

## LEGAL PROVISIONS

The governing board shall manage, control, and repair school property of its district. The clerk of the district shall, under the direction of the governing board, keep the schoolhouses in repair during the time school is being taught, and exercise general care and supervision over the school premises and property during school vacation periods. [EC §§ 17565, 17593, 81600-1]

The governing board may use maintenance personnel to make repairs, alterations, additions, painting, repainting, or decorating school buildings, repair or build apparatus or equipment, make improvements on the school grounds, erect new buildings, and perform maintenance as defined whenever the total number of hours on the job does not exceed 350 hours. Larger districts have different limits for use of force accounts. [PCC §§ 20114-5, 20655-6]

The governing board may require uniforms and safety equipment to be worn by maintenance and operations staff. The cost of the purchase, lease, or rental of required uniforms shall be paid by the district. [EC §§ 45138, 88037]

The governing board may provide for the proper health supervision of the school buildings and pupils enrolled in the schools of the district. The governing board must cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school-age students. [EC §§ 49402-3]

The governing board shall annually notify all staff, parents or guardians of pupils of the name and active ingredient of all pesticide products expected to be applied at the schoolsite and at least 72 hours prior to the application of a pesticide subsequently intended for use. [EC § 17612]

Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be utilized in the construction of any new school facility or the modernization or renovation of any existing school facility [EC § 32244]

The legal provisions for purchasing maintenance and operation supplies are the same as for the purchase of other school products. (See also Purchasing.) An inventory of supplies should be maintained to ensure their availability when needed.

The governing board shall provide a warm, healthful place in which students who bring their own lunches to school may eat the lunches. [EC § 17573]

Every employer shall establish, implement and maintain an effective Injury and Illness Prevention Program. [8 CCR 3202] (See also Risk Management and Insurance.)

Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. [EC § 32281]

Every school building having an occupant capacity of 50 or more students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public school shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. [EC §§ 32001, 48070.5]

A fire drill shall be conducted in each elementary and intermediate school at least once each month and in each secondary school not less than twice every school year. [EC § 52, 5 CCR §§ 2, 550]

Governing boards must adopt a written policy for use by schools of the district in formulating individual civil defense and disaster preparedness plans. [5 CCR § 560]

The governing board may prescribe rules and regulations for the use of any public schoolhouse and grounds pursuant to the provisions of the Civic Center Act. The governing board shall grant the use of school buildings, grounds, and facilities to other agencies for mass care and shelters during disasters or other emergencies. Utilities, janitorial services, cost of an employee when needed, and other necessary expenses in connection with such use may be charged directly to the user of the facility in specified instances contingent with a preapproved memorandum of understanding. [EC §§ 38130-8, 82537-48]

### Williams Settlement

Laws and regulations implementing settlement of the case of Williams v. State of California [Super. Ct., San Francisco, No. CGC-00-312236] imposed new requirements related to the maintenance of all school facilities. Additional requirements apply to schools in Deciles 1 to 3, inclusive, of the base Academic Performance Index (API) as updated every three years commencing 2007-08. The intent of the Williams settlement, as it relates to facilities, is to ensure that all students have equal access to schools that are clean, safe, and maintained in good repair. [EC §§ 1240, 17002(d), 17070.75, 17089, 17592.70 -2.72, 33126(b)(9), 35186, 35292.5, 41020(i)(2); 5 CCR § 4600 et seq.]

Additional information on the Williams settlement is available in the Facilities Planning section and online (see Additional Resources).

### MAINTENANCE AND OPERATIONS STAFF

Maintenance and operations staff should be employed according to the rules and regulations of all other classified personnel. Refer to the Human Resources section for applicable employment procedures.

The designated manager/maintenance and operations supervisor is responsible for carefully outlining the expectations of management with respect to maintenance and operations services during the regular work shift. In addition, maintenance and operations responsibilities for after-hours activities in school buildings and on school grounds pursuant to the Civic Center Act, as well as the requirements of the staff when schools are not in session, should be carefully defined.

The maintenance and general upkeep of school facilities require maintenance and operations personnel to perform tasks of a repetitive nature. The work must be performed consistently in a neat, orderly, efficient, and safe manner.

Maintenance and operations functions require personnel to have skills of a varied nature. Maintenance and operations staff may be required to be proficient in the following areas:

1. General knowledge of computerized systems, such as energy management and alarm/security systems, and the ability to troubleshoot, repair, and upgrade systems.
2. General knowledge of plumbing, with the ability to make repairs on toilets, sinks, sprinkler systems, water heaters, dishwashers and other kitchen equipment; and to know the location of cleanouts, and water shutoffs, etc.
3. General knowledge of electricity, the location of electrical panels and switches, and the ability to make minor repairs of lighting, heating, air conditioning, and ventilation systems.
4. General knowledge of the operation of emergency backup systems, including generators for emergency lighting in the event of a power failure or blackout.
5. Ability to operate and maintain wired and wireless systems and sensors.
6. Ability to operate machinery such as lawn mowers; indoor, outdoor, and shop vacuum cleaners; and paint sprayers.

