication as need dictates.

X. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, TRES D will request assistance from local emergency services, and other agencies. All requests will be approved by the Business Offices at District and County levels. TRES D will follow all requirements of local, state and federal funding requirements for disaster relief.

B. Recordkeeping-Administrative Controls

TRES D District office is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations for TRES D. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

C. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- i. Activation or deactivation of incident facilities.
- ii. Significant changes in the incident situation.
- iii. Major commitments of resources or requests for additional resources from external sources.
- iv. Issuance of protective action recommendations to the staff and students.
- v. Evacuations.
- vi. Casualties.
- vii. Containment or termination of the incident.

D. Incident Costs

Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- i. Personnel costs, especially overtime costs,
- ii. Equipment operations costs,
- iii. Costs for leased or rented equipment,
- iv. Costs for contract services to support incident management operations, and
- v. Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

E. Preservation of Records

In order to continue normal school operations following an incident vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

XI. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

TRESA or designee is responsible for the overall maintenance and revision of the School Safety Plan. Site specific/incident specific response planning, coordination of training, exercising, and drills are the responsibility of the Principal or designee at each site.

The TRESA safety committee is responsible for approving and promulgating the Comprehensive School Safety Plan. Community fire, law enforcement, and emergency managers' suggestions for improvement will be considered.

A. Approval and Dissemination of the Plan

The TRESA safety committee will approve and disseminate the Comprehensive School Safety Plan following these steps:

- i. Review and Validate the Plan
- ii. Present the Plan (for Comment or Suggestion)
- iii. Obtain Plan Approval
- iv. Distribute the Plan

B. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change.

C. Record of Distribution

Copies of the Comprehensive School Safety Plan will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Committee will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the Superintendent.

D. Plan Review and Updates

The Comprehensive School Safety Plan will be reviewed annually by the TRESA Safety Committee. Compliance with education code Section 32286 requires, “each school shall adopt its comprehensive school safety plan by March 1, 2000 and shall review and update its plan by March 1 every year thereafter.”

The TRESA Safety Plan will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

E. Training and Exercising the Plan

TRESA understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that all school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur.

TRESA School Safety Plan training for 2021-2022 will include:

- i. Hazard and incident awareness training for all staff.
- ii. Orientation to the Comprehensive School Safety Plan and annexes.
- iii. First aid, AED, Epi Pen and CPR training offered for all staff.
- iv. Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- v. Volunteer participation in two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA’s Emergency Management Institute Web site. **Schools receiving federal funds are required to complete these two courses.**

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted in compliance with California Education Code. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

All TRESD staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event in alignment with Disaster Service Workers status. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

XII. AUTHORITIES AND REFERENCES

- A.** The following regulations are the State authorizations and mandates upon which this Comprehensive School Safety Plan is based. These authorities and references provide a legal basis for incident management operations and activities.
- i. California Senate Bill 187 (Chapter 736, Hughes, Statutes of 1997) requires that all California schools develop and implement comprehensive Safe School Plans. (Education Code Section 35294.2). *Education Code* Section 35294.6(a) requires that the plan be reviewed and updated annually by March 1.
 - ii. California Education Code 33031 requires that school principals formulate and submit to the district superintendent for approval a civil defense and emergency preparedness plan for that school. Plans must be tested two times during the school year.
 - iii. California Government Code Title 1, Division 4, Chapter 8, section 3100 deems public workers to be disaster service workers subject to such disaster services activities as may be assigned to them, and that school districts have a responsibility to be prepared as possible to meet emergencies .
 - iv. Because all schools are integral components of every community and its government, it is recommended that all schools— regardless of whether or not they are recipients of Federal preparedness funding — implement NIMS. The Standardized Emergency Management System mandates the use of the National Incident Management System and the use of the Incident Command System (ICS) for managing all disaster/crisis situations.

B. Education Code 32282 (a) states:

The comprehensive school safety plan shall include, but not be limited to, both of the following:

- i. i. Assessing the current status of school crime committed on school campuses at school-related functions.
- ii. ii. Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

XIII. CLIMATE

A. PURPOSE

The purpose of this section is to ensure that there are programs in place to provide staff and students with a positive school and work climate.

B. SCOPE

The section outlines the importance of a positive school climate and the tools used for assessing school climate and providing data to guide school improvement efforts.

C. CORE FUNCTIONS

Nevada County Superintendent of Schools will act as a resource for school sites to conduct research, support, train, and guide school staff in the development of a positive school climate curriculum goals and standards.

- i. Work with district and site staff and administrators to determine professional development needs for school climate topics.
- ii. Assist in procurement, distribution, and use of school climate curriculum materials and supplemental aids.

D. ASSESSMENT OF SCHOOL CLIMATE

Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:

- i. Assessing the current status of school crime committed on school campuses at school-related functions.
- ii. Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.
- iii. As a measure of school climate, the California Healthy Kids Survey (CHKS) is conducted. School climate index is measured and reviewed annually.
- iv. Monthly Community Agencies United for Safe Schools and Safe Streets (CAUSSSS) meetings are attended to allow continued collaboration and cooperation with law enforcement, probation, school sites principals, mental health agencies, SARB and school district representatives.
- v. Goals for improved school climate are a vital component of annual school improvement efforts, including those identified as part of the Local Control and Accountability Plan (LCAP).
- vi. Climate Board Policy: 5137. 5138 Conflict Resolution/Peer Mediate.

TRESA reviews appropriate sources of data to identify school safety issues.

E. IMPLEMENTATION AND ACTION FOR POSITIVE SCHOOL CLIMATE:

- i. TRESD is active in providing training in the Positive Behavior Intervention and Support (PBIS) model (recognized as best practice for schools).
- ii. SMART team referrals are in place to meet the needs of at-risk students and/or families.
- iii. Human Trafficking awareness is available as a resource to all our school sites and implemented as part of the safety plan.
- iv. California Healthy Kids Survey is conducted and our data can be reviewed here:
2018/2019 CHKS:
https://data.calschls.org/resources/Twin_Ridges_Elementary_1819_Sec_CHKS.pdf

F. IMPLEMENTATION AND ACTION FOR SCHOOL SAFETY PLAN:

- i. Review of existing school site discipline rules and procedures are done regularly. Expectations for student behavior, codes of conduct, unacceptable behavior, and disciplinary consequences are reviewed annually. Parent and student signatures ensure understanding and acceptance of policies and procedures.
- ii. Internet use agreements between school sites and students are in place to ensure proper and safe use of internet services.
- iii. Professional development activities are promoted for all school personnel to include training on the implementation of the school site plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues.
- iv. Accesses to school sites have been appropriately restricted: procedures are in place to address visitors to campus. The use of campus security equipment is appropriately utilized.

G. SUICIDE PREVENTION/BULLYING:

TRESD provides training in Positive Behavior Intervention and Support (PBIS) to address bullying and suicide prevention. District policies and procedures 5131.2 and 5141.6 are reviewed regularly. These policies and programs are implemented to provide a safe and orderly environment at TRESD.

- i. PBIS is an effective framework for preventing and reducing bullying behavior. The strategies are addressed in 3 tiers:

“Tier 1- All students and school personnel are taught directly and formally how to behave in safe, respectful, and responsible ways in every school setting. The emphasis is on teaching and encouraging positive social skills and character traits. At this tier, all students may also learn how to respond to the problem behavior of others.

Tier 2- Students whose behaviors don’t respond to Tier 1 supports receive additional preventative strategies involving: targeted social skills instruction, increased adult

supervision and positive attention, specific, daily feedback on their behavioral progress, additional academic support, if necessary.

Tier 3- Students who don't respond to Tier 1 and 2 supports receive intensive preventative strategies. This might include: Highly individualized academic and/or behavior intervention planning, more comprehensive, person-centered, function-based wraparound processes, and school-family-community mental health supports.” (<https://www.pbis.org/topics/bullying-prevention>).

- ii. PBIS is an effective framework for addressing mental health/social-emotional well-being, including but not limited to suicide awareness and prevention. These strategies are addressed in 3 tiers:

“Tier 1- At Tier 1, an integrated team of school and community clinicians focus on the social-emotional and behavioral needs of all students. Data at this level include universal screening for both internalizing and externalizing concerns, are used to select evidence-based interventions within a continuum.

Tier 2: At this tier, those who have concerns follow a process to submit a request for assistance. Teams work to connect students to a range of targeted, group-based interventions. Clinicians coordinate and facilitate a continuum of supports to address social skills, problem-solving skills, and coping skills; including for those students who are experiencing anxiety, depression, and the impact of trauma.

Tier 3: At Tier 3, clinicians coordinate individual interventions selected by the systems team. Teams monitor fidelity data and the interventions' impact, regardless of who implements the intervention. Ongoing coaching, including professional development and technical assistance is provided.” (<https://www.pbis.org/topics/mental-healthsocial-emotional-well-being>)

H. DRESS CODE:

TRESD Dress code (5132 BP/AR) (49066) (25183.5) includes:

- i. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
- ii. Appropriate shoes must be worn at all times.
- iii. Hats, caps, and other head coverings shall not be worn indoors.
- iv. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.
- v. The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements

to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

- vi. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.
- vii. Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the day.
- viii. Gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

I. SCHOOL RULES AND PROCEDURES FOR DISCIPLINE

- i. See District Policy 5131. Under Enforcement/Discipline our policy states: Students shall not possess, use, or sell alcohol or other drugs and related paraphernalia on school grounds or at school-sponsored activities. Any student found by the Board to be selling a controlled substance listed in Health and Safety Code 11053-11058 shall be expelled in accordance with BP/AR 5144.1-Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.
- ii. Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (Edu. Code 48900, 48901). The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.
- iii. The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school. Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district (Edu. Code 49331, 49332 and BP 5131.7). In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgement as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:
 - 1) Confiscate the object and deliver it to the principal immediately.
 - 2) Immediately notify the principal, who shall take appropriate action.
 - 3) Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession. The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter. The employee shall retain possession of the

instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Edu. Code 49331, 49332).

XIV. CONTINUITY OF OPERATIONS (COOP) PROCEDURES

A. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the county after an incident that results in disruption of normal activities or services to schools. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Common procedures, and Specialized Procedures. All functional annexes address:

- iii. Situations under which the procedures should be used.
- iv. Who has the authority to activate the procedures.
- v. Specific actions to be taken when the procedures are implemented.

B. SCOPE

It is the responsibility of TRESA to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Grizzly Hill, Washington School and Oak Tree campus.

The COOP procedures outline actions needed to maintain and rapidly resume essential academic, business, and physical services after an incident. TRESA relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

C. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP procedures personnel, in conjunction with the superintendent, will perform the essential functions.

<p>Superintendent or designee</p>	<ul style="list-style-type: none"> ■ Determine when to close schools, and/or send students/staff to alternate locations. <p>Disseminate information internally to students and staff.</p> <ul style="list-style-type: none"> ■ Communicate with parents, media, and the larger school community. <p>Identify a line of succession, including who is</p> <ul style="list-style-type: none"> ■ responsible for restoring which business functions for schools/districts.
<p>Superintendent or designee</p>	<ul style="list-style-type: none"> ■ Ensure systems are in place for rapid contract execution after an incident. ■ Identify relocation areas for classrooms and administrative operations. ■ Create a system for registering students (out of district or into alternative schools). ■ Brief and train staff regarding their additional responsibilities. ■ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ■ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). ■ Reevaluate the curriculum.
<p>Superintendent and Maintenance Personnel</p>	<ul style="list-style-type: none"> ■ Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ■ Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).

