

Important Contacts

Sunrise Middle School

1149 West Julian St.

San Jose CA 95116

Tel : 408-659-4785

**Site Manager :Teresa
Robinson**

**Assistant Site Manager:
Jesus Meraz**

**Call 911 to report any
emergency**

**SJUSD - Police and Security
408-535-6080**

**SJUSD -Dir. Maint/Grounds
408-535-6200**

**County Health Department
408-299-5822**

**Red Cross
877-727-6771**

**Bomb Squad
408-277-4122**

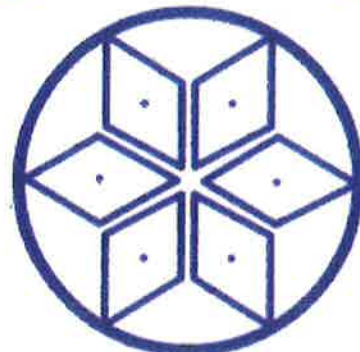
**PG&E
1800-743-5000**

**Santa Clara Valley Water
District**

408-265-2600

Sunrise Middle School Site Emergency Plan

SUNRISE



MIDDLE SCHOOL

SUNRISE MIDDLE SCHOOL EMERGENCY NUMBERS

| | |
|-------------------------------|--------------|
| Teresa Robinson, Site Manager | 408.206.4779 |
| Yesenia Valencia | 408.627.7400 |
| Ivette Melendez | 408-659-4785 |
| Jesus Meraz | 408-883-8143 |
| SJUSD Alarm/ Security | 408.278.6923 |
| San Jose High School | 408.535.6320 |
| SJUSD Police & Security | 408.535.6080 |
| SJUSD Dir. Maint./Grounds | 408.535.6200 |

| | |
|--------------------------|--------------|
| Ambulance | 911 |
| Fire Department | 911 |
| Bomb Squad | 408.277.4122 |
| Hazardous Materials Unit | 408.277.4363 |
| County Health Department | 408.299.5822 |

Hospitals (All in San Jose)

| | |
|----------------------------|--------------|
| Regional Medical Center | 408.259.5000 |
| 225 N. Jackson Ave. | |
| Santa Clara Valley Medical | 408.885-5000 |
| 751 S. Bascom | |
| Kaiser Permanente | 408.972.3000 |
| 250 Hospital Parkway | |

| | |
|------------------------------|-----|
| Police Department – San Jose | 911 |
| | 311 |

| | |
|-----------|--------------|
| Red Cross | 877.727.6771 |
|-----------|--------------|

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|------------------|-----|
| Sheriff's Office | 911 |
|------------------|-----|

| | |
|--|--------------|
| Mary Ann Dewan, Superintendent of Schools, Santa Clara County | 408.453.6878 |
|--|--------------|

| | |
|-----------------------------------|--------------|
| PG&E | 800.743.5000 |
| Santa Clara Valley Water District | 408.265.2600 |
| San Jose Water Company | 408.279.7900 |
| Or after hours | 408.279.7811 |

SITE EMERGENCY PLAN OVERVIEW

The Site Emergency Plan has been designed to be a practical document for use during a declared emergency of such magnitude, i.e., earthquake, that the school would be isolated from immediate outside assistance.

The Site Manager, with assistance from the School Site Council, will see to it that the information required by the plan is supplied and that this information is reviewed and updated annually.

The Site Manager or designee has the ultimate responsibility for all local decisions in a disaster situation. The Site Manager must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents and the news media.

Through the Site Emergency Teams the Site Manager will assess building damage, casualties, and facility status, and report same to the District Emergency Service Center.

Annual Review

Site emergency plans shall be reviewed annually. Because of the need for clear understanding of policies and procedures to be followed during an emergency, each Site Manager shall appoint an Emergency Preparedness Committee to review the Site Emergency Plan for the purpose of:

1. Updating staff assignments
2. Verifying status and location of supplies and equipment
3. Modifying site procedures
4. Planning the staff in service activities
5. Reviewing emergency signals for evacuation, fire alarm, chemical alarm

The annual review will be completed by October 30 of each year.

Staff Awareness

By October 30 each year the site shall devote one complete staff meeting to Emergency Preparedness planning including team assignments, evacuation procedures and basic school policies during emergencies. The Site Plan or appropriate pages of Plan is to be given to each staff member by this date.

School Emergency Recall Plan

This Site Emergency Preparedness Plan deals primarily with emergency situations that occur during the school day. The possibility remains, however, that a severe earthquake could occur at night or on a weekend or holiday. If an earthquake were strong enough to cause structural damage to private homes the Red Cross would use public school buildings for mass care centers. The high schools and middle schools have the highest priority for such use, with elementary schools much lower.

All public employees, however, could be put into service by City or County offices of emergency services. In that case, the Site Manager would be directed to secure District employees to open and work at the designated mass care centers.

EMERGENCY RESPONSE PLANS

FIRE RESPONSE PLAN

1. Entire class exits with teacher through classroom doors.
2. Class exits through door to location posted in room by door.
3. Teachers need to grab class lists and emergency kits and close door upon exiting.
4. The fire alarm will announce a fire or a fire drill. If the alarm does not work, we will use the bullhorn, which Site Manager will have with her.
5. Site Manager and Assistant Site Manager will have list of all students with emergency contact numbers.

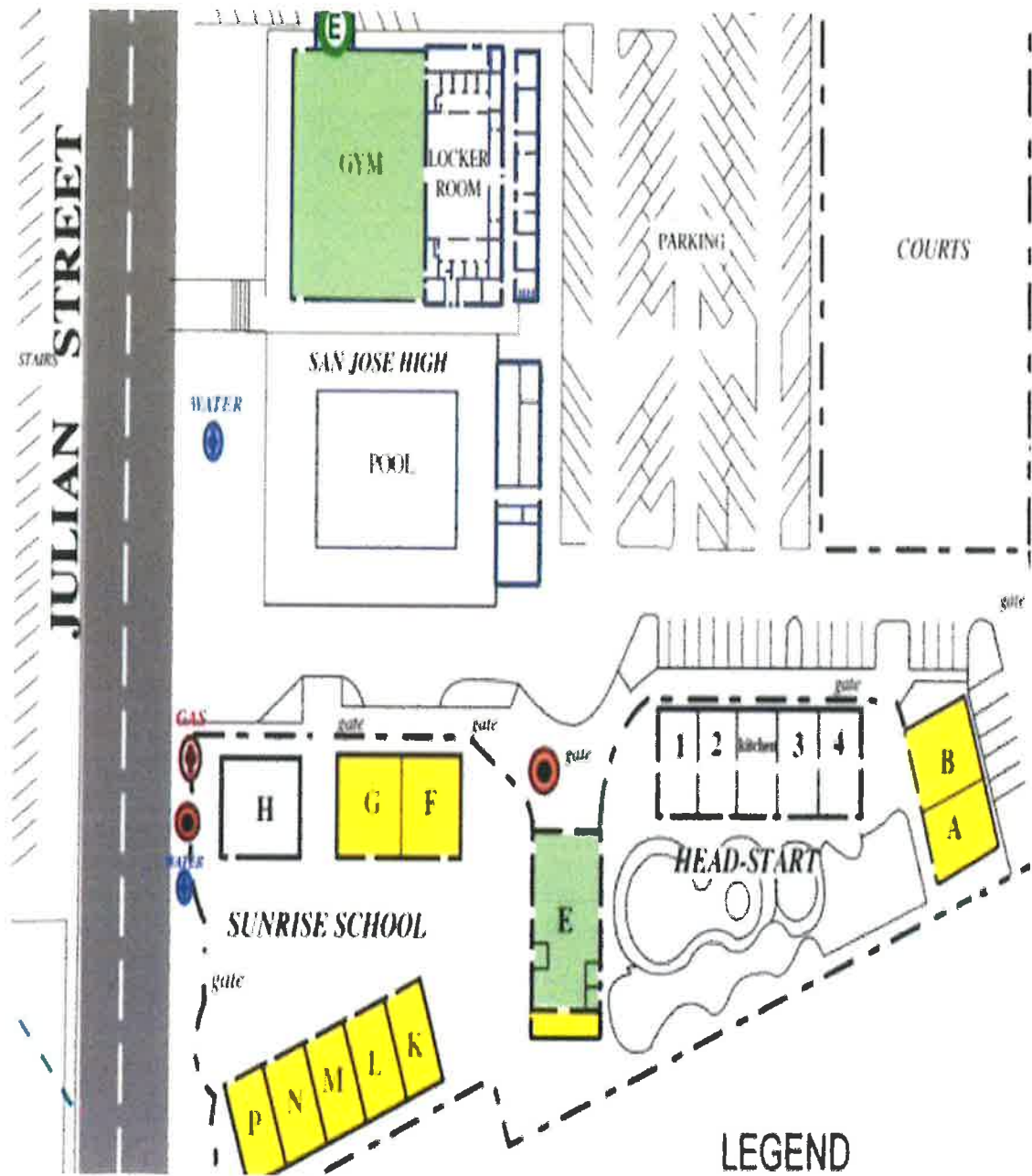
EARTHQUAKE OR BOMB THREAT

1. At the first indication of an earthquake, all persons should “duck and cover” at the “drop” command of the teacher or adult in charge. When the shaking stops an earthquake evacuation to the Assembly Area shall automatically be carried out, with or without any bullhorn or other announcement.
2. If the same type of evacuation is needed because of a bomb threat, the announcement will be made over the bullhorn and school radios to do an earthquake evacuation to the Assembly Area.

CHEMICAL SPILL

1. An announcement will be made to evacuate the building and gather in the Assembly Area.
2. The announcement will be made over the bullhorn and radio system. If for some reason this fails, the classes will be alerted by messenger.

Sunrise Middle School Assembly Area Map



PLOT PLANS

Site manager should assess the site to determine where the emergency areas listed might best be housed. Actual situations may require these areas to be changed but preplanning should prove valuable.

PLOT PLAN NO. 1

1. One plan showing areas designated and persons assigned for:

| | |
|------------------------------|-------------------------------------|
| Command Post – radio, office | Teresa Robinson/Jesus Meraz |
| Triage and First Aid | Ms. Luuhoang/Yesenia /Mr. Laxman |
| Morgue | Green /Ms. Michelle Agreda/De Anda |
| Sanitation | Ivette Melediez/Arlene Zarou-C. |
| Evacuation Assembly | Mrs. Racinez/ Mr. Guerrero/Mr.Hahn |
| Student Release Area – | Mr. Campos/Mrs. Alvarez |
| Search and Rescue | Mrs. Jones /Mrs. Nguyen /Mr.Reynoso |
| Student Staff Accounting | Mrs. Kara/Mrs. Pappu |
| Campus Site Security | Mrs. O’Brien/Mr. Guzman |

PLOT PLAN NO. 2

1. One plan showing

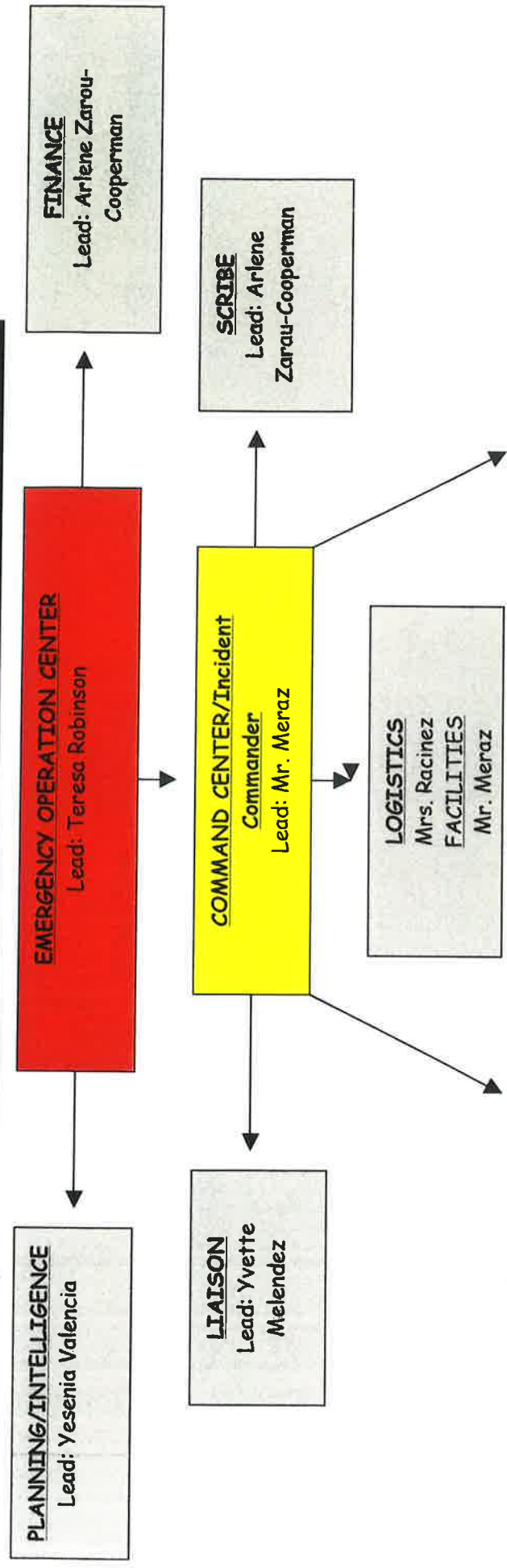
Utility shutoffs – District will handle water, gas, electric

If needed, tools to shut utilities off are in closet in far back of school office.

Fire Extinguishers: Office, classrooms

No chemicals stored

CRISIS RESPONSE PROCEDURE FLOW CHART SUNRISE MIDDLE SCHOOL



| THE DOERS | | | |
|--------------------------------------|--|-------------------------------------|---|
| OPERATIONS SEARCH AND RESCUE | Mr. Reynoso Mrs. Obrien Mrs. Jones | MEDICAL TRIAGE | *First Response Bags/Buckets Mr. Laxman Ms. Bustos Ms. Luuhoang SUPPORT FROM HEALTH CLINIC |
| PLANNING/ STUDENT STAFF ACCOUNTING | Mrs. Kara Mrs. Pappu | TRANSPORTATION PARENT COMMUNICATION | Mrs. Alvarez Mr. Campos |
| DIVISION LEADER CAMPUS SITE SECURITY | 6 TH De Anda 7 TH Guzman 8 TH Kara 5 TH Mrs. Nguyen | | |

SCHOOL RESPONSIBILITY FOR STUDENTS

If the Site Manager / Principal declares a school wide emergency during the school day, the school has a clear statement of policy governing its actions:

SUNRISE MIDDLE SCHOOL POLICY IS AS FOLLOWS:

IN CASE OF A DECLARED EMERGENCY BY THE SITE MANAGER / PRINCIPAL DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF SCHOOL PERSONNEL.

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on school records.
 - a. If students are on their way to school they should proceed to school.
 - b. If students are on their way home from school they are to continue home.
3. To provide this supervision and care, Sunrise Middle personnel will be utilized. All school employees are designated disaster service workers when an emergency is declared. The Site Manager or designee has the legal authority to declare an emergency in this school. The authority also extends to the City of San Jose and to Santa Clara County to declare an emergency and impress public employees into service as disaster service workers.
4. Sunrise encourages the utilization of a buddy system at the school wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with the approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

SITE ORGANIZATION DURING A DECLARED EMERGENCY

Command Post

The Site Manager or designee is the final authority at the school. She must be available for all decisions, information and authority during the time the school is isolated.

Therefore, the Site Manager and Command Post should be housed in a central area, i.e., the front of the school office, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision-making will take place. The Site Manager or designee will be there.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults.

Emergency Release Information Forms are needed at the Release area to document the release of all students.

While the Command Post is functioning, the First Aid and Search/Assessment team will carry out the functions and provide information to the Site Manager about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

This information is to be placed on the emergency status report and update forms.

COMMAND POST DUTIES AND PERSONNEL

If notified of a declared emergency, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager shall:

- A. Activate alarm – notify staff
- B. Activate Command Post and radios
- C. Activate emergency team
- D. Assess total school situation
- E. Make initial site assessment report
- F. Check to see that site emergency teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 as needed
- I. Secure information from emergency team, update status reports
- J. Reassign team members to other duties as required when they finish initial assignments
- K. Personally check these items:
 - a. Is the campus secure
 - b. Are utilities off or secure?
 - c. Are signs directing adults to release area up?
 - d. Are traffic controllers needed?
 - e. Is first aide center functioning?
 - f. Have buildings been searched for victims?
 - g. Is student release program set up and operating?

The Assistant Site Manager shall:

- A. Report immediately to the Command Center with:
 - a. Master keys
 - b. Current roster of students and staff
 - c. Emergency forms and documents
 - d. Office supplies to assist Site Manager
- B. Check the condition of the utilities and connecting pipes if District personnel do not, and turn them off if necessary.
- C. Call Revolution Foods and make appropriate changes in distribution of food.

- D. Utilize available adult volunteers.

The Site Custodian shall:

- A. Check the site completely for:
 - a. Fire hazards
 - b. Chemical hazards
 - c. Electrical hazards
 - d. Other hazards
- B. Notify the Site Manager of hazards and services needed
- C. Barricade hazardous areas using whatever materials handy
- D. When site is secure, report to the Command Post for direction
- E. Provide emergency sanitation areas if toilets are unavailable

The First Aid Director shall:

- A. Report immediately to the identified First Aid station with:
 - a. Health / emergency information cards for all students
 - b. Emergency first aid supplies and equipment
- B. Assist the injured, along with other CPR/First Aid certified staff

ORGANIZATION OF INSTRUCTIONAL STAFF DURING A DECLARED EMERGENCY

Teachers and Teacher Aides shall:

- A. Respond immediately to emergency signals requiring specific actions
- B. If signal is to leave building, know if signal is for:
 - a. Fire evacuation
 - b. Disaster evacuation
 - c. Chemical spill evacuationEvacuate accordingly!
- C. When leaving building:
 - a. Take roll book or current roster and emergency kit
 - b. Require students to be silent in order to hear instructions
 - c. Close doors to classroom
 - d. Go directly to pre assigned location
- D. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of your students.
- E. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aid. Students with minor injuries are to be cared for after evacuation.
- F. Upon reaching evacuation destination, teachers shall:
 - a. Take roll

- b. Make list of missing or absent students
 - c. Give list to assembly area team members
 - d. Calm students. Remind them of school policy to remain at school.
 - e. Monitor warmth and protection of students and move if necessary.
- G. If assigned to a Site Emergency Team, transfer your students to buddy teacher to supervise, report immediately to command post for supplies and begin implementation of team responsibilities.
- H. Teachers supervising students shall:
 - a. Keep track of all students under their care. Note on the roster any who leave, giving reasons, time, and destination.
 - b. Remain with students until given authorization to release a student to messenger from the Release Area. No student is to be released without this form. If student chooses to leave without permission, warn him/her of policy and note time, destination and any accompanying students.
- I. If student is released to anyone but parent or authorized adult, such as the First Aid center, write student's name on the student with a felt pen. This will provide positive identification in the event of shock or unconsciousness.
- J. Enlist the help of any adults who volunteer but make them aware of your responsibility and the limits of theirs.
- K. Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Talking it out is absolutely essential in psychological adjustment to disaster.
- L. As the time period extends, reassure students that they are in perhaps the safest place possible under disaster conditions. Fill in the time with games, songs, stories, exercise and rest periods.
- M. Report to the Command Post when all students have been released.
- N. Report to Site Manager for permission to be released.

ASSEMBLY AREA ASSIGNMENTS WHEN SCHOOL IS EVACUATED

All teachers evacuate with class. Mrs.Luuhoang/ Mr.Laxman sets up a First Aid station in Room F.

After school directors report to the Student Release Area.

RESPONSES TO SPECIFIC EMERGENCIES

These emergencies cover a wide range of possible situations that may occur.

EARTHQUAKE

Earthquakes

A. Warning – little or none

Earthquakes usually strike without warning. The following actions, as time permits, shall be accomplished.

B. Inside school building

1. The teacher or other person in authority implements action DROP. Face away from windows.
2. Try to avoid glass and falling objects. Move away from under suspended light fixtures.
3. After earthquake stops, implement action LEAVE BUILDING.
 - a. Do not return to buildings for any reason until they have been declared safe by school authorities.
 - b. Adult guards should be posted at a safe distance from all building entrances to see that no one re-enters the buildings.
4. All site personnel should assemble in pre planned assembly area.
5. Teachers take roll and make list of missing students.
6. Do not light any fires after the earthquake. Turn off main gas valve if district has not done so.
7. Keep safe distance from electrical wires, which may have fallen. Turn off main electrical switch if district has not.
8. Render first aid if necessary.
9. Call 911 for fire or medical help.
10. Notify San Jose High Principal.
11. Use bullhorn and radio system for in-school contact.
12. Request assistance as needed, from Site Manager.
13. The Site Manager/ Principal will try to procure the advice of district authorities about the safety of the building and whether students and staff may return.

C. On School Grounds:

1. The teacher or other person in authority implements action DROP.
2. The safest place is in the open. Stay there.
3. Do not run !
4. After the earthquake, if on way to school, continue to school.
5. After the earthquake, if on way from school, continue home.

FIRE

A. Warning

1. Fire within the school – Fire Alarm
2. Fire near the school – Visual sighting, messenger, telephone

B. Fire within school building

In the event a fire is detected within a school building, the following will be accomplished:

1. Sound the school fire alarm if hasn't already sounded. This will automatically implement action LEAVE BUILDING. Become familiar with the pull box locations.
2. Students remain under direct control of teachers until released.
3. Render first aid as necessary.
4. Notify San Jose Fire at 911.
5. Fight incipient fires without endangering life.
6. Keep access roads open for emergency vehicles
7. Take roll.
8. Notify San Jose High.
9. The Site Manager /Principal will determine what emergency action should be implemented.
10. Students and staff should not return to the buildings until the Fire Department declares the area safe.

C. Fire Near School:

The Principal shall:

1. Determine the need to execute action LEAVE BUILDING if nearby fire poses an immediate threat to the students of the building.
2. Notify San Jose Fire at 911.
3. Determine whether the students and staff should leave the school grounds and, if the situation warrants, leave the area.

EXPLOSION OR THREAT OF EXPLOSION

- A. Warning: When the condition is detected or the explosion occurs.
- B. In the event of an explosion at school, or the threat of an explosion – such as those caused by leaking gas or a faulty boiler within a school building, the following will be accomplished:
 1. Explosion:
 - a. Command DROP is given.
 - b. If the explosion occurred within the building, or threatened the building, the teachers should immediately implement action LEAVE BUILDING.
 - c. Sound the fire alarm.
 - d. Move to an area of safety, and maintain control of students.
 - e. Render first aid as necessary.
 - f. Notify the San Jose Fire Department at 911.
 - g. Fight incipient fires with out endangering life.

- h. Take roll.
- i. Notify San Jose High
- j. Notify utility companies of a break or suspected break.
- k. The Principal will direct further action as required.

2. Threat of Explosion

- a. Sound the school fire alarm. This will automatically implement action LEAVE BUILDING.
- b. Follow procedures d, f, I, j and k under Explosion section above.

BOMB THREAT

- A. Planning for bomb threat incidents cannot be overemphasized even though experience shows that over 95 percent of such threats are hoaxes. However the chance remains that the threat may be authentic and appropriate action should be taken in each case to provide for the safety of personnel and property, and to locate the device so that it can be neutralized.
- B. If an anonymous telephone call or written threat is received by the school personnel regarding placement of bombs or explosives in a building or on campus, certain procedures shall be followed immediately.
 - 1. If the message is a telephone call, collect as much information as possible about the device and the person calling. Upon hanging up, notify Site Manager immediately.
 - 2. If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found should be noted. Immediately place the message in a cellophane envelope, if possible, so that fingerprints can be detected.
- C. The Site Manager shall take appropriate action which shall include:
 - 1. Determination whether or not to evacuate the site. A minimum of 300 feet away from the building is considered safe.
 - 2. Notify the San Jose High and City Police Department
 - 3. Assist Police units with site search as needed.
 - 4. Write report after incident is over.
- D. If a suspected explosive device is found:
 - a. Do not touch it!!
 - b. Report it to police.
 - c. Evacuate all personnel to safe distance.
 - d. Open windows and doors to reduce potential damage if device should explode.

CAMPUS UNREST

- A. Campus unrest may result in challenge of authority, vandalism, gang activity, etc., to the point where the Principal determines that the safety of students and staff is jeopardized.
- B. Responsibilities

Principal

1. Initiate action SECURE BUILDING
2. Notify San Jose High and San Jose City police.
3. Inform students who refuse to report to class that they are subject to suspension, expulsion and possible arrest.
4. Utilize non-teaching staff to move students into classrooms or off campus.
5. Instruct staff members to take names of students who fail to cooperate.
6. If time permits, call parents of uncooperative students.
7. Under extreme circumstances, Principals will make decision whether to close the school.

Staff

1. Teachers will maintain classes at the direction of the principal.

DRIVE-BY SHOOTINGS

In the event that a drive-by shooting occurs on or adjacent to Sunrise Middle, these procedures should be followed:

Responsibilities

Principal

1. Initiate Action SECURE BUILDING or Action DUCK, COVER AND HOLD.
2. Immediately call 911
3. Work in coordination with law enforcement officials

Staff

1. In classrooms, maintain Action SECURE BUILDING or Action DUCK, COVER AND HOLD until the all clear signal sounds.
2. In open areas, move students to safer areas, i.e., classrooms, as quickly as possible. Initiate Action DROP only if it is not possible to safely reach an enclosed area.

Note: Staff members who witness the incident should attempt, without putting themselves in danger, to get the license number and as precise a description of the vehicle as possible.

HOSTAGE SITUATIONS

If an intruder enters a classroom or enclosed area with a weapon and threatens to shoot or injure a person, these guidelines should be followed:

Responsibilities

Principal

1. Immediately notify San Jose Police and other appropriate law enforcement agencies.
2. Initiate Action SECURE BUILDING
3. Monitor the hostage situation as best as possible without doing anything to exacerbate it.
4. Follow instructions of law enforcement officials who will take over when they arrive on campus.

Staff

1. Remain calm. Talk with the individual in a low key, non-threatening manner. Do not argue with or antagonize the individual in any way.
2. Keep your distance. Give the intruder ample space.
3. Do not attempt to deceive or threaten the intruder.
4. Do not "but into" the delusions of the intruder.
5. Suggest marching the students quietly out a backdoor if there is one. Back off if this approach angers the intruder.
6. Be constantly alert and prepared for violence. Initiate action DUCK AND COVER if the intruder opens fire.