7. Ability to read blueprints and perform repairs, construction, and remodeling of buildings.
8. Ability to operate motor vehicles as required and be licensed to drive the necessary vehicles.
9. Ability to apply pesticides in accordance with effective, least toxic pest management practices. [EC §§ 17608 et seq.]

The listing above is not intended to be all-inclusive for each maintenance and operations employee. Among the maintenance and operations staff, the expertise necessary to perform routine, recurring, and usual maintenance functions should be present. Otherwise, the district will need to contract for specific maintenance services that cannot be performed by the staff or that exceed legal limits. [PCC §§ 20114-5, 20655-6]

The district should provide inservice training necessary to improve job skills required for efficient maintenance and operations services and to inform staff about new products and techniques. Staff should be encouraged to protect natural resources and be trained in practices that promote energy efficiency and water conservation. Additional inservices should be provided on avoiding health hazards, such as sanitation practices, the proper handling of hazardous substances, and the prevention of heat illness (see Additional Resources).

### RESPONSIBILITIES AND PROCEDURES

The maintenance of school facilities and grounds is a consideration in the design of a school building master plan. The size of the facility, the arrangement of buildings, and the number of classrooms directly affect maintenance and operations staffing and procedures needed to maintain the facility. The planned use of the buildings and grounds by pupils, staff, and the public should also be evaluated when designing a school facility. (See also Facilities Planning.) Proper selection of trees, shrubs, grasses, flowers, etc., will reduce water use and contribute to the ease of maintaining the grounds.

Maintenance and operations procedures should be established that comply with applicable regulations of other public agencies. Storm water management practices and fire prevention measures, for example, must satisfy ordinances written and enforced by other public agencies. Procedures should also provide for collaboration, as necessary, with local, state, and federal authorities. For example, districts are required to have emergency and disaster preparedness plans that support the coordination of activities among multiple jurisdictions and agencies. [GC § 8607(a)]

Maintenance and operations duties should be coordinated with the school program and contracted services so that work during school hours is done with a minimum of disturbance to pupils and school personnel.

### Regularly Scheduled Duties

There are many maintenance and operations tasks that need to be performed on a regular basis. Daily tasks include:

1. Raising and lowering flags.
2. Regulating the heating and/or air-conditioning equipment.
3. Disarming security systems, unlocking doors, opening windows for ventilation, and turning on lights.
4. Identifying any overnight or weekend damage to buildings and grounds caused by vandalism, accident, or weather.
5. Setting up rooms for special activities.
6. Cleaning restroom facilities; replacing all commodities and making sure dispensers work properly.
7. Cleaning classrooms, teachers' lounges and other areas, and performing special tasks within classrooms based upon teacher requests.
8. Disposing of trash and recyclables.
9. Locking doors and gates to school buildings and grounds, closing windows, turning off lights, arming security systems.
10. Maintaining control of lost and found items, including establishing time constraints and a system for disposition of unclaimed items.
11. Removing graffiti.

Duties of a weekly, monthly, or quarterly nature should be defined and scheduled. Tasks in this classification may include:

1. Maintenance of school grounds and buildings.

2. Playground maintenance.
3. Pool maintenance.
4. Lubricating equipment.
5. Cleaning and painting interior walls.
6. Changing walk-off mats at entry doors.
7. Waxing floors and cleaning carpets.
8. Washing windows and blinds and arranging for the cleaning of draperies.
9. Resurfacing floors and refinishing furniture.

#### Inspection and Maintenance of Grounds and Buildings

A regular schedule for the maintenance of school grounds should be established. Included in these tasks would be sweeping walkways, raking leaves, removing snow, cleaning gutters and storm drains, trimming of lawns, trees and plants, and maintaining a schedule for watering and fertilizing.

Landscaping should be reviewed periodically to ensure buildings and walkways are not obscured by overgrowth of bushes or shrubs. Depending upon the size of the facility, grounds maintenance duties may be performed by staff whose responsibility is gardening, while indoor maintenance may be the function of a separate staff.

Periodic inspections should be scheduled for all buildings to detect deterioration caused by general use, defective materials, heat, corrosion, rust, rot, or termites. The early identification of structural damage facilitates and economizes on needed repairs. Long-term maintenance programs, such as insect and rodent control, repainting of buildings, flushing of boilers, etc., should also be established. Forms for reporting damage to school property and necessary repairs outside the scope of maintenance and operations services should be provided.