Office Staff/Business Office	<ul style="list-style-type: none"> ■ Maintain inventory (have pictures of it) ■ Maintain essential records (and copies of records) including the school's insurance policy. ■ Ensure redundancy of records is kept at a different physical location. ■ Secure classroom equipment, books, and materials in advance. ■ Restore administrative and recordkeeping functions such as payroll, accounting, and personal records. ■ Retrieve, collect, and maintain personnel data. ■ Provide accounts payable and cash management services.
Superintendent or designee	<ul style="list-style-type: none"> ■ Establish support services for students and staff/faculty. ■ Implement additional response and recovery activities according to established protocols.

D. TO IMPLEMENT THE COOP PROCEDURES:

All core COOP procedures personnel will undergo training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation.

XV. PROCEDURES

The following procedures will be followed by staff to assist in the execution of essential functions and the day-to-day operations:

A. ACTIVATION AND RELOCATION:

The superintendent will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The superintendent or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation.

Alert, Notification, and Implementation Process

Staff members will be part of the telephone tree used to notify employees of COOP procedure activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

B. RELOCATION SITES:

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school/office site will have more than one potential relocation site, in different wind directions from the incident site.

C. ALTERNATE FACILITIES AND STRATEGY

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be the NCSOS Annex. Contingent alternative facilities are listed below:

Alternate Facility	Can Replace This Primary Facility	Street Address	Contact Information
Oak Tree	Grizzly Hill	18847 Oak Tree NC, CA 95959	Kelly Moreno: 530-265-9052
Grizzly Hill	Oak Tree Campus	18847 Oak Tree NC, CA 95959	Kelly Moreno: 530-265-9052
Oak Tree Grizzly Hill	Washington School	18847 Oak Tree NC, CA 95959 16661 Old Mill NC, CA 95959	Kelly Moreno: 530-265-9052

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources.

E. INTEROPERABLE COMMUNICATIONS/BACKUP SITES

NCSOS may be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, temporary housing would be established while a relocation site is secured.

F. VITAL RECORDS AND RETENTION FILE

Vital records are archived and/or retained on backup data systems stored off site. Servers are currently located at Nevada Union High School with IT back up to the Cloud.

G. HUMAN CAPITAL MANAGEMENT

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

H. RECONSTITUTION

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- ix. Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations.
- x. Supervise an orderly return to the school buildings.
- xi. Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

XVI. RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

A. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

B. SCOPE

The following procedures outline steps to be taken by staff following a trauma, a serious injury or death, and/or a major incident impacting the community. A working relationship with Nevada County Mental Health professionals ensures preparation for recovery from an incident.

C. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- i. Staff members will be offered tips on how to recognize signs of trauma.
- ii. Mental health experts from Nevada County Crisis Counseling team will be available to offer expertise and help.

D. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff when directed by the superintendent or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident:

- i. Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families.
- ii. Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- iii. Encourage open discussion about the incident and allow staff to openly discuss feelings, fears, and concerns shortly after the incident. Any staff that is excessively distraught should be referred to the crisis response team.
- iv. Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful' however, offers will diminish considerably as time passes. Donations given and not used can always be returned. Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

E. HOSPITAL/FUNERAL ARRANGEMENTS

- i. Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a work day, staff may be excused from work at the Superintendent's discretion.
- ii. Encourage staff to attend the funeral to provide support for the family and bring closure to the incident.
- iii. Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

F. POST-INCIDENT PROCEDURES

- i. Allow for changes in normal routines or schedules to address injury or death; however, recommend staff return to their normal routine as soon as possible after the funeral.
- ii. Follow up with staff that receive counseling and refer them to outside mental health professionals as needed.
- iii. Donate all remaining memorial items to charity.
- iv. Discuss and approve memorials with the TRESB Board consent.

XVII. HAZARD AND THREAT-SPECIFIC ANNEXES:

The hazard- and threat-specific annexes:

- i. Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- ii. Provisions and applications for warning the public and disseminating emergency public information are included.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

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 county, city, city and county, state agency or public district, excluding aliens legally employed.

A. SITE COMPREHENSIVE SAFETY PLAN

The law applies to public school employees in the following cases:

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

The law has two ramifications for School District employees:

- i. 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.
- ii. When pressed into disaster service, employees Workers' Compensation Coverage becomes the responsibility of state government (OES) but their overtime pay is paid by the school.

These circumstances apply only when a local or state emergency is declared.

XVIII. NATURAL HAZARDS: FLOOD

A. PURPOSE:

Flooding is a natural feature of the climate, topography, and hydrology of NCSOS and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

B. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

C. CORE FUNCTIONS

The County of Nevada Office of Emergency Services, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or superintendent, will activate the EOP and implement the Incident Command System. The superintendent will alert staff/faculty and school site administrations in case of imminent or confirmed flooding, including that due to dam failure.

D. OPERATIONAL FUNCTIONS/PROCEDURES THAT MAY BE ACTIVATED

Operational functions or procedures that may be activated in the event of a flood include the following:

- i. Evacuation
- ii. Reverse Evacuation
- iii. Relocation
- iv. Parent-Student Reunification
- v. Special Needs Population
- vi. Continuity of Operations (COOP)
- vii. Recovery: Psychological Healing
- viii. Mass Care

E. ACTIVATING THE SAFETY PLAN

The superintendent will determine the need to activate the Safety Plan and designate an Incident Commander.

F. INCIDENT COMMANDER ACTIONS

- i. Issue stand-by instruction. In consultation with the superintendent and Nevada County Office of Emergency Services determine if evacuation is required.
- ii. Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- iii. Delegate a search team to ensure that all staff has been evacuated.
- iv. Activate communications plan.
- v. Determine if additional procedures should be activated.
- vi. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- vii. Notify the site administrators of the status and action taken.
- viii. Update the administrators, Incident Management Team, and Section Chiefs of any significant changes.
- ix. Do not allow staff to return to the building until proper authorities have determined that it is safe to do so.
 - x. Determine whether offices will be closed or remain open.
 - xi. Document all actions taken.

G. INCIDENT MANAGEMENT TEAM AND SECTION CHIEFS ACTIONS

- i. Monitor radio and Internet for flood information and report any developments to the Incident Commander
- ii. Review procedures with staff as needed
- iii. Disseminate information about the incident and follow-up actions such as where school sites have been relocated and parent-student reunification procedures.
- iv. Implement the internal and external communications plan.
- v. Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- vi. Implement additional procedures as instructed by the Incident Commander.
- vii. Take appropriate action to safeguard school and office property.
- viii. Document all actions taken.

H. STAFF ACTIONS

- i. Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs. Durham Student Services has verbally agreed to assist as needed in the event of a disaster to safely evacuate students from school sites.
- ii. Account for all staff.
- iii. Remain together as a staff throughout the evacuation process

- iv. Upon arrival at the safe site, account for all staff. Report any missing or injured staff to the Incident Commander.
- v. Do not return to the building until it has been inspected and determined safe by proper authorities.
- vi. Document all actions taken.

I. BUS DRIVER ACTIONS FOR SCHOOL SITES

- i. If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- ii. If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- iii. Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- iv. Document all actions taken.

XIX. TECHNOLOGICAL HAZARDS: CHEMICAL

A. PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Nevada County. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills.

B. OPERATIONAL FUNCTIONS/PROCEDURES THAT MAY BE ACTIVATED

Operational functions, or procedures, that may be activated in the event of an external chemical spill include:

- i. Reverse Evacuation
- ii. Special Needs Population
- iii. Shelter-in-Place
- iv. Evacuation
- v. Parent-Student Reunification
- vi. Continuity of Operations (COOP)
- vii. Recovery: Psychological Healing

viii. Mass Care

If there is an internal chemical spill, the following procedures may be activated:

- i. Evacuation
- ii. Special Needs Population
- iii. Relocation
- iv. Parent-Student Reunification

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

C. ACTIVATING THE PLAN FOR AN EXTERNAL SPILL

The superintendent will determine the need to activate the safety plan and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

E. INCIDENT COMMANDER ACTIONS

- i. Issue stand-by instruction if school is in session.
- ii. Determine what procedures should be activated
- iii. Consider a reverse evacuation to bring all persons inside the building.
- iv. Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- v. Notify local law enforcement of intent to shelter in place.
- vi. Notify the school site administrators of the status and action taken.
- vii. Activate communications plan.
- viii. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- ix. Update site administrators, Incident Management Team, and Section Chiefs of any significant changes.
- x. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- xi. Give the “all clear” signal after the threat has passed.
- xii. Document all actions taken.

F. INCIDENT MANAGEMENT TEAM AND SECTION CHIEFS ACTIONS

- i. Review procedures with staff if needed.
- ii. Implement the internal and external communications plan.

- iii. Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- iv. Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- v. Notify relocation centers and determine an alternate relocation center if necessary.
- vi. Implement additional procedures as instructed by the Incident Commander.
- vii. Take appropriate action to safeguard school and office property.
- viii. Document all actions taken.

G. STAFF ACTIONS

- i. Move staff away from the immediate vicinity of danger.
- ii. Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
- iii. Report any missing or injured staff to the Incident Commander.
- iv. Remain in a sheltered area until the “all clear” signal has been issued.
- v. In the event of building damage, evacuate staff to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- vi. Document all actions taken.

H. ACTIVATING THE SAFETY PLAN FOR AN INTERNAL CHEMICAL SPILL

The superintendent will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is internal, the following steps will be taken by the school community:

I. PERSON DISCOVERING THE SPILL

- i. Alert others in the immediate area to leave the area.
- ii. Close windows and doors and restrict access to affected areas.
- iii. Notify the principal/teacher/safety officer.
- iv. Do not eat or drink anything or apply cosmetics.

I. INCIDENT COMMANDER ACTIONS

- i. Issue stand-by instruction to all staff.
- ii. Determine what procedures should be activated.
- iii. Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- iv. Consider an office evacuation.
- v. Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.

- vi. Notify the local fire department and the Department of Public Health. Provide the following information:
 - Site name and address, including nearest cross street(s).
 - Location of the spill and/or materials released; name of substance, if known.
 - Characteristics of spill (color, smell, visible gases). Injuries, if any.
- vii. Notify local law enforcement of intent to evacuate.
- viii. Notify the site administrator of the status and action taken
- ix. Activate communications plan. Issue directed transportation instruction if staff will be evacuated to a safer location by means of buses and cars.
- x. Update the site administrators, Incident Management Team, and Section Chiefs of any significant changes.
- xi. Do not allow staff to return to the building until proper authorities have determined that it is safe to do so.
- xii. Give the “all clear” signal after the threat has passed.
- xiii. Determine whether the offices will be closed or remain open.
- xiv. Document all actions taken.

J. INCIDENT MANAGEMENT TEAM AND SECTION CHIEFS ACTIONS

- i. Move staff and any students away from the immediate danger zone and keep staff and students from entering or congregating in the danger zone.
- ii. Review procedures with staff if needed.
- iii. Implement the internal and external communications plan.
- iv. Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- v. Notify relocation centers and determine an alternate relocation center if necessary.
- vi. Implement additional procedures as instructed by the Incident Commander.
- vii. Take appropriate action to safeguard office property.
- viii. Document all actions taken.

K. STAFF ACTIONS

- i. Move staff away from the immediate vicinity of danger.
- ii. Report location and type (if known) of the hazardous material to the Incident Commander.
- iii. Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the superintendent.
- iv. If evacuation is implemented, direct all staff to report to the assigned evacuation area. Take class roster and emergency to-go kits. Check that all staff have left the building.

- v. Upon arrival at the evacuation site, account for all staff. Notify Incident Commander or designee of any missing or injured staff. Staff should remain together throughout the evacuation and relocation process until all clear is given.