Tips for handling hostage takers:

Note: If the school becomes involved in a hostage situation the primary concern must be the safety of the students and staff. Individuals who take hostage are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remember that it may take very little to cause such persons to become violent.

If an individual begins firing a weapon on campus, the following actions will be taken:

Principal

1. Inform staff supervising students in classrooms to initiate action DUCK, COVER AND HOLD.
2. Immediately notify San Jose High and San Jose Police
3. Work in coordination with law enforcement until situation is resolved.
4. Initiate pupil release procedures and/or evacuation procedures if it becomes necessary to do so.

Staff

1. In classrooms, maintain action DUCK, COVER AND HOLD until the situation is resolved.
2. In open areas, move students to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate Action DROP; this should be done only when there is no chance for students to reach safer areas.

LOCATION OF EMERGENCY SUPPLIES AND EQUIPMENT

First Aid Supplies: Office and classrooms

Emergency Water: Office

Emergency Food: Cafeteria/Classrooms

Bullhorn: Principal's Office

Radios: Front Office/Classrooms

Tools: Front Office

ADDITIONAL HEALTH AND SAFETY CONCERNS

(Per CDE directive Feb. 24, 2016)

STUDENT MENTAL HEALTH

Sunrise works with several contracted counselors and the Alum Rock Counseling Center to bring group and individual counseling to its students. About 20 percent of the student population is receiving counseling services. The school principal is a licensed school counselor and handles emergency situations in conjunction with the ARCC emergency response team. The school principal/lead counselor, in conjunction with teachers and other staff, makes the referrals for counseling.

BULLYING AND CYBER BULLYING

Sunrise Middle takes a strong stance against any type of bullying or cyber bullying. Students are made to feel comfortable reporting these incidents to the principal, office staff and teachers. These incidents are treated as seriously as any other school issue, such as graffiti, theft, defiance, sexual harassment, violence, etc. Sunrise recognizes that bullying and cyber bullying can be as harmful and damaging as use of physical force, and therefore, such incidents may result in suspension or in-house suspension. The student involved may not return to the classroom until the issue has been fully resolved through peer conflict resolution and/or restorative justice practices.

SCHOOL CLIMATE

Sunrise maintains a positive “second home” atmosphere at the school so that students may feel safe and ready to learn. This atmosphere is achieved through the small class size, daily meditation, first period advisories, conflict resolution, counseling, restorative justice measures, friendly and caring staff, etc.

The students’ families are included in this positive and friendly school climate. We have an open door policy. Parents are urged to help out at the school and to visit often. We have monthly school-wide parent meetings and biannual individual parent meetings.

SCHOOL MENTAL HEALTH / COUNSELING PLAN

Sunrise Middle School places strong attention toward the mental health of its students. Middle school students are passing through a vulnerable period in their lives. Also, the pressures of modern-day society are often too much for youngsters. Additionally, the majority of our families are very low income, which places additional stresses on their lives.

With this in mind, the school has developed a multi-tier approach to assisting our youth and their families.

Staff, parents and other students make referrals for students they believe are in need of extra attention.

These students are initially steered toward one of several people:

- Our youth mentor who is trained as a Peacemaker
- Our school director, who is a credentialed school counselor
- A parttime school counselor who visits Sunrise weekly when we are in session
- Or, another staff member with whom the student may feel close.

If these meetings do not help the student – or if it is requested – a referral is made to Alum Rock Counseling Center or to Gardner Health Services of San Jose for more formal counseling. If the student does not qualify for free counseling, we urge his/her parents to request formal therapy through their insurance provider.

All students at the school, meanwhile, receive socio-emotional assistance in various ways:

- Daily meditation
- Peer conflict resolution
- Weekly advisory periods focusing on self-esteem, dealing with feelings, etc.
- Videos and trainings from the school's character-building program, SCOPE – Self Control, Curiosity, Optimism, Perseverance and Effort.

It is our hope that our students' mental health and well-being will thrive with these steps set in place.

Please also read, in the following pages, more from our:

- Suicide prevention plan
- Bullying policy
- Cyber-bullying policy
- Anti-harassment policy

Sunrise Middle School Suicide Prevention Plan and Policy

The Board of Directors of Sunrise Middle School ("Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. This plan and policy aims to safeguard students against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for Charter School families affected by suicide attempts and loss. As the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

Suicide Prevention Education & Training:

The Charter School shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction may be incorporated into the health education curriculum where appropriate. Such instruction should be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

Charter School shall provide staff with access to training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention. Any such professional development also shall include additional information regarding groups of students judged by the Charter School to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth bereaved by suicide;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Youth experiencing homelessness or in out-of-home settings, such as foster care; and
- Lesbian, gay, bisexual, transgender, or questioning youth.

Employee Reporting and Support:

Referral to Executive Director: Whenever a Charter School staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director. The Executive Director or designee, if appropriate and in the best interest of the student, shall notify the student's parents/guardians/caregivers as soon as possible. Determination of notification to parents/guardians/caregivers should follow an initial assessment by the Executive Director or his/her designee to ensure that the student is not endangered by parental notification.

Supporting Students Who Have Attempted Suicide: If a suicide attempt by a student is made, it is crucial that the Charter School protects the privacy of the student and maintain

a confidential record of the actions taken to intervene, support, and protect the student. The Executive Director or his/her designee should contact the parents/guardians/caregivers to offer support.

Re-Entry: A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. An appropriate re-entry process is an important component of suicide prevention and intervention. Involving students in planning for their return provides them with a sense of control, personal responsibility, and empowerment. The Executive Director or his/her designee should take steps to support the student upon re-entry, which may include:

- Discussing with the family about any specific requests they may have to support the student restarting his/her course of study;
- Informing staff about possible days of absences; and
- Allowing for reasonable accommodations for students to make up work (e.g., extended deadlines on assignments).

Postvention: Postvention is an intervention conducted after a suicide. A death by suicide in the school community (whether by a student or staff member) can have devastating consequences. The Executive Director or designee shall coordinate the response to such an event, which shall include:

- Where appropriate, notifying all staff members;
- Where appropriate, notify students about suicide death and the availability of any support services;
 - Messaging about suicide has an effect on suicidal thinking and behaviors. The Executive Director shall ensure appropriate communications are used in the event a suicide occurs or an attempt is made by a student.
- Identify students significantly affected by suicide death and prepare staff to respond to the needs of these and other students; and
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered.

Employee Qualifications and Scope of Services:

Charter School employees must act only within the authorization and scope of their credential or license. This policy does not authorize or encourage a Charter School employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

Student Reporting:

Students are encouraged to notify a teacher, principal, or any other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Additional Resources:

Charter School staff and families are encouraged to review the following resources:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted suicide resources for schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted%20suicide%20resources%20for%20schools-9/)
- National Suicide Prevention Lifeline: The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones. Call 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area. <http://www.suicidepreventionlifeline.org>

Unanimously approved by the Sunrise Board of Directors on October 9, 2018

Signature of Board Secretary, Marilyn Pimentel

Sunrise Middle School Policy for Bullying Prevention

The Sunrise Middle School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The Sunrise Middle School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The Sunrise Middle School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, the Sunrise Middle School District will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Sunrise Middle School Policy for Conflict Resolution

The Sunrise Middle School District believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, the Sunrise Middle School District will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

The Sunrise Middle School District will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators (*give location where listing of designated staff and students is posted*).
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

**Approved on a 5-0 vote
November 14, 2017**

Board Secretary's Signature: _____

**SUNRISE MIDDLE SCHOOL
BOARD OF DIRECTORS POLICY**

POLICY TITLE: Cyberbullying Prevention Policy

STATEMENT OF POLICY

Sunrise Middle School (“Sunrise”) is committed to providing a safe, positive, productive, and nurturing educational environment for all students and members of the school community. This policy provides Sunrise families with background information on cyberbullying, disciplinary rules, prevention strategies, and links to helpful resources.

1. WHAT IS CYBER BULLYING?

Cyberbullying is bullying that takes place using electronic communication technology such as cell phones, computers, and tablets, as well as communication tools including social media sites, e-mail, web applications, and text messages. In some cases, cyberbullying is a single child sending a hurtful text to another child. But it can also be a group of students posting hurtful things about another student or teacher or other adult on a social media website. Examples of cyberbullying include:

- Sending mean emails, texts or instant messages to students.
- Threatening or intimidating another student online or in a text message.
- Posting hurtful statements about a student on social media platforms.
- Pretending to be another person by creating a fake online profile.
- Taking an embarrassing or sexually explicit photo of a student and/or sharing it without permission.
- Sending repetitive neutral messages to someone a student in a harassing manner.

Victims of cyberbullying may experience many of the same effects as children who are bullied in person, such as impacted academic performance, low self-esteem, or depression. However cyberbullying can seem more extreme to its victims for several reasons:

- Cyberbullying can be harsher. Often kids say things online that they wouldn’t say in person.
- Cyberbullying can have a greater impact on children as they can receive bullying communications *at home*. Being bullied at home can take away the place children feel most safe.
- Cyberbullying’s impact can be devastating due to how easy it is to share bullying communications. Children are able to send emails or make posts on social media about a student and it can be easily shared with classmates and a larger public audience. The student who is targeted may feel *publically humiliated* since the viewing audience is virtually limitless.

2. **CYBERBULLYING IS PROHIBITED**

Sunrise will not tolerate behavior that infringes on the safety of any student, including the bullying, harassment, intimidation, and cyberbullying of any student. Students who engage in cyberbullying may be subject to disciplinary action up to and including suspension and expulsion.

Sunrise has policies and programs in place that help create an environment that is proactive in preventing and addressing cyberbullying. These include the implementation of our Behavior Policy, Student Suspension and Expulsion Policy, Anti-Discrimination Policies, on-campus programs like the friendship bench, and teacher in-service training to raise the awareness of children and school staff regarding harassment, intimidation and bullying.

“Bullying” is prohibited and is grounds for suspension or expulsion. “Bullying” is defined to include severe or pervasive conduct, including cyberbullying, that can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or teacher or other adult in fear of harm to the student’s person or property.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a substantial detrimental effect on a reasonable student’s physical or mental health.

Sunrise can discipline students for any acts that occur *on-campus* (e.g., student sends bullying texts to another student during school hours). A student may also be disciplined for *off-campus* cyberbullying if it meets the definition of bullying above and substantially disrupts another student’s instructional environment.

For example, a student who uses a home computer to post insulting statements about another student or adult on a social media website is engaging in cyberbullying. As a result, the target student may be subject to additional harassment at school, making it more difficult for him/her to participate in educational activities. Any student who makes that kind of posts will be subject to disciplinary action, as well as any other students who are responsible for harassing the target student.

Sunrise staff recognizes students’ First Amendment rights and will consult with legal counsel if they have questions about the school’s ability to discipline a student for actions conducted off-campus.

3. **PARENT INTERACTIONS WITH STAFF**

Sunrise’s education programs greatly benefit from volunteer support of our parent community. This support takes many forms, including helpful parent feedback.

Sunrise expects that parents/guardians will communicate with Sunrise staff members in a respectful and non-harassing manner. If parents/guardians direct harassing, malicious, obscene, threatening, or intimidating communications towards any member of the Sunrise community

(e.g., staff, parents, and students), they may have their electronic and/or telephonic access to school staff and Sunrise social media accounts (e.g., Facebook groups and pages) restricted at the discretion of the Executive Director/Principal.

4. REPORTING CYBERBULLYING

Students are expected to immediately report incidents of intimidation, harassment and/or bullying—including cyberbullying—to a playground monitor, teacher, Vice Principal or the Executive Director/Principal.

Sunrise staff should immediately report any instances of cyberbullying to the Executive Director/Principal. The Executive Director/Principal is responsible for investigating incidents of cyberbullying, notifying parents/legal guardians, and issuing discipline consistent with Sunrise's policies. Parents and students can rely on Sunrise staff to promptly investigate each complaint in a thorough and confidential manner. Sunrise shall discipline students who commit a prohibited act of cyberbullying following the procedures laid out in the charter, which are summarized in the Student Suspension/ Expulsion section of the Parent Informational Handbook.

If any student who believes he/she was cyberbullied by another student, or the parent of the complainant student, feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent should contact the Executive Director/Principal. Sunrise prohibits retaliatory behavior against any complainant or any participant in the complaint process.

If cyberbullying is of a very serious nature, such as threats of physical violence or sharing explicit photographs of another student, Sunrise staff must immediately inform the Executive Director/Principal. The Executive Director/Principal is responsible for notifying law enforcement in response to these serious incidents.

5. PREVENTION STRATEGIES AND RESOURCES

Each teacher at Sunrise implements a classroom management plan that addresses inappropriate behavior, including bullying. Teachers discuss/review this plan and conduct ongoing discussions and activities in the classroom related to bullying prevention throughout the school year.

Since cyberbullying can take place at home, parents play an important role in preventing cyberbullying. The following are some strategies aimed at cyberbullying prevention:

- Provide guidance to children on appropriate behavior using technology, which may include:
 - Never give out personal information online, whether in instant message profiles, chat rooms, blogs, social media sites, or personal websites.
 - Never tell anyone but your parents your password, even friends.
 - If someone sends a mean or threatening message, don't respond. Save it or print it out and show it to an adult.

- Don't put anything online that you wouldn't want your classmates to see, even in email.
- Don't send messages or make posts when you're angry. Before clicking "send," ask yourself how you would feel if you received the message.
- Help other students who are bullied online by not joining in and showing bullying messages to an adult.
- Always be as polite online as you are in person.
- Know the sites your children visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
- Learn about the sites and applications your children use, so you can better monitor their use.
- Discuss cyberbullying with your children and ask if they have ever experienced it or seen it happen to someone.
- Ask for their passwords, and if necessary tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.
- Tell your children that you won't blame them if they are cyberbullied. Emphasize that you won't take away their computer privileges—this is one of the main reasons students don't tell adults when they are cyberbullied.

The following are links to websites that feature additional information and resources, which may be helpful to our families:

- National Crime Prevention Council: <http://www.ncpc.org/topics/cyberbullying/stop-cyberbullying>
- StopBullying.Gov: <https://www.stopbullying.gov/cyberbullying/index.html>
- Cyberbullying Research Center: <http://cyberbullying.org/resources>
- CyberBullyHelp: <http://cyberbullyhelp.com/>
- Safe Kids - <http://www.safekids.com/>
- AThinOnline.Org: <http://www.athinline.org/>

Approved on a 5-0 vote

On November 14, 2017

Board Secretary's Signature: _____

Any form of harassment at Sunrise Middle School has been forbidden under the terms of the school's employee and student/parent handbooks. Sunrise staff now plans to take this unofficial policy and make it official, by requesting a Board vote in favor of the following official Anti-Harassment Policy and Complaint Procedure on Jan. 11, 2021.

Anti-Harassment Policy and Complaint Procedure

Objective

Sunrise Middle School strives to create and maintain a work environment in which people are treated with dignity, decency and respect. The environment of the company should be characterized by mutual trust and the absence of intimidation, oppression and exploitation. Sunrise will not tolerate unlawful discrimination or harassment of any kind. Through enforcement of this policy and by education of employees, Sunrise will seek to prevent, correct and discipline behavior that violates this policy.

All employees, regardless of their positions, are covered by and are expected to comply with this policy and to take appropriate measures to ensure that prohibited conduct does not occur. Appropriate disciplinary action will be taken against any employee who violates this policy. Based on the seriousness of the offense, disciplinary action may include verbal or written reprimand, suspension, or termination of employment.

Managers and supervisors who knowingly allow or tolerate discrimination, harassment or retaliation, including the failure to immediately report such misconduct to human resources (HR), are in violation of this policy and subject to discipline.

Prohibited Conduct Under This Policy

Sunrise, in compliance with all applicable federal, state and local anti-discrimination and harassment laws and regulations, enforces this policy in accordance with the following definitions and guidelines:

Discrimination

It is a violation of Sunrise's policy to discriminate in the provision of employment opportunities, benefits or privileges; to create discriminatory work conditions; or to use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, national origin, age, religion, disability status, sex, sexual orientation, gender identity or expression, genetic information or marital status.

Discrimination of this kind may also be strictly prohibited by a variety of federal, state and local laws, including Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967 and the Americans with Disabilities Act of 1990. This policy is intended to comply with the prohibitions stated in these anti-discrimination laws.

Discrimination in violation of this policy will be subject to disciplinary measures up to and including termination.

Harassment

Sunrise prohibits harassment of any kind, including sexual harassment, and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce an employee, co-worker, or any person working for or on behalf of Sunrise.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes comments that are offensive or unwelcome regarding a person's national origin, race, color, religion, age, sex, sexual orientation, pregnancy, appearance, disability, gender identity or expression, marital status or other protected status, including epithets, slurs and negative stereotyping.
- Nonverbal harassment includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of national origin, race, color, religion, age, gender, sexual orientation, pregnancy, appearance, disability, sexual identity, marital status or other protected status.

Sexual harassment

Sexual harassment is a form of unlawful employment discrimination under Title VII of the Civil Rights Act of 1964 and is prohibited under Sunrise's anti-harassment policy. According to the Equal Employment Opportunity Commission (EEOC), sexual harassment is defined as "unwelcome sexual advances, requests for sexual favors,

and other verbal or physical conduct of a sexual nature ... when ... submission to or rejection of such conduct is used as the basis for employment decisions ... or such conduct has the purpose or effect of ... creating an intimidating, hostile or offensive working environment."

Sexual harassment occurs when unsolicited and unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature:

- Is made explicitly or implicitly a term or condition of employment.
- Is used as a basis for an employment decision.
- Unreasonably interferes with an employee's work performance or creates an intimidating, hostile or otherwise offensive environment.

Sexual harassment may take different forms. The following examples of sexual harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal sexual harassment includes innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, lewd remarks and threats; requests for any type of sexual favor (this includes repeated, unwelcome requests for dates); and verbal abuse or "kidding" that is oriented toward a prohibitive form of harassment, including that which is sexual in nature and unwelcome.
- Nonverbal sexual harassment includes the distribution, display or discussion of any written or graphic material, including calendars, posters and cartoons that are sexually suggestive or show hostility toward an individual or group because of sex; suggestive or insulting sounds; leering; staring; whistling; obscene gestures; content in letters, notes, facsimiles, e-mails, photos, text messages, tweets and Internet postings; or other forms of communication that are sexual in nature and offensive.
- Physical sexual harassment includes unwelcome, unwanted physical contact, including touching, tickling, pinching, patting, brushing up against, hugging, cornering, kissing, fondling, and forced sexual intercourse or assault.

Courteous, mutually respectful, pleasant, noncoercive interactions between employees that are appropriate in the workplace and acceptable to and welcomed by both parties are not considered to be harassment, including sexual harassment.

Consensual Romantic or Sexual Relationships

Sunrise strongly discourages romantic or sexual relationships between a manager or other supervisory employee and an employee who reports directly or indirectly to that person, because such relationships tend to create compromising conflicts of interest or the appearance of such conflicts. In addition, such a relationship may give rise to the perception by others that there is favoritism or bias in employment decisions affecting

the staff employee. Moreover, given the uneven balance of power within such relationships, consent by the staff member is suspect and may be viewed by others, or at a later date by the staff member, as having been given as the result of coercion or intimidation. The atmosphere created by such appearances of bias, favoritism, intimidation, coercion or exploitation undermines the spirit of trust and mutual respect that is essential to a healthy work environment. If there is such a relationship, the parties need to be aware that one or both may be moved to a different department or other actions may be taken.

If any employee of Sunrise enters into a consensual relationship that is romantic or sexual in nature with an employee who reports directly or indirectly to that employee, or if one of the parties is in a supervisory capacity in the same department in which the other party works, the parties must notify the HR director or other appropriate corporate officer. Because of potential issues regarding quid pro quo harassment, [Company Name] has made reporting mandatory. This requirement does not apply to employees who do not work in the same department or to parties where neither one supervises or otherwise manages responsibilities over the other.

Once the relationship is made known to Sunrise, the company will review the situation with human resources in light of all the facts (reporting relationship between the parties, effect on co-workers, job titles of the parties, etc.) and will determine whether one or both parties need to be moved to another job or department. If it is determined that one party must be moved, and there are jobs in other departments available for both, the parties may decide who will be the one to apply for a new position. If the parties cannot amicably come to a decision, or the party is not chosen for the position to which he or she applied, the HR director and senior management will decide which party will be moved. That decision will be based on which move will be least disruptive to the organization as a whole. If no other jobs are available for either party, the parties will be given the option of terminating their relationship or resigning.

Retaliation

No hardship, loss, benefit or penalty may be imposed on an employee in response to:

- Filing or responding to a bona fide complaint of discrimination or harassment.
- Appearing as a witness in the investigation of a complaint.
- Serving as an investigator of a complaint.

Lodging a bona fide complaint will in no way be used against the employee or have an adverse impact on the individual's employment status. However, filing groundless or malicious complaints is an abuse of this policy and will be treated as a violation.

Any person who is found to have violated this aspect of the policy will be subject to discipline up to and including termination of employment.

Confidentiality

All complaints and investigations are treated confidentially to the extent possible, and information is disclosed strictly on a need-to-know basis. The identity of the complainant is usually revealed to the parties involved during the investigation, and the HR director will take adequate steps to ensure that the complainant is protected from retaliation during and after the investigation. All information pertaining to a complaint or investigation under this policy will be maintained in secure files within the HR department.

Complaint procedure

Sunrise has established the following procedure for lodging a complaint of harassment, discrimination or retaliation. The company will treat all aspects of the procedure confidentially to the extent reasonably possible.

1. Complaints should be submitted as soon as possible after an incident has occurred, preferably in writing. The HR director may assist the complainant in completing a written statement or, in the event an employee refuses to provide information in writing, the HR director will dictate the verbal complaint.
2. Upon receiving a complaint or being advised by a supervisor or manager that violation of this policy may be occurring, the HR director will notify senior management and review the complaint with the company's legal counsel.
3. The HR director will initiate an investigation to determine whether there is a reasonable basis for believing that the alleged violation of this policy occurred.
4. If necessary, the complainant and the respondent will be separated during the course of the investigation, either through internal transfer or administrative leave.
5. During the investigation, the HR director, together with legal counsel or other management employees, will interview the complainant, the respondent and any witnesses to determine whether the alleged conduct occurred.
6. Upon conclusion of an investigation, the HR director or other person conducting the investigation will submit a written report of his or her findings to the company. If it is determined that a violation of this policy has occurred, the HR director will recommend appropriate disciplinary action. The appropriate action will depend on the following factors:
 - a) the severity, frequency and pervasiveness of the conduct;

- b) prior complaints made by the complainant;
- c) prior complaints made against the respondent; and
- d) the quality of the evidence (e.g., firsthand knowledge, credible corroboration).

If the investigation is inconclusive or if it is determined that there has been no violation of policy but potentially problematic conduct may have occurred, the HR director may recommend appropriate preventive action.

7. Senior management will review the investigative report and any statements submitted by the complainant or respondent, discuss results of the investigation with the HR director and other management staff as appropriate, and decide what action, if any, will be taken.
8. Once a final decision is made by senior management, the HR director will meet with the complainant and the respondent separately and notify them of the findings of the investigation. If disciplinary action is to be taken, the respondent will be informed of the nature of the discipline and how it will be executed.

Alternative legal remedies

Nothing in this policy may prevent the complainant or the respondent from pursuing formal legal remedies or resolution through local, state or federal agencies or the courts.

Approved on a ___ to ___ vote on Jan. 11, 2021

Signed by: _____
Marilyn Pimentel, Board Secretary

Safe Ingress and Egress Procedures

Sunrise Middle School
1149 E. Julian St San Jose CA 95116

Sunrise Middle School is located at 1149 E. Julian Street on the premises of San Jose Unified the largest school district in San Jose California. Our school collaborates and shares facilities with two other school sites; San Jose High school and Ace inspire middle school. We have a community clinic onsite that serves the general public on a daily basis. All four sites share a common parking lot with solar panel roof.

The surrounding area is composed of both residential and commercial buildings which experiences high traffic throughout the day, a large homeless population is found along the creek that runs adjacent to the school and a drug rehabilitation home is situated about two blocks away from the school. Watson City Park is located half mile away from the school site.

Our student population at Sunrise arrives to school by using two main forms of transportation, which include parent vehicles, and walking. There are no school buses unless schedule by the school to conduct fieldtrips. There is a clear path marked with orange cones that leads to a student drop off /pickup area in front of the school. Students, parents and community members use a sidewalk to enter and exit the premises when walking to and from school. There are clearly marked traffic signs for drivers to follow a safe ingress and egress to and from campus. Staff supervision is provided before and after school to ensure the safety arrival and departure of students as well as supporting the flow of traffic. There is a clear entrance marked as well as one exit sign leaving the parking lot to minimize confusion.

Sunrise Middle School is located in a busy intersection between Julian and 24th street in San Jose California, the commercial buildings offer a busy intersection there is bottleneck traffic created in front of the school from the traffic-exiting highway 101 as well as railroad tracks at the base of the 101 highway overpass. There are construction companies, restaurants, auto mechanic shops, liquor stores, a gas station near the school. The high school has a swimming pool with potential cleaning chemicals. Perhaps the increase of a homeless population is our biggest challenge not only at our school site but citywide.

Notifying Teachers of Dangerous Pupils Policy

Notification of Students Having Committed Specified Crimes:

Welfare and Institutions Code 827 (b) (2): *Notwithstanding subdivision (a), written notice that a minor enrolled in a public school, kindergarten to grade 12, inclusive, has been found by a court of competent jurisdiction to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Section 290 of the Penal Code, assault or battery, larceny, vandalism, or graffiti shall be provided by the court, within seven days, to the superintendent of the school district of attendance.*

Written notice shall include only the offense found to have been committed by the minor and the disposition of the minor's case. This notice shall be expeditiously transmitted by the district superintendent to the principal at the school of attendance. The principal shall expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the minor. In addition, the principal shall disseminate the information to any teacher or administrator directly supervising or reporting on the behavior or progress of the minor whom the principal believes needs the information to work with the pupil in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

Any information received by a teacher, counselor, or administrator under this subdivision shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff, and shall not be further disseminated by the teacher, counselor, or administrator, except insofar as communication with the juvenile, his or her parents or guardians, law enforcement personnel, and the juvenile's probation officer is necessary to effectuate the juvenile's rehabilitation or to protect students and staff.