Regular maintenance and inspection programs should focus on legal requirements as well as safety and environmental considerations, many of which are discussed below.

### Playground Maintenance

A program of routine playground maintenance and inspection should be developed and documentation of these activities kept on file. Records should include an equipment inventory, a history of inspections and maintenance conducted, and injury reports. (See also Inventory.)

As of January 1, 2008, new standards for playground safety are in effect for all public agencies as a result of the passage of AB 1144 (Chapter 470, Statutes of 2006). The new law redefines “playground” to include playground equipment, fall zones, surface materials, access ramps, and all areas within an outdoor area designed, equipped, and set aside for children’s play. [HSC § 115725(e)(1)] Any new playground, replacement of equipment, or modifications made to components of an existing playground must conform to the standards established by the American Society for Testing and Materials and the U.S. Consumer Product Safety Commission. Playgrounds installed between January 1, 1994, and December 31, 1999, are required to meet the standards not later than 15 years after the date those playgrounds were installed. A certified inspector must conduct an inspection prior to any upgrades to identify conditions of noncompliance and assist in developing plans to meet the new standards. [H&SC §§ 115725-35; 22 CCR §§ 65700-50]

A playground safety handbook is available on the U.S. Consumer Product Safety Commission Web site (see Additional Resources).

### Restroom Maintenance

A priority use of districts’ routine maintenance funding and deferred maintenance funding must be to ensure that facilities, including but not limited to pupil restroom facilities, are functional and compliant with local hygiene standards generally applicable to public facilities. [EC §§ 17070.755, 17584.3] The time spent by custodians on meeting these requirements may be charged to the restricted maintenance account. Eligible districts may apply for extreme hardship deferred maintenance funds for repair or replacement of restroom facilities. [2 CCR §1866]

At a minimum, schools are required to: [EC §§ 17576, 35292.5]

1. Maintain and clean all restrooms regularly.
2. Keep restrooms fully operational and stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
3. Keep all restrooms open during school hours when pupils are not in class.

4. Keep a sufficient number of restrooms open during school hours when students are in class.

Schools are permitted to temporarily close a restroom as necessary for pupil safety or repair of the facility.

The public may use form SAB 892 developed by the Office of Public School Construction (OPSC) to report improperly maintained restrooms (see Additional Resources). School districts should keep a log of any complaints they receive, showing the date received, the date sent to OPSC, the date action was taken, and how the district brought the complaint to closure.

The State Allocation Board (SAB) is required to determine whether a school agency is meeting restroom maintenance requirements. Districts that fail to comply within 30 days of written notification of a violation will be ineligible for state deferred maintenance matching funds.

#### Hazardous Materials

Employers, including school districts, that have hazardous substances at the work site must implement a written hazard communication program. [8 CCR § 5194(e)] Employers found to be in violation of this requirement are subject to fines levied by Cal/OSHA. The program must address how to identify potentially hazardous substances, the health hazards associated with these chemicals, and safe work practices. A guide for developing a hazard communication program and sample forms are available from the California Department of Industrial Relations (see Additional Resources).

In accordance with requirements of the federal Emergency Planning and Community Right-to-Know Act (EPCRA), personnel must be knowledgeable about material safety data sheets (MSDS) for all hazardous products and toxic chemicals used (see Additional Resources). [EC §§ 49401.5, 49411]

The maintenance and operations staff is required to comply with the Asbestos Hazard Emergency Response Act (AHERA) by completing a basic two-hour training on asbestos, as well as training classes for hazardous materials, bloodborne pathogens, and pesticides/sanitizers/disinfectants, with yearly refresher classes thereafter (see Additional Resources).

Under the Healthy Schools Act of 2000, schools are required to utilize effective least toxic pest management practices at school sites. [EC § 17608 et seq.] Employees should be trained in least toxic pest management practices and pesticide notice and

records retention requirements. Sample notification documents, training information, and online reference tools are available at the California School Integrated Pest Management Program (IPM) Web site (see Additional Resources). The Department supports school districts in complying with provisions of the Education Code and assists districts that are voluntarily establishing integrated pest management policies and programs.

Many cleaning compounds (which include abrasives, combustibles, and strong chemicals), sanitizers, and disinfectants present a potential health hazard. It is important that these materials be handled according to safe work practices as outlined in the district's Pesticides/Sanitizers/Disinfectants Program, stored securely, and be closely inventoried, properly labeled, and disposed of or recycled safely.