XX. EARTHQUAKE

A. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of an earthquake.

B. OPERATIONAL FUNCTIONS/PROCEDURES THAT MAY BE ACTIVATED

A drop, cover and hold procedure is recommended as “best practice” in the event of an earthquake. “Drop, cover, and hold procedure” means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.

Protective measures and mitigation efforts are to be taken before, during, and following an earthquake. A program to ensure that the students, certificated and classified staff is aware of and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

C. ACTIVATING THE PLAN FOR AN EARTHQUAKE

The superintendent will determine the need to activate the safety plan and designate a temporary Incident Commander until a qualified first responder arrives at the scene and gives additional instructions.

Incident Commander Actions

- i. Issue stand-by instruction if school is in session.
- ii. Determine what procedures should be activated.
- iii. Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems, power and gas and to check stability of buildings.
- iv. Notify local law enforcement of intent to evacuate or shelter in place.
- v. Notify the school site administrators of the status and action taken.
- vi. Activate communications plan.
- vii. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- viii. Update site administrators, Incident Management Team, and Section Chiefs of any significant changes.

- ix. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- x. Give the “all clear” signal after the threat has passed.
- xi. Determine whether school will be closed or remain open.
- xii. Document all actions taken.

Incident Management Team and Section Chiefs Actions

- i. Review procedures with staff if needed.
- ii. Implement the internal and external communications plan.
- iii. Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- iv. Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- v. Notify relocation centers and determine an alternate relocation center if necessary.
- vi. Implement additional procedures as instructed by the Incident Commander.
- vii. Take appropriate action to safeguard school and office property.
- viii. Document all actions taken.

D. STAFF ACTIONS

Tremors and shaking of the earth are the signals of an earthquake and there are usually no warnings; therefore, teachers should initiate immediate action. **DO NOT** wait for a P.A. announcement.

- i. Teachers should instruct their students to **DUCK AND COVER and HOLD** using desks and chairs to protect themselves from falling objects. Building walls tend to fall outward; therefore, utilize the protection of inner walls, hallways and doorways. Keep away from glass walls, windows and skylights.
- ii. Be sure to open classroom doors to prevent them from becoming jammed.
- iii. After the earthquake tremors subside, the principal will either order an evacuation of the buildings using the established fire drill signals and procedures or will direct everyone to resume the regular school routine.

If the school is to be evacuated, the established fire/leave the building evacuation procedures include the following elements:

- i. When the fire drill bell sounds, please have your class move out of our classroom in a quiet and orderly fashion down the corridor to the nearest exit in the direction indicated by the “Building Evacuation” map posted in your classroom.

- ii. Make sure **EVERY** student leaves your room and is exiting the building in the proper direction and toward the designated class assembly area.
- iii. Please take your roll book.
- iv. Follow your class to insure that none of your students remain inside the building.

When you and your class have exited the building, please gather your students in an area well away from the building. At this time, take roll. Please fill out the Emergency Preparedness Teacher/Staff Report Form.

- v. Please keep your class outside of the building until a verbal “all clear” is given indicating that it is safe to return to your class. If it has been determined that it is not safe to return to class, you are then asked to escort your class to the nearest open area and supervise them until they are released to a family member or are delivered home by school personnel.

E. DROP, COVER AND HOLD.

Indoors:

DROP: Take cover under a nearby desk or table, positioning as much of the body as possible under cover.

COVER: Clasp both hands behind the neck, bury your face in your arms, make your body as small as possible, close eyes and cover ears with forearms.

HOLD: Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking or the teacher indicates that this phase of the drill has ended.

If there is no table or desk nearby, but there are chairs (such as an auditorium-style arrangement):

DROP: Take cover under the chairs, if possible, and/or between the rows of chairs, by dropping to the floor, holding on and protecting the eyes with the arm.

If there are no tables or chairs nearby (Or not enough):

DROP: Take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against a wall. The “Drop” position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.

In the hallway:

DROP: Take the “drop” position alongside the walls. Try to avoid earthquake hazards such as unsecured lockers, trophy cases, etc. Choose the closest safe place.

On the stairs:

DROP: Sit down, hold onto the handrail and cover your eyes.

Outdoors:

Move away from the buildings, power lines, block walls, and other items, which might fall.

Take the “drop” position or sit down.

Staff/Students in wheelchairs should remain in the chair, lock the brakes, duck head to lap and cover head and neck.

Evacuation: An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required. Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]). Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

DRILLS: A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

XXI. FIRE/WILDFIRE EVACUATION

A. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students, office and property in the event of a fire or wild fire on the site or threatening the community.

B. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an impending wildfire.

C. CORE FUNCTIONS

TRESA is compliant with fire codes and inspections mandated by the Nevada County Fire Marshall. Fire extinguishers and fire alarms are strategically placed and inspected in compliance with state recommendations.

D. OPERATIONAL FUNCTIONS/PROCEDURES THAT MAY BE ACTIVATED

Operational functions that may be activated in the event of a fire or wildfire on an office or school site or in close proximity include the following:

- i. Evacuation
- ii. Relocation
- iii. Shelter in Place

INCIDENT COMMANDER ACTION

- i. Issue evacuation order as recommended by the local fire department.
- ii. Determine what procedures should be activated depending on the location and nature of the fire/wildfire.
- iii. Consult with local fire services and Nevada County Office of Emergency Services.
- iv. Notify site specific administrators and staff.
- v. Designate a specific staff member to coordinate with public safety at the Incident Command Post.
- vi. Be available to deal with the media and bystanders.
- vii. Assist with Parent-Student Reunification if requested.

STAFF ACTIONS

- i. Assist with ordered evacuation
- ii. Assist with Shelter-in-Place

E. ACTIVATING THE SAFETY PLAN FOR FIRE/WILDFIRE

The Superintendent will determine the need to activate the safety plan and designate a temporary Incident Commander until the local fire department or Office of Emergency Services assumes command.

J. NOTIFY 911 AND REPORT FIRE

K. INCIDENT COMMANDER ACTIONS

- i. Issue stand-by instruction to all office and school site staff.
- ii. Determine what procedures should be activated
- iii. Activate the evacuation procedures using primary or alternate routes, avoiding exposure to fire.
- iv. Consider all-school site evacuation or Shelter in Place.
- v. Notify maintenance to shut off utilities as appropriate.

vi.

L. INCIDENT MANAGEMENT TEAMS AND SECTION CHIEFS ACTIONS

- i. Follow evacuation protocol assisting students and staff.
- ii. Review procedures with staff as needed.
- iii. Follow evacuation protocol assisting students and staff.
- iv. Review procedures with staff as needed.
- v. Implement the internal and external communications plan.
- vi. Notify relocation centers and determine an alternate relocation center if necessary.
- vii. Implement additional procedures as instructed by the Incident Commander.
- viii. Take appropriate action to safeguard office and school property.
- ix. Document all actions taken.

M. STAFF ACTIONS

- i. Execute evacuation and relocation procedures when instructed by the Incident Management Team unless there is a natural or propane gas leak odor. If a natural or propane gas leak or odor is detected, or if danger of fire is imminent, evacuate immediately and notify the Superintendent.
- ii. Whenever the fire alarm is sounded, all students, staff, teachers, and other employees shall quickly leave the building in an orderly manner. Administration or designee shall ascertain that no student remains in the building.
- iii. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- iv. Evacuation areas will be established away from the fire lanes.
- v. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and to be prepared to identify missing students to administrators and/or fire marshals/designees.

N. DRILLS

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

O. SHELTER-IN-PLACE (WILDFIRE)

Shelter-in-Place responds to the threat of a fast-moving firestorm or wildfire. In the event that evacuation is impossible, Protective Actions are implemented as a response to an imminent hazard to protect students, staff, and all other personnel in and around the school from the potential consequences of the pending threat. In the event of a firestorm local firefighters will “defend” the space designated. Need to designate a space*** (gym)

Notification may come from law enforcement, fire services or administration

Shelter-in-Place Procedures:

Activate the Incident Response Team

Operations team

- i. First Aid
- ii. Attendance
- iii. Special needs students
- iv. Fire suppression
- v. Reunification
- vi. Ingress/egress of doors

Logistics team

- i. Water hoses
- ii. Fire Extinguishers
- iii. Flashlights
- iv. Radio
- v. Food
- vi. Water
- vii. Trauma bags

P. STAFF ASSIGNMENTS (KNOW YOUR ROLE)

- i. Students should NOT leave the campus; parents should NOT attempt to come to the campus. Ingress/egress must be kept clear for first responders.
- ii. Close classroom doors but leave unlocked
- iii. Move all staff and students to designated interior rooms (i.e. The Grizzly Hill Gym) for shelter-in-place (Keep classes together with assigned teacher).

- iv. Designated staff should bring updated attendance reports, grab-and-go bag, Automatic External Defibrillators (AEDs), and other equipment to the shelter-in-place location
- v. Take attendance and report it to the superintendent or principal/designee.
- vi. Be prepared for power outages
- vii. Monitor students and attempt to keep them calm

Q. ADMINISTRATIVE PROCEDURES

- i. Activate Incident Response Team
- ii. Alert district offices and Superintendent of Schools of shelter-in-place status.
- iii. Initiate an all-call to parents/guardians to alert them of shelter-in-place status. No visitors, staff, or students should report to campus during a shelter-in-place.
- iv. Initiate an all-call and email of status report to all staff.
- v. Remain in communication with law enforcement and fire service for frequent updates.
- vi. Keep staff, district offices, Superintendent of Schools and parents informed with updated information.
- vii. Be prepared for reunification protocol
- viii. Keep up to date with injuries, missing students, etc.
- ix. Clear Shelter-in-place when advised by law enforcement. Shelter-in-place may be cleared via PA system.

XXII. HUMAN-CAUSED HAZARDS: INTRUDER

A. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto TRESA property.

B. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school or office sites.

C. CORE FUNCTIONS

NCSOS will encourage school sites to post signs at point of entry to the campus and buildings from streets and parking lots stating the following:

- i. All visitors entering school grounds on school days between 7:00 a.m. and 4:30 p.m. must register at the Main Office.

- ii. To help prevent intruders on school grounds, NCSOS will recommend sign-in sheets and name tags to be worn in a visible location. Name tags will be filled out by office staff and visitors will return to the office to sign out and return name tags.
- iii. Exit doors will remain unlocked for easy exit.
- iv. The locking of main entrance and classroom doors will be a site decision.

In the event of an intruder NCSOS will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff. At the NCSOS office, if safe to do so, the panic button in the main office will activate Grey Electric Alarm Company who will alert Law Enforcement.

Precautionary measures are outlined below to keep staff and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

iv. D. OPERATIONAL FUNCTIONS/PROCEDURES THAT MAY BE ACTIVATED

Operational functions or procedures that may be activated in the event of an intruder on site include the following:

- i. Alert - notify those in harm's way of the danger at hand. Call 911. Be clear, concise, and accurate with information. Caller should identify self, the location, suspect information, type of weapon (if applicable), direction of travel and call back number.
- ii. Lockdown or shelter-in-place – Lock down and barricade entry points as appropriate for incident. Law enforcement will enter locked rooms with a key; staff should not open doors on command.
- iii. Inform – Superintendent or designee will give real time updates to affected school and office sites as approved by law enforcement.
- iv. Counter – If the intruder enters the room with intent to cause harm, counter the attacker as a last resort. Use distraction devices, spread out, turn out the lights and be ready to cause confusion for the intruder.
- v. Evacuate – Put time and distance between staff and intruder if safe to do so.

