

Valencia Valley Elementary School

Emergency Operations Plan (Site Disaster Plan)

2020-2021


EMERGENCY OPERATIONS PLAN

The Comprehensive School Safety Plan Overview

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Amy Gaudette, Principal
Valencia Valley Elementary School
23601 Carrizo Drive
Valencia, CA, 91355

Prepared by: School site Council

Reviewed and Approved by:	Date Approved	Authorized Signature
<input type="radio"/> School Site Council	<u>10/7/20</u>	
<input type="radio"/> SCV Sheriff Dept.	<u>9/21/20</u>	<u>(electronically approved)</u>
<input type="radio"/> Newhall School District Governing Board	_____	_____

- An evaluation of the 2020-21 School Safety Plan goals took place on _____ (EC 32282)
- A hearing was held on 10/7/20 at the School Site Council meeting to obtain public input pursuant to (EC 32288).
- School staff was advised of the updated school safety plan on 10/20/20 during a school staff meeting. (EC 32282)
- The most current copy of the school plan is available in the school office for public review.

Newhall School District Disclaimer: This emergency operations plan is written in compliance with California's Standardized Emergency Management System and the National Incident Management System. The plan is developed with a multi-hazard perspective to make it applicable to the widest range of emergencies and disasters, both natural and human caused. However, Incident Commanders and Emergency Operations Center Directors retain the flexibility to modify procedures and/or organization structure as necessary to accomplish the emergency/disaster response and recovery missions in the context of a particular hazard scenario.

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Foreword

General School and Plan Information

Valencia Valley Elementary School is located in the city of Santa Clarita and serves students in grades K-6. The average enrollment last school year was 711 students. We have a locked campus during instruction time. Visitors must ring a doorbell on a camera system mounted to the front of the school and are allowed to enter on an individual basis. Once inside the office they must scan their State I.D. into a computer system that checks for criminal backgrounds.

This Emergency Operations Plan (EOP) addresses Valencia Valley Elementary School's planned response to emergency/disaster situations associated with natural disasters and man made disasters. The plan does not address day-to-day emergencies or the well-established and routine procedures used in coping with such emergencies. Instead, the operational concepts reflected in this plan focus on large-scale events.

This plan is a preparedness document—designed to be read, understood and exercised prior to an emergency/disaster. The plan incorporates the concepts and principles of the California Standardized Emergency Management System (SEMS), National Incident Management System (NIMS) and the Incident Command System (ICS) into the emergency operations of this school. This plan is flexible enough to use in all emergencies and will facilitate response and short-term recovery activities.

Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Emergency/Disaster Management Goals

- Provide effective life safety measures and reduce property loss.
- Provide accurate documentation required for cost recovery efforts.

Activation of the Emergency Operations Plan (EOP)

- On the order of the Assistant Superintendent Business Services or designee.
- When the Governor has proclaimed a State of Emergency in an area including this school site / District.
- Automatically on the proclamation of a State of War Emergency as defined in California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).
- A Presidential declaration of a National Emergency.

Maintenance of the Emergency Operations Plan (EOP)

This EOP will be reviewed and updated annually to ensure that the plan is valid and current, as required by SEMS and NIMS regulations and California Education Code.

Scope

This Emergency Operations Plan (EOP):

- Defines the scope of preparedness and incident management activities.
- Describes the organizational structures, roles and responsibilities, policies and protocols for providing emergency support.
- Facilitates response and short-term recovery activities.
- Is flexible enough for use in all emergencies/disasters.
- Describes the purpose, situation and assumptions, concept of operations, organization and assignment of responsibilities, administration and logistics, plan development and maintenance and authorities and references.
- Pre-designates jurisdictional and/or functional area representatives to the Incident Command, Unified Command and the Emergency Operations Center (EOC) whenever possible to facilitate responsive and collaborative incident management.
- Includes pre-incident and post-incident public awareness, education and communications plans and protocols.

Programs

To assure each student a safe physical, respectful, accepting and emotionally nurturing environment with resiliency skills, we have the following programs:

- Character Counts Program – Character education for a positive school climate
- Positive Behavioral Interventions & Supports – A multi-tiered approach to social, emotional and behavior support systems.
- Second Step Program – Social-Emotional learning and bullying prevention
- Common Sense Media – Teaching kids to make the right media choices

Drills

Valencia Valley Elementary conducted the following drills last school year:

- 10/17/19 Earthquake
- 11/14/19 Lockdown
- 12/11/19 Earthquake
- 2/13/20 Disaster Drill (Full Color Groups)

School Site Council Membership

School Site Council Members	Title
Lauren Miles	Parent
Shanna Munoz	Parent
Neal Tracey	Parent
Sarah Martinsen	Community Member
Kelly Berry	Parent/PTA President
Carla Lavy	Teacher
Kelli Koogler	Teacher
Kristen Buckley	Teacher
Lorri Bond	Classified Staff
Amy Gaudette	Principal

Notifications and Communications

Required Notifications of Hearing

The following persons and entities were notified in writing of the public hearing concerning input on this Comprehensive School Safety Plan in accordance with the district's administrative regulations (AR 0450) (EC 32282):

- Local Mayor / County Representative
- A representative of the local school employee organization
 - Certificated – NTA
 - Classified – NESP
- PTA / PTO President
- Foundation President

Notice to Public

The Comprehensive School Safety Plan prepared for the 2020-2021 school year was shared with: (EC 32282 and 32288)

- Parents on 10/7/20, at the monthly School Site Council Meeting.
- All school staff will have access to a copy of the safety plan within seven days after it is approved by the School Site Council.
- Communicated to the following entities:
 - LA County Sheriff
 - LA County Fire

Safe School Reports

School Crime Status

Valencia Valley Elementary School does not experience high incidents of crime on campus or during school-related functions. The environment immediately surrounding the campus includes single-family homes, apartments, restaurants / fast food establishments, and local businesses. The crime rate in the local neighborhood is low.

Total Suspensions	0
Total Expulsions	0
Total number of Vandalism Incidents	7

EMERGENCY OPERATIONS PLAN

Contact Numbers List for the Community Rev. 9/3/2020

Agency /Organization	Contact Name	Phone Numbers
Sheriff	Justin Diez <i>Captain</i>	(661) 255-1121 (o)
CHP	Ed Krusey <i>Captain</i>	(323) 259-3200 (dispatch) (661) 294-5545 (o)
	Office	(661) 294-5540 (o)
Fire	<i>Assistant Chief</i>	(661) 298-5280 (o)
City of Santa Clarita	Public Works (Street operations)	(661) 294-2520 (o)
	<i>Emergency Services Supervisor</i>	(661) 510-1974 (c) (661) 286-4093 (o)
Caltrans		(213) 897-0384
LA County Public Works	(626) 458-5100 (Mon-Thurs: 7 AM-5 PM)	(626) 458-4357 Emergency After Hours
LA County Animal Care & Control	Emergency Line (Local) Main Hotline	(661) 257-3191 (562) 940-6890
LA County Mental Health	Crisis Hotline	(800) 854-7771
LA County Health Services		(800) 427-8700
Henry Mayo Newhall Memorial Hospital		(661) 253-8000
LA County Dept Public Health	ADC (To report new case of communicable disease)	(888) 397-3993
	Cynthia Cook, <i>Emergency Preparedness and Public Health Nurse</i>	(323) 362-4983 ccook@ph.lacounty.gov (Educational information -

EMERGENCY OPERATIONS PLAN

	Media Communications	emergency preparedness) (213) 240-8144 media@ph.lacounty.gov (monitored 24 hrs/day)
American Red Cross	<i>Disaster Specialist</i>	(855) 891-7325 (24 Hrs) (800) 675-5799 (emergency) (800) 733-2767 (800) 675-5799
So. Cal Edison	Emergency Number <i>Region Manager</i>	(800) 611-1911 (661) 257-8239 (o) (661) 964-8060 (c)
The Gas Co.	Emergency Number <i>Public Affairs</i>	(800) 427-2200 (ACD) (818) 551-7144 (o) (323) 251-9223 (c)
SCV Water Newhall Water Division	Main Line (24 hrs) McGrath, Newhall, Peachland, Facilities	(661) 259-3610 (o) (661) 297-1600 (regional)
SCV Water Santa Clarita Division	Main Line (24 hrs) Wiley Canyon, Facilities	(661) 259- 2737 (o) (661) 297-1600 (regional)
SCV Water Valencia Division	Main Line (24 hrs) Meadows, Oak Hills, Old Orchard, Pico Canyon, Stevenson Ranch, Valencia Valley, District Office	(661) 294-0828 (o) (661) 297-1600 (regional)
AT & T	Priority Repair	(800) 332-1321 (ACD)
KHTS 1220 AM		(661) 298-1220 (o) (661) 298-KHTS (on air)
SCVTV Channel 20		(661) 253-0082 (o)
Santa Clarita Senior Center		(661) 259-9444 (o)
Waste Management	<i>District Manager</i>	(661) 382-2151 (c) (661) 259-2408 (o)
Burtec Disposal	<i>District Manager</i>	(661) 857-3571

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LA CO Sanitation	Corporate Number Valencia Water Reclamation Project Saugus Water Reclamation Project	Emergency (562) 437-1881 (o) 24 hour line (661) 257-2549 (o) (661) 259-3804 (o)
Wm. S. Hart	Mike Kuhlman Superintendent Dave Caldwell Public Relations Officer Carle Manley Director, Maintenance and Operations	(661) 259-0033 ext. 201 (o) (661) 259-0033 ext. 227 (o) (661) 259-0033 ext. 323 (o) (661) 510-0132 (c)
Saugus Union	Colleen Hawkins Superintendent Barbara Boliver Director of Maintenance Ops	(661) 294-5300 (o) (661) 294-5390 (o) (661) 244-7181 (c)
Sulphur Springs	Dr. Catherine Kawaguchi Superintendent Dean Mathews Director, Operations	(661) 252-5131 (o) (661) 252-3017 (o) (661) 816-9071 (24 hours) (661) 755-0028
Newhall	Jeff Pelzel Superintendent Fred Palmer Director of Facilities	(661) 291-4000 (o) (661) 291-6700 (o) (661) 445-4555 (c)
Castaic	Steve Doyle Superintendent Jaime Garcia Director of Facilities	(661) 257-4500 ext. 1500 (661) 257-4500 ext.1546
College of the Canyons	VP of Facilities	(661) 362-3222 (o)

EMERGENCY OPERATIONS PLAN

	Director of Facilities	(661) 362-3232 (o)
	Public Information	(661) 362-3432 (o)
	Director of Campus Safety	(661) 362-3516 (o) (661) 510-3881 (c)
	On Duty Officer	(661) 510-3882
Metrolink	General Information	(800) 371-LINK (5465)
	Dispatch	(888) 446-9717
United States Post Office	General Information for all services	(800) 275-8777 (ACD)
Poison Control		(800) 876-4766 (ACD)