Measures should be taken to prevent exposure to other toxic substances that are commonly present in a school environment, for example:

1. Lead is a toxic metal that can be harmful to human health when ingested or inhaled. Drinking water is one possible source of lead exposure. Schools are strongly encouraged to regularly test water that is used for drinking and cooking. Each water outlet should be tested separately. Resources and information on developing a water-sampling program are available on the U.S. Environmental Protection Agency (EPA) Web site (see Additional Resources).
2. Mercury is highly toxic and a known health risk. The California Mercury Reduction Act of 2001 prohibits schools from purchasing devices and materials containing mercury for use in classrooms and labs, except measuring devices when no adequate alternative exists. [PRC §§ 15028] The California Department of Toxic Substances Control (DTSC) Web site provides additional information (see Additional Resources).
3. Polychlorinated biphenyls (PCBs) have been classified by the Environmental Protection Agency as probable cancer-causing substances. PCBs also have significant ecological and human health effects other than cancer. Fluorescent lights in many schools have ballasts that contain PCBs. The EPA has recommended removal of all pre-1979 fluorescent light ballasts to prevent accidental exposure through fires or leaks. A complete lighting retrofit includes removing fluorescent tubes as well as ballasts and installing newer fixtures that provide improved lighting quality and energy efficiency. Funding information is available on the PCB Home Page available on the EPA Web site (see Additional Resources).

Eyewash stations are required at all work areas where, during routine operations or foreseeable emergencies, the eyes of an employee may come into contact with a substance that can cause corrosion, severe irritation or permanent tissue damage, or that is toxic by absorption. Only plumbed or self-contained eyewash equipment that meets the requirements of Title 8, California Code of Regulations, section 5162, is acceptable (see Additional Resources). This equipment needs to be regularly inspected and maintained.

### Waste Disposal

The authority to provide solid waste handling services may be granted under terms and conditions prescribed by the governing board. Districts are not required to competitively bid for waste disposal services. [PRC § 40059] When contracting for waste services, districts may realize cost savings by comparing the practices and contract terms of several companies. To avoid higher charges for trash that is not compacted, districts should consider companies that calculate waste disposal fees based on weight rather than volume or amount of container space used. Some waste companies utilize “material recovery facilities” (MRFs) to extract useful, recyclable material from trash. By recovering a portion of their costs through the sale of recovered materials, these companies can offer lower rates to their customers. Because school district waste is typically over 50 percent recyclable, contracting with waste companies that utilize MRFs can result in significant savings.

The DTSC has adopted regulations governing disposal of “universal waste,” widespread, commonly found products containing low-hazard chemicals that endanger public health or the environment. They include: batteries; mercury-containing devices such as switches, thermostats, and thermometers; lamps that contain mercury, including fluorescent and high intensity lights; cathode ray tube (CRT) devices; electronic devices such as computer hard drives, printers, and video cassette recorders; aerosol cans containing toxic materials; and certain appliances. These products must be separated from regular trash and collected for recycling or safe disposal. Information on products designated as universal waste and their disposal is available from the DTSC and the U.S. Environmental Protection Agency (see Additional Resources). [22 CCR § 66273.1 et seq.]

The Electronic Waste Recycling Act of 2003 established a program to ensure the safe and environmentally-sound disposal of CRT devices. These include televisions and computer monitors, LCD desktop monitors, laptop computers with LCD displays, and LCD and plasma televisions. Districts must pay an electronic waste recycling fee at the time of purchase, which entitles them to dispose of this equipment at no cost at a state-

approved recycling center. A list of approved collectors is available on the California Integrated Waste Management Board Web site (see Additional Resources). [PRC § 42460] (See also Commercial School Orders.)

### Storm Water Management

Maintenance and operations staff is responsible for implementing school district efforts to minimize the threat to water quality from storm water runoff. The state Municipal Storm Water Permitting Program regulates storm water discharges from municipal separate storm sewer systems (MS4s). Under the authority of state and federal law, the State Water Resources Control Board (SWRCB) or a California regional water control board may designate a school district as a nontraditional MS4. Within 180 days of being so designated, a school district is required to obtain coverage under a General Permit and to comply with General Permit requirements. Among these requirements is the formulation of a storm water management plan that describes best management practices, measurable goals, and timetables for implementation. [33 USC § 1342; 40 CFR §§ 122.1-2.64; WC §13383.5] Additional information is available on the SWRCB Web site (see Additional Resources). (See also Facilities Planning.)

### Water Conservation

Maintenance and operations staff can reduce the district's operating costs and lessen the impact of future water shortages by implementing water conservation practices. Buildings and grounds should be inspected periodically to identify conditions that result in excessive water use and to evaluate additional opportunities for water conservation. Water meters should be read weekly to monitor use and measure the impact of conservation efforts.

Many practices that support water conservation require little or no capital investment and offer the potential for significant savings. Examples are:

1. Checking the water supply system for leaks.
2. Repairing dripping sprinklers, faucets, showers, and continuously running or leaking toilets.
3. Installing flow reducers and faucet aerators in plumbing fixtures.
4. Shutting off air conditioning units when not needed.
5. Minimizing the water used in cooling equipment, such as air compressors, in accordance with manufacturer recommendations.