E. ACTIVATING THE SAFETY PLAN

The superintendent will determine the need to activate the Safety Plan and designate an Incident Commander to implement the procedures specified in this annex. The Incident Commander will transfer command to law enforcement as soon as possible.

Incident Commander Actions

- i. Issue stand-by instruction.
- ii. Determine what procedures should be activated depending on the location and nature of the intruder.

- iii. Consult with local law enforcement and emergency management agencies and monitor the situation.
- iv. If appropriate and safe to do so, request the intruder to leave campus in a calm, courteous, and confident manner.
- v. Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of the intruder.
- vi. Keep the subject in view until police or law enforcement arrives.
- vii. Activate communications plan.
- viii. Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- ix. Notify the superintendent/Policy Group of the status and action taken.
 - x. Be available to deal with the media and bystanders and keep the site clear of visitors.
- xi. Activate the Crisis Response Team to implement recovery: psychological healing procedures
- xii. Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- xiii. Do not allow staff and visitors to enter or leave the building until proper authorities have determined that it is safe to do so.
- xiv. Give the “all clear” signal after the threat has passed.
- xv. Determine whether offices will be closed or remain open.
- xvi. Document all actions taken.

R. STAFF ACTIONS

Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

XXIII. HUMAN-CAUSED HAZARDS: ACTIVE SHOOTER

A. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an active shooter on TRESA property.

B. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an active shooter on school property.

C. CORE FUNCTIONS

NCSOS will recommend that the school sites post signs at point of entry to the campus and buildings from streets and parking lots stating the following:

- i. All visitors entering school grounds on school days between 7:00 a.m. and 4:30 p.m. must register at the Main Office.
- ii. To help prevent intruders on school grounds, TRESA will recommend sign-in sheets and name tags to be worn in a visible location. Name tags will be filled out by office staff and visitors will return to the office to sign out and return name tags.

In the event of an active shooter on TRESA office site, TRESA will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep staff from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

D. OPERATIONAL FUNCTIONS/PROCEDURES THAT MAY BE ACTIVATED

Operational functions or procedures that may be activated in the event of an active shooter on campus include the following:

- i. **Alert** – notify those in harm’s way of the danger at hand. Report the incident immediately to law enforcement. Be clear, concise, and accurate with information. Caller should identify self, the location, suspect information, type of weapon (if applicable), direction of travel and call back number.
- ii. **Lockdown** – Lock down and barricade entry points. Lock doors, cover windows, turn off lights. Only law enforcement may enter a locked-down room or an administrator with a key. Do not open doors by voice command.
- iii. **Inform** – Superintendent or designee will give real time updates to affected school and office sites as approved by law enforcement.
- iv. **Counter** – If the active shooter enters the room, be prepared to counter the attacker as a last resort. Use distraction devices, spread out, turn out the lights and be ready to cause confusion for the intruder.
- v. **Evacuate** – Put time and distance between staff and intruder if safe to do so.
- vi. **RUN, HIDE, FIGHT protocol is taught to staff/students**
- vii. Recovery: Psychological Healing

E. ACTIVATING THE SAFETY PLAN

The superintendent or designee will determine the need to activate the Safety Plan and designate an Incident Commander to implement the procedures specified in this annex.

The Incident Commander will transfer command upon the arrival of law enforcement.

F. INCIDENT COMMANDER ACTIONS

- i. Issue stand-by instruction.
- ii. Determine what procedures should be activated depending on the location and nature of the intruder.
- iii. Consult with local law enforcement and emergency management agencies and monitor the situation.
- iv. If appropriate and safe to do so, request intruder to leave offices in a calm, courteous, and confident manner.
- v. Notify law enforcement to assist. Provide a description and location of intruder.
- vi. Keep subject in view until police or law enforcement arrives.
- vii. Activate communications plan.
- viii. Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- ix. Notify the superintendent of the status and action taken.
- x. Be available to deal with the media and bystanders and keep site clear of visitors.
- xi. Activate psychological healing procedures.
- xii. Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- xiii. Do not allow staff and visitors to enter or leave the building until law enforcement has cleared the building.
- xiv. Determine whether offices will be closed or remain open.
- xv. Implement reunification plans
- xvi. Document all actions taken.

G. STAFF ACTIONS

- i. Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

References

- TRESD Board Policies
- Local Hazard Mitigation Plan (LHMP) of Nevada County. (2020).

Retrieved from: <http://www.mynevadacounty.com>

- Sample School Emergency Plans. EL/361 and G364: Multi-hazard Emergency Planning for Schools. (March 2011). Retrieved from <http://www.training.fema.gov>
- Positive Behavioral Interventions & Support or PBIS. <http://www.pbis.org>

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COVID-19 Prevention Program

An Addendum to the Injury and Illness Program

*In accordance with TITLE 8, DIVISION 1, CHAPTER 4, Subchapter 7.
General Industry Safety Orders Section 3205, COVID-19 Prevention*

Twin Ridges Elementary School District

(a) **Scope.**

(1) This program applies to all employees and all places of employment, with the following exceptions:

- (A) Places of employment with one employee who does not have contact with other persons.
- (B) Employees working from home.
- (C) Employees when covered by section [5199, Aerosol Transmissible Diseases](#).

(b) **Definitions.** The following definitions apply:

“COVID-19” means coronavirus disease, an infectious disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

“COVID-19 case” means a person who:

- (1) Has a positive “COVID-19 test” as defined in this section;
- (2) Is subject to COVID-19-related order to isolate issued by a local or state health official; or
- (3) Has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

A person is no longer a “COVID-19 case” in this section when a licensed health care professional determines that the person does not have COVID-19, in accordance with recommendations made by the California Department of Public Health (CDPH) or the local health department pursuant to authority granted under the Health and Safety Code or title 17, California Code of Regulations to CDPH or the local health department.

“COVID-19 exposure” means being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the “high-risk exposure period” defined by this section. This definition applies regardless of the use of face coverings.

“COVID-19 hazard” means exposure to potentially infectious material that may contain SARS-CoV-2, the virus that causes COVID-19. Potentially infectious materials include airborne droplets, small particle aerosols, and airborne droplet nuclei, which most commonly result from a person or persons exhaling, talking or vocalizing, coughing, sneezing, or procedures performed on persons which may aerosolize saliva or respiratory tract fluids, among other things. This also includes objects or surfaces that may be contaminated with SARS-CoV-2.

“COVID-19 symptoms” means the following unless a licensed health care professional determines the person’s symptoms were caused by a known condition other than COVID-19.

- fever of 100.4 degrees Fahrenheit or higher
- 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, or diarrhea,

“COVID-19 test” means a viral test for SARS-CoV-2 that is:

- (1) Approved by the United States Food and Drug Administration (FDA) or has an Emergency Use Authorization from the FDA to diagnose current infection with the SARS-CoV-2 virus; and
- (2) Administered in accordance with the FDA approval or the FDA Emergency Use Authorization as applicable.

“Exposed workplace” means any work location, working area, or common area at work used or accessed by a COVID-19 case during the high-risk period, including bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas. The exposed workplace does not include buildings or facilities not entered by a COVID-19 case.

Effective January 1, 2021, the “exposed workplace” also includes but is not limited to the “worksite” of the COVID-19 case as defined by Labor Code section 6409.6(d)(5).

“Face covering” means a tightly woven fabric or non-woven material with no visible holes or openings, which covers the nose and mouth.

“High-risk exposure period” means the following time period:

- (1) For persons who develop COVID-19 symptoms: from two days before they first develop symptoms until 10 days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or
- (2) For persons who test positive who never develop COVID-19 symptoms: from two days before until ten days after the specimen for their first positive test for COVID-19 was collected.

(c) Written COVID-19 Prevention Program Components.

Twin Ridges Elementary School District has developed this written COVID-19 Prevention Program, in accordance with TITLE 8, DIVISION 1, CHAPTER 4, Subchapter 7. General Industry Safety Orders Section 3205, COVID-19 Prevention.

The District’s Prevention Program has been developed in accordance with the issued guidance from the State of California Department of Public Health and Cal/OSHA (Appendix A).

Elements of the COVID-19 Prevention Program include:

(1) System for communicating.

The District will do all of the following in a form readily understandable by employees:

(A) Employee Reports:

All employees of the District are to, without fear of reprisal, report to their Supervisor or Manager any of the following:

1. **COVID-19 symptoms:** If any employee is experiencing any of the identified symptoms of COVID-19
2. **Possible COVID-19 exposures:** If any employee has been exposed or possibly exposed to an individual who is positive for, or has been diagnosed with COVID-19.
3. **Possible COVID-19 hazards at the workplace:** If any employee becomes aware of a possible hazard in the workplace that could increase the likelihood of exposure to COVID-19.

Methods of Reporting:

1. 1. To Whom: Superintendent Melissa Madigan and Administrative Assistant [Kelly Moreno](#)
2. 2. How: Email and Telephone Call
3. 3. Where: District Office
4. 4. When: Immediately or as soon as feasible

(B) Procedures for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.

Employees have questions or believe they need accommodations due to COVID-19 related situations, should contact our district office at 530-265-9052. The Superintendent or Administrative Assistant will be able to provide assistance.

(C) Access to COVID-19 testing.

If testing is required in accordance with this written program, the District shall inform any affected employees of the reason for the COVID-19 testing and the possible consequences of a positive test. Our superintendent or administrative assistant will inform employees of the testing center locations and options within our Nevada County region. Due to continued changes with capacity, appointments, or wait times employees have options to consider. There are also additional testing centers just outside of our county if employees would like immediate access. All discussions will be strictly confidential.

(D) COVID-19 hazards and the District's COVID-19 policies and procedures to protect employees and other employers, persons, and entities within or in contact with the employer's workplace.

Our COVID-19 Prevention Plan (CPP), Injury Illness Prevention Plan (IIPP), and 2020 Return To In-Person Learning Plan documents are all accessible via our district website. Digital or hard copies can be provided upon request.

NOTE: See subsections (c)(3)(C) and (c)(3)(D) for confidentiality requirements for COVID-19 cases.

(2) Identification and evaluation of COVID-19 hazards.

(A) identification and evaluation of COVID-19 hazards

The district will include opportunities for employee and authorized employee representative participation in the identification and evaluation of COVID-19 hazards as follows;

Employees are encouraged to notify their site or program supervisor or our district office anytime they have a concern for the health, safety or welfare of our staff or facilities. Employees may also submit an anonymous report to their supervisor or administrator using the Report of Unsafe Condition or Hazard document which is included in our Injury Illness Protection Plan. No employee will be disciplined or discharged for reporting any workplace hazard or unsafe condition.

(B) Employee Symptom Screening

The District has implemented a process for screening employees for and responding to employees with COVID-19 symptoms.

All staff have been trained and instructed to stay home if they have any symptoms on our COVID-19 Symptom Checklist. Monitoring is facilitated through our paper format. Staff are asked to self-monitor their symptoms before heading to school/work. Students have their temperatures taken with no-touch thermometers daily and must complete the daily symptom check when arriving at school. Any students or staff with symptoms or a temperature over 100.4, will be isolated from others and asked to leave campus.

(C) Response to COVID-19 case

The district has developed COVID-19 policies and procedures to respond effectively and immediately to individuals at the workplace who are a COVID-19 case to prevent or reduce the risk of transmission of COVID-19 in the workplace.

We have a dedicated single point of contact for each site in our district. We implement immediate quarantine, cleaning, notification and testing for staff and/or students to help prevent and reduce the risk of transmission of COVID-19.