o = office

c = cell

acd = automatic call distribution

EMERGENCY OPERATIONS PLAN

NSD Contact Numbers

SITE	OFFICE STAFF	TIE LINE	PHONE & FAX	ADMINISTRATORS	
DISTRICT OFFICE 25375 Orchard Village Rd Valencia, CA 91355 291-4000 291-4001 Fax	Rosana Valadez	70-163	291-4163	Jeff Pelzel, Superintendent	162
	Receptionist	70-100	291-4000	Dee Jamison, Asst. Supt. IS	177
	Musette Caing	70-178	291-4178	Amanda Montemayor, Asst. Supt. HR	188
	Joyce Martinez	70-189	291-4189	Sheri Staszewski, Asst. Supt. Business.	166
	Jeremy O'Brien	70-182	291-4182	Marguerite Armstrong, Induction Coord.	106
	Tania Watson	70-167	291-4167	Kim Howe, Director, SSS	181
				Sarah Johnson, Coord., Special Prgms.	179
			Kate Peattie, Staff Development Admin.	185	
			Lisa Seeley, Coord., SSS	249	
FACILITIES 22245 Placerita Cyn Rd Newhall, CA 91321 291-6700 291-6701 Fax	Kailianna Gonzalez	89-100	291-6700	Fred Palmer, Director of Facilities	89-102
	Loc Dinh, Print Shop	89-109	291-6709	Dan Keracher, Grounds & Maint. Supv.	89-110
	Open, Warehouse	89-108	291-6708	Jonathan Nava, Custodial Supervisor	89-103
	Frank Madrigal 661-510-3521	89-221	291-6711 x 221	Kenneth McGaffee, Technology Manager	89-105
	Daniel Benson 661-644-9924	89-220	291-6711 x 220	Tom Lund, Theater Mgr. 661-291-4016	71-253
	Gaega Rivera 661-810-7264	89-106	291-6711 Help Desk		
MCGRATH #79 21501 Deputy Jake Dr Newhall, CA 91321	Wendy Luna	79-301	291-4090	Principal: Jennifer Boone	79-302
	Stephanie Garcia	79-309	291-4091	A.P. / DLA #2 Daria Ramirez	79-303
	Xiomara Vargas, Health Office	79-305			
MEADOWS #75 25577 N. Fedala Rd Valencia, CA 91355	Jayne Wiggins	75-206	291-4050	Principal: Dr. Juliet Fine	75-204
	Susan Necessary	75-200	291-4051 Fax	A.P. / Merly Soni	75-203
	Jenifer Costin, Health Office	75-201			
NEWHALL #71 24607 Walnut St Newhall, CA 91321	Leonor Chathle	71-200	291-4010	Principal: Jackeline Tapia	71-201
	Irma Pacias	71-203	291-4011	A.P. / DLA #3 Janette Van Gelderen	71-204
	Brenda Calendo, Health Office	71-206			
OAK HILLS #80 26730 Old Rock Rd Valencia, CA 91381	Sandra Anderson	80-605	291-4100	Principal: Wendy Maxwell	80-602
	Amanda Andrew	80-607	291-4101	A.P. / Marguerite Armstrong (T, Th, & Alt Fridays)	80-603
	Susan Makishima, Health Office	80-606		(M, W, & Alt Fridays @ District Office)	
OLD ORCHARD #74 25141 N. Avenida Rondel Valencia, CA 91355	Bertha Conte-Ramirez	74-202	291-4040	Principal: Ken Hintz	74-203
	Gina Ortega	74-201	291-4041 Fax	A.P. / Diane Diamond	74-207
	Sioban Myrick, Health Office	74-205			
PEACHLAND #72 24800 Peachland Ave Newhall, CA 91321	Toni Granillo	72-253	291-4020	Principal: Diana Stenroos	72-255
	Anesley Huezo	72-250	291-4021 Fax	A.P. /Melanie Morrow	72-254
	Kimberly Martinez, Health Office	72-252			
PICO CANYON #78 25255 Pico Canyon Road Stevenson Ranch, CA 91381	Amy Kessler	78-313	291-4080	Principal: Tammi Rainville	78-308
	Victoria Shoemaker	78-312	291-4081 Fax	A.P. /DLA #1 Melissa Wilson	78-310
	Jeana Rodgers, Health Office	78-311			
STEVENSON RANCH #77 25820 N. Carroll Lane Stevenson Ranch, CA 91381	Jessica Hansen	77-301	291-4070	Principal: Chad Rose	77-305
	Margaret Gray	77-300	291-4071 Fax	A.P./ Sarah Johnson (T,W) (Th, & Fridays @ District Office)	77-303
	Danielle Lloyd, Health Office	77-302			
VALENCIA VALLEY #76 23601 Carrizo Dr Valencia, CA 91355	Lorri Bond	76-109	291-4060	Principal: Amy Gaudette	76-103
	Open	76-100	291-4061	A.P. / Melanie Morrow	76-111
	Michelle Gonzales, Health Office	76-102			
WILEY CANYON #73 24240 W. La Glorita Circle Newhall, CA 91321	Mayra Cuellar	73-301	291-4030	Principal: Tim Lankford	73-306
	Gloria Gutierrez	73-302	291-4031 Fax	A.P. / Merly Soni	73-305
	Marcella Chang, Health Office	73-304			

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MUSIC DEPARTMENT	Rm 33	291-6725	Melissa Fuentes; Cathryn Muro; Otto Sit; Tara Speiser; Brandon Valerino			
NSD PRESCHOOLS	McGrath Pre K	291-4092	Peachland Pre K	291-4022	SR Sunshine	290-2620
PREK DEPT 291-6723	Newhall Pre K	291-4012	OH Sunshine	259-0644	VV Sunshine	254-2687
Kelly Ferko, Pre K Coord.	Oak Hills Pre K	291-4102	PC Sunshine	288-7983	Wiley YMCA	254-3334
Alba Steck, Office Manager	McGrath	Blanca Shreier	79-300	Peachland	Suhaila Embleton	72-258
COMMUNITY OUTREACH	Meadows	Sylvia Villa	75-205	Pico Canyon	Giselle Price	78-324
	Newhall	Claudia Arrue	71-202	Stevenson Ranch	Eliana Vasquez Bell	77-307
	Oak Hills	Elizabeth Lee	80-609	Valencia Valley	Myriam Mejia-Corona	76-110
	Old Orchard	Cecilia Brugada	74-211	Wiley Canyon	Glory Loza	73-303

Incident Command System (ICS)

General

The Incident Command System (ICS) is a nationally recognized system for managing incidents as well as pre-planned events. It consists of a modular and flexible organizational structure as well as features such as management by objectives, action planning, span of control, organizational hierarchy, accountability and resource management.

Use of ICS

The concepts, principles and organizational structure of the Incident Command System (ICS) will be used in managing operations. The incident will be managed by objectives to be achieved and those objectives are communicated to field and EOC personnel through the use of the action planning process.

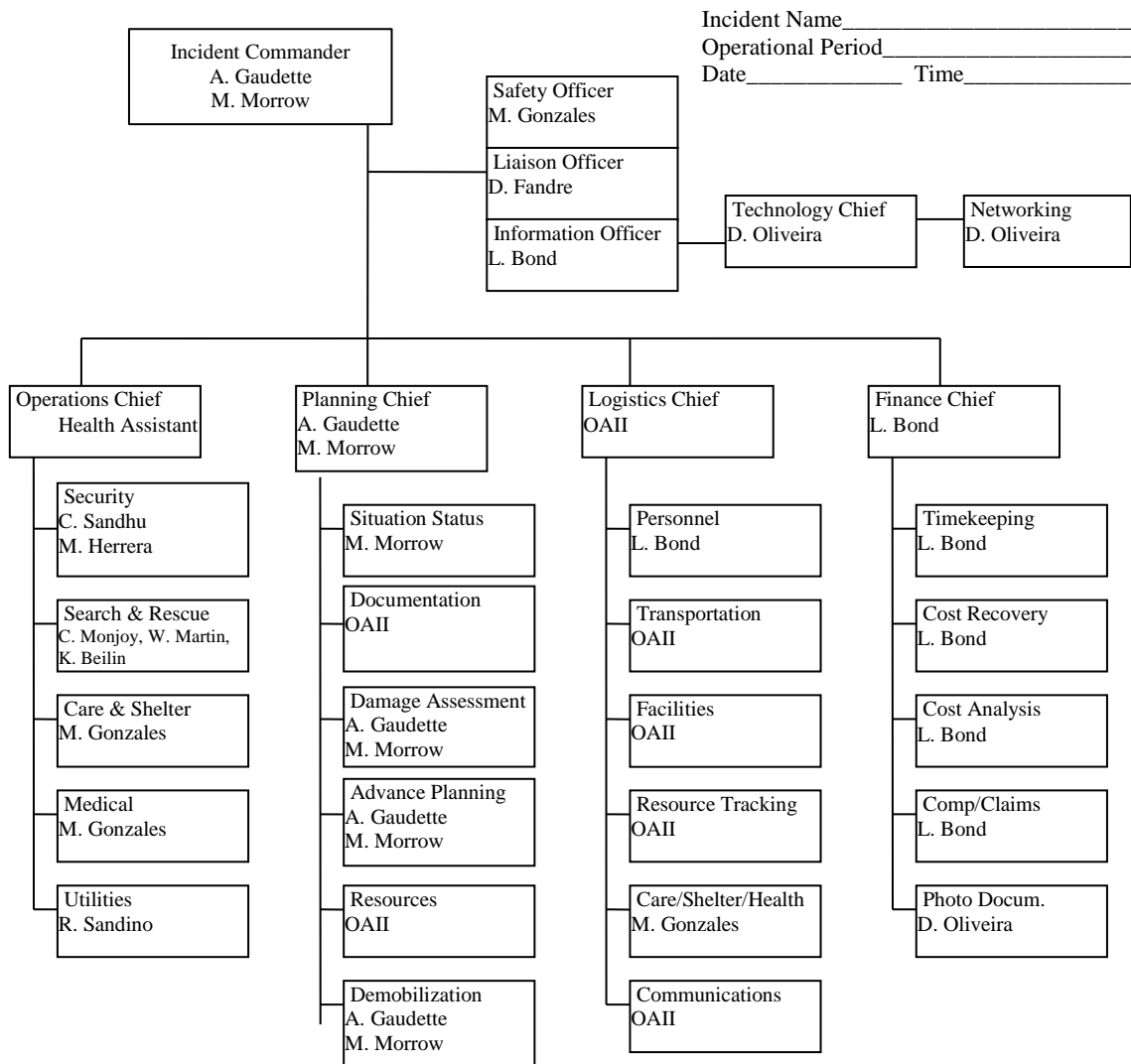
Typically, an Incident Commander (IC) will communicate with the EOC Director as to situation and resource status through established communications channels. Members of the IC Command and General Staff will communicate with their counterparts in the EOC using the same communications methods. Some members of the EOC Command or General Staff may be asked to attend briefings or planning meetings at the Command Post.

When multiple agencies respond to the incident, the IC will establish a Unified Command/Multi-Agency Coordination System and agency representatives will be asked to report to the Liaison Officer. Outside agencies including those from city, county, state and federal agencies will participate in the Unified Command/Multi-Agency Coordination System by assisting in identifying objectives, setting priorities and allocating critical resources to the incident.

Field/EOC Communications and Coordination

Typically, field to EOC communications will occur at the Command level. The Incident Commander will communicate situation and resource status information to the District EOC.