6. Decreasing the frequency of washing windows and vehicles.
7. When cleaning with water is necessary, using budgeted amounts.
8. Using drought-resistant plants in landscaping.
9. Watering landscaping only when needed and not on windy days; installing soil moisture overrides or timers on sprinkler systems; and scheduling timed watering for early morning or evening when evaporation is lowest.
10. Increasing the efficiency of landscape watering by mulching around plants, ensuring sprinklers cover only planted areas, and using drip systems where appropriate.

### Energy Efficiency

Maintenance and operations staff can help reduce the district's energy costs by implementing practices that increase energy efficiency. An audit of energy use will provide a means of identifying areas to be targeted for improvement.

By efficiently maintaining and operating school buildings, energy savings can be realized without major capital investments. Heating, ventilation, and air conditioning systems, water heaters, and appliances should be on well-defined inspection and maintenance schedules to ensure optimal operating efficiency. It is the responsibility of maintenance and operations staff to report malfunctions in these systems and to carefully regulate their use.

Replacing mechanical thermostats with programmable thermostats can also help control heating and air conditioning costs by ensuring that temperatures are maintained at predetermined levels. Electric costs can be decreased by removing unneeded light fixtures and replacing interior and exterior lights with fluorescent lamps and electronic ballasts. Energy can also be saved by turning off lights, computers, and office equipment when not in use.

An examination of energy use during non-school hours and vacations may suggest other practices that will reduce energy usage, such as water heater shutdown or temperature setbacks during these periods. Discussions of these and other practices that improve energy efficiency are available online (see Additional Resources).

### Building Security

Security of buildings is a responsibility of maintenance and operations staff (see Additional Resources). At the close of each day staff should check that all windows, doors, and gates are securely locked, the security system is operational, and all night lighting is functional. If there is any evidence of vandalism or other security breach, it should be reported in accordance with district policies.

### Fire Safety

The maintenance and operations staff should be knowledgeable about fire prevention measures and should take every precaution to reduce the danger of fire. Among the potentially hazardous conditions staff should be alert to are overloaded electrical outlets and power strips. Staff should work with principals and district administrators to implement steps to reduce the danger of electrical fires. These include:

1. Removing appliances from classrooms unless necessary for educational purposes, in which case they should be plugged directly into outlets.
2. Ensuring that any necessary power strips are U.L. listed.
3. Installing additional electrical outlets as needed to reduce the need for extension cords or power strips.
4. Replacing damaged electrical cords or those lacking grounding plugs.
5. Removing excess paper and other combustibles pursuant to state law, which limits the amount of combustible decorations, including student work, to 25 percent of total wall area and requires that all other decorative materials be nonflammable or treated with a flame-retardant solution and that decorative materials not block or conceal any exit door, exit lights, fire alarm, hose cabinet, fire extinguisher, or electrical breaker panel. [19 CCR § 3.08]
6. Limiting extension cords to temporary use.
7. Never ganging power strips.

Maintenance staff should conduct annual inspection and service on all fire extinguishers, and monthly inspections should be conducted of portable fire extinguishers at all district sites. Space is provided on the service tag attached to each

extinguisher to record these inspections. Staff should be trained to activate the fire alarm and use fire extinguishers properly in the event of a fire. A list of telephone numbers for emergency responders should be easily accessible.

Evacuation procedures, including the responsibilities of staff members, should be formalized, either separately or as part of the district's emergency and disaster preparedness plan, and closely followed.

### EMERGENCY AND DISASTER PREPAREDNESS

Districts should develop and regularly review plans that address emergencies, such as earthquakes and other natural disasters, and threats of disaster; fires; environmental hazards; medical emergencies and quarantines; accidents; bomb threats or actual detonation; violent incidents; threats of attack or disturbance by an individual or group or an actual attack or disturbance; and biological, radiological, chemical, and other activities, or heightened warning of such activities. Provisions for handling emergencies and disasters must be included in a district's comprehensive school safety plan. [EC §§ 32281-9; 5 CCR § 560]

All public employees will become disaster service workers when a declared emergency exists. [GC § 3100 et seq.] Maintenance and operations staff have necessary knowledge, skills, and abilities for emergency response.

Schools that receive Title I funds are required to comply with provisions of the No Child Left Behind Act. Under this federal law, school districts must provide assurances that they have plans outlining the measures being taken to keep their schools safe (see Additional Resources).

Individualized plans for each school site should address four major areas: prevention/mitigation, preparedness, response, and recovery. School facilities and equipment should be regularly inspected to identify and repair potentially dangerous conditions. Provisions for regular review and updating of all procedures should be included in emergency plans.

