

CAMPUS CLOSURE / REDUCED OR MODIFIED OPERATIONS

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PURPOSE

St. Helena Unified School District (SHUSD) will operate in accordance with the approved academic calendar, maintaining full operations and providing a safe environment for students, staff, and visitors, unless school closures, reduction in operation, or modification in operations is required to address a threat, an emergency, or a hazard. This plan outlines strategies, objectives, and tasks related to:

School Closure Schools will be closed, and no activities will take place. No classes will be held on school campuses, all school and District events will be canceled, and all events by outside users will also be canceled.

Only **critical** staff will be allowed on campus.

Reduced Operations Schools will be open for a specific time as determined by the Superintendent's office. Some limited District events, as approved by the Superintendent, may take place on specific sites. Events by outside users may take place with the approval of SHUSD's Superintendent's Office.

If students are not in attendance, the Superintendent's office will determine the **essential** staff needed to support specific/all schools if operations are reduced. **All** staff will be needed to support the reduced operation of schools if students are in attendance.

Modified Operations School campuses are open; however, due to partial or limited utilities to a specific school building or portion of a school's campus, classes or activities may be relocated to another area of the campus at the discretion of the School's Principal and or Superintendent's office.

All staff would be required for modified operations, although some may need to work from an alternate location/school/classroom.

PUBLIC SAFETY POWER SHUT-OFF

Public Safety Power Shut-Offs (PSPS) are planned service disruptions. The District should receive forty-eight hours warning of an impending power shut-off. It is equally possible SHUSD schools may continue to have power, while all or portions of the City of St. Helena may not have power. Once the District is notified of a possible PSPS affecting our schools, the SHUSD School Board, Superintendent, District officials, and school site administration will convene to determine if school closure, reduced operations, or modified operations are warranted. SHUSD utilizes the *Coalition for Safe Schools & Communities'* School closure checklist to determine and implement an appropriate response to the planned PSPS. The following timeline will be utilized:

24 hours Prior to PSPS Event

- SHUSD School Board, Superintendent, District officials, and school site administration will convene to develop a response plan
- SHUSD will initiate a mass communication to staff, parents, and community
- Superintendent or designee will establish a meeting/conference schedule with county and local officials for updates, alerts, and instructions
- If needed, Superintendent will communicate with county EOC or JIC
- Continue to develop specific action plans and communication based off updates

12 hours Prior to PSPS Event

- SHUSD mass communication of school closure, reduced operation, or modified operation
- Final assessment of school facilities and technology by SHUSD admin, technology, and facilities
- Assess and fill unmet needs
- If needed or required, establish EOC activation

Power Out

- Manage incident and maintain communications with county and local officials
- Manage and maintain campus facilities

Power Restoration

- Provide at least 12 hours for reopening school campuses if they suffered a total loss of power

AIR QUALITY ISSUE

There are occasions when the air quality may deteriorate to levels that may impact SHUSD school operations. When the air quality index (AQI) is 151 (Unhealthy) or above resulting from the presence of particulate matter of 2.5 microns or smaller, and not solely the presence of ozone, for at least 12 consecutive hours and with a forecasted trend line showing continued low air quality. The Superintendent/Designated Administrator will convene and implement an appropriate response to the event.

SHUSD recognizes that conditions throughout its service area vary widely. Students and staff may be affected by air quality at different levels and are encouraged to make their own decisions about appropriate activities.

AIR QUALITY INDEX TABLE

Condition	Value	Advisory	Action
Good	0 - 50	Air quality is considered satisfactory, and air pollution poses little or no risk.	No Limit on outdoor activity
Moderate	51 - 100	Air quality is acceptable; however, for some pollutants, there may be a moderate health concern for a very small number of people. For example, people who are unusually sensitive to ozone may experience respiratory symptoms.	Unusually sensitive individuals should consider limiting prolonged outdoor exertion
Unhealthy – Sensitive Groups	101 - 150	Although the general public is not likely to be affected at this AQI range, people with lung disease, older adults, and children are at a greater risk from exposure to ozone, whereas persons with heart and lung disease, older adults, and children are at greater risk from the presence of particles in the air.	Children, active adults, and people with respiratory disease should avoid prolonged outdoor exertion

Unhealthy	151 - 200	Everyone may begin to experience some adverse health effects, and members of the sensitive groups may experience more serious effects.	Children, active adults, and people with respiratory disease should avoid prolonged outdoor exertion; everyone should limit prolonged outdoor exertion
Very Unhealthy	201 - 300	This would trigger a health alert, signifying that everyone may experience more serious health effects.	Children, active adults, and people with respiratory disease should avoid outdoor exertion; everyone else should limit outdoor exertion
Hazardous	301 - 500	This would trigger a health warning of emergency conditions. The entire population is more likely to be affected.	Everyone should avoid all physical activities outdoors.