Incident Command System (ICS) Organizational Chart



EMERGENCY OPERATIONS PLAN

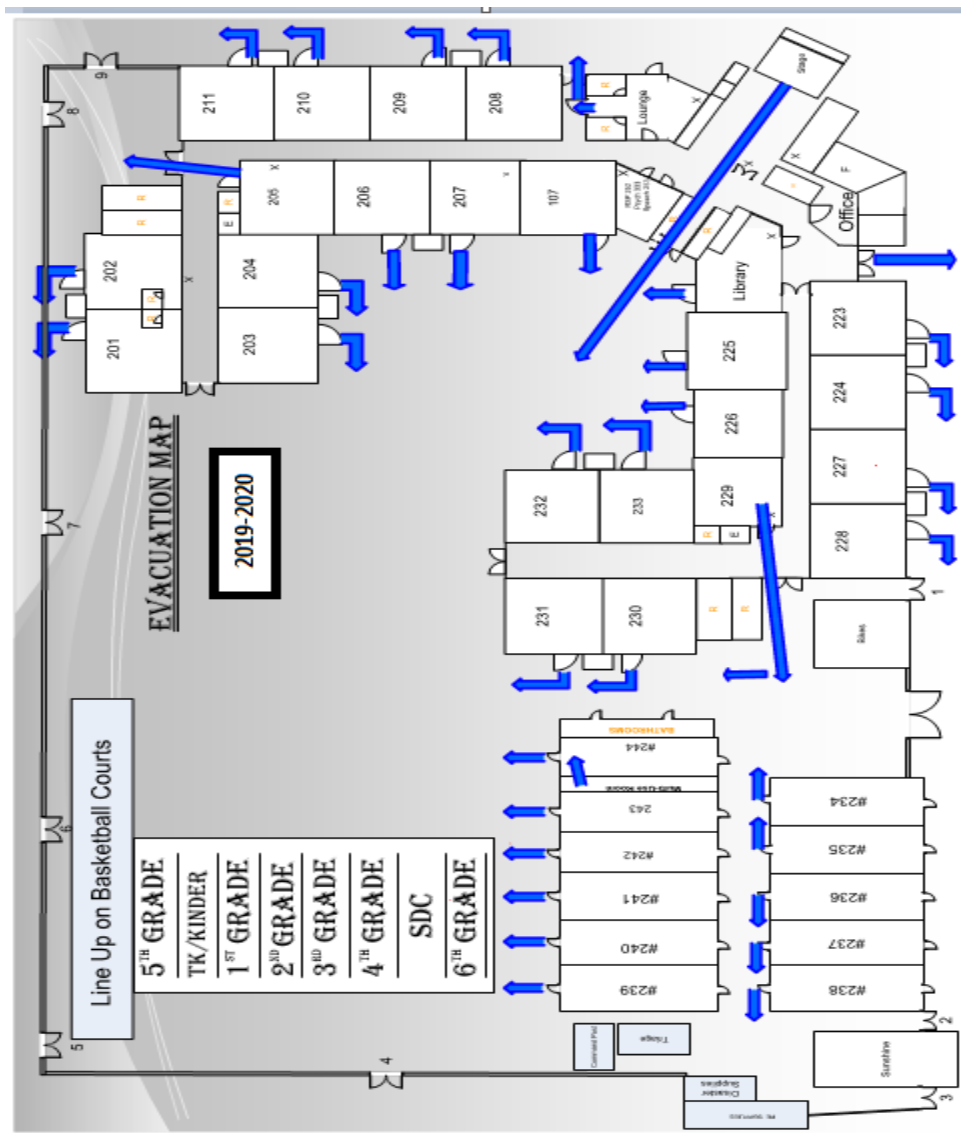
VALENCIA VALLEY STAFF ROSTER 2020-2021

ADMINISTRATION		
Principal	Gaudette, Amy	103
Asst. Principal	Morrow, Melanie	111
OFFICE		
Office Manager	Bond, Lorri	109
Office Assistant	Debra Ganshirt	102
Health Assistant	Michelle Gonzales	108
Community Outreach	Myriam Mejia-Corona	100
TRANSITIONAL KINDERGARTEN		
	Lavy, Carla	201
KINDERGARTEN		
	Bridston, Stacey (DLA)	203
	Carrillo, Monica	202
	Mudgett, Lisa	204
	Frandsen, Bev	211
FIRST GRADE		
	Clark, Karen	207
	Ellis, Lisa	208
	Ray, Jill (DLA)	206
	Sanchez, April	209
SDC TK-1		
	Stewart, Kelly	210
SECOND GRADE		
	Benner, Sharon	233
	Norton, Jacque (DLA)	232
	Sanchez, Karen	231
	Wood, Kim/Rishko, Faviana	230
SDC 2-4		
	Ramirez, Elias (DLA)	243
THIRD GRADE		
	Beilin, Kwan	227
	Cortez, Cindy	224
	Morales, Guisla	228
	Buckley, Kristen (DLA)	223
CLASSIFIED STAFF		
COUNSELOR	Raquel Horowitz	106
.47 TEACHER	Haring, Chrissy	WIN 245
CURRICULUM	Gilmore, Deborah	WIN 245
MUSIC	Muro, Cate	246
ART	Fossa, John	Classes
Tech	Dillon Oliveira	107
Library	Fandre, Debbie	105
Science	Soto, Loreen	229

FOURTH GRADE		
	Dodson, Corrie	234
	Gaisford, Michelle (DLA)	242
	Vincent, Lindsey	235
FIFTH GRADE		
	Mountan, Megan	241
	Roth, Danielle (DLA)	240
	Pierson, Amy	239
SIXTH GRADE		
	Clark, Ailene (DLA)	237
	Martin, William	236
	Monjoy, Cynthia	238
	RSP	226
	Coogler, Kelli	226
SPEECH	Striff, Maria	252
PSYCH	Alexander, Christine	333
OT	Costa, Debbie	253
OT	Backes, Brooke	253
BSS	Stanisavljevic, Irena	radio
BSS	Carpenter-Navarro, Laura	radio
Adaptive PE	Nottingham, Heather	MPR
Kitchen	Chitchian, Gohar	343
Kitchen	Cardona, Sonya	343
INSTRUCTIONAL AIDES		
	Vogelsang, Tami (AM)	210
	Gordillo, Maria (PM)	210
SAFETY SUPERVISORS		
	Boshers, Michele	radio
	Pawlak, Jeannie	radio
	Sandu, Cindy	radio
	Downes, Melissa	radio
	Alvarez, Doris	radio
	Lasko, Heather	radio
Custodians		
AM	Sandino, Roger	DO radio
PM	Tuazon, Rolando	DO radio
PM	Rico, Erica	DO radio

Site Map

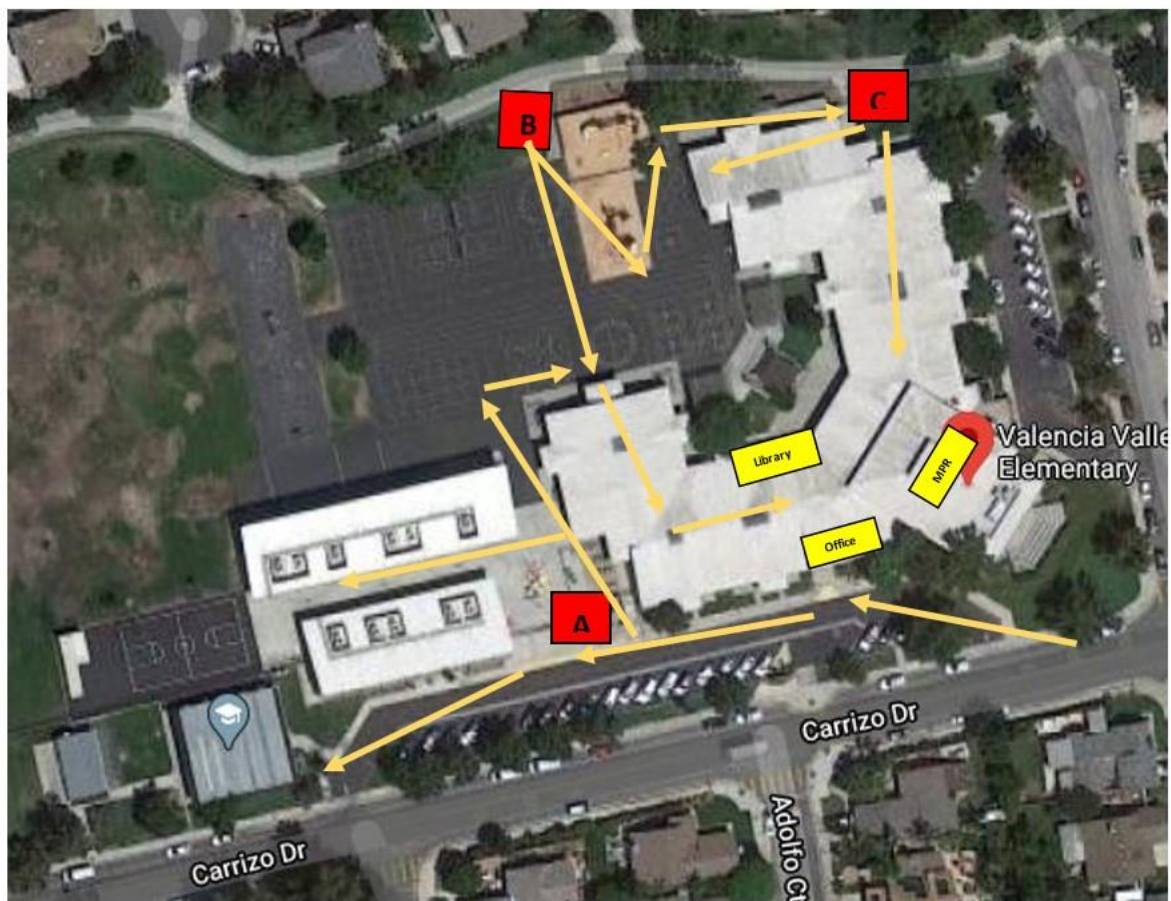
Traffic Flow Evacuation



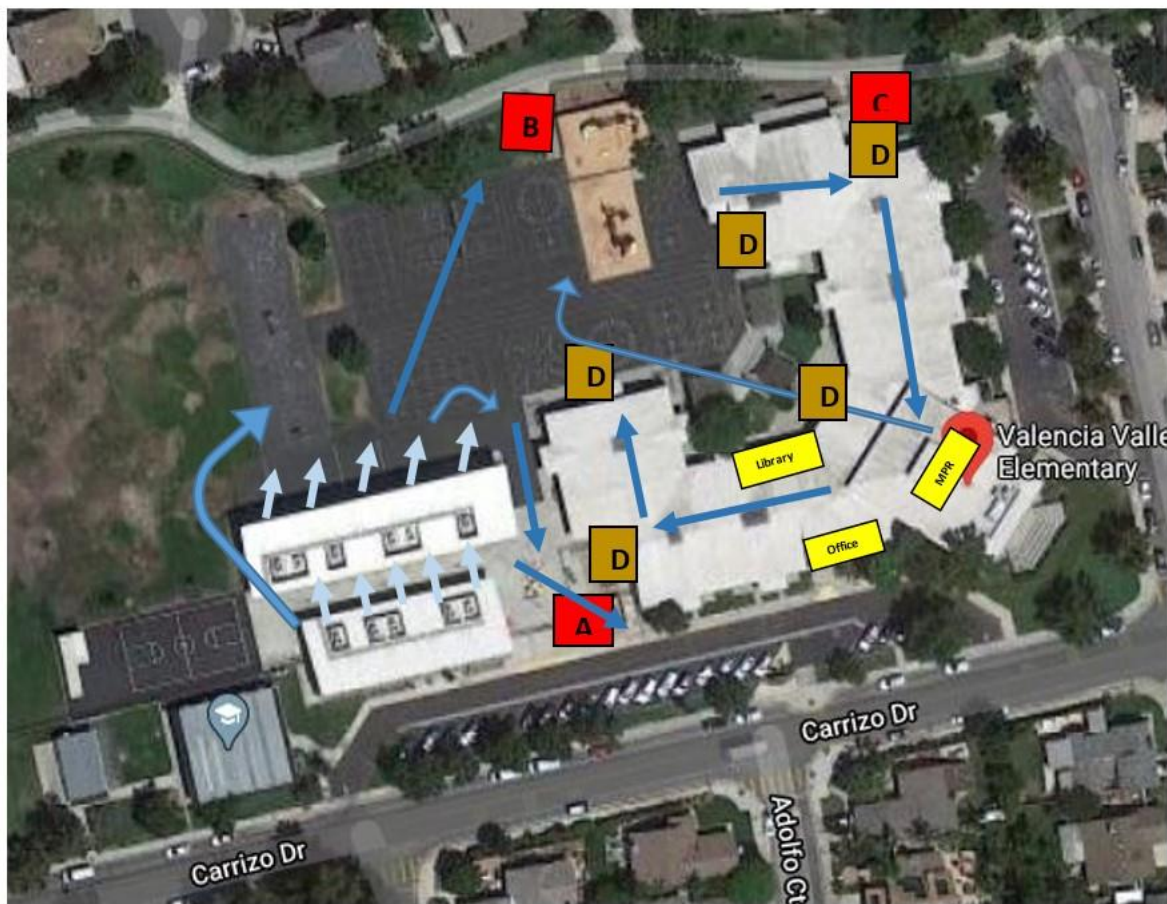
EMERGENCY OPERATIONS PLAN

The Following 2 maps are included for the purpose of safety should we resume in-person instruction:

Traffic Flow Halls



Traffic Flow Dismissal



Threat Summary

This section of the Basic Plan consists of a series of threat summaries based on our location. The purpose is to describe the area at risk and the anticipated nature of the situation, which could result should the event threaten or occur.

Valencia Valley School is located in the Santa Clarita Valley, in Los Angeles County and in the Southern Administrative Region of the State Office of Emergency Services. We are 35 miles north of downtown Los Angeles.

Any single incident or a combination of events could require evacuation and/or sheltering of the students.

The following threat assessments identify and summarize the hazards that could impact the District.

Threat Assessment 1	Bomb Threat/Suspicious Packages
Threat Assessment 2	Earthquake
Threat Assessment 3	Fires
Threat Assessment 4	Flooding/Tsunami
Threat Assessment 5	Hazardous Materials
Threat Assessment 6	Intruder on Campus
Threat Assessment 7	Landslide/Mudflow
Threat Assessment 8	Severe Weather

Threat Assessment 1 Bomb Threat/Suspicious Packages

If a bomb threat is received by telephone, question the caller;

- When will the bomb explode?
- Where has the bomb been placed?
- What does the bomb look like?
- Why was it placed at this school?
- Who put it there?
- Who are you?