The U.S. Department of Education recommends that districts develop plans in partnership with public safety agencies, including law enforcement and fire, health, mental health, and local emergency preparedness agencies. Information and resources are available from the U.S. Department of Education, U.S. Department of Homeland Security, and from local emergency services agencies (see Additional Resources).

### Emergency Management Systems

Pursuant to Government Code section 8607(a), local agencies are required to use a standardized emergency management system to provide effective management of emergencies that involve multiple jurisdictions and agencies. The Standardized Emergency Management System (SEMS) is intended to facilitate the coordination of activities and flow of information within and between jurisdictions and agencies. School districts must follow SEMS Guidelines to be eligible for state reimbursement of response-related personnel costs incurred during a Governor-proclaimed disaster.

SEMS consists of five organizational levels, from the initial field response level to the state level, which are activated as necessary to respond adequately and appropriately to a disaster or emergency situation. The Incident Command System (ICS) provides a framework for the management of emergency personnel and resources at the field response level. The ICS facilitates an integrated response to an incident or threat by providing for coordination and communication among multiple jurisdictions. The system is a flexible tool that districts can utilize to manage emergencies of any scale.

The ICS divides an emergency response into five manageable functions: command, operations, planning, logistics, and finance and administration. All staff and students should receive appropriate training on the Incident Command System and should be assigned specific roles and responsibilities to be performed during a disaster or other emergency. Knowledgeable maintenance and operations staff, in particular, are critical to an effective emergency response and recovery. Schools are encouraged to hold regular drills for staff and students to practice emergency procedures and to schedule at least one annual collaborative drill with local fire and law enforcement agencies.

The National Incident Management System (NIMS) was developed by the federal government based on the Incident Command System. Its purpose is to promote a unified, cooperative approach to preparedness and incident management in emergency situations that extend beyond the state level. In California, the Governor's Office of Emergency Services (OES) is the lead agency in achieving an integration of NIMS with state's SEMS. It is recommended that districts work with their local office of emergency services to ensure the required integration.

Publications available online from the OES provide guidelines that support SEMS and NIMS compliance (see Additional Resources). [GC § 8607(a); 19 CCR §§ 2400-50]

### Firestorms and Wildfires

Districts should develop detailed emergency preparedness, evacuation, and recovery plans and protocols for use in the event of firestorms or widespread wildfires. It is recommended that districts incorporate the Incident Command System into their disaster management plans. In San Diego County, plans should address the coordination of responsibilities and activities with the San Diego County Office of Education and the San Diego County Office of Emergency Services, both of which can provide assistance and support to school districts during a wildfire and its aftermath (see Additional Resources).

### Earthquake Emergency Procedures

The governing board and the county superintendent of schools shall establish an earthquake emergency operations system in every school building under its jurisdiction with an occupant capacity of 50 or more students or with more than one classroom. [EC §§ 32282, 35295-6]

An emergency operations system shall include, but not be limited to:

1. School building emergency operations plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. "Drop, cover, and hold procedure" requiring students and employees to take cover under tables or desks, dropping to their knees with backs to windows, protecting heads with their arms. Drop procedure practices shall be held at least once each quarter in elementary schools and once each semester in secondary schools.
3. Protective measures to be taken before, during, and after an earthquake.
4. Training program to familiarize employees and students with site-based earthquake emergency procedures.
5. Recovery plan.

### Communicable Disease

It is important that districts' emergency and disaster preparedness plans include procedures for dealing with medical emergencies and quarantines, such as measles, methicillin-resistant *Staphylococcus aureus* (MRSA), or a pandemic influenza outbreak. Districts should collaborate with local public health administrators in the planning

process to ensure that effective lines of communication are established and that district plans complement those of other agencies. Planning and preparedness resources for school districts are available online (see Additional Resources).

Sanitation measures are essential for preventing the further spread of infections in district schools and offices. By using proper methods of cleaning and disinfecting, in compliance with Cal/OSHA General Industry Safety Orders, section 5193, related to bloodborne pathogens, particularly in the kitchen, eating, and restroom areas, the maintenance and operations staff is instrumental in controlling the spread of communicable diseases (see Additional Resources). [8 CCR §§ 3203, 5193]

Maintenance and operations staff should regularly assess environmental cleaning and disinfection practices and rectify lapses in accordance with local policies and procedures. Maintenance and operations staff should periodically be provided inservice training on the importance of standard precautions and infection control measures such as effective hand hygiene techniques and routine use of gloves.

#### Homeland Security Advisory System

The federal Homeland Security Advisory System provides a means of disseminating information regarding the risk of terrorist acts to federal, state, and local authorities and to the American people. Graduated warnings at each of five threat conditions, from “low” to “severe” risk of terrorist attack, are issued by the U.S. Attorney General. The assignment of a threat condition is intended to prompt specific steps for an organization to take to reduce vulnerability or increase its response capability. Recommendations for schools in response to each threat condition are available on the San Diego County Office of Education Web site (see Additional Resources).