Education Code 49079: *(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.*

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

In order to comply with Welfare and Institutions Code 827 (b) (2) and Education Code 49079 , which state teachers must be notified of the reason and or reasons a student has been suspended from school, expelled from school, and or has committed a crime, the following procedures will be followed:

1. When a student has committed a suspendable act, the Principal, Vice Principal, Principal Designee, and or Clerical will document the suspendable act in the Student Discipline section of Power School "S" in "Attendance for the remaining periods and days of Suspension.
2. The Principal, Vice Principal, Principal Designee, and or Clerical will inform staff of the student being suspended and the reasons for the suspension.
3. The Principal, Vice Principal, Principal Designee, and or Clerical will inform staff of students being referred from other districts who have been suspended from school and the reason of that or those suspensions, expelled from school and the reason of that or those expulsions, and or has committed a crime.
4. The Referring School District will inform Sunrise Middle School of students who have committed crimes with form JV-690: School Notification of Court Adjudication.

SUPERIOR COURT OF CALIFORNIA, COUNTY OF

MAILING ADDRESS:

CITY AND ZIP CODE:

BRANCH NAME:

SCHOOL NOTIFICATION OF COURT ADJUDICATION
(Welfare & Institutions Code Section 827(b) and Education Code Section 48267)

TO SUPERINTENDENT:

SCHOOL DISTRICT:

MAILING ADDRESS:

CITY, STATE, ZIP CODE:

1. YOU ARE HEREBY NOTIFIED that (*child's name*): _____, born on: _____, is currently enrolled in your public school and that under:
- a. Education Code section 48267, the child is in a grade 7 thru 12 and is described by section 602, and a condition of probation requires that the minor attend a school program approved by the probation officer.
 - b. Welfare & Institutions Code section 827(b), the child is in a grade kindergarten to grade 12 and was found by court of competent jurisdiction to have committed a felony or misdemeanor involving:

| | |
|--|--|
| (1) gambling (<i>code section, optional</i>): | (6) a sex offense listed in section 290 of the Penal Code (<i>code section, optional</i>): |
| (2) alcohol (<i>code section, optional</i>): | (7) assault or battery (<i>code section, optional</i>): |
| (3) drugs (<i>code section, optional</i>): | (8) larceny (<i>code section, optional</i>): |
| (4) graffiti (<i>code section, optional</i>): | (9) vandalism (<i>code section, optional</i>): |
| (5) carrying of weapons (<i>code section, optional</i>): | (10) distribution of tobacco products (<i>code section, optional</i>): |
2. THE COURT-ORDERED DISPOSITION of the child's case is (*complete only for Welf. & Inst. Code, § 827(b)*):
- | | |
|---|--------------------------|
| a. wardship probation | c. nonwardship probation |
| b. Division of Juvenile Facilities (DJF aka DJJ) commitment | d. Other: |

Date: _____

CLERK OF THE SUPERIOR COURT

For more information, contact the probation officer for the child.

WARNING: UNLAWFUL DISSEMINATION OF THIS INFORMATION IS A MISDEMEANOR

Any information received from this court is to be kept in a separate confidential file at the school of attendance. This record must be destroyed upon the child's graduating from high school, reaching the age of 18, or being released from court jurisdiction, whichever occurs first.

FURTHER INSTRUCTIONS

This form serves two purposes. It is primarily designed to provide the notice required by Welfare and Institutions Code section 827(b). The form can also be used to provide notice under Education Code section 48267. In addition, the form can be used to provide notice under both. If the form is providing notice for both section 827(b) and section 48267, the rules of section 827(b) on its dissemination, listed below, should be followed.

PURPOSE AND DISSEMINATION UNDER EDUCATION CODE SECTION 48267

Education Code section 48267 requires that if the child is in a grade from 7 to 12, the juvenile court must notify the superintendent of the child's school district when the child is described by section 602 and a condition of probation requires attendance in a school program approved by the probation officer.

If the form is being used to provide notice under Education Code section 48267, the juvenile court must provide the written notice to the superintendent of the school district of attendance within seven days of the disposition order, which must be expeditiously transmitted to the principal or to one person designated by the principal of the school that the minor is attending. The principal or the principal's designee must not disclose this information to any other person except as otherwise required by law.

PURPOSE AND DISSEMINATION UNDER WELFARE AND INSTITUTIONS CODE SECTION 827(b)

Welfare and Institutions Code section 827(b) requires that when a child is found to have committed a felony or misdemeanor for certain offenses, the court must send this form to inform the school of the underlying offense and the outcome of the case. The form is intended to encourage communication between the courts, law enforcement, and schools to ensure rehabilitation of the child and to promote public safety.

Juvenile court proceedings and information related to the case are confidential, and disclosure of this form is governed by the rules of confidentiality found in Welfare and Institutions Code section 827. Information related to a child's juvenile case is strictly confidential; the disclosure on this form is a limited exception. It is to be provided only to select individuals in the child's school district. An intentional violation of these rules is a misdemeanor.

Welfare and Institutions Code section 827(b) provides specific instructions for the school on how the form should be disseminated when it is sent by the court:

The court will send this form to the district superintendent of the child's school district.

The district superintendent must expeditiously transmit it to the principal at the school of attendance.

The principal must then expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the child. In addition, the principal must disseminate the information to any teachers or administrators directly supervising or reporting on the behavior or progress of the child, if the principal believes they need the information to work with the child in an appropriate fashion or to promote school safety.

Any information received from the court by a teacher, counselor, or administrator must be received in confidence for the limited purpose of rehabilitating the child and protecting students and staff.

A teacher, counselor, or administrator who receives the information in the form must *not* disclose the information or disseminate the form unless it is communication with the child, his or her parents or guardians, law enforcement personnel, or the juvenile probation officer and is necessary to effectuate the child's rehabilitation or to protect students and staff.

An intentional violation of the confidentiality provisions of Welfare and Institutions Code section 827(b) is a misdemeanor punishable by a fine not to exceed \$500.

If a child is removed from public school because of the court's finding described in this form, the superintendent must maintain the information in a confidential file and must defer transmitting the form received from the court until the child is returned to public school. If the child is returned to a school district other than the one from which the child came, the parole or probation officer having jurisdiction over the child must notify the superintendent of the last district of attendance, who must transmit the notice received from the court to the superintendent of the new district of attendance.

The form is required to be destroyed when the child graduates from high school, reaches the age of 18, or is released from court jurisdiction, whichever occurs first. At any time after the form is required to be destroyed, the child or his or her parent or guardian has the right to make a written request to the principal of the school to review the child's school records to verify that the form has been destroyed. After this requested review, the principal or his or her designee must respond in writing to the written request and either confirm or deny that the form has been destroyed, or explain why destruction has not yet occurred.

SUPERIOR COURT OF CALIFORNIA, COUNTY OF

MAILING ADDRESS:

CITY AND ZIP CODE:

BRANCH NAME:

SCHOOL NOTIFICATION OF COURT ADJUDICATION
(Welfare & Institutions Code Section 827(b) and Education Code Section 48267)

TO SUPERINTENDENT:

SCHOOL DISTRICT:

MAILING ADDRESS:

CITY, STATE, ZIP CODE:

1. YOU ARE HEREBY NOTIFIED that (*child's name*): _____, born on: _____, is currently enrolled in your public school and that under:
- a. Education Code section 48267, the child is in a grade 7 thru 12 and is described by section 602, and a condition of probation requires that the minor attend a school program approved by the probation officer.
 - b. Welfare & Institutions Code section 827(b), the child is in a grade kindergarten to grade 12 and was found by court of competent jurisdiction to have committed a felony or misdemeanor involving:

| | |
|--|---|
| (1) gambling (<i>code section, optional</i>): (2) alcohol (<i>code section, optional</i>): (3) drugs (<i>code section, optional</i>): (4) graffiti (<i>code section, optional</i>): (5) carrying of weapons (<i>code section, optional</i>): | (6) a sex offense listed in section 290 of the Penal Code (<i>code section, optional</i>): (7) assault or battery (<i>code section, optional</i>): (8) larceny (<i>code section, optional</i>): (9) vandalism (<i>code section, optional</i>): (10) distribution of tobacco products (<i>code section, optional</i>): |
|--|---|
2. THE COURT-ORDERED DISPOSITION of the child's case is (*complete only for Welf. & Inst. Code, § 827(b)*):
- | | |
|--|---|
| a. wardship probation b. Division of Juvenile Facilities (DJF aka DJJ) commitment | c. nonwardship probation d. Other: |
|--|---|

Date: _____

CLERK OF THE SUPERIOR COURT

For more information, contact the probation officer for the child.

WARNING: UNLAWFUL DISSEMINATION OF THIS INFORMATION IS A MISDEMEANOR

Any information received from this court is to be kept in a separate confidential file at the school of attendance. This record must be destroyed upon the child's graduating from high school, reaching the age of 18, or being released from court jurisdiction, whichever occurs first.

FURTHER INSTRUCTIONS

This form serves two purposes. It is primarily designed to provide the notice required by Welfare and Institutions Code section 827(b). The form can also be used to provide notice under Education Code section 48267. In addition, the form can be used to provide notice under both. If the form is providing notice for both section 827(b) and section 48267, the rules of section 827(b) on its dissemination, listed below, should be followed.

PURPOSE AND DISSEMINATION UNDER EDUCATION CODE SECTION 48267

Education Code section 48267 requires that if the child is in a grade from 7 to 12, the juvenile court must notify the superintendent of the child's school district when the child is described by section 602 and a condition of probation requires attendance in a school program approved by the probation officer.

If the form is being used to provide notice under Education Code section 48267, the juvenile court must provide the written notice to the superintendent of the school district of attendance within seven days of the disposition order, which must be expeditiously transmitted to the principal or to one person designated by the principal of the school that the minor is attending. The principal or the principal's designee must not disclose this information to any other person except as otherwise required by law.

PURPOSE AND DISSEMINATION UNDER WELFARE AND INSTITUTIONS CODE SECTION 827(b)

Welfare and Institutions Code section 827(b) requires that when a child is found to have committed a felony or misdemeanor for certain offenses, the court must send this form to inform the school of the underlying offense and the outcome of the case. The form is intended to encourage communication between the courts, law enforcement, and schools to ensure rehabilitation of the child and to promote public safety.

Juvenile court proceedings and information related to the case are confidential, and disclosure of this form is governed by the rules of confidentiality found in Welfare and Institutions Code section 827. Information related to a child's juvenile case is strictly confidential; the disclosure on this form is a limited exception. It is to be provided only to select individuals in the child's school district. An intentional violation of these rules is a misdemeanor.

Welfare and Institutions Code section 827(b) provides specific instructions for the school on how the form should be disseminated when it is sent by the court:

The court will send this form to the district superintendent of the child's school district.

The district superintendent must expeditiously transmit it to the principal at the school of attendance.

The principal must then expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the child. In addition, the principal must disseminate the information to any teachers or administrators directly supervising or reporting on the behavior or progress of the child, if the principal believes they need the information to work with the child in an appropriate fashion or to promote school safety.

Any information received from the court by a teacher, counselor, or administrator must be received in confidence for the limited purpose of rehabilitating the child and protecting students and staff.

A teacher, counselor, or administrator who receives the information in the form must *not* disclose the information or disseminate the form unless it is communication with the child, his or her parents or guardians, law enforcement personnel, or the juvenile probation officer and is necessary to effectuate the child's rehabilitation or to protect students and staff.

An intentional violation of the confidentiality provisions of Welfare and Institutions Code section 827(b) is a misdemeanor punishable by a fine not to exceed \$500.

If a child is removed from public school because of the court's finding described in this form, the superintendent must maintain the information in a confidential file and must defer transmitting the form received from the court until the child is returned to public school. If the child is returned to a school district other than the one from which the child came, the parole or probation officer having jurisdiction over the child must notify the superintendent of the last district of attendance, who must transmit the notice received from the court to the superintendent of the new district of attendance.

The form is required to be destroyed when the child graduates from high school, reaches the age of 18, or is released from court jurisdiction, whichever occurs first. At any time after the form is required to be destroyed, the child or his or her parent or guardian has the right to make a written request to the principal of the school to review the child's school records to verify that the form has been destroyed. After this requested review, the principal or his or her designee must respond in writing to the written request and either confirm or deny that the form has been destroyed, or explain why destruction has not yet occurred.

Sunrise Middle School views suspension and expulsion as the last resort for inappropriate student behavior, and expects to keep such administrative actions to a minimum through the implementation of Positive Behavior Interventions and Supports, counseling where needed, and daily meditation. This is based on our belief that inappropriate student behavior is usually caused by: 1) insufficient training of students in the appropriate manner in which to behave, or insufficient encouragement and acknowledgement of positive behaviors; 2) students' reaction to trauma, stress, and other challenging issues in their personal lives; or 3) insufficient time for quiet reflection.

We explain the basic school rules in person to students and their parents when they come to apply at our school. In addition, they are given a student handbook, which includes the code of conduct for our school. This is a list of expectations for our students, which is used on a school-wide basis to teach them positive behavior and to establish clear, consistent and enforceable guidelines for student conduct. Each student and their parent or guardian sign a form indicating they have reviewed and understand the policies during the first week of school. Elements of the code of conduct are then reviewed on a regular basis in school-wide meetings, individual student conferences, etc., and students are acknowledged on a consistent basis for adhering to the code.

Administrators and teachers have developed an agreement regarding which behaviors are to be handled within the classroom (minor problem behaviors that may require verbal re-direction, teacher consequence, and reminders about expected behavior), and which behaviors are to be handled by the office (significant issues that are having a negative impact on instructional time). All major problem behaviors are recorded and tracked in the school's student data information system in an effort to track behavior referrals. Staff meet regularly to discuss this behavior data and to move forward with interventions where necessary. Parents are also involved in the process. They are notified of our behavioral expectations and are informed both when they are being met by their student and when they are not. They also are asked for input on how to resolve their students' issues. At times they may be encouraged to visit the school and observe what is taking place.

Our behavior plan attempts to help our students engage in positive behaviors and to recognize, understand, and eliminate inappropriate ones. We recognize that students may need to experience both the positive and negative consequences of inappropriate behavior in addition to being taught about positive behavior.

The positive behaviors that we teach and uphold include:

- Showing up at school every day on time
- Dressing and speaking appropriately
- Completing schoolwork
- Telling the truth
- Respecting others and their property
- Staying clean and sober
- Living with courage
- Caring
- Learning from every experience
- Making a difference

We at Sunrise Middle School also maintain that the school can do much to reduce the occurrence of inappropriate behavior by providing students with group and/or individual sessions to release feelings about anger or grief resulting from trauma in their personal lives. We recognize that many of our students have emotional needs that may distract them at school and keep them from behaving appropriately and performing at their regular ability level. For this reason, we offer one-on-one and group counseling to these students, when needed. This school's founding director is a certified educational counselor and oversees the student counseling program, which also draws on community resources.

Finally, we believe that giving students time each day for silence and reflection – something that often is not possible at their homes – greatly reduces their likelihood to fight, be disruptive in class, or act out in other negative ways.

Nevertheless, there are still times when students need to realize consequences for serious violations of our code of conduct. Parents are notified and consulted – in person, if at all possible – after each of these violations.

Sunrise Middle School has established a comprehensive set of discipline, suspension and expulsion policies. These policies are informed by applicable federal constitutional, statutory, and case law and by non-charter school laws governing suspensions and expulsions in school districts (Education Code sections 48900 et. seq.) and are in accord with the procedures described below. These rules and procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations. At no time will corporal punishment be used as a

disciplinary measure against any student.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for the prohibited misconduct if the act is related to school activity or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

The Sunrise Middle School Executive Director, or a designee, makes final decisions regarding suspensions and makes recommendations to an Administrative Panel appointed by the Board of Directors regarding expulsions, subject to the required notification and hearing procedures set forth below. In general, the Executive Director attempts to balance the rights of the offending student, bearing in mind that he/she is still very young, along with the rights of any victim and the need to protect the safety of the entire student population.

Sunrise Middle School follows Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Discretionary Suspension Offenses:

Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except in self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private

property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For purposes of this offense, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this offense, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this offense, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own

safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this offense, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Sunrise.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication,

including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess.

Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director's or

designee's concurrence.

Discretionary Expellable Offenses:

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For purposes of this offense, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this offense, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this offense, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For purposes of this offense, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed

toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Sunrise.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis

that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director's or designee's concurrence.

If it is determined by the Executive Director and/or Administrative Panel that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Authority to Suspend:

Only the Executive Director or his/her designee may suspend a student.

Informal conference:

Suspension shall be preceded by an informal conference conducted by the Executive Director or designee and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the Executive Director.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense orally and in writing.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the right to go to school for the purpose of a conference.

Notice to Parents/Guardians:

At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by phone, by email, or in person. The parent/guardian shall also be notified in writing of the suspension. This notice shall state the specific offense committed by the student, and the date and time when the student may return to school. This notice shall state the specific offense committed by the students. If the Executive Director or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Suspension Time Limit:

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. Sunrise Middle School does not provide appeals of suspensions. If a suspension is extended, the student may be suspended pending an expulsion hearing.

Upon a recommendation of expulsion by the Executive Director or designee, the student and parent/guardian will be invited to a conference

to determine if the suspension for the student should be extended pending an expulsion hearing. The Executive Director will make a decision upon either of the following determinations: (1) the student's presence may be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either finding, the student may be placed in an alternative setting pending the results of the expulsion hearing.

For suspension of ten days or more, the student will be provided written notice of the charges and an explanation of the student's basic rights, and will be provided a hearing adjudicated by a neutral hearing officer within a reasonable number of days. The Board or Executive Director may select the hearing officer.

Students with Disabilities or Section 504 Services:

A student with an IEP or receiving Section 504 services may be suspended for up to ten days total in a school year. An IEP team meeting shall be convened within ten days of any decision to change the placement of disabled student for disciplinary reasons. If the IEP team determines the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability, or the conduct was the direct result of Sunrise Middle School's failure to implement the IEP, then the conduct shall be deemed a manifestation of the student's disability and the IEP team shall either conduct a functional behavioral assessment and implement a behavioral intervention plan, or review and modify an existing plan. The student shall be returned to the same placement unless Sunrise and the parent agree to change of placement. If the IEP team determines the conduct was not a manifestation of the student's disability or the result of Sunrise's failure to implement the IEP, then Sunrise may apply the relevant disciplinary procedures in the same manner as applies to students without disabilities.

Expulsion Procedure

Authority to Expel:

Only the Executive Director or designee may recommend expulsion or refer a student for an expulsion hearing. A student may be expelled by an Administrative Panel assigned by the Board of Directors, as needed. In lieu of an Administrative Panel, the Board may designate a single hearing officer to serve in that role (a "Hearing Officer"), so long as that person is neutral (i.e., has no connection to or independent knowledge of the incident.) If an Administrative Panel is used, it should consist of at least three individuals, including one teacher of the student, a school administrator, and at least one Board member. The decision of the charter

school's Administrative Panel or Hearing Officer is final.

Procedure:

Students recommended for expulsion are entitled to a due process hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty school days after the Executive Director or designee determines that the student has committed an expellable offense. The hearing will be presided over by the Administrative Panel or Hearing Officer .

Written notice of the hearing shall be forwarded to the student and parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include: the date, time and place of the expulsion hearing; a statement of specific facts, charges and offenses; a copy of the school's disciplinary rules; notice of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment; the opportunity for the student and parent/guardian to appear in person and to be represented by counsel or a non-attorney advisor; the right to inspect and obtain all documents used at the hearing; the opportunity to question all witnesses testifying at the hearing; and the right to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses. The hearing shall be conducted in a confidential, private setting.

Record of Hearing:

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written record of the proceedings can be made.

Presentation of Evidence:

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel or Hearing Officer to expel must be supported by substantial evidence that the student committed an expellable offense.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel or Hearing Officer shall be in the form of an expulsion determination, which shall be the final determination regarding the expulsion. If the Administrative Panel or Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel:

Following a decision of the Administrative Panel or Hearing Officer to expel, the Executive Director or designee shall send written notice of the decision to the student and parent/guardian that includes: notice of the specific offense committed by the student; and notice that the student is obligated to inform any new district or school in which he/she seeks to enroll of his/her status with Sunrise.

If a student is expelled or leaves the charter school without completing the school year for any reason, the charter school shall notify the superintendent of the district of the student's last known address within thirty days and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information. Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Rehabilitation and Readmission:

Students who are transferred or expelled from Sunrise Middle School may be given a rehabilitation plan, as developed by the Administrative Panel or Hearing Officer at the time of the expulsion order, that shall allow for periodic review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Sunrise for readmission.

The decision to readmit a student shall be at the discretion of the Sunrise Middle School Executive Director or Board, following a meeting with the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive in the school environment. The student's readmission is also contingent upon Sunrise's capacity at the time the student seeks readmission.

Special Education/Section 504 Expulsion Policy:

If a student who has been recommended for expulsion has an IEP or receives Section 504 services, a manifestation determination meeting of

the IEP team hearing will be held to determine if the expellable offense was a manifestation of the student's disability or due to Sunrise Middle School's failure to implement the student's IEP, as discussed above.

Procedures for Students Not Yet Eligible for Special Education Services:
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards under this policy only if the school knew or should have known that the student was disabled before the behavior occurred.

Sunrise Middle School shall be deemed to have that knowledge if the parent or a teacher had expressed concern about a disability and/or had requested an evaluation. Sunrise shall not be deemed to have that knowledge if the parent had not allowed an evaluation or refused services, or if the student has been evaluated and determined to not be eligible.

Involuntary Removal:

Notwithstanding any of the foregoing procedures, no student shall be involuntarily removed by Sunrise Middle School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described above.

 ReplyForward

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, 'involuntarily removed' includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."

[Ed. Code § 47605 (b)(5)(J).]

General Provisions

The full implementation of PBIS this year has greatly reduced the number

of referrals, suspensions and other disciplinary measures we have needed to take. We noticed a significant reduction within the first month of implementing the new system, as discussed below. Although middle school is a challenging time for many students – caught in the mix of hormonal change, vulnerability, self-image issues, and anxiety over the future – we believe we can do much to alleviate issues at school through our new Multi Tiered System of Supports, which includes positive discipline, academic interventions, and socio-emotional support, and, above all, support and access to success for ALL students.

Sunrise maintains the following supports to benefit our students:

- 1 Small school and class size
- 2 Positive teaching for pro-social behavior
- 3 On-site counseling
- 4 Academic interventions
- 5 Socio-emotional learning / advisory periods
- 6 Daily meditation or quiet time

We will strive to always maintain our current level of support for on-site counseling, which this year includes:

- a. An onsite counselor three days a week
- b. A full-time youth mentor trained by Peacemakers Inc. Please see Appendix XX)
- c. Various grief or gender counseling groups

The Multi-Tiered System of Supports

Sunrise Middle School's PBIS expectations matrix:

The Results for the first month of 2018-2019:

Referrals: 2
Suspensions: 0
Expulsions: 0

Suspension and Expulsion – Last Resort

Sunrise Middle School Safety Training Schedule

| | |
|------------------------------|--|
| August | Overall Comprehensive Safety Plan Introduction |
| September | Earthquake Preparedness /Fires |
| October | Hazardous Materials |
| November | Pandemic/Flu |
| December | Suicide/Child Abuse |
| January | Incident Command System |
| February | Gang Violence |
| March | Active Shooter (Safety Committee Plan Review) |
| April | WildFires |
| May | Bullying |
| Summer Online Modules | Child Abuse Reporting , Bullying, Blood Born Patogens, CPR,First Aid,Coronavirus awareness |

Threat and Hazard Type

Sunrise Middle School Threat/Hazard

| | |
|--|--|
| Natural Hazard | Earthquakes, WildFires |
| Technological Hazard | Release of Toxins,Gas Leaks, |
| Biological Hazards | Pandemic Influenza, Meningitis, |
| Adversarial,incidental,and human cause threats | Fire,Active Shooters, Criminal Threats or Actions,Gang Violence,Bomb Threats, Domestic violence and abuse,Cyber Attacks,Sucide |
| | |

| Username | First Name | Last Name | Location | Course | Version | Complete Date |
|------------------------|------------|-----------------|-----------|--|--------------------------|---------------|
| Rebecca.Alvarez | Rebecca | Alvarez | Julian St | Child Abuse: Identification & Intervention | Full Course | Sep 11, 2020 |
| Rebecca.Alvarez | Rebecca | Alvarez | Julian St | Child Abuse: Mandatory Reporting | Full Course | Sep 11, 2020 |
| Rebecca.Alvarez | Rebecca | Alvarez | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Sep 11, 2020 |
| Rebecca.Alvarez | Rebecca | Alvarez | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Sep 11, 2020 |
| Alex.Estrada | Alex | Estrada | Julian St | First Aid | Full Course | Sep 11, 2020 |
| Daniel.Green | Daniel | Green | Julian St | Child Abuse: Mandatory Reporting | Full Course | Sep 11, 2020 |
| Daniel.Green | Daniel | Green | Julian St | Child Abuse: Identification & Intervention | Full Course | Sep 11, 2020 |
| Daniel.Green | Daniel | Green | Julian St | First Aid | Full Course | Sep 10, 2020 |
| Alex.Estrada | Alex | Estrada | Julian St | Child Abuse: Identification & Intervention | Full Course | Sep 10, 2020 |
| Alex.Estrada | Alex | Estrada | Julian St | Child Abuse: Mandatory Reporting | Full Course | Sep 10, 2020 |
| Alex.Estrada | Alex | Estrada | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Sep 10, 2020 |
| Daniel.Green | Daniel | Green | Julian St | Coronavirus Awareness | Full Course | Sep 9, 2020 |
| Daniel.Green | Daniel | Green | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Sep 9, 2020 |
| Daniel.Green | Daniel | Green | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Sep 9, 2020 |
| Alex.Estrada | Alex | Estrada | Julian St | Coronavirus Awareness | Full Course | Sep 7, 2020 |
| Laxman.Drivas | Laxman | Drivas | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Sep 3, 2020 |
| Laxman.Drivas | Laxman | Drivas | Julian St | Child Abuse: Mandatory Reporting | Full Course | Sep 3, 2020 |
| Laxman.Drivas | Laxman | Drivas | Julian St | First Aid | Full Course | Sep 3, 2020 |
| Laxman.Drivas | Laxman | Drivas | Julian St | Coronavirus Awareness | Full Course | Sep 3, 2020 |
| Laxman.Drivas | Laxman | Drivas | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Sep 3, 2020 |
| Rebecca.Alvarez | Rebecca | Alvarez | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Sep 3, 2020 |
| Arlene.Zarou-Cooperman | Arlene | Zarou-Cooperman | Julian St | Coronavirus Awareness | Full Course | Aug 31, 2020 |
| Arlene.Zarou-Cooperman | Arlene | Zarou-Cooperman | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 31, 2020 |
| Teresa.Robinson | Teresa | Robinson | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 31, 2020 |
| Teresa.Robinson | Teresa | Robinson | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 31, 2020 |
| Teresa.Robinson | Teresa | Robinson | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 31, 2020 |
| Teresa.Robinson | Teresa | Robinson | Julian St | First Aid | Full Course | Aug 31, 2020 |
| Teresa.Robinson | Teresa | Robinson | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 31, 2020 |
| Teresa.Robinson | Teresa | Robinson | Julian St | Coronavirus Awareness | Full Course | Aug 31, 2020 |
| Arlene.Zarou-Cooperman | Arlene | Zarou-Cooperman | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 21, 2020 |
| Arlene.Zarou-Cooperman | Arlene | Zarou-Cooperman | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 20, 2020 |
| Arlene.Zarou-Cooperman | Arlene | Zarou-Cooperman | Julian St | Coronavirus Awareness | Full Course | Aug 20, 2020 |
| Arlene.Zarou-Cooperman | Arlene | Zarou-Cooperman | Julian St | First Aid | Full Course | Aug 20, 2020 |
| Ivette.Melendez | Ivette | Melendez | Julian St | First Aid | Full Course | Aug 17, 2020 |
| Edgar.Campos | Edgar | Campos | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 17, 2020 |
| Michelle.Agre | Michelle | Agre | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 12, 2020 |
| Michelle.Agre | Michelle | Agre | Julian St | First Aid | Full Course | Aug 12, 2020 |
| Alonso.GuerreroLopez | Alonso | Guerrero Lopez | Julian St | First Aid | Full Course | Aug 11, 2020 |
| Alonso.GuerreroLopez | Alonso | Guerrero Lopez | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 11, 2020 |
| Alonso.GuerreroLopez | Alonso | Guerrero Lopez | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 11, 2020 |
| Alonso.GuerreroLopez | Alonso | Guerrero Lopez | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 11, 2020 |
| Edgar.Campos | Edgar | Campos | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 11, 2020 |