Write down as much information as possible;

- Time of the call
- Date of the call
- Exact words of the caller
- Male or Female
- Speech Patterns
- Accents
- Background noises

Call 911 immediately.

Unexpected and unexplainable packages, backpacks or envelopes, suspicious sounds coming from the package? It could be a bomb, and you are to treat it like a bomb.

- Do not use a school radio or your cell phone
- Do not pull/activate the fire alarm
- Evacuate the area immediately
- Notify site Administrators
- Call 911 from a landline

Threat Assessment 2 Major Earthquake

General Situation

A major earthquake will cause significant disruption and damage to buildings and infrastructure due to severe ground shaking. A large earthquake, catastrophic in its effect upon the school population, could exceed the response capabilities of the District. Response and disaster relief support would be required from local governmental and private organizations, and from the state and federal governments.

The extent of damage from an earthquake is determined by the magnitude of the earthquake, distance from the epicenter, and characteristics of surface geology. This hazard is the primary cause of the collapse of buildings and other structures.

Search and rescue operations may be required to assist trapped or injured persons. Emergency medical care, food and temporary shelter could be required by injured persons.

DUCK, COVER AND HOLD

Teachers will give the “Duck, Cover and Hold” command. The best place will be under a desk or table, away from windows cabinets and book cases. When the shaking stops, the teachers will instruct students to evacuate the building to their predetermined area.

If outside when an earthquake strikes, move away from buildings, trees and objects that may topple.

When the shaking stops, Students and staff will evacuate the buildings.

Threat Assessment 3

Fire

General Situation

Due to its weather, topography, and native vegetation, the entire southern California area is at risk from wildland fires. The extended droughts characteristic of California's Mediterranean climate result in large areas of dry vegetation that provide fuel for wildland fires. Furthermore, the native vegetation typically has a high oil content that makes it highly flammable. The area is also intermittently impacted by Santa Ana winds, the hot, dry winds that blow across southern California in the spring and late fall.

If a school is in the path of the smoke, that also means it could be in the path of the fire itself. Preparation for an evacuation will start right away. Administrators will contact the Superintendent for arrangements. The Incident Commander will make the decision on when and where the evacuation will take place.

Threat Assessment 4 Flooding/Tsunami

General Situation

The size and frequency of a flood in a particular area depends on a complex combination of conditions, including the amount, intensity and distribution of rainfall, previous moisture condition, drainage patterns or a tsunami.

The magnitude of a flood is measured in terms of its peak discharge, which is the maximum volume of water passing a point along a channel. Floods are usually referred to in terms of their frequency of occurrence, such as 50 or 100 years.

The primary effect of flooding is the threat to life and property. People and animals may drown; structures and their contents may be washed away or destroyed; roads, bridges, and railroad tracks may be washed out.

Floods may also create health hazards due to the discharge of raw sewage from damaged septic tank leach fields, sewer lines, and sewage treatment plants and due to flammable, explosive, or toxic materials carried off by flood waters. In addition, vital public services may be disrupted.

Floods are generally classed as either slow-rise or flash floods. Slow-rise floods may be preceded by a warning time lasting from hours, to days, or possibly weeks. Evacuation and sand bagging for a slow rise flood may lessen flood related damage. Conversely, flash floods are the most difficult to prepare for due to the extremely short warning time, if available at all. Flash flood or tsunami warnings may require evacuation within an hour.

If a flooding incident occurs, the Incident Commander will make the call for an evacuation of the affected school site.

Threat Assessment 5 Hazardous Materials Incident

General Situation

Because of the School's close proximity to freeways, highways and rail lines, the release of a hazardous material into the environment could cause a multitude of problems that can be discussed in a general manner. The significance of the problems to the environment, property, or human health is dependent on the type, location and quantity of the material released. Although hazardous material incidents can happen almost anywhere, certain areas are at higher risk. Areas near roadways that are frequently used for transporting hazardous materials and areas with industrial facilities that use, store, or dispose of such materials all have an increasing potential for major mishaps, as do areas crossed by certain railways, waterways, airways and pipelines.

Releases of explosive and highly flammable materials have caused fatalities and injuries, necessitated large-scale evacuations and destroyed millions of dollars worth of property. Toxic chemicals in gaseous form have caused injuries and fatalities among emergency response teams and passers-by. When toxic materials have entered either surface or ground water supplies, serious health effects have resulted. Releases of hazardous chemicals have been especially damaging when they have occurred in highly populated areas and/or along heavily traveled transportation routes. A hazardous materials release in the Santa Clarita Valley would most likely involve either transportation of chemicals by truck or rail, use of chemicals at a business or illegal dumping of chemical waste.

If a hazardous materials incident occurs, the Incident Commander could call for a Shelter in Place or an evacuation of the affected school site.

Threat Assessment 6 Intruder on Campus

All school sites in the Newhall School District are locked during the school day. All visitors must check in at the office before entering a campus. Anyone on campus that has not checked in at the office will be considered an intruder. Administrators will determine if a Lockdown is necessary.

If there is a situation or incident in the area of the school, Law Enforcement will contact the school if we need to initiate a Lockdown.

Threat Assessment 7 Landslide/Mudflow

General Situation

Landslide is a general term for a falling mass of soil or rocks; vertical movement of small pieces of soil. "Mudslide" (mudflow) is a flow of very wet rock and soil. The primary effects of landslides or mudslides can include:

- Abrupt depression and lateral displacement of hillside surfaces over distances of up to several hundreds of feet.
- Disruption of surface drainage.
- Blockage of flood control channels and roadways.
- Displacement or destruction of improvements such as roadways, buildings, oil and water wells.

The speed with which landslides can occur vary considerably from rapid rockfalls to virtually imperceptible movements down slope under the pull of gravity. Soil creep is a very slow type of earth flow movement. It occurs mainly in solids containing clay. Most landslides are shallow, ranging up to perhaps 100 feet in depth and limited in extent to generally less than 100 acres. Most are not presently in motion (active), but have moved down slope to a position of stability and have remained.

An unusual number of brush fires in hillside areas may create the potential for mudslides if heavy rains arrive before the replanting has taken hold. Situations of this nature can usually be managed by warnings and making sandbags available in advance of the predicted heavy rainfall.

If a land movement incident occurs, the Incident Commander may call for an evacuation of the affected school site.

Threat Assessment 8 Severe Weather

General Situation

Severe weather manifests itself in the Santa Clarita Valley in several ways. Extreme heat and violent winds present the greatest threat to health and safety. The affects of extreme weather can leave a mark on the community. Temperatures can exceed 100° F between the months of July and September. This extreme heat occurs on a yearly basis in the Santa Clarita Valley.

Santa Clarita is also subject to strong winds. Although these winds are far from the force of a tornado, they still represent a significant threat. Between the months of October and March, winds may reach speeds of up to (and over) 60 miles-per-hour. Common affects of high winds in Santa Clarita include the overturning of trees, and creating unsafe driving conditions for motorists on the local roads and freeways. In some cases, winds can reach a force great enough to threaten above ground utilities, although this is rare.

In severe weather conditions we will Shelter in Place, keeping students inside. If we have a loss of electrical power, school Administrators will determine if the loss of utilities will affect the school day. Administrators will discuss the situation with the Superintendent to determine if an evacuation is necessary

EMERGENCY OPERATIONS PLAN

Evacuation Procedures**Incident Commander**

Amy Gaudette
Melanie Morrow

Command Center

Lorri Bond -
Command Center
Coordinator
OAll-
Public Relations
Coordinator

First Aid

Michelle Gonzales*-
Raquel Horowitz
Debbie Fandre

Supplies

Custodial Staff

**Security- Perimeter
of Campus**

Safety Supervisors-
All have radio

Search and Rescue

Cynthia Monjoy* -
Search and Rescue
Coordinator

Base

Will Martin-Team A
Kwan Beilin- Team B
K. Wood/F.Rishko-Team C
Amy Pierson- Team D

Team A- Yellow
Megan Mountan

Team B- Orange
Carla Lavy

Team C- Blue
Lisa Ellis

Team D- Green
Sharon Benner

Release Table

A-C.... Christine Alexander
D-H.... Myriam Mejia-Corona
I-M..... Maria Striff
N-R.... Monica Carrillo
S-Z Guisla Morales
EXIT GATE- Karen Clark

Color Group

A-C Red Group- **Cindy Cortez***,
Dillon Oliveira, Karen Sanchez
D-H Yellow Group- **Lisa Mudgett***,
Corrie Dodson, Laureen Soto
I-M Green Group- **Lindsey Vincent***,
Irena Stanisavljevic, Chrissy Haring
N-R Blue Group- **Kelli Koogler***,
Kelly Stewart, Laura Navarro-
Carpenter
S-Z Purple Group- **Bev Frandson***,
April Sanchez, Deborah Gilmore

Updated 10/12/20

EMERGENCY OPERATIONS PLAN

1. Exit via your evacuation route and make sure your buddy class is on their way too. Routes are marked on the attached map and posted in the classroom. If this is an earthquake duck and cover prior to evacuation. (Please check surroundings as you exit for hazards.)
 2. All teachers shall first take their class to their designated line-up area on basketball court and immediately take role of their class. The 2/3rd grade and 6th grade special education classes are "Room Buddy" classes, with Mr. Ramirez staying behind with no duties. Mrs. Koogler stays behind with her K/1 special education class and will join with their Big Buddy class (6th grade special education) if necessary.
 3. Next, complete and turn in a **Command Center Reporting Slip** found in red emergency backpack. Fill in the form completely and include the names of any students or staff who are missing or trapped.
 4. After accounting for students and buddy class, staff shall then report to the assigned job duty described above.
 5. All **instructional assistants (IAs)** and **BSSs** will remain with the classroom teacher. Other **itinerant staff** shall report to the Command Center to be assigned as needed for student assembly monitoring, first aid, communications, or student release.
 6. Command Center will initiate the **Student Release procedure**. Students to be moved to their assigned color groups based on last names, one color group at a time. **Lead Color Group Teacher** * should help students to their color group at the time their color is called. *RED Group A-C, YELLOW Group D-H, GREEN Group I-M, BLUE Group N-R, and PURPLE Group S-Z.* Command Center/Student Release will retrieve Emergency Contact list from binder located in the office or in outside disaster bin.
 7. As adults arrive, they will be expected to report to student release tables to sign out the child/children and state where they will be going. Only those persons authorized on the emergency card will be given a number on their hand (which will match the number of children they are authorized to take) and sent to the color group to retrieve their child/children. At the exit gate, the number of children written on the adult's hand will be verified and crossed out.
- Room Buddy Assignments:** Check to see that your room buddy has made it out of the building and report otherwise.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Rooms #201 and #202 • Rooms #204 and #211 • Rooms #224 and #227 • Rooms #230 and #231 • Rooms #239 and #241 • Sunshine • Office, Library, MPR, Kitchen, Staff Lounge & Stage • OT, Speech, Psych, and Computer Lab • Safety Supervisors will assist with supervision as students walk to line-up area. | <ul style="list-style-type: none"> Rooms #207 and #208 Rooms #209 and #210 Rooms #228, and #233 Rooms #234 and #235 Rooms #236 and #238 |
|--|--|

COMMAND CENTER REPORTING SLIP

TEACHER _____ ROOM # _____

All persons accounted for: yes no

present _____

missing persons _____

List names:

extra persons NOT normally with you _____

List names:

Lockdown Procedures

In the event a lockdown is initiated, please follow these procedures after **calling 911**.

Listen for or dial *2700 and say:

“We are initiating a (HARD or SOFT) Lock Down. Follow all Lock Down procedures.”

“I repeat VV is initiating a (HARD or SOFT) Lock Down. Follow Lock Down protocol.”

*HARD-Immediate threat on campus
SOFT-Threat off campus*

1. Double check to make sure **all doors are locked**
2. Black out **all windows**
3. **Contact the front office** immediately by emailing VV-Office@newhallsd.com
 - a. Are all students accounted for and safe?
 - b. Are there any missing students?
 - c. Are there any immediate concerns?
 - d. Are there any persons **NOT** normally in your classroom?
4. Our office will keep you updated during the lockdown via email
5. If **SOFT lock down**, keep teaching and listen for further instructions
6. If this is an **active shooter incident or you hear gun shots**, be prepared to do any of these items listed below:
 - a. **Hide:** Barricade doors and remain silent
 - b. **Run:** If someone is coming in one door be prepared to move students out through another door and run to safety with your students. When law enforcement arrives keep your hands up and visible and do what they say.
 - c. **Fight:** This is only a last resort but be aware of your surroundings and use items nearby like: Scissors or a fire extinguisher as a weapon.
7. During an event, never hesitate to call 911, but only do so when you are safe to.
8. Once the incident is resolved, we will make an announcement over the intercom.