#### Emergency Care and Welfare Shelters

The governing board shall grant the use of school buildings, grounds, and equipment to other public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The governing board shall cooperate with these agencies in furnishing and maintaining services necessary to meet community needs. Maintenance and operations staff should be trained in procedures incorporated in the district’s comprehensive safety plan for setting up school facilities as mass care and welfare shelters during disasters or other emergencies. [EC §§ 32282, 38132]

## ADDITIONAL RESOURCES

## 1. California Department of Education:

Healthy and Supportive School Environment Resources for links to heating, illumination, and acoustic standards. Available:

<<http://www.cde.ca.gov/ls/fa/sf/resourcesenviron.asp>>

Indoor air quality, lead, asbestos, disaster preparedness, pesticides and other health and safety topics. Available: <<http://www.cde.ca.gov/ls/fa/hs/>>

Office of Public School Construction for clean restroom legislation and link to Restroom Maintenance Complaint Form, SAB 892. Available:

<[http://www.opsc.dgs.ca.gov/Programs/SABPrograms/DMP\\_CR.htm](http://www.opsc.dgs.ca.gov/Programs/SABPrograms/DMP_CR.htm)>

Southern California Wildfires 2007 for resources and assistance available to schools affected by a wildfire or firestorm. Available:

<<http://www.cde.ca.gov/nr/re/ht/yr07wildfires10.asp>>

## 2. California Department of Health Services publications and links related to sun safety for outdoor workers. Available:

<[http://www.dhs.ca.gov/cdic/cpns/skin/skin\\_resources.htm](http://www.dhs.ca.gov/cdic/cpns/skin/skin_resources.htm)>

## 3. California Department of Industrial Relations, Division of Occupational Safety and Health:

*Guide to the California Hazard Communication Regulation*, Cal/OSHA Consultation Service Education Unit, 2000. Available:

<<http://www.dir.ca.gov/dosh/dosh%5Fpublications/hazcom.pdf>>

Publications relating to Injury and Illness Prevention Programs, bloodborne pathogens, ergonomics, heat illness, and other job safety issues. Available:

<<http://www.dir.ca.gov/dosh/puborder.asp>>

## 4. California Department of Public Health for information on diseases and conditions, including MRSA. Available:

<<http://www.cdph.ca.gov/HealthInfo/discond/Pages/MRSA.aspx>>

5. California Department of Toxic Substances Control:

Managing Hazardous Waste for links to information on electronic hazardous waste (E-Waste), universal waste, mercury, and other hazardous wastes. Available: <<http://www.dtsc.ca.gov/HazardousWaste/>>

Publications and Forms. Available: <<http://www.dtsc.ca.gov/PublicationsForms/index.cfm>>

6. California Energy Commission, Bright Schools Program for information and application for assistance with improving energy efficiency. Available: <<http://www.energy.ca.gov/efficiency/brightschoools/index.html>>

7. California Integrated Waste Management Board for information on the Electronic Waste Recycling Act of 2003 and links to qualified entities for collection and recycling of E-waste. Available: <<http://www.ciwmb.ca.gov/electronics/Act2003>>

8. California School Integrated Pest Management Program (IPM), California Department of Pesticide Regulation:

Healthy Schools Act and other regulations, "How IPM Can Help Schools," workshops, and other relevant links. Available: <<http://www.schoolipm.info/>>

*Integrated Pest Management Model Program Guidebook, 2<sup>nd</sup> Edition*, April 2003. Available: <[http://www.schoolipm.info/managing\\_pests/gdebook/guidebook.pdf](http://www.schoolipm.info/managing_pests/gdebook/guidebook.pdf)>

9. California State Water Resources Control Board, Storm Water Program. Available: <[http://www.waterboards.ca.gov/water\\_issues/programs/stormwater/](http://www.waterboards.ca.gov/water_issues/programs/stormwater/)>

10. County of San Diego:

Emergency Homepage for current information related to an ongoing emergency and links to emergency services agencies and resources. Available: <<http://www.sdcountyemergency.com/>>

Office of Emergency Services for information and resources for disaster preparedness, emergency management, and disaster recovery. Available: <<http://www.sdcounty.ca.gov/oes/>>

11. Federal Emergency Management Agency (FEMA) for disaster and emergency preparedness and response information and to search for the National Incident Management System (NIMS) Integration Center. Available:  
<<http://www.fema.gov/>>

12. Governor's Office of Emergency Services

*California Implementation Guidelines for the National Incident Management System (NIMS)*, September 2006. Available:  
<<http://www.oes.ca.gov/Operational/OESHome.nsf/ALL/A1E5FBE970586CE088257170005DD9BD?OpenDocument>>