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|----------------------|----------|----------------|---------------------------------|-----------|--|--------------------------|--------------|
| Alonso.GuerreroLopez | Alonso | Guerrero Lopez | After School Education, 3 | Julian St | Coronavirus Awareness | Full Course | Aug 11, 2020 |
| Alonso.GuerreroLopez | Alonso | Guerrero Lopez | After School Education, 3 | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 11, 2020 |
| Ivette.Melendez | Ivette | Melendez | Administrative Assistant | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 11, 2020 |
| Ivette.Melendez | Ivette | Melendez | Administrative Assistant | Julian St | Coronavirus Awareness | Full Course | Aug 11, 2020 |
| Ivette.Melendez | Ivette | Melendez | Administrative Assistant | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 11, 2020 |
| Ruby.Bustos | Ruby | Bustos | Math Teacher, 6th Grade | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 11, 2020 |
| Ivette.Melendez | Ivette | Melendez | Administrative Assistant | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 11, 2020 |
| Michelle.Jones | Michelle | Jones | English Teacher, 7th | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 11, 2020 |
| Michelle.Jones | Michelle | Jones | English Teacher, 7th | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 11, 2020 |
| Michelle.Jones | Michelle | Jones | English Teacher, 7th | Julian St | Coronavirus Awareness | Full Course | Aug 11, 2020 |
| Michelle.Jones | Michelle | Jones | English Teacher, 7th | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 11, 2020 |
| Michelle.Agreda | Michelle | Agreda | After School Education, 4 | Julian St | First Aid | Full Course | Aug 11, 2020 |
| Michelle.Jones | Michelle | Jones | English Teacher, 7th | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 11, 2020 |
| Rusila.Racine | Rusila | Racine | Assistant Principal, Discipline | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 11, 2020 |
| Rusila.Racine | Rusila | Racine | Assistant Principal, Discipline | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 11, 2020 |
| Jose.Rosales | Jose | Rosales | After School Education, 2 | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 11, 2020 |
| Jose.Rosales | Jose | Rosales | After School Education, 2 | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 11, 2020 |
| Jose.Rosales | Jose | Rosales | After School Education, 2 | Julian St | Coronavirus Awareness | Full Course | Aug 11, 2020 |
| Jose.Rosales | Jose | Rosales | After School Education, 2 | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 11, 2020 |
| Omar.Reynoso | Omar | Reynoso | Physical Education Teacher, 1 | Julian St | First Aid | Full Course | Aug 10, 2020 |
| Jose.Rosales | Jose | Rosales | After School Education, 2 | Julian St | First Aid | Full Course | Aug 10, 2020 |
| Omar.Reynoso | Omar | Reynoso | Physical Education Teacher, 1 | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 10, 2020 |
| Jose.Rosales | Jose | Rosales | After School Education, 2 | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 10, 2020 |
| Edgar.Campos | Edgar | Campos | Physical Education Teacher, 2 | Julian St | Coronavirus Awareness | Full Course | Aug 10, 2020 |
| Omar.Reynoso | Omar | Reynoso | Physical Education Teacher, 1 | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 10, 2020 |
| Edgar.Campos | Edgar | Campos | Physical Education Teacher, 2 | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 10, 2020 |
| Omar.Reynoso | Omar | Reynoso | Physical Education Teacher, 1 | Julian St | Coronavirus Awareness | Full Course | Aug 10, 2020 |
| Edgar.Campos | Edgar | Campos | Physical Education Teacher, 2 | Julian St | First Aid | Full Course | Aug 10, 2020 |
| Ruby.Bustos | Ruby | Bustos | Math Teacher, 6th Grade | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 10, 2020 |
| Omar.Reynoso | Omar | Reynoso | Physical Education Teacher, 1 | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 10, 2020 |
| Omar.Reynoso | Omar | Reynoso | Physical Education Teacher, 1 | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 10, 2020 |
| Ruby.Bustos | Ruby | Bustos | Math Teacher, 6th Grade | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 10, 2020 |
| Ruby.Bustos | Ruby | Bustos | Math Teacher, 6th Grade | Julian St | First Aid | Full Course | Aug 10, 2020 |
| Ruby.Bustos | Ruby | Bustos | Math Teacher, 6th Grade | Julian St | Coronavirus Awareness | Full Course | Aug 10, 2020 |
| Ruby.Bustos | Ruby | Bustos | Math Teacher, 6th Grade | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 10, 2020 |
| Ruby.Bustos | Ruby | Bustos | Math Teacher, 6th Grade | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 10, 2020 |
| Orin.Hahn | Orin | Hahn | Instructional Aide 2 | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 9, 2020 |
| Orin.Hahn | Orin | Hahn | Instructional Aide 2 | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 9, 2020 |
| Orin.Hahn | Orin | Hahn | Instructional Aide 2 | Julian St | Coronavirus Awareness | Full Course | Aug 9, 2020 |
| Orin.Hahn | Orin | Hahn | Instructional Aide 2 | Julian St | First Aid | Full Course | Aug 9, 2020 |
| Orin.Hahn | Orin | Hahn | Instructional Aide 2 | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 9, 2020 |
| Rusila.Racine | Rusila | Racine | Assistant Principal, Discipline | Julian St | First Aid | Full Course | Aug 9, 2020 |
| Rusila.Racine | Rusila | Racine | Assistant Principal, Discipline | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 8, 2020 |
| Rusila.Racine | Rusila | Racine | Assistant Principal, Discipline | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 8, 2020 |
| Rusila.Racine | Rusila | Racine | Assistant Principal, Discipline | Julian St | Coronavirus Awareness | Full Course | Aug 8, 2020 |
| Michelle.Agreda | Michelle | Agreda | After School Education, 4 | Julian St | Coronavirus Awareness | Full Course | Aug 5, 2020 |
| Laxman.Drivas | Laxman | Drivas | Counselor, 1 | Julian St | Coronavirus Awareness | Full Course | Aug 5, 2020 |
| Clara.Ibarra | Clara | Ibarra | Operations Assistant | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 4, 2020 |
| Clara.Ibarra | Clara | Ibarra | Operations Assistant | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 4, 2020 |
| Clara.Ibarra | Clara | Ibarra | Operations Assistant | Julian St | Coronavirus Awareness | Full Course | Aug 3, 2020 |
| Clara.Ibarra | Clara | Ibarra | Operations Assistant | Julian St | First Aid | Full Course | Aug 3, 2020 |
| Clara.Ibarra | Clara | Ibarra | Operations Assistant | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Aug 3, 2020 |
| Clara.Ibarra | Clara | Ibarra | Operations Assistant | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 3, 2020 |
| Jaeve.Luuhoang | Jaeve | Luuhoang | Social Studies Teacher, 1 | Julian St | Child Abuse: Mandatory Reporting | Full Course | Aug 1, 2020 |
| Jaeve.Luuhoang | Jaeve | Luuhoang | Social Studies Teacher, 1 | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Aug 1, 2020 |

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|-------------------|----------|----------|----------------------------------|-----------|--|--------------------------|--------------|
| Jaeve, Luuhoang | Jaeve | Luuhoang | Social Studies Teacher, 1 | Julian St | Coronavirus Awareness | Full Course | Aug 1, 2020 |
| Jaeve, Luuhoang | Jaeve | Luuhoang | Social Studies Teacher, 1 | Julian St | Child Abuse: Identification & Intervention | Full Course | Aug 1, 2020 |
| Jaeve, Luuhoang | Jaeve | Luuhoang | Social Studies Teacher, 1 | Julian St | First Aid | Full Course | Jul 31, 2020 |
| Jaeve, Luuhoang | Jaeve | Luuhoang | Social Studies Teacher, 1 | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 31, 2020 |
| Michelle, Agreda | Michelle | Agreda | After School Education, 4 | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 30, 2020 |
| Michelle, Agreda | Michelle | Agreda | After School Education, 4 | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 30, 2020 |
| Kathleen, Perkins | Kathleen | Perkins | Volunteer Business | Julian St | First Aid | Full Course | Jul 29, 2020 |
| Michelle, Kara | Michelle | Kara | English Teacher, 8th | Julian St | Child Abuse: Mandatory Reporting | Full Course | Jul 29, 2020 |
| Michelle, Kara | Michelle | Kara | English Teacher, 8th | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 29, 2020 |
| Michelle, Kara | Michelle | Kara | English Teacher, 8th | Julian St | Child Abuse: Identification & Intervention | Full Course | Jul 29, 2020 |
| Michelle, Kara | Michelle | Kara | English Teacher, 8th | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 29, 2020 |
| Jesus, Meraz | Jesus | Meraz | Assistant Principal, Discipline | Julian St | Child Abuse: Mandatory Reporting | Full Course | Jul 27, 2020 |
| Jesus, Meraz | Jesus | Meraz | Assistant Principal, Discipline | Julian St | Child Abuse: Identification & Intervention | Full Course | Jul 27, 2020 |
| Michelle, Kara | Michelle | Kara | English Teacher, 8th | Julian St | Coronavirus Awareness | Full Course | Jul 27, 2020 |
| Jesus, Meraz | Jesus | Meraz | Assistant Principal, Discipline | Julian St | First Aid | Full Course | Jul 27, 2020 |
| Jesus, Meraz | Jesus | Meraz | Assistant Principal, Discipline | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 27, 2020 |
| Jesus, Meraz | Jesus | Meraz | Assistant Principal, Discipline | Julian St | First Aid | Full Course | Jul 27, 2020 |
| Jesus, Meraz | Jesus | Meraz | Assistant Principal, Discipline | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 27, 2020 |
| Jesus, Meraz | Jesus | Meraz | Assistant Principal, Discipline | Julian St | Coronavirus Awareness | Full Course | Jul 27, 2020 |
| Kathleen, Perkins | Kathleen | Perkins | Volunteer Business | Julian St | Child Abuse: Mandatory Reporting | Full Course | Jul 25, 2020 |
| Kathleen, Perkins | Kathleen | Perkins | Volunteer Business | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 21, 2020 |
| Mitzi, Merck | Mitzi | Merck | Director, Special Education | Julian St | First Aid | Full Course | Jul 21, 2020 |
| Mitzi, Merck | Mitzi | Merck | Director, Special Education | Julian St | Child Abuse: Mandatory Reporting | Full Course | Jul 21, 2020 |
| Kathleen, Perkins | Kathleen | Perkins | Volunteer Business | Julian St | Coronavirus Awareness | Full Course | Jul 20, 2020 |
| Yesenia, Valencia | Yesenia | Valencia | Office Manager | Julian St | Child Abuse: Identification & Intervention | Full Course | Jul 20, 2020 |
| Yesenia, Valencia | Yesenia | Valencia | Office Manager | Julian St | First Aid | Full Course | Jul 20, 2020 |
| Yesenia, Valencia | Yesenia | Valencia | Office Manager | Julian St | Coronavirus Awareness | Full Course | Jul 20, 2020 |
| Ruben, Guzman | Ruben | Guzman | Math Teacher, 7th Grade | Julian St | Child Abuse: Identification & Intervention | Full Course | Jul 20, 2020 |
| Yesenia, Valencia | Yesenia | Valencia | Office Manager | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 20, 2020 |
| Yesenia, Valencia | Yesenia | Valencia | Office Manager | Julian St | Child Abuse: Mandatory Reporting | Full Course | Jul 20, 2020 |
| Ruben, Guzman | Ruben | Guzman | Math Teacher, 7th Grade | Julian St | First Aid | Full Course | Jul 20, 2020 |
| Ruben, Guzman | Ruben | Guzman | Math Teacher, 7th Grade | Julian St | Child Abuse: Mandatory Reporting | Full Course | Jul 20, 2020 |
| Ruben, Guzman | Ruben | Guzman | Math Teacher, 7th Grade | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 20, 2020 |
| Yesenia, Valencia | Yesenia | Valencia | Office Manager | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 20, 2020 |
| Ruben, Guzman | Ruben | Guzman | Math Teacher, 7th Grade | Julian St | Coronavirus Awareness | Full Course | Jul 20, 2020 |
| Ruben, Guzman | Ruben | Guzman | Math Teacher, 7th Grade | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 20, 2020 |
| Kathleen, Perkins | Kathleen | Perkins | Volunteer Business | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 19, 2020 |
| Kathleen, Perkins | Kathleen | Perkins | Volunteer Business | Julian St | Child Abuse: Identification & Intervention | Full Course | Jul 19, 2020 |
| Jessica, DeAnda | Jessica | DeAnda | English Teacher, 6th, Dept. Head | Julian St | Child Abuse: Mandatory Reporting | Full Course | Jul 19, 2020 |
| Jessica, DeAnda | Jessica | DeAnda | English Teacher, 6th, Dept. Head | Julian St | First Aid | Full Course | Jul 19, 2020 |
| Jessica, DeAnda | Jessica | DeAnda | English Teacher, 6th, Dept. Head | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 19, 2020 |
| Jessica, DeAnda | Jessica | DeAnda | English Teacher, 6th, Dept. Head | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 19, 2020 |
| Shanti, Pappu | Shanti | Pappu | Math Teacher, 8th Grade | Julian St | Child Abuse: Identification & Intervention | Full Course | Jul 18, 2020 |
| Jessica, DeAnda | Jessica | DeAnda | English Teacher, 6th, Dept. Head | Julian St | Coronavirus Awareness | Full Course | Jul 17, 2020 |
| Jessica, DeAnda | Jessica | DeAnda | English Teacher, 6th, Dept. Head | Julian St | Child Abuse: Identification & Intervention | Full Course | Jul 17, 2020 |
| Brooke, OBrien | Brooke | O'Brien | English Teacher, 7th | Julian St | First Aid | Full Course | Jul 15, 2020 |
| Brooke, OBrien | Brooke | O'Brien | English Teacher, 7th | Julian St | Child Abuse: Mandatory Reporting | Full Course | Jul 15, 2020 |
| Brooke, OBrien | Brooke | O'Brien | English Teacher, 7th | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 15, 2020 |
| Brooke, OBrien | Brooke | O'Brien | English Teacher, 7th | Julian St | Child Abuse: Identification & Intervention | Full Course | Jul 15, 2020 |
| Amy, Nguyen | Amy | Nguyen | Teacher, 5th Grade | Julian St | First Aid | Full Course | Jul 14, 2020 |
| Mitzi, Merck | Mitzi | Merck | Director, Special Education | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 14, 2020 |
| Mitzi, Merck | Mitzi | Merck | Director, Special Education | Julian St | Coronavirus Awareness | Full Course | Jul 14, 2020 |
| Mitzi, Merck | Mitzi | Merck | Director, Special Education | Julian St | Child Abuse: Identification & Intervention | Full Course | Jul 14, 2020 |
| Mitzi, Merck | Mitzi | Merck | Director, Special Education | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 13, 2020 |
| Orin, Hahn | Orin | Hahn | Instructional Aide 2 | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 13, 2020 |
| Amy, Nguyen | Amy | Nguyen | Teacher, 5th Grade | Julian St | Child Abuse: Identification & Intervention | Full Course | Jul 13, 2020 |

| | | | | | | | |
|----------------|--------|---------|-------------------------|-----------|--|--------------------------|--------------|
| Shanti.Pappu | Shanti | Pappu | Math Teacher, 8th Grade | Julian St | First Aid | Full Course | Jul 12, 2020 |
| Amy.Nguyen | Amy | Nguyen | Teacher, 5th Grade | Julian St | Coronavirus Awareness | Full Course | Jul 12, 2020 |
| Amy.Nguyen | Amy | Nguyen | Teacher, 5th Grade | Julian St | Child Abuse: Mandatory Reporting | Full Course | Jul 12, 2020 |
| Amy.Nguyen | Amy | Nguyen | Teacher, 5th Grade | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 12, 2020 |
| Amy.Nguyen | Amy | Nguyen | Teacher, 5th Grade | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 12, 2020 |
| Shanti.Pappu | Shanti | Pappu | Math Teacher, 8th Grade | Julian St | Child Abuse: Mandatory Reporting | Full Course | Jul 12, 2020 |
| Brooke.O'Brien | Brooke | O'Brien | English Teacher, 7th | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 10, 2020 |
| Shanti.Pappu | Shanti | Pappu | Math Teacher, 8th Grade | Julian St | Cardiopulmonary Resuscitation (CPR) | Full Course (California) | Jul 10, 2020 |
| Shanti.Pappu | Shanti | Pappu | Math Teacher, 8th Grade | Julian St | Coronavirus: Managing Stress and Anxiety | Full Course | Jul 10, 2020 |
| Shanti.Pappu | Shanti | Pappu | Math Teacher, 8th Grade | Julian St | Coronavirus Awareness | Full Course | Jul 10, 2020 |
| Brooke.O'Brien | Brooke | O'Brien | English Teacher, 7th | Julian St | Coronavirus Awareness | Full Course | Jul 10, 2020 |

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Safe School Vision

Sunrise Middle School will provide a safe, orderly, and secure environment conducive to learning. Students will attend regularly and be safe from both physical and social-psychological harm. We will work collaboratively with the County Office of Education and the County School Board to identify, establish, and use strategies and programs to comply with school safety laws. We will develop a plan to work cooperatively and collaboratively with parents, students, teachers, administrators, law enforcement, and other community agencies to provide a safe and orderly environment on and around our school campuses. We will develop academic and vocational programs that will focus on high expectations of student performance and behavior in all aspects of the school experience. We will work collaboratively with all other schools and school districts to assist in a smooth transition from one school to another. The school safety committee will solicit the participation, views, and advice of parents, staff, administrators, and community members and use this information to promote the safety of our students, staff, and community.

About School Safety

State and federal laws require that schools be adequately prepared to respond to earthquakes, fires, and other emergencies. A central element of that preparation is an Emergency Operations Plan (EOP) that defines the scope of preparedness and incident management activities that may become necessary in a school emergency. While district office plans are often dependent on resource requests and coordination, an EOP is a more hands-on response to school emergencies by school personnel.

The purpose of an EOP is to provide a framework for school staff to organize the resources of the school and community to respond to and effectively manage emergency situations while school is in session. The EOP recognizes that in a major emergency or disaster professional emergency response personnel may not be immediately available and that schools must be prepared, at least initially, to respond to a crisis independently.

School administrators have the responsibility to ensure the safety of their students and staff in the event of any type of threat to campus security. Developing EOPs and training staff in emergency response procedures is required by law. The Katz Act of 1984 [Sections 35295-35297 of the *California Education Code*] requires that schools plan for earthquakes and other emergencies. The Petris Bill of 1992 [Section 8607 of the *California Government Code*] requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated in Emergency Operations Plans and that all school personnel receive training in how the system works by participating in drills and exercises using the system. In 2004, pursuant to Homeland Security Presidential Directive Number 5, the federal government adopted a National Incident Management System (NIMS) "to provide a consistent nationwide approach for federal, state, and local governments to work effectively together to prepare for, prevent, respond to, and recover from domestic incidents, regardless of cause, size, or complexity." Because NIMS explicitly includes school districts in its definition of local government, it is clear that schools must comply with both SEMS and NIMS requirements as they plan, train, and respond to emergencies.

Fortunately, NIMS is based largely on the same management principles embodied by California's SEMS; thus, with a few minor exceptions, compliance with SEMS will ensure NIMS compliance as well. Therefore, except where otherwise noted, the term SEMS will be used in this document to cover principles and procedures that are common to both California and federal emergency management systems.

The emergency management teams and procedures outlined in the EOP are consistent with the SEMS. The EOP presents specific standardized procedures to be used in preparing for, and responding to, school emergencies.

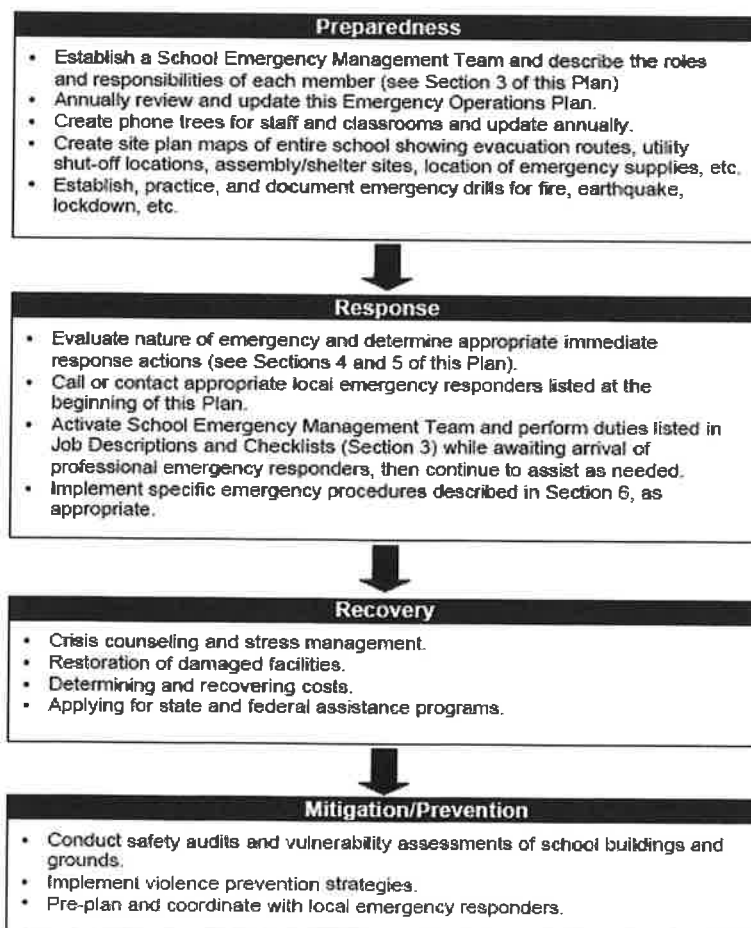
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions:

1. Management
2. Planning
3. Operations
4. Logistics
5. Finance/Administration

These five functions, together with their sub-functions, encompass all the tasks involved in any emergency response. They may be performed by a few people or by many, depending on the size of the emergency and the human resources at hand. These five functions should constitute a basic structure for pre-designated Emergency Management Teams at the school site. Emergency management consists of four phases:

1. Preparedness
2. Response
3. Recovery
4. Mitigation/Prevention

This EOP is designed to address primarily the first two of these phases: preparedness and response. This EOP is to be used to prepare for emergencies by pre-designating roles, responsibilities, and procedures to be used to respond to an emergency. Examples of key tasks associated with the four phases of emergency management include:



SUNRISE MIDDLE SCHOOL EMERGENCY NUMBERS

| | |
|-------------------------------|--------------|
| Teresa Robinson, Site Manager | 408.206.4779 |
| Yesenia Valencia | 408.627.7400 |
| Ivette Melendez | 408-659-4785 |
| Jesus Meraz | 408-883-8143 |
| SJUSD Alarm/ Security | 408.278.6923 |
| San Jose High School | 408.535.6320 |
| SJUSD Police & Security | 408.535.6080 |
| SJUSD Dir. Maint./Grounds | 408.535.6200 |

| | |
|--------------------------|--------------|
| Ambulance | 911 |
| Fire Department | 911 |
| Bomb Squad | 408.277.4122 |
| Hazardous Materials Unit | 408.277.4363 |
| County Health Department | 408.299.5822 |

Hospitals (All in San Jose)

| | |
|----------------------------|--------------|
| Regional Medical Center | 408.259.5000 |
| 225 N. Jackson Ave. | |
| Santa Clara Valley Medical | 408.885-5000 |
| 751 S. Bascom | |
| Kaiser Permanente | 408.972.3000 |
| 250 Hospital Parkway | |

| | |
|------------------------------|-----|
| Police Department – San Jose | 911 |
| | 311 |

| | |
|-----------|--------------|
| Red Cross | 877.727.6771 |
|-----------|--------------|