EMERGENCY OPERATIONS PLAN

Active Shooter:

HOW TO RESPOND

WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

1. RUN

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

2. HIDE

- Hide in an area out of the shooter's view
- Block entry to your hiding place and lock the doors
- Silence your cell phone and/or pager

3. FIGHT

- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with physical aggression and throw items at the active shooter

CALL 911 WHEN IT IS SAFE TO DO SO

COPING

WITH AN ACTIVE SHOOTER SITUATION

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- Attempt to take the active shooter down as a last resort

Contact your building management or human resources department for more information and training on active shooter response in your workplace.

CALL 911 WHEN IT IS SAFE TO DO SO

HOW TO RESPOND

WHEN LAW ENFORCEMENT ARRIVES

- Remain calm and follow instructions
- Put down any items in your hands (i.e., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not stop to ask officers for help or direction when evacuating

INFORMATION

YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

PROFILE

OF AN ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

CHARACTERISTICS

OF AN ACTIVE SHOOTER SITUATION

- Victims are selected at random
- The event is unpredictable and evolves quickly
- Law enforcement is usually required to end an active shooter situation



Student Release Procedures

Command Center will initiate the **Student Release procedure**.

Students to be moved to their assigned color groups based on last names, one color group at a time. **Lead Color Group Teacher** * should help students to their color group at the time their color is called. *RED Group A-C, YELLOW Group D-H, GREEN Group I-M, BLUE Group N-R, and PURPLE Group S-Z.*

Command Center/Student Release will retrieve Emergency Contact list from binder located in the office or in outside disaster bin.

As adults arrive, they will be expected to report to **student release tables** to sign out the child/children and state where they will be going. Only those persons authorized on the emergency card will be given a number on their hand (which will match the number of children they are authorized to take) and sent to the color group to retrieve their child/children. At the exit gate, the number of children written on the adult's hand will be verified and crossed out.

Bell / Siren Signals

Evacuate: short continuous bells or Fire Siren

Lockdown: announce “lockdown”; then, rapid, erratic, succession of bells with pauses to announce lockdown over telephone/intercom

Duck, Cover, and Hold: teacher signals “Duck, cover, and hold”

All-Clear: one continuous bell (Police Only to signal; if present) BACK-UP (if bells don’t work)

Inside

Evacuate/Lockdown/All-Clear: verbal signal via:

- a. telephone paging system
 1. Dial *2700– internal paging
 2. Dial *2700– external paging
 3. *2700 – both internal and external paging
- b. telephone
 1. e-mail
 2. *Police Only to signal all clear; if present*

Outside

Evacuate/Lockdown/All-Clear: verbal signal via:

- bullhorns
- walkie talkies
- cell phones (not reliable in an emergency)
- outside speaker
- police car speaker
- Police Only to signal all-clear; if present*

Sample Message to Parents

Initial message:

Hello families.

This is Amy Gaudette, Principal of Valencia Valley. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown due to a suspect pursued by the Sheriff's Department near our school. All the children are safe in their classrooms with their teachers at this time. The Sheriffs have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Sheriff's Department has requested that no one approach the school at this time. Please do not come to the School. As soon as the Sheriffs give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is Amy Gaudette, Principal of Valencia Valley and I am happy to report that the situation with the intruder on/near campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

EMERGENCY OPERATIONS PLAN

Job Descriptions

Incident Commander (Principal)

The Incident Commander (Principal) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Principal) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

1. Assume command
2. Communicate a "signal" to the students and staff identifying the type of emergency
3. Call 911
4. Notify Assistant Principals, Campus Supervisors, Support Staff, and on-campus child care of the emergency
5. Call the District Office 661-291-4000 and initiate the phone tree and contact Superintendent
6. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
7. Conduct initial briefing with the Command Staff
8. Monitor local emergency radio stations for local news
9. Create an action plan with specific objectives including strategies to review and evaluate
10. Make provisions for language translators
11. Release teachers, as appropriate
12. Superintendent/Public Information Officer Review all incident information before release to the news media, parents or general public
13. Signal all-clear (when appropriate)
14. Begin "Student Release Procedures" when appropriate. Only Superintendent can direct that students be sent home before the end of the regular school day.
15. Create an action plan with specific objectives for returning to normal operations
16. Debrief staff, parents/community, and students

EMERGENCY OPERATIONS PLAN

Safety Officer

The *Safety Officer* ensures that all activities are conducted in as safe a manner as possible under the circumstances. The *Safety Officer* is the only person other than the IC (Principal) who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

1. Attend briefings with IC (Principal)
2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
3. Monitor stress levels of personnel involved in the response
4. If directed by IC (Principal), turn off gas supply, water supply and/or electricity
5. Oversee "Logistics" for equipment and supplies

Liaison Officer

The role of the *Liaison Officer* is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district (Fire, Police, County, etc.). Below is a checklist of responsibilities.

1. Assist the Emergency Operations Coordinator and attend briefings
2. Ensure proper flow of communication between assisting organizations and agencies outside the school district (Fire, Police, County, etc.)
3. Keep records of assisting organizations, agencies and departments

PIO (Superintendent/Public Information Officer)

The *Public Information Officer* acts as the official spokesperson for the school/district site in an emergency situation. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. Below is a checklist of responsibilities.

1. Contact School Board, Assistant Superintendents, Risk Manager, Directors, and Public Information Officer as appropriate.
2. Contact Assistant Superintendent of Educational Services/Special Education to assign psychologists and counselors to the site (do you need bilingual assistance?).
3. Attend briefings with IC (Principal).
4. Identify yourself as the "PIO" with a vest, visor, sign, etc.

EMERGENCY OPERATIONS PLAN

5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
6. Statements to media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information school wishes to be released to the public.
7. Convey that everything is going to be O.K., Answer questions completely and truthfully. Avoid speculation, bluffing, lying, talking off the record, arguing and using the phrase "No comment." Repeat what you want the press to hear.
8. Ensure announcements and other information are translated into other languages as needed.
9. Assist with rumor control.
10. Keep all documentation to support the history of the event.
11. Remind staff and volunteers to refer all questions from media or waiting parents to the Superintendent/PIO.
12. Monitor new broadcasts about incident; correct any misinformation heard.

Operations Chief

The *Operations Chief* exercises the functions of the operation by carrying out the plan, developing tactical objectives and directing all resources. Staff is assigned to assist with the jobs. Below is a checklist of responsibilities.

1. Attend briefings with IC (Principal)
2. Search and Rescue Team
 - Remain in contact with Operations Chief by radio
 - Search rooms both visually and vocally. Use chalk, grease pencil, etc. to mark slash (/) on door when entering room, and when leaving room complete search by closing slash in (X) on door.
 - As rooms are reported clear, radio to Operations Chief to mark "C" on site map
 - Utilize other teams as needed (Patient Transport, Morgue and First Aid).
 - Do not use names of students/staff on radio/map
 - Record Triage on site map (I – Immediate; D – Delay; and DEAD – Dead)
3. Facilities/Hazardous Materials Team
 - Report gas/water leaks, fires or structural damage, to Operations Chief (gas, water and electricity shut-off needs approval of IC (Principal). Use yellow caution tape where necessary
 - Record assessment of facilities and hazardous materials on site map
 - Photograph damage if possible before repair
4. Security Team
 - Lock gates and secure major external doors

EMERGENCY OPERATIONS PLAN

Verify that campus is locked down to Operations Chief, who will report it to IC (Principal)

Report non-staff and non-students to Operations Chief, who will report it to IC (Principal)

Route all parents to "Parent Pick-up Area"

5. Patient Transport and Morgue Team

Transport patients to First Aid; do not transport to morgue unless directed by Operations Chief

Mark DEAD on tag listing date/time found, exact location found, name of DEAD, person who identified, and name of person filling out tag; attach one tag to DEAD and one tag to plastic bag if body is in bag

6. Medical-First Aid Team

Keep accurate records

Report deaths immediately to Operations Chief who will report it immediately to IC (Principal)

Establish what I-Immediate and D-Delayed treatments will be

Consult with Wing Leaders regarding health care, medications, and meals for students and staff with known medical conditions (asthma, diabetes, etc.)

Establish scope of disaster with Operations Chief and determine probability of outside emergency medical support and transport needs. Emergency card must accompany student removed from campus to receive advanced medical treatment

7. Parent Pick-up Team

Designate "Request Area/Gate" and "Release Area/Gate" for parents to pick-up; mark with signs

Verify that adult completing student release form is on student's emergency card; retain form for record

If student is in class, use communication to get student to pick-up area. If there is no communication, have runner go to class and bring student to pick-up area

Release younger students first

Escort parent to Crisis Response Team if student is missing or with Search and Rescue Team

Escort parent to medical area if student is receiving treatment

8. Teachers/Staff Wing Leaders

Liaison between teams and students/staff for communication, assistance, etc. Assist teachers with attendance; buddy system and supervisor, if needed

9. Shelter Set-up Team

Sleeping/living areas should be 40 square feet per person and good ventilation

Designate storage area for food and supplies that can be accessed by truck

Improvise toilets, if necessary using 5 gallon buckets/trash cans and trash

liners

Keep medication locked up, if possible

EMERGENCY OPERATIONS PLAN

Planning Chief

The *Plans Chief* oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

1. Attend briefings with IC (Principal)
2. Documentation Team
 - Develop, distribute, and document all actions and site maps
 - Receive and record student/staff attendance rosters
 - Collect completed student release forms from the Parent Emergency pick-up location
 - Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
3. Message Team
 - Maintain a message board
4. Communication Team
 - Record, collect, and evaluate information (keep all original notes – they are legal documents)
 - Monitor radio for local news
 - Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
5. Damage Assessment Team
 - Report damage to Plans Chief who will report to IC (Principal)
 - Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
6. Demobilization Team
 - Deploy and supervise personnel as needed to gather and assess intelligence information
7. Disaster Plan Update Team (Principal)
 - Provide ongoing analysis of situation to Plans Chief who will report it to IC
 - Report status of resources
 - Prepare estimates of incident escalation or de-escalation
 - Report missing, absent, and medical students/staff to IC (Principal)
8. Web Page Update Team
 - Using the school's or district's web page, communicate disaster updates to the community

EMERGENCY OPERATIONS PLAN

Logistics Chief

The *Logistics Chief* is responsible for providing facilities, personnel, services and resources to meet the needs of the incident. Below is a checklist of responsibilities.

1. Attend briefings with IC (Principal)
 - Supply Teams (Command, Search and Rescue, Medical, Student/Staff, Transport, Morgue, and Builders/Sanitation)
 - Maintain a visible chart of resources
 - Determine water supply needs (1/2 gallon/day/person and 5 gallons/day for other uses)
 - Determine food supply needs (2500 calories/day/person; approximately 3 ½ pounds unprepared food)
 - Obtain supplies other than food and water
 - Provide ability to transport staff/students if necessary throughout city (i.e. medical, etc.)