(D) Workplace Assessment

The district will conduct a workplace-specific assessment to identify all interactions, areas, activities, processes, equipment, and materials that could potentially expose employees to COVID-19 hazards.

The District will take universal precautions and treat all persons, regardless of symptoms or negative COVID-19 test results, as potentially infectious.

1. This shall include identification of places and times when people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not, for instance during meetings or trainings and including in and around entrances, bathrooms, walkways, break or eating areas, cool-down areas, and waiting areas.
2. This shall include an evaluation of employees' potential workplace exposure to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. Employers shall consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

(E) Ventilation Systems

For indoor locations, the District will evaluate how to maximize the quantity of outdoor air and whether it is possible to increase filtration efficiency to the highest level compatible with the existing ventilation system.

The Twin Ridges Elementary School District has replaced all HVAC system filters to a MERV 13 rating. Filters will be changed every 3 months during times students are present. Fresh air into classrooms is accomplished via the HVAC system.

(F) Ongoing monitoring and review of orders and guidance

The District will monitor and review applicable orders and guidance from the State of California and the local health department related to COVID-19 hazards and prevention, including information of general application and information specific to the employer's industry, location, and operations.

(G) Evaluate existing prevention controls

The District will evaluate existing COVID-19 prevention controls at the workplace and the need for different or additional controls.

(6) Physical distancing.

(A) All employees will be separated from other persons by at least six feet (except where it can be demonstrated that six feet of separation is not possible, and except for momentary exposure while persons are in movement)

Methods of physical distancing include:

- Telework or other remote work arrangements, where feasible;
- Reducing the number of persons in an area at one time, including visitors;
- Visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel;
- Staggered arrival, departure, work, and break times;
- Adjusted work processes or procedures, to allow greater distance between employees.

(B) When it is not possible to maintain a distance of at least six feet, individuals shall be as far apart as possible.

(H) Periodic Inspections

The District will conduct periodic inspections as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with employers' COVID-19 policies and procedures.

(3) Investigating and responding to COVID-19 cases in the workplace.

(A) Procedure to investigate COVID-19 cases in the workplace.

This includes procedures for verifying COVID-19 case status, receiving information regarding COVID-19 test results and onset of COVID-19 symptoms, and identifying and recording COVID-19 cases. Twin Ridges has a dedicated staff member in the school office that tracks and investigates COVID related cases for students.

(B) Response to a COVID-19 case in the workplace:

The District will take all of the following steps in response to a COVID-19 case in the workplace.

1. Determine the day and time the COVID-19 case was last present and, to the extent possible, the date of the positive COVID-19 test(s) and/or diagnosis, and the date the COVID-19 case first had one or more COVID-19 symptoms, if any were experienced.
2. Determine who may have had a COVID-19 exposure. This requires an evaluation of the activities of the COVID-19 case and all locations at the workplace which may have been visited by the COVID-19 case during the high-risk exposure period.

Note: See subsection (c)(10) for exclusion requirements for employees with COVID19 exposure.

3. Give notice of the potential COVID-19 exposure, within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case, to the following:
 - a. All employees who may have had COVID-19 exposure and their authorized representatives.
 - b. Independent contractors and other employers present at the workplace during the high-risk exposure period.
4. Offer COVID-19 testing at no cost to employees during their working hours to all employees who had potential COVID-19 exposure in the workplace and provide them with the information on benefits described in subsections (c)(5)(B) and (c)(10)(C).
5. Investigate whether any workplace conditions could have contributed to the risk of COVID-19 exposure and what could be done to reduce exposure to COVID-19 hazards.

(C) Confidentiality of Personal Identifying Information

All personally identifying information regarding COVID-19 cases or persons with COVID-19 symptoms shall be kept confidential. All COVID-19 testing or related medical services provided by the employer

under this section and sections 3205.1 through 3205.4 shall be provided in a manner that ensures the confidentiality of employees.

EXCEPTION to subsection (c)(3)(C): Unredacted information on COVID-19 cases shall be provided to the local health department, CDPH, the Division, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law immediately upon request.

(D) Confidentiality of Employee Medical Records

All Employee medical records are kept confidential and are not disclosed or reported without the employee's express written consent to any person within or outside the workplace.

EXCEPTION 1 to subsection (c)(3)(D): Unredacted medical records shall be provided to the local health department, CDPH, the Division, NIOSH, or as otherwise required by law immediately upon request.

EXCEPTION 2 to subsection (c)(3)(D): This provision does not apply to records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

(4) Correction of COVID-19 hazards.

The District has implemented policies and/or procedures for correcting unsafe or unhealthy conditions, work practices, policies and procedures in a timely manner based on the severity of the hazard.

It is our policy to:

(A) Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.

(B) Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.

(C) Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).

(D) Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.

(E) Use the **Hazard Inspection and Correction Record** document as well as the **Injury Assessment and Correction Record** document included within our district Injury Illness and Prevention Program. This information will be made available to authorized employees.

(5) Training and instruction.

The District has developed a training program for all employees with instruction to employees including, but not limited to, the following:

- The District's COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under workers'

compensation law, the federal Families First Coronavirus Response Act, Labor Code sections 248.1 and 248.5, Labor Code sections 3212.86 through 3212.88, local governmental requirements, the employer's own leave policies, and leave guaranteed by contract.

- The fact that COVID-19 is an infectious disease that can be spread through the air when an infectious person talks or vocalizes, sneezes, coughs, or exhales; that COVID19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth, although that is less common; and that an infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment.
- COVID-19 symptoms, and the importance of not coming to work and obtaining a COVID-19 test if the employee has COVID-19 symptoms.

(7) Face coverings.

(A) The District will:

- Comply with all public health orders regarding face coverings
- Provide face coverings to all employees as needed
- Ensure they are worn by employees over the nose and mouth when;
 - indoors,
 - when outdoors and less than six feet away from another person,
 - and where required by orders from the CDPH or local health department.
- Ensure face coverings are clean and undamaged.
- Ensure face shields are not used as a replacement for face coverings, although they may be worn together for additional protection.
- The following are exceptions to the face coverings requirement:
 1. When an employee is alone in a room.

2. While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
3. Employees wearing respiratory protection in accordance with section 5144 or other title 8 safety orders.
4. Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person.
5. Specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed, and the unmasked employee shall be at least six feet away from all other persons unless unmasked employees are tested at least twice weekly for COVID-19.

NOTE: CDPH has issued guidance for employers that identifies examples when wearing a face covering is likely not feasible.

(B) Employees exempted from wearing face coverings due to a medical condition, mental health condition, or disability shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.

(C) Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19. COVID-19 testing cannot be used as an alternative to face coverings when face coverings are otherwise required.

(D) The District will not prevent any employee from wearing a face covering when required, unless it would create a safety hazard, such as interfering with the safe operation of equipment.

(E) The District will implement the following measures to communicate to non-employees the face coverings requirements on their premises:

(F) The District has developed COVID-19 policies and procedures to minimize employee exposure to COVID-19 hazards originating from any person not wearing a face covering, including a member of the public. The policies include all persons entering through a door other than their own workspace must be wearing a mask.

(8) Other engineering controls, administrative controls, and personal protective equipment.

(A) Partitions

At fixed work locations where it is not possible to maintain the physical distancing requirement at all times, the District will install cleanable solid partitions that effectively reduce aerosol transmission between the employee and other persons.

(B) Maximize Outdoor Air

For buildings with mechanical or natural ventilation, or both, the District will maximize the quantity of outside air provided to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or letting in outdoor air by other means would cause a hazard to employees, for instance from excessive heat or cold.

(C) Cleaning and Disinfecting

The District has implemented cleaning and disinfecting procedures, which require:

1. Identifying and regularly cleaning and disinfecting frequently touched surfaces and objects, such as doorknobs, elevator buttons, equipment, tools, handrails, handles, controls, bathroom surfaces, and steering wheels. The District will inform employees and authorized employee representatives of cleaning and disinfection protocols, including the planned frequency and scope of regular cleaning and disinfection.
2. Prohibiting the sharing of personal protective equipment and to the extent feasible, items that employees come in regular physical contact with such as phones, headsets, desks, keyboards, writing materials, instruments, and tools. When it is not feasible to prevent sharing, sharing shall be minimized and such items and equipment shall be disinfected between uses by different people. Sharing of vehicles shall be minimized to the extent feasible, and high touch points (steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) shall be disinfected between users.
3. Cleaning and disinfection of areas, material, and equipment used by a COVID-19 case during the high-risk exposure period.

NOTE: Cleaning and disinfecting must be done in a manner that does not create a hazard to employees. See Group 2 and Group 16 of the General Industry Safety Orders for further information.

(D) Handwashing Facilities

To protect employees from COVID-19 hazards, the District will evaluate its handwashing facilities, determine the need for additional facilities, encourage and allow time for employee handwashing, and provide employees with an effective hand sanitizer. Employers shall encourage employees to wash their hands for at least 20 seconds each time. Provision or use of hand sanitizers with methyl alcohol is prohibited.

(E) Personal protective equipment.

1. The District will evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as gloves, goggles, and face shields, and provide such personal protective equipment as needed.
2. The District will evaluate the need for respiratory protection in accordance with section 5144 when the physical distancing requirements in subsection (c)(6) are not feasible or are not maintained.
3. The District will provide and ensure use of respirators in accordance with section 5144 when deemed necessary by the Division through the Issuance of Order to Take Special Action, in accordance with title 8 section 332.3.

4. The District will provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

NOTE: Examples of work covered by subsection (c)(8)(E)4. include, but are not limited to, certain dental procedures and outpatient medical specialties not covered by section 5199.

(9) Reporting, recordkeeping, and access.

(A) Local Public Health

The District will report information about COVID-19 cases at the workplace to the local health department whenever required by law, and shall provide any related information requested by the local health department.

(B) Cal/OSHA

The District will report immediately to the Division any COVID-19-related serious illnesses or death, as defined under section 330(h), of an employee occurring in a place of employment or in connection with any employment.

(C) Injury & Illness Prevention Program

The District will maintain records of the steps taken to implement the written COVID-19 Prevention Program in accordance with section 3203(b).

(D) Access to the COVID-19 Prevention Program

The written COVID-19 Prevention Program shall be made available at the workplace to employees, authorized employee representatives, and to representatives of the Division immediately upon request.

(E) Access to COVID-19 Case Records

The District will keep a record of and track all COVID-19 cases with the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential in accordance with subsections (c)(3)(C) and (c)(3)(D). The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

Note: Subsection (c)(9)(E) does not alter the right of employees or their representatives to request and obtain an employer's Log of Work-Related Injuries and Illnesses (Log 300), without redaction, or to request and obtain information as otherwise allowed by law.

(10) Exclusion of COVID-19 cases.

The purpose of this section is to limit transmission of COVID-19 in the workplace.

(A) COVID-19 Cases

The District will ensure that COVID-19 cases are excluded from the workplace until the return-to-work requirements in section 11 are met.

(B) COVID-19 Exposure Cases

The District will exclude employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.

(C) Earnings & Benefits while excluded

For employees excluded from work and otherwise able and available to work, the District will continue and maintain the employee's earnings, seniority, and all other employee rights and benefits, including the employee's right to their former job status, as if the employee had not been removed from their job.

The District may use employer-provided employee sick leave benefits for this purpose and consider benefit payments from public sources in determining how to maintain earnings, rights and benefits, where permitted by law and when not covered by workers' compensation.

EXCEPTION 1: Subsection (c)(10)(C) does not apply to any period of time during which the employee is unable to work for reasons other than protecting persons at the workplace from possible COVID-19 transmission.