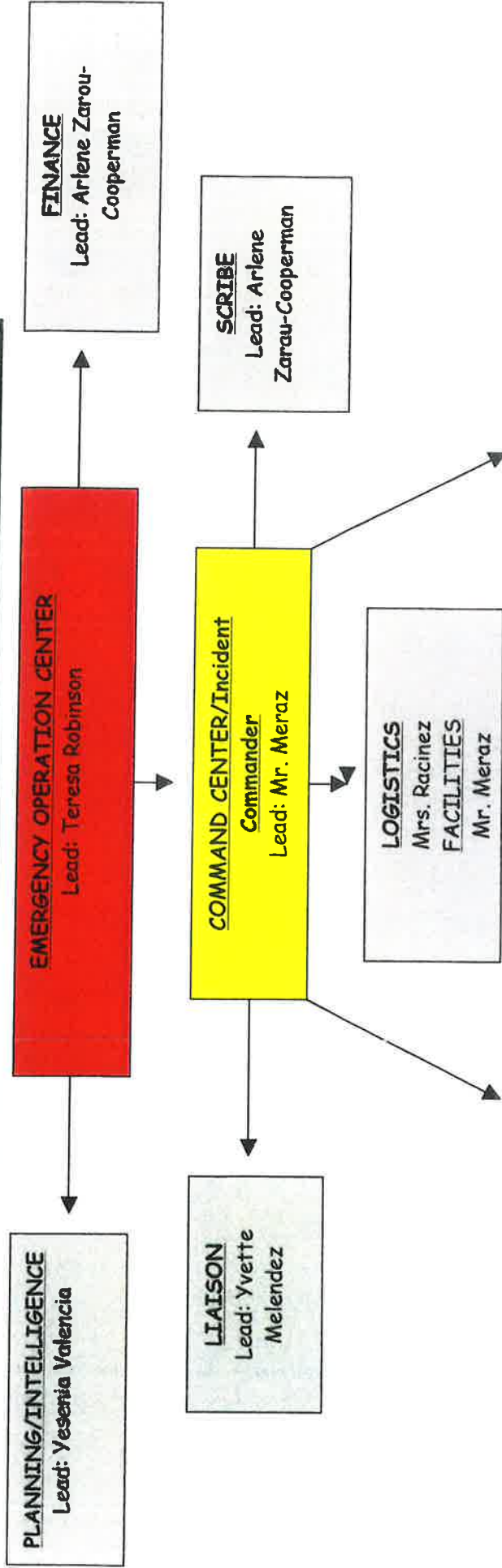
| | |
|------------------|-----|
| Sheriff's Office | 911 |
|------------------|-----|

| | |
|--|--------------|
| Mary Ann Dewan, Superintendent of Schools, | |
| Santa Clara County | 408.453.6878 |

| | |
|-----------------------------------|--------------|
| PG&E | 800.743.5000 |
| Santa Clara Valley Water District | 408.265.2600 |
| San Jose Water Company | 408.279.7900 |
| Or after hours | 408.279.7811 |

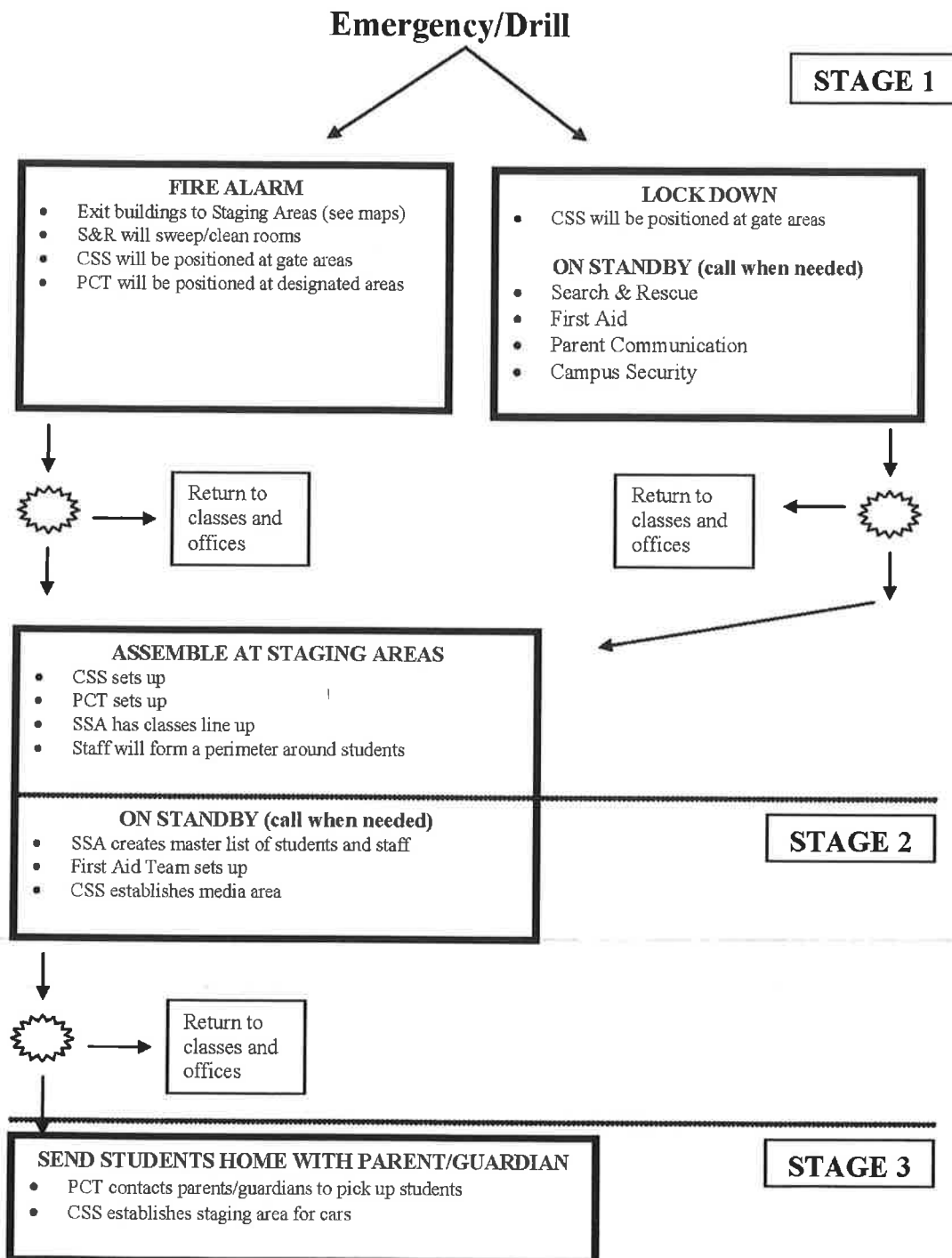
SITE EMERGENCY PLAN OVERVIEW

CRISIS RESPONSE PROCEDURE FLOW CHART SUNRISE MIDDLE SCHOOL



| THE DOERS | | | |
|--------------------------------------|--|-------------------------------------|---|
| OPERATIONS SEARCH AND RESCUE | Mr. Reynoso Mrs. Obrien Mrs. Jones | MEDICAL TRIAGE | *First Response Bags/Buckets Mr. Laxman Ms. Bustos Ms. Luuhoang SUPPORT FROM HEALTH CLINIC |
| PLANNING/ STUDENT STAFF ACCOUNTING | Mrs. Kara Mrs. Pappu | TRANSPORTATION PARENT COMMUNICATION | Mrs. Alvarez Mr. Campos |
| DIVISION LEADER CAMPUS SITE SECURITY | 6 TH De Anda 7 TH Guzman 8 TH Kara 5 TH Mrs. Nguyen | | |

Action Plan: Sequence of events in an Emergency/Drill



Sunrise Middle School
Incident Command Assembly Area Map

Incident Command Center ----- 0

Medical Triage----- 1

Logistics / Facilities----- 2

Operations----- 3

Transportation----- 4

Division Leaders----- 5

Planning----- 6

Sunrise Middle School Assembly Area Map



Incident command center = 0

Division Leaders=5

Medical Triage= 1

Planning =6

Logistics- 2

Operations=3

Non-Team Staff Procedures

Non-team staff are any staff members who are not assigned to a team such as PCT, CSS, S&SA, FA, and S&R. During any evacuation or emergency where the alarm has been pulled, the following procedures should be followed by all non-team staff members:

1. Act calmly.
2. Staff members should collect their radios, backpacks, student logs, and daily attendance.
 - *NOTE: Backpacks will contain Emergency & Disaster Binders, flashlights, orange vests, gloves, and other items.*
3. Before leaving your classroom, make sure you are wearing your orange vest.
4. Have students line up in an orderly fashion.
5. Direct students to the designated evacuation area.
6. Evacuate to staging areas.
7. Once evacuated to staging area, take roll on S&SA LOG.
8. Give roll sheet to S&SA team.
9. Refrain from using radios to allow EOC and CC to communicate with team members and staff.

Search and Rescue Team Procedures

STAGE 1

1. During an evacuation or emergency where the fire alarm has been pulled, team members will evacuate students to their respective emergency exit site by assigning them to an instructional aide or adjacent teacher and passing along the roll sheet.
2. Before evacuating, team members should collect their Safety Binders, Search & Rescue Bags, and radios before sweeping their assigned buildings. Containers holding additional supplies should be rolled out to the Command Center after all buildings have been cleared.
3. In the event of an evacuation, **radio silence** is critical to ensure the "**Buildings All Clear**" signal is received from each building's S&R team.
4. Begin by "walking the block" if necessary, then making a sweep of all the rooms in the building (visually, vocally, and physically). Once the sweep has been completed and all rooms deemed clear, indicate on the radio: "**Buildings All Clear.**"
5. Administration will determine if a full disaster plan should be implemented or if an "**All Clear**" indication is to be given in order to return to each classroom. Be on standby to assist other team members.

STAGES 2-3

UPON ENACTING AN EMERGENCY ASSEMBLY AREA

1. Assemble at the Command Center to assist other teams as needed.
2. Be on standby.

First Aid Team Procedures

STAGE 1

1. During any evacuation or emergency where the alarm has been pulled, the First Aid Team members should carry their assigned First Response Bags with them to their respective exit sites. If first aid is required, team members with First Response Bags should treat the injuries appropriately.

STAGE 2

UPON ENACTING AN EMERGENCY ASSEMBLY AREA

1. If the emergency requires evacuation to an Emergency Assembly Area a triage or First Aid area is needed, primary and secondary sites will be determined by the Command Center.
2. First Aid Team Leaders are responsible for establishing the triage/first aid site and coordinating members, supplies, and treatment of victims.
3. Team members with First Response Bags should meet at the designated site and help set up the triage/first aid area. Should additional members be needed, CPR certified aides and teachers (in that order), should be pulled from the Emergency Assembly Area.
4. First Aid Team goals are to stop any bleeding and stabilize victims.
5. Notify the Parent Communication Team if parents need to be contacted to pick up students.

STAGE 3

1. As parents/guardians arrive to pick up students, those students in First Aid will be contacted by the Student and Staff Accounting Team and escorted to the established reunion area.
2. Ensure that all students are signed out by a parent or guardian.

Student and Staff Accounting Team Procedures

STAGE 1 ASSEMBLE STUDENTS

After any evacuation or emergency where the alarm has been pulled and it has been decided to move students to an Emergency Assembly Area, an accounting of students will be taken.

1. Begin by establishing the Emergency Assembly Area.
2. Group students together by teachers.

STAGE 2 ACCOUNTING OF STUDENTS AND STAFF

1. Accounting Team assistants will begin by collecting the attendance rosters from each teacher in their area.
2. In the event that an evacuation is not a drill and staff and students are to remain outside, the Command Center will notify the Team Leader.
3. The Accounting Team Leader will create a master list that accounts for each student on the list and note those who are not accounted for and try to resolve those situations.
 - Some sites will stage outside school gates; students must be supervised very closely.
4. Once accounting has been completed for each class, the team leader will notify the Command Center.
5. If an evacuation area further away is necessary, the Command Center will announce a further location. Further Staging Area: _____

STAGE 3 SEND STUDENTS HOME

If students are to be sent home or a school closure is required, coordinate with the Parent Communication Team to begin contacting parents. From the master list, document each student's release.

1. Reunite students with a parent or guardian at the reunion area.
2. Notify Parent Communication Team when students are leaving.
3. Document all contacts and student releases.

Parent Communication Team Procedures

STAGE 1

1. During any evacuation or emergency where the alarm has been pulled, two team members will immediately position themselves at the parking lot entrance with their Safety Binders.
2. While setting up the Parent Communication area, team members will begin taking names and other information regarding anyone entering or leaving the campus.

UPON ENACTING AN EMERGENCY ASSEMBLY AREA

- Ensure that students remain on campus.
- If a student is being dropped off, the driver should be told that this is probably a drill and should be over in 15-20 minutes and classes should resume.
- Parents and guardians may wait in the parking lot or return in approximately 20 minutes to drop off students.
- For parents who neither wish to wait or return later, record student names and other information and pass it on to teachers and/or administration.
- Students arriving on foot, by bicycle, or bus should be directed onto campus so that we have record of each student.
- When asked if the evacuation is an actual emergency or a drill, respond that you believe it is a drill as it is common for us to have drills throughout the year.
- Student and Staff Accounting should be notified when students arrive during a drill.
- At intervals throughout the evacuation or emergency, pass on any pertinent student information to the Parent Communication Team, which should then be passed onto Student and Staff Accounting, teachers, or administration.

STAGE 2

1. Continue staging cars, taking names, and documenting student information.

STAGE 3

1. If it has been determined that students are to be sent home or a school closure is required, use the established reunion area to contact parents/guardians to inform them of the school closure and that students will need to be picked up.
2. Ensure that Student and Staff Accounting is informed each time a student is picked up.
3. Keep a log of students contacted and released.

Campus Site Security Team Procedures

STAGE 1

1. During any evacuation or emergency where the alarm has been pulled, the Campus Site Security Team will immediately report to the front gate with Safety Binders.
2. Close/block pedestrian gates to control access and flow of traffic on campus.
3. Begin taking names and information until the Parent Communication Team is in place.

KEEP STUDENTS ON CAMPUS

- Ensure that students remain on campus.
- If a student is being dropped off, the driver should be told that this is probably a drill and should be over in 15-20 minutes and classes should resume.
- Parents and guardians may wait in the parking lot or return in approximately 20 minutes to drop off students.
- For parents who neither wish to wait or return later, record student names and other information and pass it on to teachers and/or administration.
- Students arriving on foot, by bicycle, or bus should be directed onto campus so that we have record of each student.
- When asked if the evacuation is an actual emergency or a drill, respond that you believe it is a drill as it is common for us to have drills throughout the year.
- Student and Staff Accounting should be notified when students arrive during a drill.
- At intervals throughout the evacuation or emergency, pass on any pertinent student information to the Parent Communication Team, which should then be passed onto Student and Staff Accounting, teachers, or administration.

UPON ENACTING AN EMERGENCY ASSEMBLY AREA CONTROL ACCESS AND FLOW OF TRAFFIC ON CAMPUS.

1. Begin by setting up cones to loop the traffic back out unto the street and to block off the area for the Parent Communication Team.
2. Direct emergency vehicles to the appropriate areas.

STAGE 2

1. Establish a Media Area for arriving news agencies to remain and receive news releases from administration. Media area signs and stakes will be with S&R team.
2. Rope off any areas that may be hazardous with caution tape and stakes. Caution tape and stakes will be with S&R team.

STAGE 3

1. Work closely with the Parent Communication Team to coordinate a staging area for student pick up.

Incident procedures

CRISIS SITUATION

1. Identify the danger without exposing yourself or others unnecessarily. Remain calm!
2. Contact the Safety Team. Tell them what you know: when, where, how many, etc.
3. Call your administrator.
4. Call "911" if emergency exists (usually done by on-site administrator).
5. Call local police/sheriff (usually done by on-site administrator).
6. Take reasonable precautions and carry out instructions given by administration and/or authorities. For example:
 - Move away from windows/doors.
 - No students/staff outside.
 - Lock doors, admit no strangers.
 - Take cover.
 - Refer to emergency poster for assistance.
7. Teacher is to remain with students until the "all clear" signal is given. Legal authorities and/or administration will advise.

EMERGENCY EVACUATION PROCEDURES

Instructions for students, staff, and visitors:

1. Exit immediately from the site.
2. Use nearest and most direct route to avoid congestion.
3. Search & Rescue members should sweep all rooms and make sure the building is empty.
4. Move away from site.
5. Proceed along evacuation route to parking lot and report designated evacuation area.
6. Wait for further instructions from the teacher.
7. Keep roadways and walkways clear for emergency vehicles.

RIOTS

In the event of a riot or similar civil disorder, staff members must maintain order and ensure the safety of all students, without putting themselves in jeopardy.

1. Perform a lock down by locking all doors and keeping students and staff inside.
2. Immediately call **911**.
3. Notify immediate supervisor.

A well-trained staff is responsible for detecting tensions and unrest among the group and preemptively responding to a potential disturbance before it happens.

EARTHQUAKES

1. Be prepared with emergency supplies and equipment in your car and site.
2. During an earthquake:
 - a. Remain calm, drop, and hold.
 - b. Immediately take cover under desks or tables and turn away from windows.
 - c. Remain in shelter position until instructed to evacuate.
 - d. Remain silent and listen for instructions.
3. When it is safe, move students to the parking lot or designated area away from sites and overhead power lines.
4. In an outdoor drill:
 - a. Move students away from sites and overhead power lines.
 - b. Direct everyone is to lie down or crouch low.
 - c. Be aware of dangers that may demand movement.
5. After an earthquake:
 - a. Remain calm.
 - b. Check for injuries. Give or seek first aid. Do not attempt to move seriously injured persons, unless they are in danger of further injury.
 - c. Check for safety hazards – fire, electrical, gas leaks, water supply, etc. Shut off electrical service and main gas valves after initial shock.

BOMB THREATS

Never hang up the telephone after receiving a telephone bomb threat. The call might be traced if the line is kept open. Check if you have caller ID capability.

1. Take down the following information:
 - a. Time the call was received
 - b. Caller's exact words
 - c. Time the caller hung up
2. Ask the caller these questions, if possible:
 - a. When is the bomb going to explode?
 - b. Where is the bomb right now?
 - c. What does the bomb look like?
 - d. What will cause the bomb to explode?
 - e. What kind of bomb is it?
 - f. Where are you now?
 - g. What is your name? Phone number? Address?
3. Write a description of the caller's voice:
 - a. Male or female
 - b. Young, middle-aged, or old
 - c. Accent/Tone
 - d. Language used: well spoken, foul, irrational, etc.
 - e. Is the voice familiar? Whom did it sound like?

- f. Background noise or other information that may help describe the location of the caller.

4. Notify immediate supervisor.

FIRE

1. Alert other persons in the immediate vicinity of the fire and telephone 911.
2. Give 911 specific information on the site and entrance door closest to the fire.
3. Attempt to extinguish fire. If the fire or smoke does not pose an immediate threat to safety, staff may use available extinguisher(s) to control small fires until the arrival of the response team or local emergency responder.
4. Follow emergency evacuation procedures.
5. Direct incoming local emergency responders to the location of victims.
6. Notify immediate supervisor.

EXPLOSION

1. Immediately take cover under tables, desks, or other equipment which will protect you against flying glass and other debris.
2. Drop and hold.
3. If an evacuation is ordered, follow emergency evacuation procedures.
4. Notify immediate supervisors.

POWER OUTAGE

1. Notify immediate supervisor.
2. Remain at school site unless directed to leave.
3. Turn off or unplug electrical equipment (especially computers) that may be damaged or become a hazard if unattended when the power resumes.
4. If an evacuation is ordered, follow emergency evacuation procedures.

Radio Communication

| | |
|--------------|---|
| 4 -15 | Fight/Disturbance |
| 4-16 | Weapon Exposed |
| 99 | Backup Needed |
| 10-3 | Safety Committee Needed |
| T-6 | Lockdown |
| T-7 | Campus Supervisors Secure Campus |

| | |
|---------------|------------------------|
| 10-1 | Not Clear |
| 10-4 | OK |
| 10-6 | Busy |
| 10-7 | Out of Service |
| 10-8 | Back in Service |
| 10-14 | Escort Needed |
| 10-97 | Arrived |
| 11-98 | Meeting Needed |
| Code-4 | Safe |

The T-5 code is not listed on the radio to eliminate confusion. This code is strictly reserved for the Safety Committee to signal a meeting among Safety Committee members before responding to a potentially dangerous situation.

TIPS FOR APPROPRIATE RADIO USE

- The radio is your friend.
- Do not speak loudly.
- Speak as normally as possible; site security often responds to voice tones.
- The radio is to be used primarily for emergency situations and when phone contact is not possible.
- Regular conversations should not be conducted on the radio.

Chemical List

[illegible]

Bomb Threat Log

Date: _____

Time: _____

EXACT WORDS OF CALLER:

QUESTIONS TO ASK:

1. When is bomb going to explode?

2. Where is bomb right now?

3. What kind of bomb is it?

4. What does it look like?

5. Why did you place the bomb?

DESCRIPTION OF CALLER'S VOICE

- ☐ Male Tone: _____
- ☐ Female Accent: _____
- ☐ Young Background Noise: _____
- ☐ Old Is Voice Familiar? _____

ADDITIONAL COMMENTS:

Received By: _____

STUDENT AND STAFF ACCOUNTING LOG

| STUDENT NAME | TEACHER | FIRST AID | RELEASED TO: | TIME: |
|--------------|---------|---------------|--------------|-------|
| 1. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| 5. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| 10. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| 15. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| 20. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| 25. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |

STUDENT AND STAFF ACCOUNTING LOG

| STUDENT NAME | TEACHER | FIRST AID | RELEASED TO: | TIME: |
|--------------|---------|---------------|--------------|-------|
| 1. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| 5. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| 10. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| 15. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| 20. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| 25. _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |
| _____ | _____ | Sent Ret'd | NAME : _____ | _____ |

Parent Communication Log

| TIME | FIRST NAME | LAST NAME | TEACHER NAME | REASON ON CAMPUS | | ACTION | |
|--------|------------|-----------|--------------|------------------|-------------------|----------------|-------------------|
| | | | | Classroom | Independent Study | Staying | Leaving w/ Parent |
| | | | | Student Drop-off | Other | Leaving on Bus | Other |
| NOTES: | | | | | | | |
| TIME | FIRST NAME | LAST NAME | TEACHER NAME | REASON ON CAMPUS | | ACTION | |
| | | | | Classroom | Independent Study | Staying | Leaving w/ Parent |
| | | | | Student Drop-off | Other | Leaving on Bus | Other |
| NOTES: | | | | | | | |
| TIME | FIRST NAME | LAST NAME | TEACHER NAME | REASON ON CAMPUS | | ACTION | |
| | | | | Classroom | Independent Study | Staying | Leaving w/ Parent |
| | | | | Student Drop-off | Other | Leaving on Bus | Other |
| NOTES: | | | | | | | |
| TIME | FIRST NAME | LAST NAME | TEACHER NAME | REASON ON CAMPUS | | ACTION | |
| | | | | Classroom | Independent Study | Staying | Leaving w/ Parent |
| | | | | Student Drop-off | Other | Leaving on Bus | Other |
| NOTES: | | | | | | | |
| TIME | FIRST NAME | LAST NAME | TEACHER NAME | REASON ON CAMPUS | | ACTION | |
| | | | | Classroom | Independent Study | Staying | Leaving w/ Parent |
| | | | | Student Drop-off | Other | Leaving on Bus | Other |
| NOTES: | | | | | | | |
| TIME | FIRST NAME | LAST NAME | TEACHER NAME | REASON ON CAMPUS | | ACTION | |
| | | | | Classroom | Independent Study | Staying | Leaving w/ Parent |
| | | | | Student Drop-off | Other | Leaving on Bus | Other |
| NOTES: | | | | | | | |

RETURN TO PARENTAL COMMUNICATION TEAM LEADER

Situation Report

| |
|------------|
| EOC |
| Lead: |
| Backup: |

| |
|---------|
| CC |
| Lead: |
| Backup: |

| S&R | FA | SSA | PCC | CSS |
|----------|----------|----------|----------|----------|
| Staff: | Staff: | Staff: | Staff: | Staff: |
| Student: | Student: | Student: | Student: | Student: |

| Classroom #1 | Classroom #2 | Classroom #3 | Classroom #4 | Classroom #5 |
|--------------|--------------|--------------|--------------|--------------|
| Staff: | Staff: | Staff: | Staff: | Staff: |
| Student: | Student: | Student: | Student: | Student: |

| Classroom #6 | Classroom #7 | Classroom #8 | Classroom #9 | Classroom #10 |
|--------------|--------------|--------------|--------------|---------------|
| Staff: | Staff: | Staff: | Staff: | Staff: |
| Student: | Student: | Student: | Student: | Student: |

| Independent Studies | Resource | Resource | Paraprofessional | Multipurpose |
|---------------------|----------|----------|------------------|--------------|
| Staff: | Staff: | Staff: | Staff: | Staff: |
| Student: | Student: | Student: | Student: | Student: |

| | | | | |
|----------|----------|----------|----------|----------|
| Extra | Extra | Extra | Extra | Extra |
| Staff: | Staff: | Staff: | Staff: | Staff: |
| Student: | Student: | Student: | Student: | Student: |

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FastAid™

THE EASY FIRST AID GUIDE



AMERICA'S
WORKPLACE
SAFETY
EXPERT.™

Conditions Covered

- | | |
|---------------------------------|---------------------------------|
| 1 Bleeding and Wounds | 15 Heat Stroke/Heat Exhaustion |
| 2 Broken Bones | 16 Heart Attack/Stroke |
| 3 Burns | 17 Hypothermia |
| 4 Choking | 18 Insect Stings |
| 5 Convulsions/Seizures | 19 Insulin Shock/Hypoglycemia |
| 6 Dog/Animal Bites | 20 Internal Bleeding/Injury |
| 7 Drowning | 21 Poisoning |
| 8 Drug Overdose | 22 Severed Body Part |
| 9 Electric Shock | 23 Shock |
| 10 Eye Injury | 24 Smoke/Car Exhaust Inhalation |
| 11 Fainting | 25 Snake Bites |
| 12 Fever | 26 Tooth Loss |
| 13 Frostbite | 27 Unconsciousness |
| 14 Head/Neck/Back/Pelvic Injury | |

Emergency Techniques Covered

- | | |
|--|------------------------------------|
| 28 Rescue Breathing | 30 Checking Breathing |
| 29 CPR (Cardiopulmonary Resuscitation) | 31 Checking Pulse (Adults/Infants) |

EMERGENCY NUMBERS

Call 911 or the emergency medical services number for your community

| | |
|-------------|-----------------------------|
| Ambulance | Poison Control Center |
| Fire/Rescue | Hospital |
| Doctor | Insurance Co./Policy Number |
| Dentist | |

Start Here CHECK-CALL-CARE

1. **REMAIN CALM.** CHECK to make sure scene is safe. Then CHECK the victims for signs of life-threatening emergency.
2. **CALL** your emergency number. If another person is there to help, have them call 911 or seek medical assistance now. Do not hang up until told to do so.
3. **CARE** for any conditions you find.
 - ▶ If victim is unconscious (Section 27).
 - ▶ If breathing, go to step 4 below.
 - ▶ If NOT breathing & NO pulse, begin CPR (Section 29)
 - ▶ If NOT breathing, but has pulse, begin Rescue Breathing (Section 28)
4. Find victim's condition in Sections 1-27 and follow directions.

This guide is not meant to substitute for first aid training such as that offered by your local Zee Service representative. Familiarize yourself with this guide before an emergency occurs.