2. Builders/Sanitation Team
 - Set up food preparation facilities, command post shelter area, parent pick-up area, supply check-out area, medical area, assembly area, morgue, etc.
 - Obtain sanitary supplies (1 toilet/40 persons; 6 toilets/200 persons; 14 toilets/500 persons)
 - Maintain computer support

Finance Chief

The *Finance Chief* is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

1. Attend briefings with IC (Principal)

2. Claims/Procurements /Community Helpers Team
 - Track financial records, staff hours, purchasing, etc.
 - Complete state and federal claim forms for IC (Principal)
 - Make prior agreements with close stores (i.e. Vons, etc.) for supplies
 - Make prior arrangements with community helpers (i.e. retired doctors, etc.)
 - Do a cost analysis of incident/disaster

EMERGENCY OPERATIONS PLAN

NEWHALL SCHOOL DISTRICT Revised 10/10/13

INITIAL SITE STATUS REPORT

EOC Commander _____ Date _____ Time _____

School _____ Incident Commander _____

(TRANSMIT BY COLUMN LETTER OVER RADIO)

	A (# Injured)	B (# Missing)	C (# Off Site)	D (# Trapped)	E (# Deceased)
STUDENTS					
SITE STAFF					
DISTRICT STAFF (List Names Below)					
OTHERS (List Names Below)					
DO YOU SMELL LEAKING GAS	<input type="checkbox"/> YES	<input type="checkbox"/> NO			
DO YOU HAVE A FIRE	<input type="checkbox"/> YES	<input type="checkbox"/> NO			
ASSISTANCE REQUIRED	<input type="checkbox"/> YES	<input type="checkbox"/> NO			

OTHERS ON SITE (Include District Office Staff, Facilities Staff and Volunteers)

Names _____

MAJOR ISSUES _____

EMERGENCY OPERATIONS PLAN

NEWHALL SCHOOL DISTRICT

Revised 10/10/13

FOLLOW-UP REPORT

EOC Commander _____ Date _____ Time _____

School _____ Incident Commander _____

(TRANSMIT BY COLUMN LETTER OVER RADIO)

	A (# Injured)	B (# Missing)	C (# Off Site)	D (# Trapped)	E (# Deceased)	F (# Released)	G (# Being Supervised)
STUDENTS							
SITE STAFF							
DISTRICT STAFF							
OTHERS							
GAS	<input type="checkbox"/> ON	<input type="checkbox"/> SHUT OFF					
ELECTRIC	<input type="checkbox"/> ON	<input type="checkbox"/> SHUT OFF					
WATER	<input type="checkbox"/> ON	<input type="checkbox"/> SHUT OFF					
FIRE	<input type="checkbox"/> YES	<input type="checkbox"/> NO					
ITEMS NEEDED	Water	Food		Blankets	First Aid Supplies	Additional Help	Other (describe below)

OTHER ITEMS NEEDED

Reopening Protocols for K-12 Schools: Appendix T1

Recent Updates

10/16/20: Updated to modify the proportion of students who may receive specialized services on campus at any one time, While larger schools may still only have up to 10% of full student capacity on campus at one time, schools with fewer than 100 students primarily serving students with IEPs and/or English Learners may provide permitted services to up to 25% of full student capacity at a given time, as long as the school can adhere to distancing, infection control, and cohorting requirements.

A supervising adult may be assigned to 2 different stable student cohorts if the adult offers specialized services/supports that cannot be provided by any other supervising adult.

College admission tests, including PSAT, ACT, and SAT exams, may be conducted at schools as long as students are appropriately cohorted and physical distancing and infection control practices are adhered to for the duration of the test.

Schools that provide child care services for school-aged children on their campus must file a notification to LAC DPH.

A County waiver program that allows return of students in grades TK – 2 for general in-classroom instruction is open and accepting applications.

Required and recommended practices for student transportation on buses have been updated and clarified.

Alternatives to EPA approved disinfectants including bleach or alcohol-based disinfection solutions along with cautions for use have been added. Guidance and cautions around use of hand sanitizers containing ethyl alcohol versus isopropyl alcohol have been revised.

The County of Los Angeles Department of Public Health is adopting a staged approach, supported by science and public health expertise, to enable schools serving students from kindergarten through grade 12 to reopen safely. In addition to the conditions imposed on schools by the State Public Health Officer and the California Department of Education, schools must also be in compliance with these employee and student safety and infection control protocols.

Please note: This document may be updated as new information and resources become available. Go to <http://www.ph.lacounty.gov/media/Coronavirus/> for updates to this document.

This document starts with a discussion of current provisions for on-campus education in Los Angeles County, followed by information about safety strategies specific to the school environment.

The TK-12 reopening checklist starts on page 4, and provides safety measures in five areas:

- 1) Workplace policies and practices to protect employee and student health
- 2) Measures to ensure physical distancing
- 3) Measures to ensure infection control
- 4) Communication with employees, students and families of students and the public
- 5) Measures to ensure equitable access to critical services.

ORDER OF THE HEALTH OFFICER



These five key areas must be addressed as your facility develops any reopening protocols. Schools must implement all applicable measures listed below and be prepared to explain why any measure that is not implemented is not applicable to the setting.

Special guidance for the TK-12 setting.

All K-12 schools in California counties that are in Tier 1 of the State’s Blueprint for a Safer Economy, including Los Angeles County, are prohibited from reopening for in-person instruction. During this period, when schools are generally restricted to remote learning, four types of on-site programming are permitted. In compliance with this order and aside from these exceptions, K-12 schools in Los Angeles County may open only for remote learning. During this period, employees and staff, as defined below, may report to school campus for work in order to support essential operations, implement of remote learning or conduct on of the four permitted types of on-campus learning. These are:

- 1) **Day care for school-aged children and/or child care programs located in schools,**
 - o LEAs and schools that offer day care services for children at schools must be in compliance with the DPH protocol for [Programs Providing Day Care for School-Aged Children](#) or the [Guidance for ECE Providers](#). Programs that wish to provide day care for school aged children at schools should communicate with their Community Care Licensing [Regional Office](#) to inquire regarding the availability of waivers for licensed child care facilities and license-exempt providers due to COVID-19. For additional information see [PIN 20-22-CCP](#)
 - o Schools that provide child care programs for school-aged children on their campus must file the notification for [Child Care Services for School-aged Children on K-12 School sites](#) with LAC DPH. (we will need to attach a form for this)

- 2) **Specialized services for defined subgroups of children who need in person services and supports**
 - o LEAs and schools are not required to provide specialized, in-person services, but those that do so may serve students with IEPs, students who are English Language learners, and students with needs that cannot be met through a virtual instruction platform. These students may be served as needed, provided that the overall number of students present on-site does not exceed 10% of total student body at any one time. An exception to this rule is schools with less than 100 students, primarily serving students with IEPs and/or English Learners, which may have up to 25% of their students on campus at any given time, as long as the school can adhere to distancing, infection control, and cohorting requirements.
 - o Specialized services may include but are not limited to occupational therapy services, speech and language services, other medical services, behavioral services, educational support services as part of a targeted intervention strategy, or assessments, such as those related to English Learner status, Individualized Education Plans and other required assessments.
 - o No child may be part of more than one cohort. Students who are part of a cohort may leave the cohort for receipt of additional services. Any additional services, however, must be provided one-

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on-one by the appropriate specialist in a secure space that is apart from all other people.

- Schools must agree to cooperate with DPH with regard to screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with this initial period of expansion.
 - To the extent consistent with specialized needs of students in a given cohort, use of outdoor space for at least 50% of the school day is strongly encouraged
 - LEAs and schools that choose to implement these on-site services for students with specialized needs while schools are otherwise closed to in-person instruction, must inform the Los Angeles County Department of Public Health of their plans prior to start of services. A reporting form can be found at [Small Group Instruction Notification Form](#).
 - Further information from the State concerning specialized services may be found at [Specialized Support and Services](#).
- 3) On-site instruction of children in grades TK-2 by schools that have received a Department of Public Health waiver for in-person education.**
- No school may bring students in grades TK-2 onto campus for general in classroom instruction prior to a waiver being approved.
 - Full instructions and the waiver application form are available [here](#).
- 4) Students may come on campus for supervised administration of college admission tests, including PSAT, ACT, and SAT exams.**
- College admission tests, including PSAT, ACT, and SAT exams, may be conducted at schools as long as students are appropriately cohorted for the entire duration of the assessment (no more than 12 students in each classroom with a distance of at least 6 feet between students and between students and teachers
 - All students and staff are wearing face coverings for the entire time on campus, infection control directives are in place,
 - There is no gathering at arrival and dismissal times or during test breaks.

All measures to ensure the safety of employees and students in this protocol for Reopening of TK-12 Schools and in the associated protocol for K-12 Exposure Management must be implemented and are applicable to all on-site personnel, including those providing specialized services. The following paragraphs highlight safety strategies specific to the school environment.

COHORTING

For all four types of on-site programming students must be organized and proceed through the day within cohorts, defined as a stable group of no more than 12 children or youth and no more than two supervising adults in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.

- Note that if a cohort has fewer than 12 children or if a child stops attending a previously full cohort other children who are not already assigned to a cohort can be added to the group to reach the maximum of 12, provided all the children, once assigned remain with the same cohort at all times.
- If some children are assigned to a stable cohort but only attend part-time, they must be counted as full members against the maximum of 12. Part-time members cannot “share” their slot with other part-time students. Other children cannot be added in order to reach the maximum of 12 participants at all times.
- Aides assigned to individual children do not have to be counted as supervising adults. They must, however, be counted against the maximum of 14 individuals who can be included in a cohort.

Important additional details for implementation of cohorts are available from the CA Department of Public Health at [Guidance for Small Cohorts](#).

LIMITED ON-CAMPUS DENSITY

While Local Education Agencies (LEAs) or schools may configure as many cohorts as are appropriate to meet student needs for specialized services, the total on-campus population may not exceed 10% of the total student body at any one time for this particular purpose. The 10% limit does not apply to school age children on campus receiving day care while engaged in distance learning activities, nor does it apply to students in grades TK -2 returning after granting of a school waiver. Small schools, those with fewer than 100 students under normal conditions, can serve 25% of their students capacity at a given time, as long as the school can adhere to distancing, infection control, and cohorting requirements.

SUPERVISING ADULTS

A supervising adult is an adult assigned to one cohort of children or youth, who does not physically interact with any other cohorts. Supervising adults may be child care staff, certificated or classified school staff, volunteers, participating parents or caregivers, or other designated supervising adult(s). An aide who is present to provide support to an individual child should be counted as a member of the cohort but not as a supervising adult. A supervising adult may be assigned to 2 different stable cohorts if they offer specialized services/support that cannot be provided by any other supervising adult.

SUPERVISED ENVIRONMENTS

A supervised care environment is an environment where multiple children or youth, from multiple families or households, are supervised simultaneously by an adult. This includes, but is not limited to, licensed child care facilities, licensed exempt child care programs, supervised programs on a school site while a school is not in session or is providing curriculum in a distance-learning format, or where some educational services are being offered to a subgroup of students defined by a local educational agency on a school.

TK to Grade 12 Reopening Checklist

Institution name:	<u>Valencia Valley Elementary School</u>
Address:	<u>23601 Carrizo Drive</u>
Maximum Occupancy, per Fire Code:	<u>3,095</u>
Approximate total square footage of space open to faculty and/or students:	<u>52,411</u>

Estimated total number of administrators, teachers, and other employees that will be returning to support resumption of all permitted in person services for students:

76

Estimated total number of students that will return per grade (if none, enter 0):

TK:	<u>21</u>	K:	<u>66</u>	1:	<u>69</u>	2:	<u>76</u>	3:	<u>72</u>	4:	<u>64</u>	5:	<u>65</u>
6:	<u>66</u>	7:	<u>0</u>	8:	<u>0</u>	9:	<u>0</u>	10:	<u>0</u>	11:	<u>0</u>	12:	<u>0</u>

NOTE: The terms “employees” and “staff” are used in these protocols to refer to individuals who work in a school facility in any capacity associated with teaching, coaching, student support, provision of therapies or personal assistance to individual students, facility cleaning or maintenance, administration, or any other activity required for the school to function. “Employees” or “staff” may include individuals who are: paid directly by the relevant school system, paid by entities acting as contractors to the school, paid by outside entities acting in collaboration with the school to serve students, paid by third parties to provide individual student services, or unpaid volunteers acting under school direction to carry out essential functions. The term “parents” is used in these protocols to refer to any persons serving as caregivers or guardians to students.