EXCEPTION 2: Subsection (c)(10)(C) does not apply where the employer demonstrates that the COVID-19 exposure is not work related.

(D) This section does not limit any other applicable law, employer policy, or collective bargaining agreement that provides for greater protections.

(E) Information on Benefits & Leaves

At the time of exclusion, the District will provide the employee the information on available benefits and leaves as required

EXCEPTION to subsection (c)(10): Employees who have not been excluded or isolated by the local health department need not be excluded by the employer, if they are temporarily reassigned to work where they do not have contact with other persons until the return-to-work requirements of subsection (c)(11) are met.

(11) Return to work criteria.

(A) COVID-19 cases with COVID-19 symptoms shall not return to work until:

1. At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications;
2. COVID-19 symptoms have improved; and
3. At least 10 days have passed since COVID-19 symptoms first appeared.

(B) COVID-19 cases who tested positive but never developed COVID-19 symptoms

Shall not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.

(C) A negative COVID-19 test shall not be required for an employee to return to work.

(D) If an order to isolate or quarantine an employee is issued by a local or state health official

The employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period shall be:

- 10 days from the time the order to isolate was effective, or
- 14 days from the time the order to quarantine was effective.

Guidance from the California Department of Public Health:

[Guidance on Returning to Work or School Following COVID-19 Diagnosis](#)

[Self-Quarantine Instructions for Individuals Exposed to COVID-19](#)

[Self-Quarantine Guidance for Individuals Exposed to COVID-19](#) These instructions are for people who have been in close contact with someone who has been diagnosed with COVID-19.

[Self-Isolation Instructions for Individuals Who Have or Likely Have COVID-19](#)

[Self-Isolation Guidance for Individuals Who Have or Likely Have COVID-19](#) These instructions are for people who have or likely have COVID-19. They include information for households, families, caregivers, or close contacts.

(E) Division approval of return to work

If there are no violations of local or state health officer orders for isolation or quarantine, the Division may, upon request, allow employees to return to work on the basis that the removal of an employee would create undue risk to a community's health and safety. In such cases, the District will develop, implement, and maintain effective control measures to prevent transmission in the workplace including providing isolation for the employee at the workplace and, if isolation is not possible, the use of respiratory protection in the workplace.

Note: Authority cited: Section 142.3, Labor Code. Reference: Sections 142.3 and 144.6, Labor Code.

§ 3205.1. Multiple COVID-19 Infections and COVID-19 Outbreaks.

(a) Scope.

(1) This section applies to a place of employment covered by section the District COVID-19 Prevention Program if:

- The exposed workplace has been identified by a local health department as the location of a COVID-19 outbreak or,
- When there are three or more COVID-19 cases in an exposed workplace within a 14-day period.

(2) This section shall apply until there are no new COVID-19 cases detected in a workplace for a 14-day period.

(b) COVID-19 testing.

(1) The District will provide COVID-19 testing to all employees at the exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period(s) under subsection (a), as applicable. COVID-19 testing shall be provided at no cost to employees during employees' working hours.

(2) COVID-19 testing shall consist of the following:

(A) Immediately upon being covered by this section, all employees in the exposed workplace shall be tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure shall not impact the duration of any quarantine period required by, or orders issued by, the local health department.

(B) After the first two COVID-19 tests required by (b)(2)(A), The District will provide continuous COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until this section no longer applies pursuant to subsection (a)(2).

(C) District will provide additional testing when deemed necessary by the Division through the Issuance of Order to Take Special Action, in accordance with title 8 section 332.3.

(c) Exclusion of COVID-19 cases.

The District will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our COVID-19 Prevention Program and local health officer orders if applicable.

(d) Investigation of workplace COVID-19 illness.

The District will immediately investigate and determine possible workplace related factors that contributed to the COVID-19 outbreak in accordance with our COVID-19 Prevention Program.

(e) COVID-19 Investigation, review and hazard correction.

In addition to the requirements of our COVID-19 Prevention Program the District will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19. The investigation and review shall be documented and include:

- (1) Investigation of new or unabated COVID-19 hazards including the employer's leave policies and practices and whether employees are discouraged from remaining home when sick; the employer's COVID-19 testing policies; insufficient outdoor air; insufficient air filtration; and lack of physical distancing.
- (2) The review shall be updated every thirty days that the outbreak continues, in response to new information or to new or previously unrecognized COVID-19 hazards, or when otherwise necessary.
- (3) The District will implement changes to reduce the transmission of COVID-19 based on the investigation and review required by our COVID-19 Prevention Program. The District will consider moving indoor tasks outdoors or having them performed remotely, increasing outdoor air supply when work is done indoors, improving air filtration, increasing physical distancing as much as possible, respiratory protection, and other applicable controls.

(f) Notifications to the local health department.

- (1) The District will contact the local health department immediately but no longer than 48 hours after the employer knows, or with diligent inquiry would have known, of three or more COVID-19 cases for guidance on preventing the further spread of COVID-19 within the workplace.
- (2) The District will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. The District will continue to give notice to the local health department of any subsequent COVID-19 cases at the workplace.
- (3) Effective January 1, 2021, the District will provide all information to the local health department required by Labor Code section 6409.6.

Note: Authority cited: Section 142.3, Labor Code. Reference: Sections 142.3 and 144.6, Labor Code.

§ 3205.2. Major COVID-19 Outbreaks.

(a) Scope.

(1) This section applies to any place of employment covered by our COVID-19 Prevention Program when:

- there are 20 or more COVID-19 cases in an exposed workplace within a 30-day period.

(2) This section shall apply until there are no new COVID-19 cases detected in a workplace for a 14-day period.

(b) COVID-19 testing.

The District will provide COVID-19 testing to all employees present at the exposed workplace during the relevant 30-day period(s) and who remain at the workplace.

COVID-19 testing will be provided at no cost to employees during employees' working hours.

(c) Exclusion of COVID-19 cases.

The District will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our COVID-19 Prevention Program and any relevant local health department orders.

(d) Investigation of workplace COVID-19 illnesses.

The District will comply with the investigation procedures in accordance with our COVID-19 Prevention Program.

(e) COVID-19 hazard correction.

In addition to the requirements of our COVID-19 Prevention Program, the District will take the following actions:

- (1) In buildings or structures with mechanical ventilation, employers shall filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, employers shall use filters with the highest compatible filtering efficiency. Employers shall also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and shall implement their use to the degree feasible.
- (2) The District will determine the need for a respiratory protection program or changes to an existing respiratory protection program under section 5144 to address COVID-19 hazards.
- (3) The District will evaluate whether to halt some or all operations at the workplace until COVID-19 hazards have been corrected.
- (4) Any other control measures deemed necessary by the Division through the Issuance of Order to Take Special Action, in accordance with title 8 section 332.3.

(f) Notifications to the local health department. Employers shall comply with the requirements of section 3205.1(f).

Note: Authority cited: Section 142.3, Labor Code. Reference: Sections 142.3 and 144.6, Labor Code.

Appendix A: Guidance

Employers - General Guidance

- [California Blueprint for a Safer Economy](#) - Find the status of activities in your county
- [Follow the Employer Playbook for a Safe Reopening](#)
- [Industry guidance to reduce risk](#)
- [Guidance on Returning to Work or School Following COVID-19 Diagnosis](#)
- [Responding to COVID-19 in the Workplace for Employers](#)
- [Side by Side Comparison of COVID-19 Paid Leave](#)

Guidance Employers – Office Workspaces

- Follow this [guidance for office workspaces](#) to create a safer environment for workers.
- Review the guidance, prepare a plan, and post the [checklist for office workspaces](#)

Guidance - K-12 Education

- Follow this [guidance for schools and school-based programs](#)
- Review the guidance, prepare a plan, and post the [checklist for schools](#)
- Check the answers to [frequently asked questions](#) about guidance for schools.
- Follow the [guidance related to cohorts](#) of children and youth.
- See the [California Interscholastic Federation statement](#) for information about seasonal sports.
- Some schools may have reopened based on the [COVID-19 and Reopening In-Person Learning Framework for K-12 Schools](#). These schools should follow the guidance on school closure provided in that framework when determining whether to close due to COVID-19 spread.
- Elementary education waiver: See the [Waiver Process Overview](#) for details.
- Local health officers will need to submit the [Waiver Notice Form](#) to CDPH.
- Schools seeking a waiver can use the template [Waiver Letter and Cover Form](#).

Face Covering Information

- [Guidance for the Use of Face Coverings](#)
- [Face coverings, masks, and respirators](#) – Information & Overview
- [Face coverings, masks & respirators](#) - Handout
- [Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#) – CDC Recommendations
- [Voluntary use of N95 masks](#) - Cal/OSHA

California Healthy Schools Act & Integrated Pest Management (IPM)

- [Do I need training to use a disinfectant?](#)
- [IPM Training for School Staff - Online Training Options](#)
- [Reminders for Using Disinfectants for Schools and Child Care](#)
- [What About Hand Sanitizers?](#)
- [EPA Approved Cleaners](#)
- [Disinfecting Fogger Tips](#)
- [EPA Supports Healthy Indoor Environments in Schools During COVID-19 Pandemic](#)

Americans with Disabilities Act - U.S. Equal Employment Opportunity Commission

- [Pandemic Preparedness in the Workplace and the Americans with Disabilities Act](#)
- [What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws](#)

Appendix B: Cal/OSHA Regulations

Subchapter 7. General Industry Safety Orders § 3205. COVID-19 Prevention.

(a) Scope.

(1) This section applies to all employees and places of employment, with the following exceptions:

(A) Places of employment with one employee who does not have contact with other persons.

(B) Employees working from home.

(C) Employees when covered by section 5199.

(2) Nothing in this section is intended to limit more protective or stringent state or local health department mandates or guidance.

(b) Definitions. The following definitions apply to this section and to sections 3205.1 through 3205.4.

“COVID-19” means coronavirus disease, an infectious disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

“COVID-19 case” means a person who:

(1) Has a positive “COVID-19 test” as defined in this section;

(2) Is subject to COVID-19-related order to isolate issued by a local or state health official; or

(3) Has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

A person is no longer a “COVID-19 case” in this section when a licensed health care professional determines that the person does not have COVID-19, in accordance with recommendations made by the

California Department of Public Health (CDPH) or the local health department pursuant to authority granted under the Health and Safety Code or title 17, California Code of Regulations to CDPH or the local health department.

“COVID-19 exposure” means being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the “high-risk exposure period” defined by this section. This definition applies regardless of the use of face coverings.

“COVID-19 hazard” means exposure to potentially infectious material that may contain SARS-CoV-2, the virus that causes COVID-19. Potentially infectious materials include airborne droplets, small particle aerosols, and airborne droplet nuclei, which most commonly result from a person or persons exhaling, talking or vocalizing, coughing, sneezing, or procedures performed on persons which may aerosolize saliva or respiratory tract fluids, among other things. This also includes objects or surfaces that may be contaminated with SARS-CoV-2.

“COVID-19 symptoms” means fever of 100.4 degrees Fahrenheit or higher, 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, or diarrhea, unless a licensed health care professional determines the person’s symptoms were caused by a known condition other than COVID-19.

“COVID-19 test” means a viral test for SARS-CoV-2 that is:

(1) Approved by the United States Food and Drug Administration (FDA) or has an Emergency Use Authorization from the FDA to diagnose current infection with the SARS-CoV-2 virus; and

(2) Administered in accordance with the FDA approval or the FDA Emergency Use Authorization as applicable.