Preparedness Branch for links related to emergency management systems, earthquake preparedness, and information for emergency managers. Available:  
<<http://www.oes.ca.gov/WebPage/oeswebsite.nsf/Content/4CFBE30D371496C988257350005375A7?OpenDocument>>

*Standardized Emergency Management System (SEMS) Guidelines*, September 2006. Available:  
<<http://www.oes.ca.gov/Operational/OESHome.nsf/Content/B49435352108954488256C2A0071E038?OpenDocument>>

13. Material Safety Data Sheets (MSDS), Canadian Centre for Occupational Health and Safety. Available: <<http://ccinfoweb.ccohs.ca/msds/search.html>>

14. No Child Left Behind Act:

U.S. Department of Education. Available: <<http://www.NoChildLeftBehind.gov/>>

California Department of Education. Available: <<http://www.cde.ca.gov/nclb/>>

San Diego County Office of Education. Available: <<http://nclb.sdcoe.net/>>

15. San Diego County Office of Education:

Crisis/Emergency Planning & Terrorism Preparedness. Available:  
<<http://www.sdcoe.net/student/ss/crtr.asp>>

Emergency Preparedness Templates. Available:  
<<http://www.sdcoe.net/business2/?loc=risk-loss&m=4&pi=risk>>

Homeland Security Advisory System, including lists of protective measures recommended for schools. Available:

<<http://www.sdcoe.net/student/ss/pdf/HomelandSecurity.pdf>>

Terrorism Preparedness Resources. Available:

<<http://www.sdcoe.net/business2/?loc=risk-tpr&m=4&pi=risk>>

16. U.S. Consumer Product Safety Commission:

Playground safety publications including *Public Playground Safety Handbook*, April 2008; and *Public Playground Safety Checklist*. Available:

<<http://www.cpsc.gov/CPSCPUB/PUBS/playpubs.html>>

Recalls and product safety news. Available: <<http://www.cpsc.gov/>>

17. U.S. Department of Education, Emergency Planning: Pandemic for planning and preparedness links, including resources for schools. Available:

<<http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/index.html>>

18. U.S. Department of Energy, Energy Smart Schools, including link to *School Operations and Maintenance: Best Practices for Controlling Energy Costs*, August 2004. Available:

<[http://www.eere.energy.gov/buildings/energysmartschools/howto\\_operating.html](http://www.eere.energy.gov/buildings/energysmartschools/howto_operating.html)>

19. U.S. Department of Health and Human Services:

*School District (K-12) Pandemic Influenza Planning Checklist* and other prevention and planning resources. Available:

<<http://www.pandemicflu.gov/plan/school/index.html>>

Centers for Disease Control and Prevention for links to facts, Q&A, and status report related to avian influenza virus. Available: <<http://www.cdc.gov/flu/avian/>>

20. U.S. Department of Homeland Security for links to threat level system and information for first responders. Available: <<http://www.dhs.gov/index.shtm>>

21. U.S. Department of Labor, Occupational Safety and Health Administration, for information on bloodborne pathogens. Available:

<<http://www.osha.gov/SLTC/bloodbornepathogens/index.html>>

## 22. U.S. Environmental Protection Agency:

Emergency Management Programs for Emergency Planning and Community Right-to-Know Act. Available: <<http://www.epa.gov/emergencies/programs.htm>>

Drinking Water in Schools and Child Care Facilities. Available: <<http://www.epa.gov/safewater/lead/schoolanddccc.htm>>

“Electronics: A New Opportunity for Waste Prevention, Reuse, and Recycling.” Available: <[http://www.epa.gov/epaoswer/osw/elec\\_fs.pdf](http://www.epa.gov/epaoswer/osw/elec_fs.pdf)>

Healthy School Environment Resources. Available: <<http://cfpub.epa.gov/schools/index.cfm>>

Office of Pollution Prevention and Toxics for information and publications on integrated pest management, pollution prevention, and hazardous materials. Available: <<http://www.epa.gov/oppts/>>

Polychlorinated Biphenyls (PCBs) disposal, regulations, and questions and answers. Available: <<http://www.epa.gov/region09/waste/p2/projects/pcbs.html>>

Universal Waste, including links to regulations and recycling information. Available: <<http://www.epa.gov/epaoswer/hazwaste/id/univwast/>>

## 23. Williams Settlement:

California Department of Education. Available: <<http://www.cde.ca.gov/eo/ce/wc/index.asp>>

Emergency Repair Program, Office of Public School Construction. Available: <<http://www.opsc.dgs.ca.gov/Programs/SABPrograms/ERP.htm>>

San Diego County Office of Education. Available: <<http://www.sdcoe.net/lret2/williams/welcome.asp>>