A. WORKPLACE POLICIES AND PRACTICES TO PROTECT STAFF (“EMPLOYEES”) AND STUDENTS (CHECK ALL THAT APPLY)

The school has a COVID-19 Containment, Response and Control Plan that describes the school’s comprehensive approach to preventing and containing the spread of COVID-19 on campus. The Plan includes, but is not limited to the following elements:

- A designated COVID-19 Compliance Team that is responsible for establishing and enforcing all COVID-19 safety protocols and ensuring that staff and students receive education about COVID-19. One member of this team is designated as a liaison to DPH in the event of an outbreak on campus.
- A plan or protocol, for steps that will be taken immediately upon notification of school officials that any member of the school community (faculty, staff, student or visitor) tests positive for, or has symptoms consistent with COVID-19. The plan addresses:
 - Immediate separation of the case from the school community to self-isolation at home if notification occurs while the case is on-site. The plan must allow for temporary, on-site isolation of the case if arrangements are needed for the person’s return to their home.
 - Factsheets or other informational materials that are to be given to the case (or appropriate family member/s if the case is a child) covering regulations governing self-isolation and links to sites with further information.
- A plan or protocol to initiate a School Exposure Management Plan consistent with DPH guidance (posted at K-12 Exposure Management Plan) that outlines procedures for:
 - Isolation of case(s);
 - Identification of persons exposed to cases at school;
 - Immediate quarantine of exposed employees and/or students; and

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- Assurance of access to testing for all exposed individuals within the school as the basis for further control measures.
- A plan to report a cluster of cases (3 or more cases within 14 days) to the Department of Public Health via email at ACDC-Education@ph.lacounty.gov or by calling (888) 397-3993 or (213) 240-7821.
- Contingency plans for full or partial closure of in-person school operations if that should become necessary based on an outbreak in the school or community.
- A plan or protocol for incorporating surveillance testing into regular school operations of all school personnel.
 - The plan must describe the strategy for ensuring access to periodic testing for all school personnel to be implemented when instructed by the Department of Public Health based on local disease trends and/or after resolution of an outbreak at the school.
 - The plan must provide that all surveillance testing results will be reported to the Department of Public Health
- Vulnerable employees (those above age 65, and those with chronic health conditions that would place them at high risk if infected) are assigned work that can be done from home whenever possible. Employees in this category should discuss any concerns with their healthcare provider or occupational health services to make appropriate decisions on returning to the workplace.
- Work processes are reconfigured to the extent consistent with academic requirements and student needs to increase opportunities for employees to work from home.
- In compliance with wage and hour regulations and school mandates, alternate, staggered or shift schedules have been instituted to maximize physical distancing where possible.
- All employees have been told not to come to work if sick or if they have been exposed to a person who has COVID-19. School officials have provided information to employees regarding [employer or government sponsored leave benefits](#), including their right to paid sick leave as guaranteed by the [Families First Coronavirus Response Act](#).
- Use of school facilities for non-school purposes (community meeting or events, on-site clinic visits by people who are neither students nor staff, etc.) is not permitted.
- [Employee screenings](#) are conducted before employees may enter the workspace. Checks must include a check-in concerning cough, shortness of breath, difficulty breathing and fever or chills and if the employee has had contact with a person known to be infected COVID-19 in the last 14 days.
- These checks can be done remotely or in person upon the employees' arrival. A temperature check should also be done at the worksite if feasible.
- Anyone entering school property (school buses as well as school buildings and grounds) who has contact with others (students, parents or other employees) is required to wear a cloth face covering.
 - Employees who have contact with others are offered, at no cost, an appropriate face covering that covers the nose and mouth. The covering is to be worn by the employee at all times during the workday when in contact or likely to come into contact with others. Employees who have been instructed by their medical provider that they should not wear a face covering should wear a face shield with a drape on the bottom edge, to be in compliance with State directives, as long as their condition permits it. A drape that is form fitting under the chin is preferred. Masks with one-way valves should not be used. Employees need not wear a face covering when the employee is alone in a private office or

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a cubicle with a solid partition that exceeds the height of the employee when standing.

- A medical grade mask is provided to any employee who cares for sick children or who has close contact with any child with a medical condition that precludes the child's use of a cloth face covering.
- Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who cannot use or tolerate cloth face coverings.
- Employees are instructed to wash or replace their face coverings daily. Parents are instructed to ensure that children have clean face coverings.
- All individual employee workstations or areas used by employees working as part of a team allow for separation of at least 6 feet. Classroom furniture is arranged to permit a distance of at least 6 feet between the teacher's desk and the nearest student(s).
- In compliance with wage and hour regulations, breaks are staggered to ensure that physical distancing can be maintained in break rooms.
- All employees, on-site contractors, vendors and delivery personnel have been provided instructions regarding maintaining physical distancing and the required use face coverings when around others.
- Break rooms, restrooms, classrooms, and other common areas used or visited by staff are disinfected frequently, on the following schedule:
 - Break rooms 6:30, 10:30, 3:30
 - Restrooms hourly
 - Classrooms Midday (10:30-12:30), Evening (3:30-11:30)
 - Laboratories N/A
 - Nurse's office 6:30, 10:30, 2:00, as needed
 - Counseling and other student support areas 10:30, 3:30
 - Front office 6:30, 11:00
 - Other offices _____
 - Other (auditorium, gymnasium, library if in use) _____
 - _____
- High touch areas in staff breakrooms are frequently disinfected, and commonly shared items, such as coffee pots, pots, and dishes, are replaced with single use items or thoroughly cleaned after each use by a different person.
- Disinfectant and related supplies are available to employees at the following location(s):
Spray bottle in classroom, supplies available in office and at request from custodian
- Hand sanitizer effective against COVID-19 is available to all employees in or near the following locations (check all that apply)
 - Building entrance/s,exit/s
 - Central office
 - Stairway entrances
 - Elevator entry (if applicable)

- Classrooms
 - Faculty breakroom
 - Faculty offices: Staff Lounge
- Soap and water are available to all employees at the following location(s):
All classrooms, restrooms, and staff lounge
- Employees are offered frequent opportunities to wash their hands.
- Each employee is assigned their own tools, supplies, equipment and defined workspace to the extent feasible. Sharing of workspaces and held items is minimized or eliminated.
- Copies of this Protocol have been distributed to all employees.
- Optional—Describe other measures:
-

B. MEASURES TO ENSURE PHYSICAL DISTANCING BY STAFF, STUDENTS AND VISITORS (CHECK ALL THAT APPLY)

- Maximum number of employees permitted in facility to maximize physical distancing of at least 6 feet or with appropriate physical barriers where 6 feet of distancing is not possible, is: 76.
- Maximum number of students permitted in facility to ensure that no more than 10% of the total student body at any one time and to maximize physical distancing of at least 6 feet or with appropriate physical barriers where 6 feet of distancing is not possible, is: 64.
- Measures are in place to ensure physical distancing of students on school busses. These measures must include (check all that apply):
- A maximum of one child per bus seat.
 - Face coverings required at all times.
 - Use of alternating rows (strongly recommended but not required).
 - Open windows (if air quality and rider safety concerns allow, especially if alternating rows is not implemented).
- Additional measures in use to ensure physical distancing (Check all that apply):
- Staggered school start times to permit more than one trip per bus at school start and close.
 - Implementation of measures that make it easier for parents to drive students to school, such as availability of early opening with staff presence, expanded short-term parking at schools, and presence of staff at drop-off areas to assure safe movement of students from drop-off to school entry.
 - Implementation of measures that facilitate safe and age-appropriate student travel to school including Safe Routes to School walking groups, use of school crossing guards, bicycle safety and bike route programming.
 - Parents have been engaged in working with school personnel to assure that alternative transportation options are appropriately supervised and have incorporated strategies for physical distancing and use of cloth face coverings.
 - Building infrastructure is adapted to maximize support for bicycle commuting and capacity for bike storage is increased if possible.
 - Other:

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- Measures are in place to ensure physical distancing as students, parents or visitors enter and move through the school building. These must include (check all that apply):
 - Schedules are adjusted to ensure that only one cohort is moving through common spaces (such as hallways and bathrooms) at a given time.
 - School employees are deployed in hallways to assure physical distancing as students enter, go through symptom checks and proceed to classrooms.
 - Elevator capacity, if applicable, is limited to the number of people that can be accommodated while maintaining a 6 foot distance between riders; during peak building entry and exit times, this number can be adjusted to a maximum number of 4 riders at a time for any elevator that does not allow for 6- foot physical distance between riders. All riders are required to wear cloth face coverings.
 - The following Measures are in place to avoid crowding on stairways:
 - Designation of up and down stairways N/A
 - Staggering of breaks between classes N/A
 - Monitoring of stairways by school staff N/A
 - Other:

- Measures are in place to ensure physical distancing within classrooms. These include the following requirements (check all that apply):

- A cohorting approach has been adopted school-wide, maintaining a stable group of no more than 12 children or youth and no more than two supervising adults in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting, throughout the school day. (A supervising adult may be assigned to 2 different stable cohorts if they offer specialized services/support that cannot be provided by any other supervising adult)

- In-person class size has been limited to 12 students in elementary grades.
- In-person class size has been limited to N/A students in middle and high school grades.
- The school day has been divided into shifts to permit fewer students per class.
- Attendance is staggered to reduce the overall number of students in classrooms on a given day.
- Some classes have been moved entirely online.
- Online class attendance and participation is offered as an option for all students for all classes.
- Alternative spaces are used to reduce the number of students within classrooms. These may include:

- School library N/A
- Auditorium N/A
- Cafeteria N/A
- Gymnasium N/A
- Other:

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- Classroom furniture is set up to ensure 6 feet between students at their desks/tables and between students and teachers (placement of desks/tables, use of floor markings to indicate required distance, etc.) to the extent feasible. Where 6 feet of distance is not possible, physical barriers are used to minimize close contacts.
 - Furniture designed for in-class group activities that bring students closer than 6 feet has been reconfigured or removed from the classroom.
 - Nap or rest areas in classrooms have students placed 6 feet apart and alternating feet to head.
 - Teaching methods have been modified to avoid close contact between students for any classes that may usually involve group activities.
 - Other:
-
- Any gym class activities are offered outdoors and are selected to permit physical distancing; contact sports are not permitted.
 - School policies enforce physical distancing (students maintain distance of 6 feet) in locker rooms. Policies must include:
 - Offering access to locker rooms only when staff supervision is possible Staggering locker room access
 - Creating alternative options for storage of student clothing, books and other items.
 - Measures are in place to maintain physical distancing during school meals. These must include (check all that apply):
 - Meals are eaten in classrooms or outdoors, without any mingling of cohorts from different classrooms.
 - If students line up to pick up food, tape or other markings are used to assure a 6-foot distance between any two students.
 - Staff are deployed during meals to maintain physical distancing and prevent any mixing of students from different cohorts.
 - If meals take place in a cafeteria, mealtimes are staggered to only allow one cohort at a time in the cafeteria.
 - If meals take place in a cafeteria, space between all tables/chairs has been increased to support 6 feet of physical distancing. Barriers between tables and/or chairs may be used as an alternative when 6 feet of distancing is not possible.
 - Food preparation and service operations have been redesigned, where possible, to achieve physical distancing between employees. For example, kitchen and other back of house floors are marked to reinforce physical distancing requirements.
 - Measures are in place to permit physical distancing in school areas used for student support services.
 - Student support staff, including school employees (nurses, guidance counselors, therapists, etc.) and employees of adjunct support programs (clinicians, health educators, etc.) have been instructed to maintain a physical distance of at least 6 feet to the extent feasible while engaging in student support activities.

- Furniture and equipment in school areas used for student support services are arranged to promote a 6-foot distance between any two students and/or between students and staff.
- Where feasible and appropriate, therapeutic and support activities are conducted virtually.
- Sharing of equipment and supplies is avoided where possible. Should equipment need to be shared, it must be sanitized before and after each use by a different student and/or employee
- Staff offering student support services are provided with appropriate Personal Protective Equipment (PPE) per Cal OSHA requirements.
- Measures are in place to permit physical distancing in administrative areas of the school.
 - Signage alerts visitors to the need to maintain a 6-foot distance from school office personnel.
 - Tape or other markings are used to define a 6-foot radius around reception desks or counters.
 - Workstations of administrative personnel have been arranged to permit 6 feet between individuals sharing a space or between office personnel and students or other staff required to visit the space.

C. MEASURES THAT ENSURE INFECTION CONTROL (CHECK ALL THAT APPLY TO THE FACILITY)

- Screening is conducted before students, visitors and staff may enter the school. Screening must include a check-in concerning cough, shortness of breath or experience of fever and any other symptoms the visitor may be experiencing. These checks can be done remotely (using a digital app or other verifiable approach) or in person upon arrival. A temperature check with a no-touch thermometer is included in the symptom check at entry if feasible.
 - Adult visitors and staff who screen positive at entry or who report symptoms at any point during the school day are instructed to return home and self-isolate as required by Health Officer Order of July 1, 2020 (see [July 1 Isolation HOO.pdf](#)).
 - Students who screen positive at entry or who report symptoms at any point during the school day are given a surgical mask and accompanied to a pre-selected isolation space where they can remain while arrangements are made for their return home.
 - The COVID-19 Compliance Team (see Section A) is informed of any positive screening result in the school and initiates the School Exposure Management Plan consistent with DPH directives
 - Adult visitors and staff who have had close contact with an individual who has screened positive are instructed to return home to self-quarantine as required by Health Officer Order of July 1, 2020, until such time as it has been determined that the individual screening positive for COVID-19 symptoms is negative for COVID-19. (see [July 1 Quarantine HOO.pdf](#)).
 - Students who have had close contact with an individual who has screened positive for COVID-19 symptoms are accompanied to preselected quarantine space where they can remain until arrangements are made for their return home. This space is apart from the one set aside for symptomatic students. It may be a separate room or an area within the same room that is set apart by a barrier. Once they return home, they are instructed to self-quarantine as required by Health Officer Order of July 1, 2020, until such time as it has been

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determined that the individual screening positive for COVID-19 symptoms is negative for COVID-19. (see [July 1 Quarantine HOO.pdf](#)).