“Exposed workplace” means any work location, working area, or common area at work used or accessed by a COVID-19 case during the high-risk period, including bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas. The exposed workplace does not include buildings or facilities not entered by a COVID-19 case.

Effective January 1, 2021, the “exposed workplace” also includes but is not limited to the “worksite” of the COVID-19 case as defined by Labor Code section 6409.6(d)(5).

“Face covering” means a tightly woven fabric or non-woven material with no visible holes or openings, which covers the nose and mouth.

“High-risk exposure period” means the following time period:

(1) For persons who develop COVID-19 symptoms: from two days before they first develop symptoms until 10 days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or

(2) For persons who test positive who never develop COVID-19 symptoms: from two days before until ten days after the specimen for their first positive test for COVID-19 was collected.

(c) Written COVID-19 Prevention Program. Employers shall establish, implement, and maintain an effective, written COVID-19 Prevention Program, which may be integrated into the employer's Injury and Illness Program required by section 3203, or be maintained in a separate document. The written elements of a COVID-19 Prevention Program shall include:

(1) System for communicating. The employer shall do all of the following in a form readily understandable by employees:

(A) Ask employees to report to the employer, without fear of reprisal, COVID-19 symptoms, possible COVID-19 exposures, and possible COVID-19 hazards at the workplace.

(B) Describe procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.

(C) Provide information about access to COVID-19 testing. If testing is required under this section, section 3205.1, or section 3205.2, the employer shall inform affected employees of the reason for the COVID-19 testing and the possible consequences of a positive test.

(D) In accordance with subsection (c)(3)(B)3., communicate information about COVID-19 hazards and the employer's COVID-19 policies and procedures to employees and to other employers, persons, and entities within or in contact with the employer's workplace.

NOTE: See subsections (c)(3)(C) and (c)(3)(D) for confidentiality requirements for COVID-19 cases.

(2) Identification and evaluation of COVID-19 hazards.

(A) The employer shall allow for employee and authorized employee representative participation in the identification and evaluation of COVID-19 hazards.

(B) The employer shall develop and implement a process for screening employees for and responding to employees with COVID-19 symptoms. The employer may ask employees to evaluate their own symptoms before reporting to work. If the employer conducts screening at the workplace, the employer shall ensure that face coverings are used during screening by both screeners and employees and, if temperatures are measured, that non-contact thermometers are used.

(C) The employer shall develop COVID-19 policies and procedures to respond effectively and immediately to individuals at the workplace who are a COVID-19 case to prevent or reduce the risk of transmission of COVID-19 in the workplace.

(D) The employer shall conduct a workplace-specific identification of all interactions, areas, activities, processes, equipment, and materials that could potentially expose employees to COVID-19 hazards. Employers shall treat all persons, regardless of symptoms or negative COVID-19 test results, as potentially infectious.

1. This shall include identification of places and times when people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not, for instance during meetings or trainings and including in and around entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

2. This shall include an evaluation of employees' potential workplace exposure to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. Employers shall consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

(E) For indoor locations, the employer shall evaluate how to maximize the quantity of outdoor air and whether it is possible to increase filtration efficiency to the highest level compatible with the existing ventilation system.

(F) The employer shall review applicable orders and guidance from the State of California and the local health department related to COVID-19 hazards and prevention, including information of general application and information specific to the employer's industry, location, and operations.

(G) The employer shall evaluate existing COVID-19 prevention controls at the workplace and the need for different or additional controls. This includes evaluation of controls in subsections (c)(4), and (c)(6) through (c)(8).

(H) The employer shall conduct periodic inspections as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with employers' COVID-19 policies and procedures.

(3) Investigating and responding to COVID-19 cases in the workplace.

(A) Employers shall have an effective procedure to investigate COVID-19 cases in the workplace. This includes procedures for verifying COVID-19 case status, receiving information regarding COVID-19 test results and onset of COVID-19 symptoms, and identifying and recording COVID-19 cases.

(B) The employer shall take the following actions when there has been a COVID-19 case at the place of employment:

1. Determine the day and time the COVID-19 case was last present and, to the extent possible, the date of the positive COVID-19 test(s) and/or diagnosis, and the date the COVID-19 case first had one or more COVID-19 symptoms, if any were experienced.

2. Determine who may have had a COVID-19 exposure. This requires an evaluation of the activities of the COVID-19 case and all locations at the workplace which may have been visited by the COVID-19 case during the high-risk exposure period.

Note: See subsection (c)(10) for exclusion requirements for employees with COVID19 exposure.

3. Give notice of the potential COVID-19 exposure, within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case, to the following:

a. All employees who may have had COVID-19 exposure and their authorized representatives.

b. Independent contractors and other employers present at the workplace during the high-risk exposure period.

4. Offer COVID-19 testing at no cost to employees during their working hours to all employees who had potential COVID-19 exposure in the workplace and provide them with the information on benefits described in subsections (c)(5)(B) and (c)(10)(C).

5. Investigate whether any workplace conditions could have contributed to the risk of COVID-19 exposure and what could be done to reduce exposure to COVID-19 hazards.

(C) Personal identifying information of COVID-19 cases or persons with COVID-19 symptoms shall be kept confidential. All COVID-19 testing or related medical services provided by the employer under this section and sections 3205.1 through 3205.4 shall be provided in a manner that ensures the confidentiality of employees.

EXCEPTION to subsection (c)(3)(C): Unredacted information on COVID-19 cases shall be provided to the local health department, CDPH, the Division, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law immediately upon request.

(D) The employer shall ensure that all employee medical records required by this section and sections 3205.1 through 3205.4 are kept confidential and are not disclosed or reported without the employee's express written consent to any person within or outside the workplace.

EXCEPTION 1 to subsection (c)(3)(D): Unredacted medical records shall be provided to the local health department, CDPH, the Division, NIOSH, or as otherwise required by law immediately upon request.

EXCEPTION 2 to subsection (c)(3)(D): This provision does not apply to records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

(4) Correction of COVID-19 hazards. Employers shall implement effective policies and/or procedures for correcting unsafe or unhealthy conditions, work practices, policies and procedures in a timely manner based on the severity of the hazard. This includes, but is not limited to, implementing controls and/or policies and procedures in response to the evaluations conducted under subsections (c)(2) and (c)(3) and implementing the controls required by subsection (c)(6) through (c)(8).

(5) Training and instruction. The employer shall provide effective training and instruction to employees that includes the following:

(A) The employer's COVID-19 policies and procedures to protect employees from COVID-19 hazards.

(B) Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under workers' compensation law, the federal Families First Coronavirus Response Act, Labor Code sections 248.1 and 248.5, Labor Code sections 3212.86 through 3212.88, local governmental requirements, the employer's own leave policies, and leave guaranteed by contract.

(C) The fact that COVID-19 is an infectious disease that can be spread through the air when an infectious person talks or vocalizes, sneezes, coughs, or exhales; that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth, although that is less common; and that an infectious person may have no symptoms.

(D) Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.

(E) The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.

(F) The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.

(G) Proper use of face coverings and the fact that face coverings are not respiratory protective equipment.

(H) COVID-19 symptoms, and the importance of not coming to work and obtaining a COVID-19 test if the employee has COVID-19 symptoms.

(6) Physical distancing.

(A) All employees shall be separated from other persons by at least six feet, except where an employer can demonstrate that six feet of separation is not possible, and except for momentary exposure while persons are in movement. Methods of physical distancing include: telework or other remote work arrangements; reducing the number of persons in an area at one time, including visitors; visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel; staggered arrival, departure, work, and break times; and adjusted work processes or procedures, such as reducing production speed, to allow greater distance between employees.

(B) When it is not possible to maintain a distance of at least six feet, individuals shall be as far apart as possible.

(7) Face coverings.

(A) Employers shall provide face coverings and ensure they are worn by employees over the nose and mouth when indoors, when outdoors and less than six feet away from another person, and where required by orders from the CDPH or local health department. Employers shall ensure face coverings are clean and undamaged. Face shields are not a replacement for face coverings, although they may be worn together for additional protection. The following are exceptions to the face coverings requirement:

1. When an employee is alone in a room.
2. While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
3. Employees wearing respiratory protection in accordance with section 5144 or other title 8 safety orders.
4. Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person.

5. Specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed, and the unmasked employee shall be at least six feet away from all other persons unless unmasked employees are tested at least twice weekly for COVID-19.

NOTE: CDPH has issued guidance for employers that identifies examples when wearing a face covering is likely not feasible.

(B) Employees exempted from wearing face coverings due to a medical condition, mental health condition, or disability shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.

(C) Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19. Employers may not use COVID-19 testing as an alternative to face coverings when face coverings are otherwise required by this section.

(D) No employer shall prevent any employee from wearing a face covering when not required by this section, unless it would create a safety hazard, such as interfering with the safe operation of equipment.

(E) Employers shall implement measures to communicate to non-employees the face coverings requirements on their premises.

(F) The employer shall develop COVID-19 policies and procedures to minimize employee exposure to COVID-19 hazards originating from any person not wearing a face covering, including a member of the public.

(8) Other engineering controls, administrative controls, and personal protective equipment.

(A) At fixed work locations where it is not possible to maintain the physical distancing requirement at all times, the employer shall install cleanable solid partitions that effectively reduce aerosol transmission between the employee and other persons.

(B) For buildings with mechanical or natural ventilation, or both, employers shall maximize the quantity of outside air provided to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or letting in outdoor air by other means would cause a hazard to employees, for instance from excessive heat or cold.

(C) Employers shall implement cleaning and disinfecting procedures, which require:

1. Identifying and regularly cleaning and disinfecting frequently touched surfaces and objects, such as doorknobs, elevator buttons, equipment, tools, handrails, handles, controls, bathroom surfaces, and steering wheels. The employer shall inform employees and authorized employee representatives of cleaning and disinfection protocols, including the planned frequency and scope of regular cleaning and disinfection.

2. Prohibiting the sharing of personal protective equipment and to the extent feasible, items that employees come in regular physical contact with such as phones, headsets, desks, keyboards, writing materials, instruments, and tools. When it is not feasible to prevent sharing, sharing shall be minimized

and such items and equipment shall be disinfected between uses by different people. Sharing of vehicles shall be minimized to the extent feasible, and high touch points (steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) shall be disinfected between users.

3. Cleaning and disinfection of areas, material, and equipment used by a COVID-19 case during the high-risk exposure period.

NOTE: Cleaning and disinfecting must be done in a manner that does not create a hazard to employees. See Group 2 and Group 16 of the General Industry Safety Orders for further information.

(D) To protect employees from COVID-19 hazards, the employer shall evaluate its handwashing facilities, determine the need for additional facilities, encourage and allow time for employee handwashing, and provide employees with an effective hand sanitizer. Employers shall encourage employees to wash their hands for at least 20 seconds each time. Provision or use of hand sanitizers with methyl alcohol is prohibited.

(E) Personal protective equipment.

1. Employers shall evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as gloves, goggles, and face shields, and provide such personal protective equipment as needed.

2. Employers shall evaluate the need for respiratory protection in accordance with section 5144 when the physical distancing requirements in subsection (c)(6) are not feasible or are not maintained.

3. Employers shall provide and ensure use of respirators in accordance with section 5144 when deemed necessary by the Division through the Issuance of Order to Take Special Action, in accordance with title 8 section 332.3.

4. Employers shall provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

NOTE: Examples of work covered by subsection (c)(8)(E)4. include, but are not limited to, certain dental procedures and outpatient medical specialties not covered by section 5199.

(9) Reporting, recordkeeping, and access.