1 Bleeding and Wounds

1. Put clean cloth, gauze, or your gloved hand over wound, and apply firm steady pressure. Call 911 or seek medical aid if bleeding is severe.
2. Elevate an injured arm or leg above the level of the victim's heart if possible.
3. Continue to apply pressure by securing the cloth with a bandage. (Do not lift the cloth from the injury to check the bleeding. Be sure the bandage is not so tight it cuts off circulation.)
4. Take steps to prevent Shock (Section 23).
Use of a tourniquet is no longer recommended. Tourniquets may result in subsequent medical amputation.



2 Broken Bones

1. **DO NOT** move the victim unless in immediate danger.
2. **DO NOT** move the injured body parts or try to reset the bone.
3. Control bleeding (See **Bleeding and Wounds**, Section 1).
4. Cover any protruding bone with a clean moist dressing.
5. Take steps to prevent Shock (Section 23).
6. Send someone to call 911 or seek medical aid as soon as possible.
If victim must be moved without professional medical assistance, immobilize the injured area with a piece of wood or folded towel or blanket tied securely above and below the injury.



3 Burns

Chemical or Compressed Gas Burns:

1. Flush away all traces of chemicals, using a hose, a shower, or a faucet

while removing all contaminated clothing from victim.

2. Cover burn loosely with clean dry cloth.
3. Take steps to prevent Shock (Section 23).
4. Send someone to call 911 or seek medical aid as soon as possible.



Heat Burns:

1. Cool the burn.
2. Immerse burned area in cool water or gently apply cool compress until pain is relieved. Bandage with clean dry dressing.
3. Do not break a blister if one forms. **DO NOT** use ointments or remove embedded clothing.

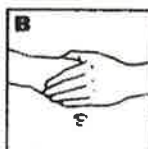
Electrical Burns:

1. Care for life-threatening emergencies first!
2. Send someone to call 911 or seek medical aid.
3. Cover burn loosely with clean dry cloth.
4. Expect Shock and treat for it accordingly (Section 23).

4 Choking

Adult and Child (over 1 year old):

1. If victim can speak or cough forcefully and is getting sufficient air, do not interfere with their attempts to cough obstruction out of the airway.
2. If the victim cannot speak or is not getting sufficient air, have someone call 911 while you perform abdominal thrusts as follows:
3. Stand behind the victim and wrap your arms around the waist (A).
4. Make a fist with one of your hands and place it just above the victim's navel and below the ribs with the thumb and forefinger side toward you (B).
5. Grab this fist with your other hand and pull it quickly toward you and slightly upward. Repeat until victim can breathe or becomes unconscious.



If the Adult or Child Becomes Unconscious:

1. Lay the victim on their back.
2. Check for object in the mouth. Try to sweep the obstruction out of the victim's throat (C). (Child: Sweep only if you can see it.)
3. Even if you are not successful, tip the head back and attempt Rescue Breathing (Section 28).
4. If Rescue Breathing is not working due to the obstruction, sit straddling the victim's thighs and give up to 5 abdominal thrusts (D) (i.e. pushing into the victim with the heel of hand just above belly button).
5. Repeat steps 2, 3 & 4 as needed.



Infant (up to 12 months):

1. If an infant is coughing and is getting sufficient air, do not interfere with their attempts to cough the obstruction out of their airway.
2. If infant cannot cough, cry, or get sufficient air, have someone call 911. Lay the infant face down on your forearm which you then rest on your knee for support. Baby's head should be lower than the rest of his body (A).



3. Use the heel of your free hand to hit the baby's back (quickly and forcefully 5 times) between the shoulder blades (A).
4. Carefully turn the infant face up on your forearm (keeping baby's head lower than his body). Use the tips of two of your fingers placed between the nipples and 1/2" below them as shown, to deliver up to 5 quick thrusts on the baby's chest (B).
5. Repeat steps 3 and 4 until infant can cry or breathe or becomes unconscious.

If the Infant Becomes Unconscious:

6. Tip the head back and attempt Rescue Breathing (Section 28).
7. If you are unsuccessful getting air into the infant's lungs, open baby's mouth and look for an obstruction. If you see one, carefully use your forefinger (or little finger if baby's mouth is still quite small) to try to

sweep the obstruction out of his throat (C).

8. Tip the head back and attempt Rescue Breathing again.
9. If this is still unsuccessful, repeat back blows and thrusts (Steps 2, 3, & 4 above) followed by checks for objects and breaths (steps 6-9).
10. DON'T GIVE UP!

5 Convulsions/Seizures

Signals include jerking movements, bluish face and lips, rolled back eyes, clenched teeth, and frothing at the mouth. Convulsions usually end safely in less than 30 seconds, after which the victim enters a phase of unconsciousness or drowsiness.

1. Try to keep victim from hurting themselves during convulsion, but don't restrain them; do not place any object between their teeth; do not give them anything to eat or drink.
2. If victim stops breathing, administer Rescue Breathing (Section 28).
3. After the convulsion, place victim on their side and monitor breathing.
4. Send someone to call 911 or seek medical aid as soon as possible.

6 Dog/Animal Bites

1. Wash the wound well with running water and control bleeding.
2. Bandage with a clean dry dressing.
3. Seek medical attention.
4. Identify or have a professional capture the specific animal to test for rabies.

7 Drowning

If possible, use a long pole, a ring buoy, or a boat to rescue the victim. NEVER ATTEMPT A SWIMMING RESCUE UNLESS YOU ARE TRAINED TO DO SO.

1. If victim is not breathing and has no pulse, begin CPR (Section 29).
2. If victim has a pulse but is not breathing, begin Rescue Breathing (Section 28).
3. Send someone to call 911 or seek medical aid as soon as possible.



4. Take steps to prevent Shock (Section 23).

8 Drug Overdose

Alcohol:

If victim appears to be ill, has rapid pulse, or has difficulty breathing, care for Shock (Section 23). If these signals are not present and victim is resting normally, position on their side and monitor their condition periodically until they recover.

Drugs:

1. If victim is not breathing and has no pulse, begin CPR (Section 29).
2. If victim has a pulse but is not breathing, begin Rescue Breathing (Section 28).
3. Call the Poison Control Center (or 911) as soon as possible.
4. Keep windpipe clear and victim warm.
5. Wake victim by lightly slapping face with a wet cloth and try to get them walking.

9 Electric Shock

1. Send someone to call 911 or seek medical aid as soon as possible.
2. DO NOT touch victim until power has been disconnected.
3. Unplug or switch off source of electricity if possible.
4. If victim is not breathing and has no pulse, begin CPR (Section 29).
5. If victim has a pulse but is not breathing, begin Rescue Breathing (Section 28).



10 Eye Injury

Chemical:

1. Hold the eyelids apart and flush the eyeball with running lukewarm water until ambulance arrives. Be careful not to let run off water get into the other eye.



2. Place a gauze or cloth pad over injured eye and secure with a bandage.

Cut, Scratch, Embedded Object

1. Place gauze or cloth pads over both eyes and loosely secure with a bandage.
2. Do not try to remove an embedded object.
3. Get to an eye specialist or emergency room immediately.

11 Fainting

Fainting victims regain consciousness almost immediately. If this does not happen, the victim could be in serious danger and you should go to "START HERE" on front panel of this guide and call 911 as soon as possible.

1. Lay the victim down on their back and make sure the victim has plenty of fresh air.
2. Send someone to call 911.
3. Reassure the victim and apply a cold compress to their face.
4. If victim vomits, roll them on their side and keep their airway clear.

12 Fever

If a person's body temperature exceeds 101° Fahrenheit, seek medical help. For infants less than 2 months old, report any fever.

13 Frostbite

Symptoms include initial pain in area affected, followed by numbness. Skin in area affected is grayish-white, hard, and partially frozen.

1. Get victim into a warm place.
2. Put the frozen parts in warm (100° - 105°) but not hot water. Handle them gently but do not rub or massage.
3. If victim is alert, give them a warm drink that does not have alcohol or caffeine.
4. Loosely bandage the affected area and elevate. If the toes or fingers are affected, put dry sterile gauze between them after rewarming them.
5. Send someone to call 911 or seek medical aid as soon as possible.

14 Head/Neck/Back/Pelvic Injury

1. DO NOT move victim (unless in immediate danger).
2. Stabilize the victim's head and neck as you found them by placing your hands along both sides of the head.
3. Send someone to call 911 or seek medical assistance immediately.
4. Keep the victim warm, but not hot, using blankets or clothes.

15 Heat Stroke/Heat Exhaustion

Heat Stroke can be life threatening! Signals can include a body temperature of 105°F Fahrenheit or higher, dry hot flushed skin, rapid pulse, unconsciousness, and lack of perspiration.

1. Get victim out of the heat and into a cooler place.
2. Place victim on their back, with their feet up.
3. Remove or loosen their clothing.
4. Cool victim by fanning and applying cloth-wrapped cold packs or wet towels.
5. Care for Shock (Section 23).

Heat Exhaustion signals include nearly normal body temperature, pale clammy cool skin, weakness, headache, nausea, dizziness, thirst, and cramps.

1. Perform steps 1-5 under Heat Stroke.
2. If the victim is fully conscious and can tolerate it, give them about 4 oz. of water to drink every 15 minutes, which should bring relief within a half hour.

16 Heart Attack/Stroke

Heart Attack signals may include persistent chest pain which often radiates to the left shoulder and arm, shortness of breath, and bluish color of the lips and fingernails.

Stroke signals may include unconsciousness, limp facial muscles, weakness of one side of the body, breathing difficulty, unequal pupil size, and speech impairment.

1. Send someone to call an ambulance or 911 as soon as possible.

2. If victim has a pulse but is not breathing, begin Rescue Breathing (Section 28).
3. If victim is not breathing and has no pulse, begin CPR (Section 29).
4. If the victim has been taking medicine for chest pain and is fully conscious, help them take this medicine according to the prescription.
5. If possible, call the victim's regular doctor and advise of the situation.
6. Keep the victim warm (preferably in a sitting position) until the ambulance arrives.

17 Hypothermia (Prolonged Exposure to Cold)

Hypothermia can be life threatening! Signals include lower than normal body temperature, shivering, apathy, disorientation, drowsiness, and then unconsciousness.

1. Move victim into warm or sheltered area immediately.
2. Check pulse and breathing.
3. Get victim out of wet clothes and replace with dry clothes, sleeping bag, or blankets.
4. Have victim drink a warm, nonalcoholic beverage if possible.
5. Send someone to call 911 or seek medical aid.

18 Insect Stings

1. If you suspect the insect to be poisonous, seek medical aid immediately.
2. If the victim has a severe allergic reaction as a result of the insect bite, or is known to react severely to insect bites, seek medical aid immediately. If the victim has medicine for severe allergic reactions, help them take it.
3. For minor stings, remove any visible stinger by lightly scraping the skin with a credit card-like object, wash the area and then apply a cold compress.

19 Insulin Shock/Hypoglycemia

Signals include weakness, dizziness, clammy skin, paleness, hunger, trembling of the hands, and fainting.

1. If the victim is unconscious, Call 911.
2. If the victim is conscious, raise their blood sugar by feeding them something sweet like fruit juice, a soft drink, candy, or sugar water, slowly until they recover.
3. Call 911 or seek medical attention.

20 Internal Bleeding/Injury

Care as for Shock (Section 23).

21 Poisoning

Swallowed:

A small child is often the victim. Look for open bottles, poisonous smell on breath, and symptoms like pain in throat or stomach, drowsiness, vomiting, and unconsciousness.

1. Call the Poison Control Center (or 911).
2. Follow the exact directions of the Poison Control Center.
3. Keep the suspected poison and/or a sample of any vomit with you.
4. Do not give victim anything by mouth unless directed by the Poison Control Center.

Inhaled:

1. Get victim to fresh air, preferably outdoors. Be careful not to breathe fumes yourself.
2. If victim has a pulse but is not breathing, begin Rescue Breathing (Section 28).
3. If victim is not breathing and has no pulse, begin CPR (Section 29).
4. Call the Poison Control Center (or 911) as soon as possible.
5. Take steps to prevent Shock (Section 23).

On Skin:

1. Gently wash the affected area thoroughly with water until ambulance arrives. Use a hose, a shower, or a faucet for at least ten minutes to rinse away all trace of the poison while removing all contaminated clothing from the victim.
2. Call 911 or seek medical aid.

22 Severed Body Part

Save the severed body part. Put it in a plastic bag and then in a container filled with ice. Send it with the victim to the hospital. See Bleeding and Wounds (Section 1).

23 Shock

Shock can be life threatening! Signals include cold sweat, weakness, irregular breathing, chills, pale or bluish lips and fingernails, rapid weak pulse, and nausea.

1. Send someone to call 911 or seek medical aid immediately.
2. Do not give the victim food or drink.
3. Lay victim on their back, but do not move them if they have back or neck injuries. If victim is unconscious, has severe injury to lower face/jaw, or vomits, lay them on their side and be sure they're getting air.
4. Keep victim warm, but not hot, using blankets or clothes.
5. Raise victim's feet and legs with a pillow unless painful or suspect severe injuries.



24 Smoke or Car Exhaust Inhalation

Care as for Poisoning — Inhaled (Section 21)

25 Snake Bites — Poisonous

1. Calm the victim.
2. Keep wounded extremity inactive and below the level of the victim's heart.
3. Transport victim to hospital immediately (without physically exerting victim).

26 Tooth Loss

Rinse tooth with cool water and then put it back into its socket. If this is impractical, put tooth under victim's tongue, in a glass of milk, or in a wet cloth. Get to a dentist as soon as possible.

27 Unconsciousness

1. Check for responsiveness by gently tapping the victim's shoulder and asking "Are you OK?"
2. If no response, shout, "Help!" and look for a medical alert tag at victim's neck or wrist. Send someone to call 911.
3. If victim has a pulse but is not breathing, begin Rescue Breathing (Section 28).
4. If victim is not breathing and has no pulse, begin CPR (Section 29).
5. Monitor pulse and breathing and continue care until ambulance arrives.

EMERGENCY TECHNIQUES

28 Rescue Breathing

Adults (over 8 years old):

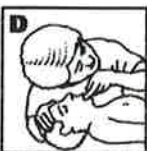
1. Send someone to call 911 or an ambulance.
2. Carefully position victim on their back.
3. Gently tilt the victim's head back (by pushing down on the victim's forehead with one hand, while using two fingers of the other hand placed just under the victim's chin to lift the jaw) in order to open the airway (A). Keep victim's mouth open.
4. Maintain open airway and check for breathing (Section 30) for 5 seconds. If the victim is breathing, maintain an open airway, check for other injuries.
5. If no breathing, pinch victim's nose shut, place your mouth over the victim's open mouth (B), and give 2 slow breaths. If the chest does not rise, follow the procedures in Section 4.
6. Pause between each breath so you can take a breath.
7. Maintain an open airway and check the pulse for 5-10 seconds (Section 31). (If no pulse, go to Step 3 of CPR – Adults, Section 29.)



8. Continue rescue breathing cycles of 1 slow breath every 5 seconds for about 1 minute.
9. After approximately 1 minute, stop and check breathing for 5 seconds and pulse for 5 seconds.
10. If not breathing, continue giving rescue breaths until professional help arrives or breathing resumes.

Infants (up to 12 months)/Small children (1-8 years old):

1. Perform Steps 1-4 under Rescue Breathing – Adults.
2. If not breathing, place your mouth over the child's mouth or infant's nose and mouth. Gently blow two breaths of air into the victim's lungs watching for the victim's chest/abdomen to rise (C). If no rise, check for choking (Section 4).
3. Remove your mouth from the victim and watch the victim's lungs deflate by themselves (D).
4. Take 5-10 seconds to check for pulse (Section 31). If no pulse, go to Step 3 of CPR – Infants now.
5. Continue the rescue breathing cycles of 1 slow breath every 3 seconds for about 1 minute.
6. After 1 minute, stop and check pulse for 5 seconds and the breathing for 5 seconds.
7. Send someone to call 911 or seek medical aid.
8. If not breathing, continue giving rescue breaths until professional help arrives or breathing resumes.



29 CPR (Cardiopulmonary Resuscitation)

Perform only on an unconscious victim who has no pulse and no breathing.

Adults (over 8 years old):

If two rescuers are available, one should call 911 or seek medical aid, while the other starts CPR. Then, the two rescuers should relieve each other as they become tired.

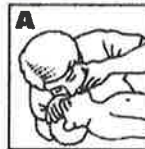


1. Send someone to call 911 or seek medical aid.
2. Perform Steps 1-6 under Rescue Breathing – Adults (Section 28).
3. Take 5-10 seconds to check for pulse (Section 31). (If pulse is present, go to Step 8 of Rescue Breathing – Adults now.)
4. Begin chest compressions by kneeling, facing one side of the victim (A).
5. Place the heel of your hand on the lower part of the victim's chest 1/2" above the notch of the rib cage (B).
6. Place your other hand on top of the first hand, lift your fingers up so just the heels of your hands are doing the work, lean over the victim, and push **straight** down, keeping your elbows locked (so that the victim's chest depresses 1-1/2 to 2 inches). Push down smoothly, keeping hand contact with the chest at all times. Compress at a rate of 80-100 compressions per minute (15 compressions should take 9-11 seconds).
7. Give 2 slow full Rescue Breaths after every 15 compressions (C).
8. After 4 cycles of CPR (2 breaths and 15 compressions = 1 cycle), stop and check the pulse for 5 seconds.
9. Continue CPR or rescue breathing until professional help arrives.

Infants (up to 12 months)/Small Children (1-8 years old):

If two rescuers are available, one should call 911 or seek medical aid, while the other starts CPR. Then, the two rescuers should relieve each other as they become tired.

1. Perform Steps 1-5 under Rescue Breathing – Adults (Section 28). (For infants, cover victim's mouth and nose with your mouth – do not pinch nostrils.)
2. Take 5-10 seconds to check for pulse (Section 31). (If pulse is present go to Step 2 of Rescue Breathing – Infants/Small Children now.)
3. For infants, place your fingers just below the



breast line as shown in illustration (B). For small children, locate the compression point as indicated in Section 29, Step 5.

4. Compress the sternum for infants 1/2 to 1 inch and for children 1 to 1-1/2 inches. Give compressions at the rate of at least 100 per minute for infants and 100 per minute for children.
5. Pause to give 1 slow breath after every 5 compressions.
6. After 4 cycles of CPR (2 breaths and 15 compressions = 1 cycle), stop and check the pulse for 5 seconds.
7. Send someone to call 911 or seek medical aid.
8. If no pulse, continue CPR until professional help arrives.



30 Checking Breathing

Gently tip head back to open the airway. Take about 5 seconds to put your ear very near the victim's nose. Watch the victim's chest for rising. Listen for breathing with your ear, or try to "feel" the victim's breath against your cheek.



31 Checking Pulse

Adults/Children (Over 1 year old):

The pulse is most easily felt at the neck. Place the tips of your first two fingers on the victim's Adam's apple and then slide them down into one of the grooves that lie on either side of the windpipe in this area.

Infants (Up to 12 months):

Put the tips of your first two fingers against the inside of the infant's upper arm.



FastMark, Inc.
Palo Alto, California

FastAid.
U.S. Patent No. 5,063,637
Manufactured and Sold under license from Wood-Howard Products, Inc.
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LEARN CPR

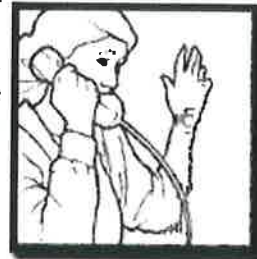
You Can Do It!

CPR IN THREE SIMPLE STEPS

(Please try to attend a CPR training course)

1. CALL

Check the victim for **unresponsiveness**. If there is no response, Call 911 and return to the victim. In most locations the emergency dispatcher can assist you with CPR instructions.



2. BLOW

Tilt the head back and listen for **breathing**. If not breathing normally, pinch nose and cover the mouth with yours and blow until you see the chest rise. Give 2 breaths. Each breath should take 1 second.



3. PUMP

If the victim is still not breathing normally, coughing or moving, begin chest compressions. **Push** down on the chest 1 1/2 to 2 inches 30 times right between the nipples. Pump at the rate of 100/minute, faster than once per second.



CONTINUE WITH 2 BREATHS AND 30 PUMPS UNTIL HELP ARRIVES

NOTE: This ratio is the same for one-person & two-person CPR. In two-person CPR the person pumping the chest stops while the other gives mouth-to-mouth breathing.

Complications of CPR

Vomiting is the most frequently encountered complication of CPR. If the victim starts to vomit, turn the head to the side and try to sweep out or wipe off the vomit. Continue with CPR.

The spread of infection from the victim to the rescuer is exceedingly rare. Most cardiac arrests occur in people's homes - relatives or friends will be the ones needing to do CPR. Even CPR performed on strangers has an exceedingly rare risk of infection. There is **NO** documentation of HIV or AIDS ever being transmitted via CPR.

Checking The Pulse

The pulse check is no longer taught or expected of laypersons. Instead, if you see no signs of life (defined as breathing normally, coughing or moving) you should begin to pump on the chest. Please note that the pulse check is still expected of health care providers.

Earthquake: Duck, Cover & Hold

No matter where you are, know how to protect yourself and your family during an earthquake. Practice taking cover as if there were an earthquake and learn the safest places in your home and work. Practice getting out of your home and check to see if the planned exits are clear and if they can become blocked in an earthquake. Practice turning off your electricity and water. Know how to turn off the gas, but do not practice this step. In the event of an earthquake, once you turn off your gas, only your utility company should turn it back on for safety reasons.

Tips

- When in a HIGH-RISE BUILDING, move against an interior wall if you are not near a desk or table. Protect your head and neck with your arms. Do not use the elevators.
- When OUTDOORS, move to a clear area away from trees, signs, buildings, or downed electrical wires and poles.
- When on a SIDEWALK NEAR BUILDINGS, duck into a doorway to protect yourself from falling bricks, glass, plaster and other debris.
- When DRIVING, pull over to the side of the road and stop. Avoid overpasses and power lines. Stay inside your vehicle until the shaking stops.
- When in a CROWDED STORE OR OTHER PUBLIC PLACE, move away from display shelves containing objects that could fall. Do not rush for the exit.
- When in a STADIUM OR THEATER, stay in your seat, get below the level of the back of the seat and cover your head and neck with your arms.

Duck



DUCK or DROP down on the floor.

Cover



Take COVER under a sturdy desk, table or other furniture. If that is not possible, seek cover against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors or tall furniture.

Hold



If you take cover under a sturdy piece of furniture, HOLD on to it and be prepared to move with it. Hold the position until the ground stops shaking and it is safe to move.

Ready
To Ride It out?



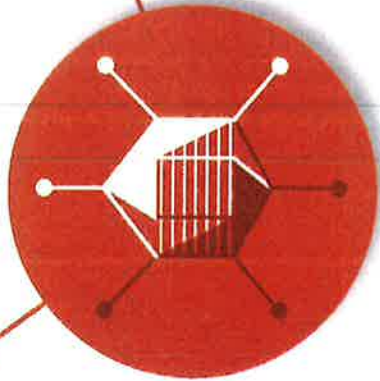
Together, we can save a life

Homeland Security Advisory System Recommendations

Individual

| <u>Risk of Attack</u> | <u>Recommended Actions</u> |
|-----------------------------|--|
| SEVERE (Red) | <ul style="list-style-type: none">• <i>Complete recommended actions at lower levels</i>• Listen to radio/TV for current information/instructions• Be alert to suspicious activity and report it to proper authorities immediately• Contact business to determine status of work day• Adhere to any travel restrictions announced by local governmental authorities• Be prepared to shelter in place or evacuate if instructed to do so by local governmental authorities• Provide volunteer services only as requested |
| HIGH (Orange) | <ul style="list-style-type: none">• <i>Complete recommended actions at lower levels</i>• Be alert to suspicious activity and report it to proper authorities• Review your personal disaster plan• Exercise caution when traveling• Have shelter in place materials on hand and review procedure in Terrorism: Preparing for the Unexpected brochure• If a need is announced, donate blood at designated blood collection center• Prior to volunteering, contact agency to determine their needs |
| ELEVATED (Yellow) | <ul style="list-style-type: none">• <i>Complete recommended actions at lower levels</i>• Be alert to suspicious activity and report it to proper authorities• Ensure disaster supplies kit is stocked and ready• Check telephone numbers and e-mail addresses in your personal communication plan and update as necessary• Develop alternate routes to/from work/school and practice them• Continue to provide volunteer services |
| GUARDED (Blue) | <ul style="list-style-type: none">• <i>Complete recommended actions at lower level</i>• Be alert to suspicious activity and report it to proper authorities• Review stored disaster supplies and replace items that are outdated• Develop emergency communication plan with family/neighbors/friends• Provide volunteer services and take advantage of additional volunteer training opportunities |
| LOW (Green) | <ul style="list-style-type: none">• Obtain copy of Terrorism: Preparing for the Unexpected brochure from your local Red Cross chapter• Develop a personal disaster plan and disaster supplies kit using Red Cross brochures Your Family Disaster Plan and Your Family Disaster Supplies Kit• Examine volunteer opportunities in you community; choose an agency to volunteer with and receive initial training• Take a Red Cross CPR/AED and first aid course |

Your local American Red Cross chapter has materials available to assist you in developing preparedness capabilities.



PANDEMIC FLU

A PLANNING GUIDE FOR EDUCATORS

What is a Flu Pandemic?

An influenza (flu) pandemic is a global outbreak of disease that occurs when a new flu virus appears that can spread easily from person to person. Because people have not been exposed to this new virus before, they have little or no immunity to the virus; therefore serious illness or death is more likely to result than during seasonal flu.

It is difficult to predict when the next influenza pandemic will occur or how severe it will be. In addition, a pandemic may come and go in waves, each of which can last months at a time. The effects of a pandemic can be lessened if preparations are made ahead of time.

The illness rates for both seasonal and pandemic influenza are high among children, and schools are likely to be an important contributor to the spread of influenza in a community.

Scientific models support school closure as an effective means of reducing overall illness rates within communities and suggest that the value of this intervention is greatest if school closure occurs early in the course of a community outbreak.

We need to work together to plan and prepare for a pandemic response.



"Educators must be integrally involved in state and local efforts to plan and prepare for a potential pandemic."

- Secretary Margaret Spellings, March 2005



www.pandemicflu.gov



SEPTEMBER 2006
THE MATERIAL ABOUT HEALTH AND MEDICINE IN THIS GUIDE WAS PROVIDED BY THE U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES AND THE CENTERS FOR DISEASE CONTROL AND PREVENTION.