- Screening of adults and of middle and high school age students includes a question about close contact with anyone at home, school or elsewhere that the individual has been told has tested positive for COVID- 19.
 - Any adult who is screened for exposure and reports close contact with an infected person is instructed to leave the school, return home to initiate self-quarantine, and get testing for COVID- 19.
 - Any middle or high school student who is screened for exposure and reports close contact with an infected person is provided with a surgical mask and accompanied to a predetermined space in the school while arrangements are made for them to be picked up by parents in order to initiate quarantine at home. Parents are advised to seek testing for the child.
- Measures are in place to limit risk of infection due to visits by individuals other than staff and students. These must include (check all that apply):
 - Visits to the school by individuals other than staff and students are avoided whenever feasible. Parents of enrolled students are encouraged to conduct business with school personnel remotely when possible.
 - Visitors to the school other than parents of enrolled students are limited to those who are essential for the school's operation. Visitors are by appointment only and are pre-registered in a visitor log that includes a visitor's name, phone number and email address. Visitors are instructed to come to their appointments alone. If a visitor must be accompanied by another person (e.g., for translation assistance, or because the visitor is a minor, or has minor students) their information is captured in the visitor log.
 - Visitors arriving at the school with non-enrolled children (e.g. younger siblings of students) must ensure that these children stay next to an adult, avoid touching any other person or any item that does not belong to them, and are masked if 2 or older and not at risk due to a respiratory condition.
 - Movement of visitors within the school is limited to designated areas such as the reception or lobby area, offices, conference or meeting rooms, and public rest rooms to the extent feasible. Visitors are not permitted to interact with any cohorts.
 - Visitors arriving at the school are reminded to wear a face covering at all times while in the school. This applies to all adults and to children 2 years of age and older. Only individuals who have been instructed not to wear a face covering by their medical provider are exempt from wearing one. To support the safety of your employees and other visitors, a face covering should be made available to visitors who arrive without them.
- Measures are in place to promote optimal ventilation in the school. These may include (check all that apply):
 - At least 50% of classroom learning, meals, and activities have been moved to outdoor space whenever feasible and weather permitting.
 - The school HVAC system is in good, working order.

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- HVAC systems are set to maximize indoor/outdoor air exchange unless outdoor conditions (recent fire, very high outside temperature, high pollen count, etc.) make this inappropriate.
- Portable, high-efficiency air cleaners have been installed if feasible.
- Doors and windows are kept open during the school day if feasible and if outdoor conditions make this appropriate.
- Air filters have been upgraded to the highest efficiency possible.
- Other:

Measures are in place to ensure appropriate cleaning and disinfecting of space, surfaces and objects throughout the school. These may include (check all that apply).

- A cleaning and disinfecting schedule have been established in order to avoid both under- and over- use of cleaning products.
- Buses are thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers are equipped with disinfectant wipes and disposable gloves to support disinfection of surfaces as needed during a run. Frequently touched surfaces are disinfected after every completed bus route.
- Common areas and frequently touched objects in those areas (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, elevator switches and buttons, touch screens, printers/copiers, grab bars, and handrails) are disinfected at least daily and more frequently as resources allow using appropriate products (see below).
- Use of shared objects is eliminated wherever possible, for example, water fountains are shut down and individual water bottles are provided as an alternative, high touch playground equipment may be taken out of use and replaced with no-touch playground games, etc.
- Where individualized alternatives are not feasible, for example, in laboratories and art rooms where some equipment may have to be used by multiple students, objects and surfaces are cleaned and disinfected between users.
- Cleaning products that are effective against COVID-19 (these are listed on the Environmental Protection Agency (EPA)-approved list “N”) are used according to product instructions. When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together – this causes toxic fumes that may be very dangerous to breathe.
- Custodial and other staff responsible for cleaning and disinfecting school surfaces and objects are trained on manufacturer’s directions, Cal OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
- Custodial staff and other staff responsible for cleaning and disinfecting are equipped

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with appropriate personal protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product

- All cleaning products are kept out of children’s reach and stored in a space with restricted access.
- Ventilation is maximized during cleaning and disinfecting to the extent feasible. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
- Enhanced cleaning of school premises is done when students are not at school with adequate time to let spaces air out before the start of the school day.
- Steps are taken to ensure that all water systems and sinks are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.
- Restrooms, lobbies, break rooms, and lounges and other common areas are being disinfected frequently, on the following schedule:
 - Restrooms: 6:30, 10:30, 3:30
 - Lobbies/entry areas: 6:30, 11:00
 - Teacher/staff break rooms: 11:30,
 - Class rooms Midday (10:30-12:30) Evening (3:30-11:00)
 - Cafeteria dining area: 1:00
 - Cafeteria food preparation area: 1:00
 - Front office: 6:30, 11:00
 - Other offices: _____
 - Other areas: _____

- Measures are in place to ensure use of appropriate face coverings by all staff, students and visitors at all times. These must include (check all that apply):
 - Staff, parents and students are informed of the requirement for cloth face coverings prior to the start of school and on a regular basis throughout the school year.
 - All students over age 2 are required to wear cloth face coverings at all times while on school property except while eating, drinking or carrying out other activities that make that preclude use of face coverings.
 - Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who cannot use or tolerate cloth face coverings.
 - Information is provided to staff, parents and students concerning proper use of cloth face covering including the need to wash cloth face coverings after each day’s use.
 - Signage at the entry to the school, at the entry to the school office and throughout the school building reinforces this requirement and the depicts proper use of cloth face coverings.

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- As feasible, two cloth face coverings are provided to each student at the start of the school year. If that is not feasible, parents and students are given information concerning methods for making their own cloth face coverings.
- Parents of younger children are encouraged to provide a second face-covering for school each day in case the one a child is wearing gets soiled; this would allow for a change of the face covering during the day.
- Staff who are deployed at school entry or in hallways or other common areas to reinforce physical distancing also remind students of rules concerning use of cloth face coverings.
- Employees engaged in activities (such as provision of physical therapy or personal assistance to individual students) which may not permit physical distancing are equipped with appropriate personal protective equipment (gloves, masks, gowns, etc.), as appropriate.
- Staff taking care of a sick student are provided with a medical grade mask to wear themselves, and a medical grade mask for the student to wear (if it can be tolerated) until the student leaves the building.

NOTE: Staff and students who are alone in closed offices, walled cubicles or other private, enclosed spaces are not required to wear cloth face coverings. Students may also remove cloth face coverings when eating or napping or when wearing a cloth face covering is otherwise impracticable (e.g., while showering, etc.). The school may consider whether it is appropriate for a teacher in the early grades to use a plastic face shield with a tucked-in drape below the chin as a substitute for a cloth face covering to enable the youngest students to see their teacher's face and avoid potential barriers to phonological instruction.

Measures are in place to ensure frequent hand washing by staff, students and visitors. These must include (check all that apply):

- Students and staff are given frequent opportunities to wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly. Each cohort is required to use a designated bathroom; should more than one cohort be assigned to use the same bathroom, a color coded system is used to minimize students from different cohorts using the bathroom at the same time.
- Younger students are regularly scheduled for frequent mandatory handwashing breaks, including before and after eating, after toileting, after outdoor play, and before and after any group activity.
- Staff are instructed to model frequent handwashing, especially in lower grades where bathroom time is an opportunity to reinforce healthy habits and monitor proper handwashing.
- Portable handwashing stations have been placed near classrooms to minimize movement and congregations in bathrooms to the extent practicable.

Ethyl alcohol-based (contains at least 60% ethanol) hand sanitizer is made available to students and staff at strategic locations throughout the school where there is no sink or portable handwashing station (in or near classrooms, rooms in which support services are provided, music and art rooms). Ethyl alcohol-based hand sanitizer is preferred and should be used in school environments. Hand sanitizers with isopropyl alcohol as the main active ingredient are not used in the school, as it is more irritating and can be absorbed through the skin.

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- Swallowing alcohol-based hand sanitizers can cause alcohol poisoning. Hand sanitizer is not out in the open and should be used with adult supervision for children under age 9. Faculty and staff have been made aware of the risk of ingestion and that they should call Poison Control at 1-800-222-1222 if there is reason to believe that a student has consumed hand sanitizer..
- Hand sanitizer based on isopropyl alcohol is not used in the school given its potential toxicity and hand sanitizer is not out in the open in classrooms of children under age 9. Faculty and staff have been made aware of the risk of ingestion and that they should call Poison Control at 1-800-222-1222 if there is reason to believe that a student has consumed hand sanitizer.
- Hand sanitizer, soap and water, tissues and trash cans are available at or near the entrance of the facility, at reception, and anywhere else inside the workplace or immediately outside where people have direct interactions.
- Measures are in place to ensure infection control in the school cafeteria or other site at which food is served or picked up.
 - Buffet and family style meals have been eliminated.
 - Food options include prepackaged meals, hot meals served by cafeteria staff and/or food brought by students from home.
 - Physical barriers are in place where needed to limit contact between cafeteria staff and students.
 - Optional-Describe other measures:

Lunch will not be served on campus except in Special Education class. For SpEd, teachers will retrieve meals and students will eat in the classroom.

D. MEASURES THAT COMMUNICATE TO THE CAMPUS COMMUNITY AND THE PUBLIC

- Information was sent to parents and students prior to the start of school concerning school policies related to (check all that apply):
 - Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed to COVID-19 yes
 - Options for COVID-19 testing if the student or a family member has symptoms or has been exposed to COVID-19 TBD
 - Who to contact at the school if student has symptoms or may have been exposed Amy Gaudette
 - How to conduct a symptom check before student leaves home yes
 - Required use of face coverings yes
 - Importance of student compliance with physical distancing and infection control policies yes
 - Changes in academic and extracurricular programming in order to avert risk yes
 - Changes in school meals in order to avert risk yes
 - School policies concerning parent visits to school and advisability of contact the school remotely yes
 - Importance or providing the school with up-to-date emergency contact information including multiple parent contact options yes

- Other:

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- A copy of this protocol is posted at all public entrances to the school.
 - Signage has been posted throughout the school reminding staff and students of policies concerning physical distancing, use of face coverings, and importance of hand washing.
 - Signage is posted at each public entrance of the school informing visitors that they should not enter the facility if they have symptoms of COVID-19.
 - The school has developed and circulated a communication plan in case full or partial closure is required due to a possible cluster of COVID-19 cases.
 - Online outlets of the school (website, social media, etc.) provide clear, up-to-date information about building hours, visitation policies, changes in academic and extracurricular programming, and requirements concerning use of face coverings, physical distancing and hand washing.
 - Online outlets instruct students, parents and teachers on how to contact the school in case of infection or exposure.

E. MEASURES THAT ENSURE EQUITABLE ACCESS TO CRITICAL SERVICES

- A plan for updating Individualized Education Plans (IEPs) and 504 Plans of students with special needs has been developed to ensure that education can continue without undue risk to the student.
 - This plan includes a method for proactive school contact with parents at the beginning of the school year to assure that issues related to the child's education and safety are being addressed.
 - Modifications to individual IEPs and 504 plans may involve remote learning, modifications to the classroom to accommodate student needs, school attendance in a separate area with few students, or a hybrid approach combining in-class and remote learning.
 - Steps taken to modify IEPs and 504 plans to assure student safety comply with relevant provisions of state and federal law.
- Administrative services or operations that can be offered remotely (e.g., class registration, form submission, etc.) have been moved on-line.

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**Any additional measures not included above should be listed on separate pages,
which the business should attach to this document.**

**You may contact the following person with any
questions or comments about this protocol:**

**Business Contact
Name:**

Amy Gaudette, Principal

Phone number:

661-291-4060

Date Last Revised:

10/12/2020