(A) The employer shall report information about COVID-19 cases at the workplace to the local health department whenever required by law, and shall provide any related information requested by the local health department.

(B) The employer shall report immediately to the Division any COVID-19-related serious illnesses or death, as defined under section 330(h), of an employee occurring in a place of employment or in connection with any employment.

(C) The employer shall maintain records of the steps taken to implement the written COVID-19 Prevention Program in accordance with section 3203(b).

(D) The written COVID-19 Prevention Program shall be made available at the workplace to employees, authorized employee representatives, and to representatives of the Division immediately upon request.

(E) The employer shall keep a record of and track all COVID-19 cases with the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential in accordance with subsections (c)(3)(C) and (c)(3)(D). The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

Note: Subsection (c)(9)(E) does not alter the right of employees or their representatives to request and obtain an employer's Log of Work-Related Injuries and Illnesses (Log 300), without redaction, or to request and obtain information as otherwise allowed by law.

(10) Exclusion of COVID-19 cases. The purpose of this subsection is to limit transmission of COVID-19 in the workplace.

(A) Employers shall ensure that COVID-19 cases are excluded from the workplace until the return-to-work requirements of subsection (c)(11) are met.

(B) Employers shall exclude employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.

(C) For employees excluded from work under subsection (c)(10) and otherwise able and available to work, employers shall continue and maintain an employee's earnings, seniority, and all other employee rights and benefits, including the employee's right to their former job status, as if the employee had not been removed from their job.

Employers may use employer-provided employee sick leave benefits for this purpose and consider benefit payments from public sources in determining how to maintain earnings, rights and benefits, where permitted by law and when not covered by workers' compensation.

EXCEPTION 1: Subsection (c)(10)(C) does not apply to any period of time during which the employee is unable to work for reasons other than protecting persons at the workplace from possible COVID-19 transmission.

EXCEPTION 2: Subsection (c)(10)(C) does not apply where the employer demonstrates that the COVID-19 exposure is not work related.

(D) Subsection (c)(10) does not limit any other applicable law, employer policy, or collective bargaining agreement that provides for greater protections.

(E) At the time of exclusion, the employer shall provide the employee the information on benefits described in subsections (c)(5)(B) and (c)(10)(C).

EXCEPTION to subsection (c)(10): Employees who have not been excluded or isolated by the local health department need not be excluded by the employer, if they are temporarily reassigned to work where they do not have contact with other persons until the return-to-work requirements of subsection (c)(11) are met.

(11) Return to work criteria.

(A) COVID-19 cases with COVID-19 symptoms shall not return to work until:

1. At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications;
2. COVID-19 symptoms have improved; and
3. At least 10 days have passed since COVID-19 symptoms first appeared.

(B) COVID-19 cases who tested positive but never developed COVID-19 symptoms shall not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.

(C) A negative COVID-19 test shall not be required for an employee to return to work.

(D) If an order to isolate or quarantine an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period shall be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.

(E) If there are no violations of local or state health officer orders for isolation or quarantine, the Division may, upon request, allow employees to return to work on the basis that the removal of an employee would create undue risk to a community's health and safety. In such cases, the employer shall develop, implement, and maintain effective control measures to prevent transmission in the workplace including providing isolation for the employee at the workplace and, if isolation is not possible, the use of respiratory protection in the workplace.

Note: Authority cited: Section 142.3, Labor Code. Reference: Sections 142.3 and 144.6, Labor Code.

§ 3205.1. Multiple COVID-19 Infections and COVID-19 Outbreaks.

(a) Scope.

(1) This section applies to a place of employment covered by section 3205 if it has been identified by a local health department as the location of a COVID-19 outbreak or when there are three or more COVID-19 cases in an exposed workplace within a 14-day period.

(2) This section shall apply until there are no new COVID-19 cases detected in a workplace for a 14-day period.

(b) COVID-19 testing.

(1) The employer shall provide COVID-19 testing to all employees at the exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period(s) under subsection (a), as applicable. COVID-19 testing shall be provided at no cost to employees during employees' working hours.

(2) COVID-19 testing shall consist of the following:

(A) Immediately upon being covered by this section, all employees in the exposed workplace shall be tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure shall not impact the duration of any quarantine period required by, or orders issued by, the local health department.

(B) After the first two COVID-19 tests required by (b)(2)(A), employers shall provide continuous COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until this section no longer applies pursuant to subsection (a)(2).

(C) Employers shall provide additional testing when deemed necessary by the Division through the Issuance of Order to Take Special Action, in accordance with title 8 section 332.3.

(c) Exclusion of COVID-19 cases. Employers shall ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with subsections 3205(c)(10) and (c)(11) and local health officer orders if applicable.

(d) Investigation of workplace COVID-19 illness. The employer shall immediately investigate and determine possible workplace related factors that contributed to the COVID-19 outbreak in accordance with subsection 3205(c)(3).

(e) COVID-19 Investigation, review and hazard correction. In addition to the requirements of subsection 3205(c)(2) and 3205(c)(4), the employer shall immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19. The investigation and review shall be documented and include:

(1) Investigation of new or unabated COVID-19 hazards including the employer's leave policies and practices and whether employees are discouraged from remaining home when sick; the employer's COVID-19 testing policies; insufficient outdoor air; insufficient air filtration; and lack of physical distancing.

(2) The review shall be updated every thirty days that the outbreak continues, in response to new information or to new or previously unrecognized COVID-19 hazards, or when otherwise necessary.

(3) The employer shall implement changes to reduce the transmission of COVID-19 based on the investigation and review required by subsections (e)(1) and (e)(2). The employer shall consider moving indoor tasks outdoors or having them performed remotely, increasing outdoor air supply when work is done indoors, improving air filtration, increasing physical distancing as much as possible, respiratory protection, and other applicable controls.

(f) Notifications to the local health department.

(1) The employer shall contact the local health department immediately but no longer than 48 hours after the employer knows, or with diligent inquiry would have known, of three or more COVID-19 cases for guidance on preventing the further spread of COVID-19 within the workplace.

(2) The employer shall provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. The employer shall continue to give notice to the local health department of any subsequent COVID-19 cases at the workplace.

(3) Effective January 1, 2021, the employer shall provide all information to the local health department required by Labor Code section 6409.6.

Note: Authority cited: Section 142.3, Labor Code. Reference: Sections 142.3 and 144.6, Labor Code.

§ 3205.2. Major COVID-19 Outbreaks.

(a) Scope.

(1) This section applies to any place of employment covered by section 3205 when there are 20 or more COVID-19 cases in an exposed workplace within a 30-day period.

(2) This section shall apply until there are no new COVID-19 cases detected in a workplace for a 14-day period.

(b) COVID-19 testing. Employers shall provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at the exposed workplace during the relevant 30-day period(s) and who remain at the workplace.

COVID-19 testing shall be provided at no cost to employees during employees' working hours.

(c) Exclusion of COVID-19 cases. Employers shall ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with subsections 3205(c)(10) and (c)(11) and any relevant local health department orders.

(d) Investigation of workplace COVID-19 illnesses. The employer shall comply with the requirements of subsection 3205(c)(3).

(e) COVID-19 hazard correction. In addition to the requirements of subsection 3205(c)(4), the employer shall take the following actions:

(1) In buildings or structures with mechanical ventilation, employers shall filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, employers shall use filters with the highest compatible filtering efficiency. Employers shall also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and shall implement their use to the degree feasible.

(2) The employer shall determine the need for a respiratory protection program or changes to an existing respiratory protection program under section 5144 to address COVID-19 hazards.

(3) The employer shall evaluate whether to halt some or all operations at the workplace until COVID-19 hazards have been corrected.

(4) Any other control measures deemed necessary by the Division through the Issuance of Order to Take Special Action, in accordance with title 8 section 332.3.

(f) Notifications to the local health department. Employers shall comply with the requirements of section 3205.1(f).

Note: Authority cited: Section 142.3, Labor Code. Reference: Sections 142.3 and 144.6, Labor Code.

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2021 COVID-19 School Guidance Checklist

1/29/2021

Name of Local Educational Agency or Equivalent:

Twin Ridges Elementary School District

Number of schools:

2

Enrollment:

90

Superintendent (or equivalent) Name:

Melissa Madigan

Address:

16661 Old Mill Rd

5302639056

Phone Number:

City

Nevada City

Email:

mmadigan@tresd.org

Date of proposed reopening:

3/1/2021

County:

Nevada

Current Tier:

Orange

(please indicate Purple, Red, Orange or Yellow)

Type of LEA:

Grade Level (check all that apply)

<input checked="" type="checkbox"/> K-8	<input checked="" type="checkbox"/> X TK	<input checked="" type="checkbox"/> X 2 nd	<input checked="" type="checkbox"/> X 5 th	<input checked="" type="checkbox"/> X 8 th	<input type="checkbox"/> 11 th
	<input checked="" type="checkbox"/> X K	<input checked="" type="checkbox"/> X 3 rd	<input checked="" type="checkbox"/> X 6 th	<input type="checkbox"/> 9 th	<input type="checkbox"/> 12 th
	<input checked="" type="checkbox"/> X 1 st	<input checked="" type="checkbox"/> X 4 th	<input checked="" type="checkbox"/> X 7 th	<input type="checkbox"/> 10 ^t	

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is K12csp@cdph.ca.gov

LEAs or equivalent in Counties with a case rate $\geq 25/100,000$ individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

- X I, Melissa Madigan, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents, which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

- X **Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Grizzly Hill School has TK-1, 2-3, 4-5, 6-7, and grade 8 classrooms. Our enrollment is under 100 and that allows our classes to always maintain social distancing, in fixed classrooms throughout all activities while on campus. Washington School is a TK-8 school with enrollment under 10. All students are able to socially distance at all times throughout all activities.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

As the TRES D enrollment is under 100, all students and staff will be in multigrade cohorts and will be able to socially distance at all times.

If you have departmentalized classes, how will you organize staff and students in stable groups?

N/A

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

N/A

- X **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

All movement will be managed with social distancing in mind.

- X **Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced for staff and students.

All staff must wear face mask coverings at all time. Students are not allowed to enter campus with wearing their face mask covering. Violations will be brought to the attention of the superintendent or designee for resolving.

X **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

All staff is self-screened using the daily symptom checker. All students are screened at the car, before exiting, using the daily symptom tracker.

X **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

All classrooms have a hand washing station and touchless hand sanitizers at their entrance.

X **Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

X **Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: 6 feet

Minimum 6 feet

If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

X **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

Documents are placed on our website, presented in Board meetings and discussed with staff.

X **Testing of Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

All staff wanting a COVID test will contact the administrative assistant for an appointment.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

N/A

X **Testing of Students:** How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

N/A

Planned student testing cadence. Please note if testing cadence will differ by tier:

N/A

X

Identification and Reporting of Cases: At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

X

Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

Consultation: (For schools not previously open) Please confirm consultation with the following groups

X

Labor Organization

Name of

NSJDA organization(s) and

Date(s) Consulted:

Name:

ongoing

X

Parent and Community Organizations

Name of

CSEA organization(s) and

Date(s) Consulted:

Name:

ongoing

If no labor organization represents staff at the school, please describe the process for

consultation with school staff:

For Local Educational Agencies (LEAs or equivalent) in PURPLE:

Local Health Officer Approval: The Local Health Officer, for (state County) Plan, cases Nevada. County has certified and approved the CRP on this date: . If more than 7 business days have passed since the submission without input from the LHO, the

CRP shall be deemed approved.

Additional Resources:

[Guidance on Schools](#)

[Safe Schools for All Hub](#)