Differences between seasonal flu and pandemic flu:

Seasonal Flu

THE VIRUS

- Caused by influenza viruses that are closely related to viruses that have previously circulated, most people will have some immunity to it
- Symptoms include fever, cough, runny nose, and muscle pain
- Complications such as pneumonia are most common in the very young and very old and may result in death
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness

IMPACT ON THE COMMUNITY

- Seasonal flu kills about 36,000 Americans each year and hospitalizes more than 200,000 children and adults

Mild to Moderate Pandemic

THE VIRUS

- Caused by a new influenza virus that has not previously circulated among people and that can be easily spread
- Because most people will have no immunity to the new virus, it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza
- Symptoms are similar to seasonal flu, but may be more severe and have more frequent serious complications
- Healthy adults may be at increased risk for serious complications

IMPACT ON THE COMMUNITY

- May cause a moderate impact on society (e.g., some short-term school closings, encouragement of people who are sick to stay home)

Severe Pandemic

THE VIRUS

- A severe strain causes more severe illness, results in greater loss of life, and has a greater impact on society
- During the peak of a severe pandemic, workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

IMPACT ON THE COMMUNITY

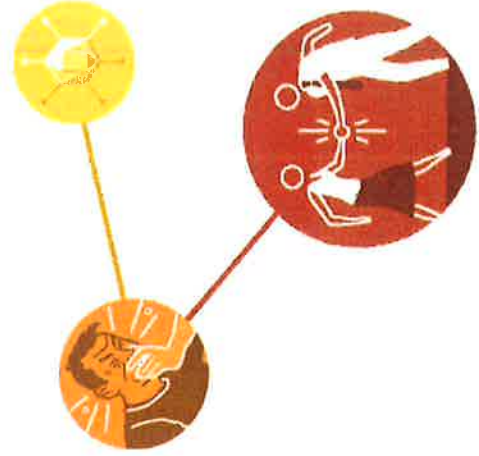
- Schools and day care/child care facilities may be closed
- Public and social gatherings will be discouraged
- The patterns of daily life could be changed for some time with basic services and access to supplies possibly disrupted

How does influenza spread?

Human influenza virus is mainly transmitted from person to person when an infected person coughs or sneezes. A lesser mode of transmission occurs when a person touches something that has the flu viruses on it and then touches his or her mouth or nose. Some individuals who are infected may never show symptoms or have mild symptoms, but could still spread the virus to others.

When a pandemic begins, a virus-specific vaccine may not be available until 4-6 months after identification of a pandemic virus.

The supply of antiviral drugs will likely be limited throughout the pandemic. Moreover, scientists cannot be certain that antiviral drugs will be effective against a pandemic virus. For these reasons, infection control and social distancing measures will be the keys to limiting transmission, delaying the spread of the virus, and protecting people. Social distancing is a measure to decrease the frequency of contact among people in order to diminish the risk of spread of communicable diseases.

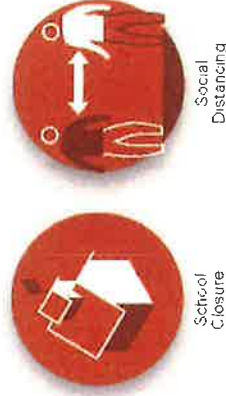


Measures to limit the spread of the flu:

Severe Pandemic:

All of the seasonal and mild to moderate flu methods plus:

- Possible extended school closure, which could range from weeks to up to 3 months. Presently, the Department of Health and Human Services, the Centers for Disease Control and Prevention, the Department of Education, and other agencies are conducting a comprehensive review of school closure and its feasibility and effects in mitigating a severe pandemic. The results of this study will be shared in the coming months.
- Promote social distancing of children and teens outside the school setting by reducing their social circulation and contacts to the greatest extent possible. This could include canceling extracurricular activities.



Mild to Moderate Pandemic:

All of the seasonal flu methods plus the following:

- Encourage the use of social distancing at the work place, at school and in the community
- Possible school closure for a short amount of time (possibly days to a couple of weeks)
- Work with community flu-planning team to assess whether any additional measures should be taken



Seasonal Flu:

- Promote hand washing and cough hygiene via school-wide campaigns and modeling by school staff.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended.
- Persons developing symptoms at school should be sent home as soon as possible and instructed by appropriate officials not to return until they are well.



Infection control

The primary strategies for preventing spread of pandemic influenza:

- Persons with flu symptoms should
- Stay at home;
- Cover nose and mouth when coughing or sneezing.
- Wash hands with soap and water or use alcohol-based hand sanitizers frequently; and
- Try to maintain spatial separation of at least three feet from others if possible

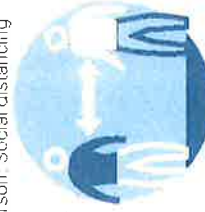
Hand, Cough and Sneeze Hygiene

- When sneezing or coughing, cover the nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissues in a wastebasket and wash hands after coughing, sneezing, or blowing nose
- Use warm water and soap or alcohol-based hand sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose, or mouth

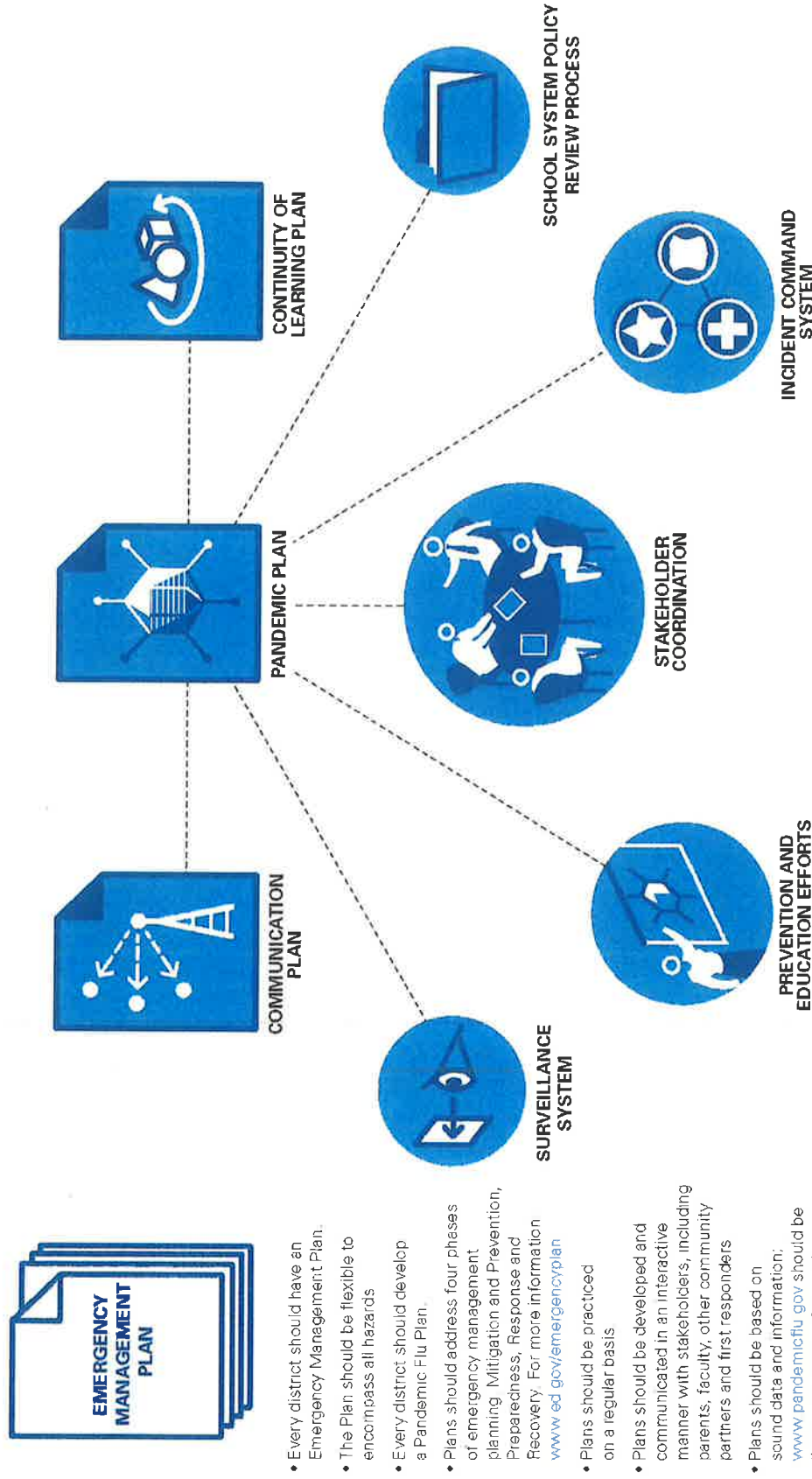


Social distancing

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures such as school closure, telecommuting or staggered shifts for the workforce, and cancellation of public gatherings may be effective in reducing transmission risks.



Basic Components of Pandemic Planning



Detailed information on each component along with sample plans can be viewed at www.ed.gov

Sunrise Middle School

Pandemic Flu Plan

March 2020

Preparation

- Institute a mandatory “Cover the Cough” curriculum for all classrooms - conducted during the advisory period
- Develop and implement universal hand washing procedures
- Order supplies such as anti-bacterial and waterless hand soap & dispensers, hand sanitizer, disinfectant spray, etc.
- Distribute to parents and staff information regarding “COVID-19” personal preparedness checklist, and the school plan.
- Teachers develop a standardized grade specific template for web based instructional units

The next steps are identified as **Stage responses**.

Stage One - This stage is initiated if/when the virus mutates to person-to-person transmission and arrives on the West Coast.

- Staff emphasize classroom disinfecting
- Teachers begin working in grade level teams to develop web based instructional assignments
- Staff begin modifying computers for check-out to students

Stage Two – This stage is initiated when a case appears in the Bay Area

- Parents are notified of possibility of online classroom in event school needs to be closed.
- Door knobs, light switches, computer keyboards, and mats are disinfected regularly.
- Students are reminded of “cover your cough” and to wash their hands frequently.
- Teachers dispense hand sanitizer when water and soap not immediately available.
- Final survey of students without computers and internet is taken.
- Teachers develop/correct web based lesson plans

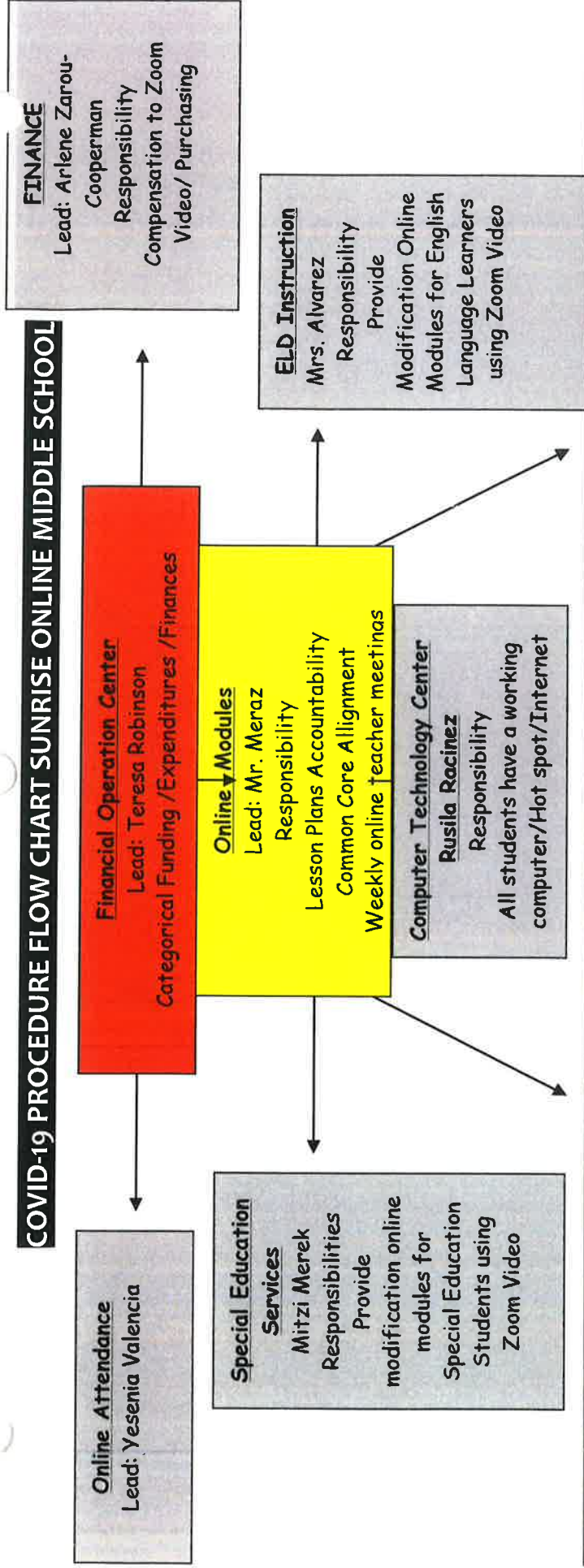
Stage Three – This stage would be initiated when either the County Health Department instructs the schools to close or a seminal event occurs involving a student, staff member or a relative of close proximal distance.

- School is closed and students are instructed to work from home on web-based lessons. Face Time is used where possible.
- Teachers continue developing/correcting web-based lessons
- Computers “checked out” to families who don’t have computers

Recovery Stage – This stage begins when school is re-opened

- Classes are gradually moved from web-based lessons to in – class lessons.
- Administration looks at restructuring the instructional year to recover lost instructional time if needed.

COVID-19 PROCEDURE FLOW CHART SUNRISE ONLINE MIDDLE SCHOOL



THE DOERS

| | |
|---|--|
| Math Team Pappu/Guzman/Bustos | Monday/Friday Remote Class 8:00am-2:00pm Using Zoom Video Guided Practice Lesson Physical Education Activity / Health Education Assignment Meditation |
| English Team De Anda O'Brien/Kara | Tuesday /Thursday Remote Class 8:00am-2:00pm Using Zoom Video Guided Practice Lesson Physical Education Activity / Health Education Assignment Meditation |
| Social Studies/History Luuhoang Green | Wednesday Remote Class 8:00am-2:00pm Using Zoom Video Guided Practice Lesson Physical Education Activity / Health Education Assignment Meditation |
| Science Mike Alvarez | Wednesday Remote Class 8:00am-2:00pm Using Zoom Video Guided Practice Lesson Physical Education Activity / Health Education Assignment Meditation |
| Physical Education Omar Reynoso Edgar Campos | Monday-Friday Remote Class 8:00am-2:00pm Using Zoom Video Guided Practice Lesson Physical Education Activity / Health Education Assignment Meditation |

SUNRISE MIDDLE SCHOOL - REVISED REOPENING PLAN

Sunrise Middle School recognizes that reopening its campus is a balancing act between enhancing the education and mental and emotional health for our students while also protecting the physical health of our families and teaching staff. Reopening schools has proven to not be a significant factor in the increase of coronavirus cases, yet our school does not want any of its families or teachers, particularly its teachers with underlying health conditions, to be one of the statistics. Therefore, we have chosen to wait with full reopening of the school until the rate of COVID-19 in our highly infectious 95116 zip code is on the decline. We reopened to certain challenged students and to our youngest students, our fifth graders, in late September and early October, and are hoping to reopen to all students in March.

Meanwhile, Sunrise has mounted a campaign to educate its students and parents about the importance of frequent testing, social distancing and wearing of masks. We are waiting out the holiday spike in COVID cases and anticipated deaths, and are hoping that the school can reopen safely by March. We also expect that 75 to 80 percent of our parents will be interested in sending their students to school by that time. We will begin by bringing back our sixth graders, then our seventh graders, and lastly, our eighth graders.

Our early experience with having some students back on campus has shown that not all families have been safe about reporting when their students have possible symptoms or have been exposed to a family member or friend with possible symptoms. We also know that many of our families are caught in a struggle between having to work to put food on the table, or remaining safe and staying home. It is with this in mind that we have mounted an education campaign on the seriousness and long-term effects of this disease.

The Gold Standard Rule:

Sunrise is instructing all employees and students who test positive for COVID-19 to stay home and isolate for 14 days from the date their symptoms began, and for at least 24 hours after resolution of fever without the use of fever-reducing medications, and improvement of any other symptoms. If they never had any COVID-19 symptoms, they must isolate for 10 days from the date their positive test was done.

Other rules:

Students and their parents must report if they have been exposed to anyone with COVID when coming to school. They then need to get tested or wait the 14-day isolation period before returning to campus.

Students who have COVID-like symptoms, or have been exposed to a member in their household who has COVID-like symptoms, are similarly being asked to test for COVID or isolate for 14 days before returning to campus.

Beyond this, Sunrise recognizes four different scenarios and will have different procedures for each scenario. We will follow the rules set forth by the Santa Clara County Health Department for each of these scenarios as follows:

Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts

| Scenario | Immediate Steps | Interpreting Results | Return to School/Work |
|---|--|---|---|
| Scenario 1: Individual exhibits one or more COVID-19 symptoms | <ul style="list-style-type: none"> Send student/staff home. Recommend immediate testing. Notify school administration and COVID-19 Designee. Classroom remains open. If student/staff is <u>not tested</u>, must obtain medical note (explaining why not tested) OR follow instructions for positive case. | <ul style="list-style-type: none"> If test is <u>negative</u>, stay at home until 24 hours after resolution of fever and other symptoms improve. If test is <u>positive</u>, isolate at home for at least 10 days after the first symptoms started and at least 24 hours after resolution of fever and other symptoms improve. Send out letters. | <ul style="list-style-type: none"> If <u>negative</u>, return to school 24 hours after resolution of fever and improvement in other symptoms; provide evidence of negative test or medical note explaining why testing was not performed. If <u>positive</u>, can return once full isolation period is completed. |
| Scenario 2: Student or staff identified as a Close Contact* to a person who has tested positive for COVID-19 A close contact is someone who was within 6 feet of the infected person for at least 15 minutes at any time beginning 2 days before the infected person had symptoms or tested positive.* | <ul style="list-style-type: none"> Send home with instructions to quarantine for 14 days after last exposure. Recommend testing around day 7 after last exposure or, if symptomatic, test immediately. If test done earlier than day 7, repeat test towards end of quarantine. Notify school administration and COVID-19 Designee. Send out appropriate letters. Classroom remains open. All test results should be reported to the school. | <ul style="list-style-type: none"> If test is <u>negative</u>, quarantine for a full 14 days after last exposure to COVID-19 case. If continuously exposed to a case during the case's isolation (e.g. household member), quarantine ends 14 days after the case's isolation period ends. If test is <u>positive</u>, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (If never symptomatic, isolate for 10 days after date of positive test.) | <ul style="list-style-type: none"> Return to school/work once full 14-day quarantine is completed (or if contact became positive, full isolation period is completed). No medical note is needed. |
| Scenario 3: A student or staff member tests positive for COVID-19 in a cohort or non-cohort setting | <p>COHORT – Classroom closes</p> <p><u>Case:</u></p> <ul style="list-style-type: none"> Send home with instructions to isolate. <p><u>Contact:</u></p> <ul style="list-style-type: none"> Send home all members of the class cohort and any other campus close contacts. Then follow SCENARIO 2. Notify school administration and COVID-19 Designee Notify Public Health Department <p>NON-COHORT – Classroom remains open</p> <p><u>Case:</u></p> <ul style="list-style-type: none"> Send home with instructions to isolate. <p><u>Contact:</u></p> <ul style="list-style-type: none"> Use seating chart/roster & staff/student input to determine close contacts to send home. Then follow SCENARIO 2. | <p><u>Case:</u></p> <ul style="list-style-type: none"> For student/staff whose test is <u>positive</u>, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (If never symptomatic, isolate for 10 days after date of positive test.) <p><u>Contact:</u> FOLLOW SCENARIO 2</p> | <p><u>Case:</u></p> <ul style="list-style-type: none"> Return to school/work once full isolation period is completed. No medical note needed. <p><u>Contact:</u> FOLLOW SCENARIO 2</p> |
| Scenario 4: Routine COVID-19 screening (no symptoms, not a close contact) | <ul style="list-style-type: none"> Continue at school/work until results are available. | <ul style="list-style-type: none"> If <u>negative</u>, no action needed. If <u>positive</u>, FOLLOW SCENARIO 3. | <ul style="list-style-type: none"> If <u>negative</u>, continue at school/work. No documentation needed. If <u>positive</u>, FOLLOW SCENARIO 3. |

*Close contact can be 15 minutes of continuous contact OR repeated short-duration interactions with the infected person. Being considered a close contact does not depend on whether the contact or the infected person was wearing a face covering during their interaction.

10/30/20

The above plan is predicated by thorough questioning of students upon their arrival to school. We ask each student if: 1) They have any symptoms of illness or discomfort. 2) They have been exposed to anyone with any symptoms of illness or discomfort. 3) If they know of anyone who has symptoms of illness or discomfort. The reason for the

thorough questioning is to cover people living in a home to which the students is not related.

Sunrise also recognizes that the school has a major part in ensuring the safety of all students.

We will support students and staff to wear masks by:

- * Requiring all persons on campus to wear face masks.
- * Supplying face masks to all persons who wish to enter the campus but don't have a mask.
- * Teaching our families about the importance of wearing masks.
- * Requiring our fifth graders to wear face shields in addition to masks, since their masks may slip down.

We will support physical distancing by:

- * Maintaining all individuals on campus to remain six feet from one another at all times.
- * Spacing desks six feet apart.
- * Allowing as many staff as possible to work out of private offices.
- * Placing plastic barriers between teachers and their students.

We will support cleaning and maintenance of our campus by:

- * Disinfecting all bathrooms and kitchen areas midday and at end of day.
- * Disinfecting computers and student desks after each use.
- * Disinfecting yoga mats after each use.
- * Disinfecting eating areas after each use.
- * Disinfecting school learning supplies after each use (unless they are a student's personal supply and kept in his/her desk).
- * Disinfecting door knobs, computer cart handles, and light switches at the end of each day.
- * The staff uses Spark 64 for disinfecting and wears gloves.

We will support routine and frequent hand washing by:

- * Supplying hand washing stations at the door to each classroom, unless the classroom already has a dedicated washroom area.
- * Supplying antibacterial soap and paper towels at each hand washing station.

- * Requiring students to wash their hands upon entry to the school, before eating, after eating, after using the bathroom, and before leaving the campus.
- * Requiring staff to wash their hands before and after eating and after going to the bathroom and at any other time that is needed.
- * Strongly encouraging staff and students to use hand sanitizer whenever they feel it's needed.

We will encourage and support staff testing by:

- * Allowing staff time off from work to get tested.
- * Requiring staff who are on campus regularly to get tested on a monthly basis.
- * Providing information on where they can get tested.
- * Encouraging testing at the Santa Clara County School Health Clinic nextdoor to our school.
- * Requiring staff to submit their test results to the school's HR director.

Other safety measures:

- Staff are not allowed to share the breakroom at the same time. They must eat in shifts, one by one, or they may eat outside, spaced a minimum of six feet apart.
- Students are primarily learning inside, but frequently take breaks outside or move outside for various learning activities.
- Small group instruction takes place outside the classroom. More learning will take outside the classroom once our shade structure is installed.
- Classrooms must have windows and doors open for ventilation at all times. The school also uses MERV 13 high efficiency filters in our HVAC system, which is maintained by the San Jose Unified School District. SJUSD assures us they are replacing the filters every 90 days.
- During inclement weather classroom doors and windows will remain open for ventilation and students will be encouraged to wear heavy jackets, beanies and blankets if they wish.
- All staff members regularly on campus are required to get tested for COVID-19 every month and to turn in their test results to the school's HR director. This testing generally takes place at the Santa Clara County Schools Health Clinic nextdoor to our school.
- The school only allows necessary visitors and volunteers to come on campus and will limit the number of students who come in contact with them.

Beyond Safety

Sunrise Middle School is incorporating the ideas presented by the Centers for Disease Control (CDC), the Santa Clara County Health Department and the Santa Clara County office of Education to maintain the health and safety of our students and staff when we reopen in the Spring of 2021.

Sunrise will offer an all-day educational program that is half in the classroom with certified teachers and the other half in other classrooms with non-certified staff trained to supervise online learning and provide additional support and tutoring as needed. We are choosing this option for learning in for three reasons:

1. It will be best for our students' education.
2. Our families want it.
3. We believe we can provide it safely.

Sunrise is prepared to revert to distance learning - schoolwide or with a group of potentially exposed students - as needed. We are planning to be ultra safe with our students and staff and hoping for zero incidents of COVID-19. However, we will be keeping good track of where students and teachers are so that we can easily identify students who might have been exposed and should be quarantined for two weeks.

Our main preventive measures will be to 1) keep students in the same groups all day, 2) space students six feet apart, 3) require masks for all youth 4) require frequent hand washing and sanitizing, and 5) take temperatures upon entry into students' first classroom. The fourth measure is not required but we believe it is in the best interest of our students' safety.

Sunrise has acquired all the supplies needed to implement these safety measures and will make sure the school has enough on hand at all times.

Vision

Throughout the 2020-2021 school year, Sunrise Middle School will serve our community by providing high quality instruction in an environment that promotes the health, safety, and the social-emotional needs of our students and families during this unprecedented crisis.

Guiding Principles

- Maintain cohesion of instruction
- Keep staff and students safe and healthy

- Ensure access and equity for all students
- Communicate with families
- Ensure flexibility to meet changing needs

Instruction

The Covid-19 school closure has created a tremendous impact on instruction and student learning. The physical learning space is one observable difference, the foreseen deficits in student achievement is another. To ensure continuity of learning and high quality instruction that aligns with the mission and vision of Sunrise, the following key considerations have been addressed:

- curriculum and instructional models
- service to our English learners and special education
- addressing learning loss
- assessment practices
- social-emotional well being
- access to technology
- collaboration for planning and professional development

Instructional Models

The following options are potential instructional models that Sunrise will employ for the 2020 - 2021 school year:

- All Day on Campus: Smaller classroom sizes of fewer than twenty students where the teacher and students meet physically on the school campus in designated classrooms. Blended instruction will be delivered face-to-face combined with technology and online programs.
- Distance Learning: Instruction does not take place in the classroom but rather is delivered to students online, outside of campus, via platforms such as Google Classroom and Zoom. This will be the default mode of instruction if safety is compromised by a Covid-19 related event, or if local mandates call for school closures based on public health needs. Sunrise has distributed computers and hotspots to all students in need.