AIR QUALITY INDEX – DISTRICT ACTION TABLE

Recommend actions will be taken when AQI is 151 (Unhealthy) resulting from the presence of particulate matter, and not solely the presence of ozone, for at least 12 consecutive hours and with a forecasted trend line showing continued low air quality.

Condition	Action
Unhealthy	All outdoor classes should be moved inside, outdoor activities should be moved indoors or limited in duration, and outdoor athletic events should be rescheduled.
Very Unhealthy	Reduced District operations, limit non-essential outdoor activity, offered protective breathing masks – wearing optional. Consider campus closure
Hazardous	Consider campus closure or reduced operations, stop all non-essential outdoor activity, offered protective breathing masks – wearing optional.

WILDFIRE SMOKE REGULATION

Employers must protect workers from exposure to wildfire smoke under these conditions:

- An Air Quality Index (AQI) greater than 151 (Unhealthy) resulting from the presence of particulate matter in the air; and
- The employer should "reasonably anticipate" that employees may be exposed to

wildfire smoke.

Exemptions:

- Employees in workplaces in enclosed buildings or vehicles with filtered air supplies are exempted.
- Employees who are exposed to a total of one hour or less during a shift are exempted.

School Closure Decision Checklist

Use this document to help determine whether your school and district meet the requirements to stay open during an emergency, weather event, or other unusual circumstance.

Name of School (A):

Name of School (B):

School A	School B	District Office	Other Facilities
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Safety & Operations

Do students and staff have safe access to the school site?				
Will students have access to district/public transportation?				
Will the school be able to provide adequate supervision?				
Will the site's fire and life safety alarms work throughout the duration of the event? If not, is the school prepared to implement a fire watch protocol?				
Is the school prepared to implement an effective evacuation, which includes transportation, in the event of a wildfire or other emergency?				
Is backup power available or is there enough natural light in classrooms, restrooms, offices, and other shared spaces to ensure safety and support learning?				
If the district office is without power, is there a place for district staff to work at another site?				
Does the district have backup power for communication systems and/or redundant communication methods?				
Is the school able to adequately care for students with special needs?				

Health

Will the school have safe drinking water?				
Will the school be able to serve meals?				
Will the school be able to maintain a safe temperature for students?				
Will the school be able to maintain student support services (e.g., health and counseling)?				
Does the school have the capacity to operate toilets that maintain proper levels of sanitation? If not, is there a backup plan that does?				

Instruction

Will classroom technology be available? If not, can instruction proceed without it?				
Are teachers trained to understand and respond to the impact the event may have on their students?				
Are there sufficient substitutes should school staff need to stay home?				

Additional Considerations & Guidance

	School A	School B	District Office	Other Facilities
Equity Considerations				
Schools provide safe and supportive environments for their students, and students who are the most vulnerable rely on them most.				
Families with limited financial resources may not have options for alternate child care.				
Working parents and guardians are disproportionately affected by school closures and could suffer significant professional or economic consequences as a result.				
Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food.				
Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure.				
Recognize that assigning homework and scheduling tests during a power outage can cause considerable stress for students.				
Communication Guidance				
Continue to monitor communications about emergencies from the County Office of Education and the County Office of Emergency Services' SMC Alert system.				
Be sure to communicate with the County Office of Education, which tracks school closures and can provide communication guidance and support.				
In making the decision to close school, balance the desire to provide parents and guardians sufficient notice of a school closure with the potential of cancelling school prematurely.				
Prepare memos for staff, students, and families in advance, including a website emergency banner. Prepare language translations. Save for future use.				
Encourage families to create contingency plans in the event a school closure materializes.				
Have a plan to communicate regularly with students, parents and guardians, and employees.				