The All Day on Campus instructional model will be a full day program, where students will spend half their day, or three hours, in core classes, and the other half in a combination of online learning, intervention, PE and social justice. The instructional model will have safe social distancing, with students seated six feet apart. Instruction will utilize synchronous and asynchronous (e.g., front-loading vocabulary, flipped

instruction, etc.) teaching. Typically, students will receive direct instruction aligned to the common core state standards during their core classes, while students' independent practice will happen during the online learning and tutoring sessions. This instructional model will provide engaging, high quality review of learning and previewing what is to come. It is essential that the learning environment continue to be an interactive space where students engage in application and creativity of content. Cross-curricular themes (e.g., in our SCOPE character building, the humanities, current events, science, etc.) are one way to engage students by making content more relevant to their lives. All course offerings are organized and easy to navigate on a digital platform (Google Classroom and Schoology) that can be accessed from anywhere. Assessments are administered regularly to account for learning loss and to measure for continuing growth.

Service to English Learners and Special Education

Special considerations are needed to serve our special populations, such as English Learners and Students with IEPs. Considerations include providing students with access to technology at their homes, providing Screencast lessons as a scaffold, or support, to enhance lessons, providing virtual office hours, or other virtual groups to support struggling students outside of our normal school hours.

Once on campus, we will have a well defined study plan for students who are at high risk or ill or who choose not to come to school. The teachers will utilize OWL cameras and mics so that students not on campus can follow everything happening in the classroom. This is already happening in the fifth grade classroom where a few students are not attending in-person classes.

We are administering ELPAC initials to all students in need of them.

Addressing Learning Loss

To address student learning loss, we must be able to identify starting points for all students so that instruction can pick up from where it left off and student achievement can be accelerated. It is critical that all students have access to grade-level standards. Therefore, the master schedule allocates time during the day for re-teaching and extending core content and skills. To identify starting points, ELA and math teachers must identify or revise essential standards for each grade level, and use appropriate assessments to identify gaps in understanding. Supporting staff are active in assisting students with interventions or extensions during the day. Additional support is provided by trained staff during the After-School Program, which this coming year may also run during the school day.

Physical distancing and other safety recommendations limit the types of interactions traditionally practiced in the Sunrise classroom. Furthermore, data collected over the three months of full distance learning indicate the need to strengthen and monitor student participation and engagement. Monitoring of student participation and access to synchronous (e.g., in-class learning activities for new content, “do” activities such as skills practice, interactive activities, academic meetings, etc.) and asynchronous (e.g., homework and other activities to be completed outside of class) tasks are a common practice as part of Sunrise’s continued improvement planning.

In the event that Sunrise must again implement a completely online distance learning program at any time, attention must be paid to ensure continuity in learning and access to high quality instruction, including continued interventions and extensions. Sunrise has established clear educational goals and learning outcomes by subject matter. To decrease overwhelm for students during the potentially stressful time, course assignments and school-wide information are organized in a simple way that is easy to manage and navigate by all students. The selection of technology and instructional materials used serves as scaffolds to support access to content and to enrich the learning experience to promote active learning with opportunities to practice English language development.

Assessment Practices

The school-wide SuccessMaker/Imagine Math assessments, Achieve 3000 assessments, and benchmark assessments continue to be used to monitor growth through the year. The use of CA common core interim assessments will continue to serve as indicators of student understanding and skill, as well as indicators for instruction. Other formative assessments have become more creative and innovative to better capture student understanding (or gaps in understanding), and is especially critical for full distance learning.

Social-Emotional Well-Being

Sunrise recognizes the need for a strong foundation of social and emotional well-being in order for academic learning to occur. While counselors and mentors are available to tend to both students and staff, attention to self-care must be a common practice in the wake of Covid-19, especially in serving our most vulnerable students. We are mindful of stressors in our students’ lives that can hinder equity in their learning. We continue to collect insight into student well-being through observation, check-ins, and student surveys. Our MTSS also provides data on students needing additional assistance. Sunrise continues to emphasize the importance of connection by building student relationships and maintaining a sense of community (both in physical and virtual

spaces). We build on the resiliency of students and guide them in social and emotional learning so that they become empowered in their own self-care.

Sunrise continues to:

- Have daily meditation on Zoom or in person for all students
- Hold weekly counseling groups
- Conduct individual counseling as needed, in person or via phone
- Have weekly advisory periods focusing schoolwide on such issues as self esteem, managing stress, and acknowledging feelings

Access to Technology

Sunrise continues to ensure that every student and staff member has access to a computer and internet connection. In terms of instructional technology, professional development is provided to support the efficient and appropriate use of technology tools and applications.

Collaboration

Weekly time for collaboration is embedded in the master schedule to ensure sufficient communication between and across both grade-level and subject-matter teams in order to maintain the most effective instruction and to maximize student learning. Because supporting staff play an active role in assisting students during intervention, they also are involved in the collaborative planning with the core teachers-of-record. Time also is allocated for professional development.

Additional Health and Safety

Plan for students or staff who are at higher risk of infection

Students or staff who provide medical evidence of being at higher risk of infection will be given appropriate modifications to mitigate their risk, according to their individual needs. Administration should be contacted in advance to make necessary modifications to schedules.

Such students and staff will also be asked to wear both masks and face shields for extra protection. Currently, we are not aware of any students in such a risk category who wish to return to campus. It will always be parent choice this year as to whether or not a student will learn from home.

Monitor student and employee and absences

School administrators will monitor absence reports daily for any unusual increases in absences and also to inquire about possible infections.

The Santa Clara County Office of Education will have access to these absence reports for monitoring purposes as directed by the Santa Clara County Health Department. School administration will contact proper health authorities and the county office of education with concerns or reporting as necessary.

Once the Entire Campus is Open

Encouraging social distancing through small groups and limiting the mixing of groups

Prior to the first bell, teachers will begin opening their classrooms at least fifteen minutes early to encourage social distancing and to eliminate students socializing in the main quad. Staff will be monitoring students to require social distancing until school begins.

Classes will be organized into self-contained rooms with a limited number of students that are seated 6 feet apart. The students' school day will be organized into two different cohorts. One cohort will consist of English, Math, and Science. To reduce the risk exposure, teachers will rotate from class to class rather than students. Meanwhile, the other cohort will be involved in online learning and tutoring, physical education and social studies.

Lunch will be served in the classroom to eliminate large gatherings and the mixing of students.

A staff member or administrator will walk students during the one transition from core classes to online learning. They will be escorted by a staff member to ensure social distancing and prevent large gatherings. Additionally, their PE teacher will retrieve them from their class and escort them to their meeting area or meditation session. Meditation and PE sessions will practice social distancing. PE may look very different and may include such activities as calisthenics and running.

Students will be given a short break from academics to get up and stretch and get some important movement in. With parental permission, a staff member will walk their socially distanced class around a block or two in the neighborhood. Administrators and staff will agree upon a schedule for breaks so that not too much instructional time is lost, but that students will still benefit from some movement.

Classes organized into self-contained cohorts will be easier to track and quarantine in case of possible exposure to infected individuals. Staff will closely monitor the limited movement of students on campus with bathroom and office logs to track their

whereabouts. Staff also will track when a student needs to leave his/her cohort for some other reason.

Restrooms will be monitored, as needed, to ensure social distancing. Floor markings may be used outdoors so that students know to wait outside for their turn rather than congregating indoors.

Our students will have full access to certified counselors and youth mentors. The meetings will take place in private areas outside whenever possible, with student and adult spaced at least six feet apart.

Limiting of extra activities

Sunrise will temporarily limit most of its "extra" activities, such as assemblies and rallies, field trips, and sports. We are thinking that some field trips in areas of nature might still be possible if parents assist with driving their students or if students are properly spaced on a bus.

A few elective classes will still take place as after-school "clubs" - for example, gardening (with no sharing of tools), art, RAP, dance, etc. For indoor "clubs," students will need to stay in their daytime cohorts. Or, clubs may take place online.

Cleaning, disinfecting, and ventilation

Staff will ask students twice daily to sanitize their personal items like computer, desk, or other personal items at the end of each work session. The sanitizing sessions will take place midday when students move from core classes to online learning and tutoring, or vice versa, and then at the end of the day.

Staff will also sanitize high touch surfaces, including tables, doorknobs, light switches, countertops, handles, desks, phones, and keyboards, twice a day.

Staff will disinfect bathroom and kitchen areas twice a day, and will wear disposable gloves. Staff will disinfect surfaces with an EPA registered household disinfectant, primarily Spark 64.

A sanitation log will be maintained to track rooms have been cleaned, the time/s they were cleaned, who cleaned, and any additional comments. The administrator responsible for health and safety will review this log daily to ensure that protocols and procedures are being followed.

Training all employees on safety and health protocols

All staff will be trained on safety and health protocols. Staff then will educate students about proper hygiene habits and safety practices.

Be ready to consult with local health authorities

The administration will consult with proper health authorities about any unusual patterns of absences or known exposures. Due to the small class groups, data on who should be isolated or quarantined should be readily available and the degree of exposures should be limited to fewer individuals.

Social-Emotional Support Systems

Sunrise is expecting that its students and parents may have a multitude of emotional issues when returning to a routine that somewhat resembles their former life. At worst, there may have been abuse in the home. At best, students may have deep concerns about family members dying and their own futures.

We have a licensed school counselor on board who will screen needs, based on reports from teachers, parents and students. She will call in for extra support from outside agencies and other counselors at the school, as needed.

We also plan to conduct group counseling for our students, most likely by grade level, to best help those most affected by the pandemic. We recognize that one of the best tools for healing is for students to know that they are not alone in their problems and that they can get support from other caring students and staff.

We understand that our students will find comfort in practices, recognitions and traditions that have long been a part of the Sunrise community. For this reason we will conduct mini assemblies (in the classroom cohorts), meditation, talk groups, awards presentations, project presentations, etc.

Staff also may need counseling support, and we will work with staff to find a mentor or counselor of their choice.

Prior to the reopening of school we will conduct a staff training day - not only to inform all staff of the new safety protocols, but also to help them learn to identify students in crisis that may have been missed during our routine checks while in distance learning.

We are counting on our teachers to be the first line of defense - to be the first ones to notify the school when students are potentially in trouble. We will also use this training

day to teach possible curriculum and ways of handling student concerns about the pandemic - and also about recent world events.

All of our staff will be trained in suicide prevention, and the school does have a suicide prevention policy.

Parents have already been notified of the opportunity to get counseling support. Ivette Melendez, our parent outreach coordinator, has been moved to full-time status to assist with these needs. These needs also include parent consultation to:

- Reduce the stigmatization for needing counseling support.
- Encourage attendance.
- Continue to share parent resources for food banks, rent assistance and other emergency needs.

Much of this information has already been disseminated via phone calls, One Call text messages, and in Ms. Melendez' weekly parent support groups.

Other Family & Community Engagement

Due to the potential health risks of meeting in large groups, Sunrise will conduct parent meetings via Zoom prior to the first day of school. Parents will learn about what to expect and what safety measures their students will need to follow - for example, wearing masks at all times except when running during PE. Parents will be heavily encouraged to teach their students the safety protocols prior to school starting and reminded that this is for their health as well.

Other daily reminders and similar communication are being handled through email, snail mail and our One Call text messaging system.

While Sunrise believes this is the best plan for reopening our school, we also realize that this plan is a work in progress and one that no doubt will need to be revised as time goes on, as we and others learn what practices are most effective.

We will continue to consult with partners in education and in the health field to learn of best practices and modify our plan as needed.

We realize that the COVID-19 crisis is unprecedented, and we cannot possibly have all the answers at this writing. Yet, we are ready to forge ahead, knowing that our students' education and, indeed, their mental health needs to be addressed.



Stopping the Spread of Germs at Work

How Germs Spread

Illnesses like the flu (influenza) and colds are caused by viruses that infect the nose, throat, and lungs. The flu and colds usually spread from person to person when an infected person coughs or sneezes.

How to Help Stop the Spread of Germs

Take care to:

- Cover your mouth and nose when you sneeze or cough
- Clean your hands often
- Avoid touching your eyes, nose or mouth
- Stay home when you are sick and check with a health care provider when needed
- Practice other good health habits.

Cover your mouth and nose when you sneeze or cough

Cough or sneeze into a tissue and then throw it away. Cover your cough or sneeze if you do not have a tissue. Then, clean your hands, and do so every time you cough or sneeze.

Clean your hands often

When available, wash your hands -- with soap and warm water -- then rub your hands vigorously together and scrub all surfaces. Wash for 15 to 20 seconds. It is the soap combined with the scrubbing action that helps dislodge and remove germs.

When soap and water are not available, alcohol-based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drugstores. If using a gel, rub the gel in your hands until they are dry. The gel doesn't need water to work; the alcohol in the gel kills germs that cause colds and the flu.*

*Source: FDA/CFSAN Food Safety A to Z Reference Guide, September 2001: Handwashing (<http://www.cfsan.fda.gov/%7Edms/handwashing>).

Avoid touching your eyes, nose, or mouth

Germs are often spread when a person touches something that is contaminated with germs and then touches their eyes, nose, or mouth. Germs can live for a long time (some can live for 2 hours or more) on surfaces like doorknobs, desks, and tables.

Stopping the Spread of Germs at Work

(continued from previous page)

Stay home when you are sick and check with a health care provider when needed

When you are sick or have flu symptoms, stay home, get plenty of rest, and check with a health care provider as needed. Your employer may need a doctor's note for an excused absence. Remember: Keeping your distance from others may protect them from getting sick. Common symptoms of the flu include:

- fever (usually high)
- headache
- extreme tiredness
- cough
- sore throat
- runny or stuffy nose
- muscle aches, and
- nausea, vomiting, and diarrhea, (much more common among children than adults).

More Facts, Figures, and How-To Ideas

CDC and its partner agencies and organizations offer a great deal of information about handwashing and other things you can do to stay healthy and avoid the germs that cause flu, the common cold, and other illnesses. See Other Resources (<http://www.cdc.gov/germstopper/resources.htm>) and Posters (<http://www.cdc.gov/germstopper/materials.htm>) on this Stop the Spread of Germs site for a select listing of Web sites, materials, and contact information.

For more information, visit www.cdc.gov/flu, or call the CDC Flu Information Line at (800) CDC-INFO.

March 7, 2007

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Meningitis

FACT SHEET

What is meningitis?

Meningitis is an infection of the tissue (called the "meninges") that surrounds the brain and spinal cord.

What causes meningitis?

Many different kinds of viruses and bacteria (germs) can cause meningitis. A sample of spinal fluid, usually collected by a spinal tap, is needed to find out if someone has meningitis and to see what caused it.

What kinds of bacteria can cause meningitis?

Neisseria meningitidis are bacteria that can cause illness in people of any age. At any time, about 5-15% of people have these bacteria in their throats or noses without getting sick. The bacteria are spread through saliva (spit) during kissing, sharing of food, drinks or cigarettes, and by close contact with infected people who are sneezing or coughing. People who have come in close contact with the saliva of a person with meningitis from this type of bacteria may have to get antibiotics (medicine) for protection. Meningitis caused by these bacteria is called "meningococcal." There are vaccines, which can be used to help prevent this kind of meningitis.

Haemophilus influenzae type b bacteria, called Hib, can also cause meningitis. There is a vaccine called "Hib vaccine" that prevents infants and young children from getting Hib disease. Most adults are resistant to this type of meningitis, and thanks to the vaccine, most children under 5 years of age are protected. Certain people who have come in close contact with the saliva of a person with meningitis from this type of bacteria may have to get an antibiotic for protection.

Streptococcus pneumoniae are bacteria that cause lung and ear infections but can also cause "pneumococcal" meningitis. These bacteria are usually found in the throat. Most people who have these bacteria in their throats stay healthy. However, people with chronic medical problems or with weakened immune systems, and those who are very young or very old, are at higher risk for getting pneumococcal meningitis.

Meningitis caused by *Streptococcus pneumoniae* is not spread from person-to-person. People in close contact with someone who has pneumococcal meningitis do not need to get antibiotics.

Other bacteria can also cause meningitis, but meningitis from these other bacteria is much less common and usually not contagious.

What about viruses?

Viral meningitis, also called **aseptic meningitis**, is much more common than bacterial meningitis. A group of viruses called *enteroviruses* is the most common cause of viral meningitis. These viruses are found in the throat and feces (stool) of infected people. The virus is most likely to be spread when people do not wash their hands after using the toilet or changing a diaper or soiled sheets, then touch their own mouths, prepare food for others, or touch others with their contaminated hands. These viruses can also be spread by the kind of close face-to-face contact that is common in families.

Many enteroviruses don't cause people to feel very sick. Others may cause only mild diarrhea or vomiting. People with viral meningitis are usually less sick than people with bacterial meningitis. They usually get better on their own. People who are close contacts of viral meningitis patients do not need to be treated with antibiotics. However, they should wash their hands often with soap and warm water or use alcohol-based hand rubs or gels to stop the spread of these viruses. There are usually more cases of viral meningitis in the late summer and early fall.



What are the symptoms of meningitis?

Symptoms of meningitis may appear suddenly. Fever, severe and constant headache, stiff neck or neck pain, nausea and vomiting, and rash can all be signs of meningitis. Changes in behavior such as confusion, sleepiness, and trouble waking up can also be important symptoms. In some infants, the only signs of meningitis may be crankiness or tiredness and poor feeding. Babies with meningitis usually run a fever, but not always. Anyone who has or observes these symptoms should contact a health care provider right away.

How is meningitis spread?

Many of the viruses that cause meningitis are spread through saliva (spit) or feces (stool). The bacteria that can cause meningitis are usually spread from person-to-person through contact with infected saliva. Most people may already have immunity (natural protection) against many of these germs.

How can meningitis be prevented?

If a person is exposed to the saliva of someone with meningitis caused by certain types of bacteria, public health officials or your health care provider may recommend an antibiotic to prevent disease.

Frequent handwashing with soap and water or use of alcohol-based hand rubs or gels can help stop the spread of many viruses and bacteria. Not sharing food, drinks, or eating utensils with other people can also help stop the spread of germs.

There are 5 vaccines that can help prevent meningitis:

- ***Haemophilus influenzae (Hib) vaccine*** is usually given at 2, 4, 6 and between 12 and 15 months of age. The total number of doses depends on the age at which the series was begun. Children over 5 years of age usually do not need this vaccine. But, some older children or adults with special health conditions should get it.
- ***Pneumococcal conjugate vaccine 7-valent (PCV7)*** is recommended for all children less than 24 months old and in certain high-risk children between the ages of 24 and 59 months. It is usually given at 2, 4, 6, and between 12 and 15 months of age. The total number of doses depends on the age at which the series was begun.
- ***Pneumococcal polysaccharide vaccine 23-valent (PPV23)*** is used in high-risk individuals 2 years of age or older. (High-risk children less than 5 years of age should also receive PCV7.) This vaccine is also recommended for everyone 65 years of age and older.
- ***Meningococcal polysaccharide vaccine*** protects against 4 types of the 13 serogroups (subgroups) of *N. meningitidis* that cause serious disease. It is licensed for use in people 2 years of age and older and provides protection for about 3-5 years.
- ***Meningococcal conjugate vaccine*** also protects against 4 types of the 13 serogroups (subgroups) of *N. meningitidis* that cause serious disease. It is approved for use in people 11-55 years of age and is expected to help decrease disease transmission and to provide more long-term protection.

Meningococcal vaccine is now recommended for children 11-18 years of age, for adolescents at high school entry (15 years of age) and freshman and other newly enrolled college students living in dormitories and other congregate living situations (such as fraternities and sororities). Other high-risk groups include anyone with a damaged spleen or whose spleen has been removed, those traveling to countries where meningococcal disease is very common and people who may have been exposed to meningococcal disease during an outbreak. Children and adults with terminal complement component deficiency (an inherited immune disorder) should also receive the vaccine.

Where can I get more information about meningitis?

Your health care provider or
Kern County Department of Public Health

(661) 868-0554

www.co.kern.ca.us/health or www.cdc.gov/ncidod/dhqp/ar_mrsa_ca.html

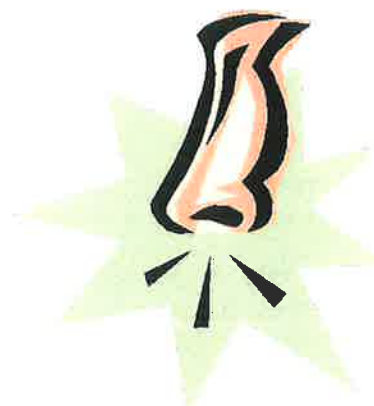


Stopping the Spread of Germs at Home, Work and School

How Germs Spread

The main way that illnesses like colds and flu are spread is from person to person in respiratory droplets of coughs and sneezes. This is called “droplet spread.”

This can happen when droplets from a cough or sneeze of an infected person move through the air and are deposited on the mouth or nose of people nearby. Sometimes germs also can be spread when a person touches respiratory droplets from another person on a surface like a desk and then touches his or her own eyes, mouth or nose before washing their hands. We know that some viruses and bacteria can live 2 hours or longer on surfaces like cafeteria tables, doorknobs, and desks.



How to Stop the Spread of Germs

In a nutshell: take care to

- ❖ Cover your mouth and nose when you cough or sneeze
- ❖ Clean your hands often
- ❖ Remind your children to practice healthy habits, too



Cover your mouth and nose when coughing or sneezing

Cough or sneeze into a tissue and then throw it away. Cover your cough or sneeze if you do not have a tissue. Then, clean your hands, and do so every time you cough or sneeze. You may try to use your coat or jacket to cover a cough/sneeze. Or try covering a cough/sneeze near your armpit if you do not have a tissue.

The “Happy Birthday” song helps keep your hands clean?

Not exactly. Yet we recommend that when you wash your hands—with soap and warm water—that you wash for 15 to 20 seconds. That’s about the same time it takes to sing the “Happy Birthday” song twice!

Alcohol-Based Hand Wipes and Gel Sanitizers Work Too

When soap and water are not available, alcohol-based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drugstores. If using gel, rub your hands until the gel is dry. The gel doesn’t need water to work; the alcohol in it kills the germs on your hands.”

Reference: CDC website: <http://www.healthinschools.org/sh/influenza.asp>

Protecting Our Community’s Health

*Sacramento County Division of Public Health
7001-A East Parkway, Suite 600
Sacramento, CA 95823 (916) 875-5881
www.scph.com*



How It Works: Washing Hands with Soap and Water



Components:

Three components:

1. Soap
2. Warm water
3. Friction

Technique:

Six steps:

1. Wet hands with warm, running water.
2. Add soap.
3. Rub hands vigorously for 20 seconds.
Wash all surfaces including:
 - Backs of hands
 - Wrists
 - Between fingers
 - Tips of fingers
 - Thumbs
 - Under fingernails—nailbrush is best
4. Rinse.
 - Keep fingers pointing down
5. Dry vigorously with paper or clean cloth towel.
6. Turn off faucet with towel and open door with towel.

How it works:

- The soap suspends the dirt and soils.
- The friction motion helps pull dirt and greasy or oily soils free from the skin.
- Warm running water washes away suspended dirt and soils that trap germs.
- Final friction of wiping hands removes more germs.



Minnesota Department of Health - Infectious Disease Epidemiology, Prevention and Control Division
651-201-5414 - TDD/TTY 651-201-5797 - www.health.state.mn.us

ICS – Incident Command System for Schools

Incident Commander Duties:

- Plan, organize, direct, and lead the entire emergency situation
- Put on identification vest
- Establish command post approximately 200 feet from buildings
- Assess situation, determine scope of incident:
 - Evacuation
 - Medical injuries
 - Building damage
 - Student and teacher accountability
- Secure perimeter of school site
- Obtain information from Operations, Planning, and Logistics
- Evaluate overall strategy on a continual basis
- Determine adequacy of resources
- Be the contact person for incoming resources
- Be the contact person for emergency personnel
- Advise 911 of location of triage area as well as student pickup area
- Set up a staging area for volunteers and additional resources
- Maintain unit/activity log (ICS Form 214)

ICS – Incident Command System for Schools

Operations Duties:

- Obtain situation briefing from I.C.
- Don position identification vest
- Appoint division leaders for all grades
- Appoint triage leader
- Organize, direct, and control the physical operations of student accountability
- Be in contact with division leaders for all grades
- Be in contact with Triage Leader
- Order resources through the Incident Commander
- Designate a triage area and bus/parent pickup area
- Determine egress corridors for students
- Request periodic progress reports from Division Leaders and Triage Leader
- Maintain unit/activity log (ICS Form 214)

ICS – Incident Command System for Schools

Planning Duties:

- Obtain situation briefing from I.C.
- Don position identification vest
- Assist the I.C. in planning overall strategy for incident
- Document situation status
- Document resource status
- Obtain information from the transportation leader
- Keep records of every student and when they leave campus, and with who
- Document volunteers (parents or school personnel) who assist and where they are located
- Keep a running time of the event and timestamp important events (ICS Form 214)
- Record a staging area for additional resources
- Obtain a record of bus numbers and students and where they went from the transportation leader

ICS – Incident Command System for Schools

Logistics Duties:

- Obtain situation briefing from I.C.
- Don position identification vest
- Monitor service and support groups
 - Service – additional radios and food and water supply
 - Support – facilities and a custodian person for technical issues
- Make sure the perimeter of school is secure
- Maintain unit/activity log (ICS Form 214)

ICS – Incident Command System for Schools

Facilities Duties:

- Obtain situation briefing from Logistics
- Secure utilities, eg. gas, electricity
- Check school for structural stability (visual inspections only)
- Report to Logistics all findings
- Be a liaison with emergency responders

ICS – Incident Command System for Schools

Division Leader Duties:

- Plan, organize, direct, and lead your respective grade level
- Communicate all activity to Operations
- Don position identification vest
- Determine teacher and student accountability within your respective grade/division
- Assess situation, determine scope of incident:
 - Evacuation
 - Medical injuries (send injured teachers or students within your respective grade/division to the triage area)
- If a teacher is injured, assign another teacher to the class of the injured teacher
- Request additional volunteer/parent help through Operations
- Be the contact person for incoming resources
- Maintain unit/activity log (ICS Form 214)

ICS – Incident Command System for Schools

Transportation Leader:

- Obtain situation briefing from Planning
- Don position identification vest
- Obtain and record the numbers on the buses and where they went
- Obtain and record student names and what bus number they went on
- Obtain and record which students went with parents or guardians (check ID of parents who are picking up)
- Organize the exit corridors
- Report all information to Planning
- Maintain unit/activity log (ICS Form 214)

ICS – Incident Command System for Schools

Triage Leader Duties:

- Obtain situation briefing from Operations
- Don position identification vest
- Identify and organize triage area
- Locate a triage area with easy access for emergency responders
- Identify immediate, delayed, and minor injuries
- If necessary, identify a morgue area
- Set up a cache of medical equipment in the triage area
- Provide a safe means of egress for patients
- Record all patients coming into and leaving the triage area
- Record where patients were taken to (hospital, morgue)
- Maintain unit/activity log (ICS Form 214)

